

RICHLAND COUNTY SCHOOL DISTRICT ONE
W.A. PERRY MIDDLE SCHOOL COURSE SYLLABUS

COURSE TITLE/GRADE LEVEL: 6th Grade Mathematics
TEACHER: Ms. K. McKelvey
DATE: August 2020 -May 2021
PRINCIPAL'S/DESIGNÉE'S SIGNATURE: _____

<u>GRADING SCALE</u>	
A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	59 and below

Getting In Touch with Ms. McKelvey

If you have any questions or concerns, PLEASE feel free to contact me. You may call W.A. Perry Middle School and leave a message. Teachers do not accept phone calls during instructional time, but I will return your call as soon as possible during my office hours or after school. You may also email me or contact in ClassDojo for quicker responses.

W.A. Perry Middle School: (803) 256-6347, ext 3207
Room Number: B2R7
E-mail: keri.mckelvey@richlandone.org
Tutoring Day and Hours: Tuesday 8:10 – 8:40 am
Office Hours: MWF 8:10 -8:40 am

AVID at W.A. Perry Middle School

AVID (Advancement via Individual Determination) is a college and career readiness program designed to ensure students are academically and socially prepared for success. AVID is offered as an elective class as well as various AVID strategies are implemented school-wide. The program will continue to focus on ORGANIZATION during its second year of implementation as it is a skill important in schools, careers, and other aspects of daily life. All students are required to have an AVID binder, pencil pouch, sheet protectors, and dividers to assist them with being organized.

GOALS AND OBJECTIVES:

The Mathematical Practices- Goals for the Year

The Standards for Mathematical Practice describe important skills that mathematics educators at all levels seek to develop in their students.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Connect mathematical ideas and real-world situations through modeling.
5. Use a variety of mathematical tools effectively and strategically.
6. Communicate mathematically and approach mathematical situations with precision.
7. Identify and utilize structure and patterns

The Mathematical Content Standards (Topic Areas to Be Covered)

They are designed to promote a balanced combination of procedural and conceptual understanding. Students who possess a concrete understanding of the topics to be covered will be better able to maneuver many problems posed in Math. The topics covered in this course are listed below.

The Number System 6.NS

- A Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
 - 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g. by using visual fraction models and equations to represent the problem.
- B Compute fluently with multi-digit numbers and find common factors and multiples. Example:
 - 1. Fluently divide multi-digit numbers using the standard algorithm.
 - 2. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation
- C Apply and extend previous understandings of numbers to the system of rational numbers. Example:
 - 1. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g. temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

Ratios and Proportional Relationships 6.RP

- A Understand ratio concepts and use ratio reasoning to solve problems.
 - 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
 - 2. Understand the concept of a unit rate associated with a ratio, and use rate language in the context of a ratio relationship.

Expressions and Equations 6.EE

- A Apply and extend previous understandings of arithmetic to algebraic expressions.
 - 1. Write and evaluate numerical expressions involving whole-number exponents.
 - 2. Write, read, and evaluate expressions in which letters stand for numbers.
- B Reason about and solve one-variable equations and inequalities.
 - 1. Understand solving an equation or inequality as a process of answering a question which values from a specified set, if any, make the equation or inequality true.
- C Represent and analyze quantitative relationships between dependent and independent variables.
 - 1. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.

Geometry 6.G

- A Solve real-world and mathematical problems involving area, surface area, and volume.
 - 1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability 6.SP

- A Develop understanding of statistical variability.
 - 1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
 - 2. Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape.
- B Summarize and describe distribution. Example:
 - 1. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
 - 2. Summarize numerical data sets in relation to their context

COURSE REQUIREMENTS:

Our focus requires the development of classroom procedures and expectations that support academic rigor and standards.

Students are expected to be engaged in classroom activities, both virtual and face-to-face. Classes will incorporate Mathematics vocabulary activities, fast facts building games, watching and discussing video presentations, working in groups on hands on activities, the use of manipulative, power point presentations, use of work stations, Do-Nows, Think- Pair and Share strategies, note taking through foldables and Interactive notebooks (virtually and hard copy), computer based lessons, Nearpod Interactive Activities, ALEKs and a host of other activities.

To make this happen students must come prepared with valuable resources such as the ones listed below:

Computer or other internet based electronic device

WiFi or internet access

11/2" Three-ring Binder

1 ruler

1 pack computer printing paper

College ruled notebook paper

Pack of Dividers

Pencils

Pencil sharpener

Highlighters (six colors)

Glue Sticks

Erasers

Crayons

Markers

Colored Pencils

Colored index cards

Pack of expo markers

Additional materials may be needed as the year progresses

All students must maintain an accurate and updated interactive notebook and an instructional binder. The instructional binder will be given to them.

HOMEWORK POLICY

Homework will be assigned at least three times per week. Students will be expected to have a Homework Journal as questions asked will often require them to write a step by step explanation of how they solved a given problem. Students are responsible for the homework regardless of their class attendance. Accommodations will be made for delayed absence due to illness or for other reasonable excuses.

Late assignments will attract point deductions.

ALEKS

ALEKS (Assessment and Learning in Knowledge Spaces) is a web-based, assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics he/she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. All Perry math students are expected to complete a minimum of 15 minutes per day on ALEKS in the classroom for a total of 75 minutes per week. Students are expected to complete a minimum of 20 topics per week; the ALEKS topics will count toward a classroom grade. Even though students will also be allowed to work on ALEKS during Early Bird, recess, lunch, afterschool or at home; students are still expected to completed 15 minutes per day in the classroom.

REDO/RETAKE PLAN

Grades 3-12

Richland County School District One is implementing a Redo/Retake Plan as a strategy to help ensure mastery learning for students. Nationwide, educators are continuously looking for methods to incorporate into the classroom which would increase opportunities for students to master content/skills in order to be successful in school. The practice of allowing students to retake assessments, after receiving additional tutoring or instructional support, gives some students additional time to learn as well as deepens their understanding of concepts.

Redo/Retake Plan guidelines have been developed to ensure consistent implementation across the district. These guidelines include specific assessments that students will be given an opportunity to redo/retake.

Assessments covered include the following:

- weekly assessments,
- classroom tests/quizzes, and
- class projects.

Assessments **NOT** covered include the following:

- homework,
- daily classwork,
- late work,
- nine week exams, and
- final exams.

General Guidelines

- Students who score below 70 can redo/retake up to three (3) assessments/projects per marking period.
- Students will have only one opportunity to redo/retake each assessment.
- The higher grade achieved up to 70 (original or redo) will be recorded.

- The teacher determines the re-teaching/tutoring opportunity required prior to the student retaking the assessment.
- Retakes will cover same objectives but will not be the original assessment/assignment. Alternative assignments may be required at the teacher's discretion since some assessments/assignments may not be replicated.
- The redo/retake opportunity will occur no later than within five (5) days of the end of the marking period.

Student Procedures

1. The student must complete a Redo/Retake Plan of Study.
2. Sign and get parent/guardian signature.
3. Submit the Plan of Study to the teacher within three (3) school days of receiving the assessment score below 70.

ATTENDANCE /TARDY POLICY

Hybrid Classroom

1st – 2nd Tardy: Warning
3rd Tardy: Warning/call to parent
4th – 7th Tardy: Lunch detention/call to parent
8th – 9th Tardy: After School detention/call to parent
10th Tardy: Mandatory Parent Conference/Attendance Improvement Plan

Virtual Classroom

1st – 2nd Tardy: Verbal Student Warning
3rd Tardy: Verbal Parent Contact
4th – 7th Tardy: Written documentation/Student Improvement Contract
8th – 10th Tardy: Mandatory Parent Conference/Attendance Improvement Plan

MICROSOFT EXPECTATIONS and VIRTUAL CONDUCT:

- Δ **Be on time and prepared for class.**
- Δ Find a comfortable location for online class that is quiet and free of distractions.
- Δ **Be respectful of your teacher and other classmates when they are speaking.**
- Δ **Mute yourself when entering the online classroom.**
- Δ **Do your best to keep the camera on. Appropriate virtual backgrounds can be used.**
- Δ Use the chat button to type questions or add comments to the conversation.
- Δ **If you have a question use the raise hand feature.**
- Δ **Show proper "netiquette" at all times.**
- Δ Follow all RCSD1 Acceptable Use Policy (AUP) guidelines.
- Δ **Be patient and try your best!**

ACADEMIC DISHONESTY:

There are many different forms of academic dishonesty. The following are just a few examples to help students to have an idea as to what types of behaviors should be avoided.

Cheating: Using unauthorized notes or other study aids during an examination; using unauthorized technology during an examination; improper storage of prohibited notes, course materials and study aids during an exam, looking at other students' work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; allowing another person to do one's work and submitting it as one's own.

Plagiarism: The representation of another person's work as one's own.

Facilitating Dishonesty: Aiding another person in an act that violates the standards of academic honesty; allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of course, departmental, or college academic honesty policies; providing false information in connection with any academic honesty inquiry.

Falsifying records and Official Documents: Forging signatures or falsifying information on official academic documents such as application forms, Hall Passes, Parent Teacher Communication Forms, letters of permission, or any other official School document.

GRADING PROCEDURES (each nine weeks) :

CLASSWORK	25%
TESTS/PROJECTS	40%
QUIZZES	25%
HOMEWORK	10%

- A minimum of fifteen assessments documented in the grade book during the nine-weeks marking period.
- Seven/eight assessments must take place before the Interim.
- Five of the fifteen assessments must be major assessments such as tests, written compositions, performances and projects.

BY COMPLETING, THE MICROSOFT FORM YOU ACKNOWLEDGE THE RECEIPT AND UNDERSTANDING OF THIS DOCUMENT. KEEP THE TOP PORTION FOR REFERENCE.

I have received the requirements and procedures for 6TH Grade Math

Parent/Guardian Name Print

Student Name Print

Parent/Guardian Signature

Date

Student Signature

Parent / Guardian Contact number