

**Course Description**

In this math course, the following learning targets will be emphasized

- Understanding of ratio concepts and using ratio reasoning to solve problems
- Applying and extending previous understandings of multiplication and division and to divide fractions by fractions
- Computing fluently with multi-digit numbers and find common factors and multiples
- Applying and understanding previous understandings of numbers to the system of rational numbers
- Applying and extending previous understandings of arithmetic to algebraic expressions
- Reasoning about and solving one-variable equations and inequalities
- Representing and analyzing quantitative relationships between dependent and independent variables
- Solving real-world and mathematical problems involving area, surface area and volume
- Developing understanding of statistical variability
- Summarizing and describing distributions

**Goals**

- To develop responsibility and organization skills
- To demonstrate mastery of knowledge of the Common Core Curriculum
- To self-evaluate a collection of items documenting mastery of course goals
- To develop problem-solving strategies and algebraic thinking

**Delivery of Instruction**

Concepts will be presented by teacher instruction, practice assignments, class notes, and in-class activities. Students will have an opportunity to ask questions on practice assignments before they are collected. Most lessons will include note taking as well as related activities. Time for guided practice on problems will be given during class. I am available before and after school for extra help and to answer questions.

**Formative Assessments**

Work in this course will be divided into two categories: formative assessment and summative assessment. The purpose of **formative assessments** is to provide immediate feedback for the student, parent and teacher regarding student understanding of material and will include such items as homework assignments, in-class activities, and teacher observation. *The student may redo formative assessments during the unit in which they were assigned. However, formative assessments will not be used to determine a student's grade.* Prior to submission, students will assess their performance on any **formative assessment** using the scale below:

Level	Description	Kid-Friendly Description
4	Student has demonstrated mastery of the learning objective(s)	I get it! I made few, if any, (small) mistakes. I can answer questions and help others.
3	Student has demonstrated an understanding of the learning objective(s), but has made some minor mistakes that inhibit mastery	I've almost got it! I can easily fix my mistakes. I can mostly answer questions about the problems.
2	Student has demonstrated minor understanding of the learning objective(s) and has made some major mistakes. Student is in need of corrective action (additional help from the teacher, from another student, from a tutor)	I found the problems hard to do. I needed some help to complete the assignment. With help I can fix my mistakes.
1	Student doesn't understand the learning objective(s) and needs corrective action	I did not understand how to do the assignment. I need help to redo the problems and fix my mistakes.

## Summative Assessments

The purpose of **summative assessments** is for the student to be able to demonstrate learning in a more controlled environment and will be the basis for formal grades. Summative assessments may include traditional paper/pencil tests, quizzes, projects, presentations, and teacher observation. Summative assessments will be marked with a grade letter (A, B, ...) or percentage. Because summative assessments will be the basis for formal grades, and because student learning occurs at different rates, students may retry any summative assessment within two weeks of the date the assessment was returned. **In order to retry an assessment, all practice work for the unit must have been successfully completed.** *The trimester tests are the exception and due to time constraints cannot be retaken.*

## Grading

Grades given will reflect only what the student has demonstrated that they know and can do on summative assessments. They will not include other factors such as attendance, notes, etc. However, the amount of effort given on assignments, the number of assignments (formative assessments) completed in a timely manner, etc., all play a critical role in a student's performance on summative assessments. Good work and study habits are critical to success in any math class.

### Grade Scale with Descriptors

<b>Letter</b>	<b>Description</b>	<b>Kid-Friendly Description</b>
A	Student has demonstrated a mastery of at least 90% of the learning objectives from the marking period. Mistakes made were minor and do not detract from the overall understanding of the concepts presented.	I get it! I can easily help others to understand the ideas. I can solve problems with little difficulty.
B	Student has demonstrated a mastery of 80-90% of the learning objectives from the marking period. Most mistakes made were minor.	I get most things we've done. Most of the time I can help others. Sometimes I make some mistakes.
C	Student has demonstrated a mastery of 70-80% of the learning objectives from the marking period. Some major mistakes were made and/or misunderstandings exist. The student is encouraged to seek additional help from the teacher or a tutor.	I think I get most of it, but it is hard for me to complete a problem without making a mistake. I do better when I have some help.
D	Student has demonstrated a mastery of 60-70% of the learning objectives from the marking period. Many major mistakes were made and/or misunderstandings exist. The student is clearly working below grade level. Additional help from the teacher or tutor is necessary for success.	I'm not really sure of what to do when working on problems. I get things confused easily. I need help to start/finish problems.
E	Student clearly does not understand the learning objectives and is unable to work through tasks at grade level. Student is in need of corrective action in the form of additional help from the teacher or a tutor. It is highly recommended that the parent and student contact the teacher in order to determine a plan of action.	When I do problems, I usually guess because I'm not sure what to do. I have a hard time with math vocabulary. I need help to try problems.

Should you wish to learn more about this kind of grading philosophy and practice, please feel free to contact me or see *How to Grade for Learning: Linking Grades to Standards* by Ken O'Conner (ISBN: 1-57517-816-8)

## Student Responsibilities

- Complete all work
- Participate in class activities, ask questions when confused, seek help when needed
- Put forth a good effort on all work, in and out of class (work that is sloppy or incomplete may be returned for the student to redo before being marked)
- Be considerate of neighbors, restrict talking, respect property belonging to others
- Prepare for summative assessments by studying and practicing problems
- Be prepared for class everyday with a planner, pencil, math notebook,
- Obtain assignments, notes, etc., from an absence by asking a neighbor or the teacher
- Accept the consequences that come from making poor choices and make the changes necessary to prevent it from happening again (talk to the teacher if necessary)

**Supplies needed**

Students will need approximately 10 cheap paper folders with 3 hole tabs in center to use throughout the year. I will collect these at the beginning of the school year and distribute as needed with each new math notebook.

**Textbook**

Students will be given a textbook or cd to be kept at home.  
The following web address goes along with our textbook. It contains self-check quizzes, step by step help from “tutors,” and additional practice problems. I encourage students to take advantage of the extras available when needed.  
www.mi.msmath2.net

**Communication**

Please feel free to contact me any time regarding your son/daughter’s progress.

School website: www.lindenschools.org  
Middle School Office: 591-0710  
My Classroom Phone: 591-0747  
My email: bbeckman@lindenschools.org

Please detach and return the signed portion below.



Your first assignment is to have a parent/guardian sign this syllabus and return it to me.

Yes, I have seen the 6th Grade Math Syllabus, and I am aware of its content.

Student Name \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Email Address (Please print) \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_