

MATH COURSE EXPECTATIONS

Grade 6
Ms. Maureen Adams
madams@northstoungton.k12.ct.us
Room 107

I. Course Overview

The Grade 6 math program builds upon skills and concepts that have been introduced, reinforced, practiced, applied and/or learned at the elementary level. Conceptual, concrete and abstract ways of thinking and problem solving are all an integral part of this course. The course is designed to develop and refine arithmetic operations, problem solving strategies, technological skills, and real-life applications. It is based on the Common Core State Standards and the eight Standards for Mathematical Practices. Please refer to the following website for further information: <http://ctcorestandards.org/>

II. Overall Course Objectives

The Mathematics Department believes that the following underlying principles should be incorporated into instruction and assessment as frequently as possible:

- Analyze and interpret estimation strategies to determine reasonableness of answers
- Develop an awareness of number sense that includes whole numbers, algebraic thought, order of operations, equations and expressions with and without variables, and mental math
- Model and understand multiple representations (numerical, verbal, graphic, and algebraic) of numbers, mathematical relationships, problem-solving strategies and solutions
- Apply appropriate use of technology through calculators, computer software and online resources
- Demonstrate the integration of oral and written communication of mathematical concepts through, but not limited to, whole and small group discussions and written responses through journaling

III. Course Resource

Glencoe Math; McGraw-Hill Education, 2015

The middle school mathematics course is now in its third year of use. Student workbooks are kept in the classroom in separate core class bins. Students tear out sections from the workbook as we progress through the different sections and units. Supplemental materials, such as teacher-created activity sheets, materials from other resources, and on-line sites are used for lessons.

IV. Class/Behavior Expectations

Students are expected to follow the four pillars of positive behavior under the school-wide Pride program we currently have in place: **Respect, Responsibility, Safety, and Honesty.**

Students are expected to come to class prepared with necessary tools and materials, including their student planners. Planners are an important component of student responsibility and a key factor in keeping communication open between school and home. Please be sure to use them as a resource for both you and your child.

V. *Grading*

Grades are calculated on a straight point system. Earned points divided by the total possible points determines your child's average.

On corrected work that is scored, grades are generally written out as a ratio, such as 89/95. The students are taught to find the percentage of their own grades by dividing the two values and then multiplying by 100. They can then equate their percentage to a letter grade.

Extra credit assignments are not given. Students are expected to do the required work when it is assigned. Why do more work to try to improve upon a grade that would have been fine had the original work/task been completed?

If it is due to a lack of understanding, teacher interventions and student strategy plans will be implemented to give students a chance to improve upon specific skills and/or concepts.

A **math notebook** is used in the classroom and may be taken home as needed to help with homework. It must be brought back to school as it is used nearly every day.

Class work is anything that is done in class; written and orally. This might include, but is not limited to worksheets, games, computer work, math vocabulary, hands-on activities, and discussions.

Homework Practice helps to reinforce, build on and improve math skills. Regardless the arguments about homework, it is probably better to foster the habit and the benefits it can provide. **Ten Marks** is an integral part of students' mathematical skills practice and will be assigned at least once each week.

Practice done outside the classroom might be an activity sheet, a computer-related activity, or perhaps a video tutorial from a reputable source that I will provide. If a video cannot be watched at home due to Internet limitations, I will provide time for your child to watch it at school. Please inform me if this is the case with your family.

Encourage your child to try his/her best to do their home practice every time it is assigned. If there is confusion on any assignment and true effort has been given to complete it, an adult should write a note directly on the homework or email me right away.

The practice work is still expected to be done as future learning depends on it. Handing in assignments in a timely fashion is crucial to students' ability to keep up with new content.

I will be available to work one-on-one with your child either during school or afterwards. Arrangements can be made ahead, **but not on the day** of a child wanting to stay after school. Usually, Tuesdays and Thursdays are the best days for staying beyond the school day for extra help. Homework Club meets on those afternoons and I can work with students in small groups or individually.

Homework is generally not assigned over the weekends, unless it is a **Ten Marks** online assignment.

VI. Academic Integrity

The following expectations have been adopted by Wheeler Middle/High School. Teachers will be targeting 21st century skills using school-wide rubrics. Growth and progress will be monitored and assessed in the areas of **communication, literacy, analysis, and collaboration**. For math, students will be assessed on the expectation of **analysis**.

The faculty and administration of Wheeler Middle/High School demand high standards of academic performance and academic honesty. Anything less would jeopardize quality education and allow our students to deny themselves needed skills and knowledge. For this reason students who cheat on their assigned work, reports, research papers, quizzes, tests or examination risk prompt and punitive action by both their teacher and the school. Examples of violations may include, but are not limited to:

- Giving or receiving aid on tests and graded assignments
- Unauthorized talking during tests
- Copying regular homework/exercises
- Unapproved discussion of examinations/assignments contents
- Cheating on peer reviews of student work
- Misuse of technology

Documentation of all sources is important to avoid plagiarism, which is the stealing of another's ideas, words, writing, or academic work, and implying that it is original. Both quoting and paraphrasing information from an outside source, including any technology without crediting that source is a form of plagiarism. Please refer to ***Parent/Student Handbook*** for further details.

VII. Teacher Availability for Extra Help and Communication

When students need extra help, a time can be arranged in advance with parents and/or caregivers. Generally, available times will either be Tuesday or Thursday after school during the regularly scheduled Homework Club that runs from 2:20 – 4:00. Extra help might also be available during the day at various times.

Email is the quickest way to get in touch with me ~ madams@northstonington.k12.ct.us or send in a note with your child a day or two before they will be staying. I may have meetings or appointments after school that may prevent me from staying later. You can also call me at 1-86-535-0677; Ext. 107.

Parent and Student Acknowledgement

Grade 6 Math Course Expectations

September 6, 2017

Dear Parents or Guardians,

Please take some time to read through the attached document with your child to become familiar with what to expect this year with our sixth grade math curriculum. I am asking that you read and sign the acknowledgment form below and send it in with your child no later than Wednesday, September 13th.

It is my hope that we start the year with parents and students having a clear understanding of my expectations in math class that include, but are not limited to, course objectives, student behavior, work ethic, grading, and homework.

Please do not hesitate to email or phone me whenever you have a question or concern, no matter how trivial you think it may be. You can reach me at madams@northstonington.k12.ct.us or leave a message to my voice mail at 535-0377; x 107. I am always available to answer questions. Please allow time for me to respond within one working day, as it may not always be feasible to contact you immediately.

I will do my best to help your child grow and find success in their journey with mathematics. Thank you in advance for supporting your child in any means possible as we progress through this new school year together.

Sincerely,

Ms. Maureen Adams

By signing below, I acknowledge that I have read the *Grade 6 Math Course Expectations* with my child. Thank you. ~*Maureen Adams*

Date _____

Math Core: **B** **C** **D** (circle one)

Parent printed name

Parent signature

Student printed name

Student signature

PLEASE RETURN NO LATER THAN WEDNESDAY, SEPTEMBER 9th.