



Class Syllabus

Instructor	Allison Frisbee
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Subject	Math
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Grade	6
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School	Grassy Fork Elementary School
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Course Outcomes

- **Course Description:**

- Students in sixth grade will begin the formal study of ratios and proportional relationships. They will use reasoning about multiplication and division to solve ratio and rate problems about quantities. They will recognize and create equivalent ratios and solve a wide variety of problems involving ratios and rates. Students in sixth grade will deepen their knowledge of the number system. They will solve mathematical problems with various representations of numbers, including fractions, decimals, and percents. Sixth grade students will begin to use properties of arithmetic operations systematically to work with numerical expressions that contain whole number exponents. They will write

expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students in sixth grade will begin to use variable to stand for unknown amounts and will expand upon this knowledge so solve one-step equations and inequalities. Students in sixth grade will build upon their work with area from earlier grade by reasoning about relationships among shapes to determine area, surface area, and volume of various shapes including triangles, parallelograms, trapezoids, and others. Students will also begin to formally develop their ability to think statistically. They will understand that a set of dates will have a distribution, which can be described by its center, spread, and shape. Students will calculate the median, mean, and model of a set of data, and they will display data in a variety of ways.

- **Tennessee State Standards for Math**

- https://bestforall-cms.tnedu.gov/sites/default/files/documents/G6_9-24-21.pdf

- **Cocke County School System Website**

- <http://www.cockecountyschools.org>

Instruction

- **Topics/Competencies/Skills Covered**

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability

- General Pacing

<u>First 9 Weeks</u>	<u>Second Nine Weeks</u>	<u>Third Nine Weeks</u>	<u>Fourth Nine Weeks</u>
● Expressions and Equations: Area, Algebraic Expressions, and Exponents ● Decimals and Fractions: Base-Ten Operations, Division with Fractions, and Volume	● Ratio Reasoning: Ratio Concepts and Equivalent Ratios ● Ratio Reasoning: Unit Rates and Percent	● Algebraic Thinking: Equivalent Expressions and Equations with Variables ● Positive and Negative Numbers: Absolute Value, Inequalities, and the Coordinate Plane	● Review ● TNReady Testing

- **Materials needed for the class**

- IReady Textbook
- IReady Workbook
- Chromebook
- Paper, Pencil, Whiteboard, Expo Marker
- Safety Procedures are posted in classrooms while practices are regularly held to ensure safety protocols.
- Students performing at or below the 25th percentile on the Universal Screener, Aimsweb Plus, may qualify for Response-to-Intervention (RTI) program. The Response-to-Intervention is held for 45 minutes in addition to regular math instruction. Students needing extra help may see the teacher before school (7:30-8:15) or attend the after school program to receive additional help.

Assessment and Grading

- **Grading policy**

Final grades assigned for this course are based on the percentage of points earned and are assigned as follows:

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-50%

- Grades for this course are weighted as follows:
 - Tests 40%,
 - Classwork 20%
 - Quizzes 30%,
 - Math Facts 10%
- Make-up/Late work Policy: Make-up work is to be made up within three days of returning to school. Late work will receive a 10-point deduction for each day the assignment is late.
- Viewing grades on ASPEN is optional. Grades will be updated on a daily basis, and progress reports are sent home each Monday.

General Expectations

- Students
 - **Attendance Policy**

<https://cockecountyschools.org/departments/attendance/>

- **Classroom Policy/Procedures/Discipline**
 - Be respectful to others and to yourself.
 - Be prepared for class.
 - Try.

*Misbehaviors will be dealt with as needed. Discipline may include loss of a privilege, penalty, or suspension in extreme cases.
- Teachers
 - **Communication Strategy**
 - Weekly Newsletters are sent home each Monday
 - Progress reports are sent home each Monday
 - Emails and/or phone calls may be utilized as needed
 - **Office hours/Contact Information/Email**

I am at school each day, Monday through Friday, from 7:30 AM until 4:00 PM, and may be reached at the following:

 - Email: Hayesa2@cocke.k12.tn.us
 - Telephone: (423) 487- 5835
 - Clever Messaging System

Plagiarism

- According to Harbrace Handbook, 15th edition: Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased.”
- This includes but is not limited to:
 - Copying verbatim all or part of another’s written work;
 - Using phrases, figures, or illustrations without citing the source;
 - Paraphrasing ideas, conclusions, or research without citing the source;
 - Using all or part of a literary plot, poem, or film without attributing the work to its creator.

- Consequences of Plagiarism
 - Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment within a specified time period and accept a letter drop or taking a zero on the assignment. Parents are to be involved in making this decision.

Religion in the Classroom

The Board affirms that it is essential that the teaching about religion - and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
2. The inclusion of religion shall be for educational purposes only;¹
3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and¹
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.