

**Louisville Middle School**  
1200 School Street, Louisville, Ga.  
**STRIVING FOR EXCELLENCE**

**Teacher(s):** Jaculine Saleth

**E-mail:** [Salethj@jefferson.k12.ga.us](mailto:Salethj@jefferson.k12.ga.us)

**Cell Phone:** (803) 7471122

**Grade Level:** 6th

**Subject:** Math

**Planning Time:** 10:05:11:00am & 1:05:2:05

**School phone number:** (478)625-7664

**School Website:** <http://www.jefferson.k12.ga.us>

Year: 2015-2016

**GSE Mathematics Grade 6 Unit descriptions:**

The sixth grade standards are arranged into units that will extend their knowledge and understanding of elementary topics into increasingly formalized and applicable skills as they transition into upper grades. In grade 6, the focus is on ratios and proportional relationships, and early algebraic expressions and equations.

It is desirable for the student to keep the “big picture” in mind as they deal with the specific goals in each unit. Please visit the Department of Education website ([www.doe.k12.ga.us](http://www.doe.k12.ga.us)) to view the state standards in further detail.

Students will have a variety of opportunities throughout the year to use their creativity and imagination in conjunction with what they are learning in class.

**Teaching and learning.** This is not a course where I, the instructor, will ‘teach’ you. Rather, I will do my best *to help you to learn*. You will be largely in charge of what you learn, and whether you learn enough to pass or do well in the course. To a great extent, the class as a whole will shape the course content. Below you will find information on the upcoming 1<sup>st</sup> nine weeks of 6th grade math.

**Instructional Delivery plan:** The following order course syllabus will be delivered for the first nine weeks.

**Unit 1 Number System**

MGSE6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem

MGSE6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.

MGSE6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

MGSE6.NS.4 Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100.

a. Find the greatest common factor of 2 whole numbers and use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factors. (GCF) Example:  $36 + 8 = 4(9 + 2)$

b. Apply the least common multiple of two whole numbers less than or equal to 12 to solve real world problems..

**Unit 2 Ratio and Proportional Relationships**

MGSE6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

MGSE6.RP.2 Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$  ( $b$  not equal to zero), and use rate language in the context of a ratio relationship.

MGSE6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.

MGSE6.RP.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

MGSE6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed.

MGSE6.RP.3c Find a percent of a quantity as a rate per 100 (e.g. 30% of a quantity means 30/100 times the quantity); given a percent, solve problems involving finding the whole given a part and the part given the whole.

MGSE6.RP.3d Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities

### ***TEXT AND RESOURCES:***

#### **Active Board**

*Holt Mathematics Course 1* (class copy)

Digits students companion, Homework and practices work book

#### **Manipulative**

Composition Notebook 2

One binder with fasteners

# 2 Pencils with erasers.

School Agenda

Instructional Philosophy:

Direct instruction is the primary method of instruction. It includes modeling, the use of manipulatives as well as concrete models, and directed practice. Individual instruction is provided as needed. Accommodations and modifications are made to meet individual needs and to address the goals and objectives of each individual student's. Teachers **differentiate or adapt instruction to fit each learner's needs, styles and abilities (individual or group work).**

Assessment plan:

#### **Notebooks and Studying**

Students are required to keep math notebooks. Students are responsible for keeping up with their notes and studying 5-10 minutes each night. Pop quizzes will be given on a regular basis. Anything covered up until that day could be tested. The purpose for the notebook is so that the student can use it as a guide at home to assist them with homework and to study for upcoming tests.

#### **Class work**

Students are expected to submit all assignments on the due date. All assignments must be done in **pencil** unless stated otherwise. Missing or incomplete assignments will receive a failing grade. All class work assignments should be done in their class work notebook. Teacher will check the notebook on the daily basis.

#### **Group Work**

During many lessons there will be opportunities to work in groups with fellow classmates. Sometimes I will allow students to select their partners, while at other times I will be assigning students to groups. I ask that everyone respect one another when working together. Please do not express disappointment or disapproval of other students within the class. In addition, all students are expected to contribute to the activity with no one person taking charge of the entire group, and no students relying on other students to do all the work. Remember we work together and we answer apart

#### **Homework Assignments**

Homework will be assigned Mon. - Thurs. night. All homework will be posted in the classroom and it is expected to be completed and turned in on the due date. It is necessary for homework to be completed nightly in order for the student to be successful throughout the year. Homework provides additional reinforcement of concepts presented in class. All homework assignments should be done in their homework notebook. Teacher will check the notebook on the daily basis.

#### **Grading Scale/Policy**

100% standard based activities.

**Absence Make-Up Procedure:** Upon returning to school following an absence, it is the **student's responsibility** to contact the teacher to request make-up work. If the student is absent on the day an assignment

is given, he/she will have time to complete the assignment according to the school make-up policy. **THE TEACHER WILL NOT ASK FOR THE WORK.** The student must complete make up work within the allotted time specified by the teacher. Make-up work submitted late may receive a zero.

**Behavior**

Follow all rules as stated in the LMS Student (Agenda) Handbook.

Additionally, I expect my students to enter my room quietly, get materials out, have a sharpened pencil, and begin working on the daily starter. Students are here to learn and it is imperative that our time be used for this purpose.

With hard work and perseverance, any child can be successful in math. The more we communicate, the better it is for your child. My goal is to help your child be successful. By encouraging, challenging, holding accountable, and working hard, I truly believe each child will have a successful year!

**Contact Me:**

Please feel free to contact me at any time throughout the year.

I can be reached by phone (478-625-7764(School) , 803-747-1122 (cell)). You can also contact me through email at [salethj@jefferson.k12.ga.us](mailto:salethj@jefferson.k12.ga.us). You are also free to write me a letter if that works best for you. I want you to know that I am committed to helping you and your child out in any way possible, so please do not hesitate to contact me.

I'm excited about this new school year and I hope you are too. Please return this syllabus signed by you and your parents on the second day of school.

**Together we can make a difference**

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Students and Parent(s)/Guardian(s),

Please sign the appropriate sections below and return this sheet to me. This will be worth 5 points and will count as the first homework grade for the year. If you have any questions or concerns please contact me.

**Student**

I, \_\_\_\_\_, agree to the following course guidelines and I will do the best that I can to be successful in this class.

Signature \_\_\_\_\_

**Parent/Guardian**

I, \_\_\_\_\_, agree to the following course guidelines and will do the best that I can to help my child be successful in this class

Signature \_\_\_\_\_

Contact information:

Phone Number(s) \_\_\_\_\_

E-Mail Address \_\_\_\_\_

Preferred way of Contact (please circle)

Phone

E-Mail

If you prefer to be contact by phone what is the best time to reach you? \_\_\_\_\_

Any other information I need to know about your child

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\*\*\*A copy is available online at LMS School website.