

BLUE HERON MIDDLE SCHOOL

3939 San Juan Avenue
Port Townsend, WA 98368
Phone: (360) 379-4540



Victoria Kalscheuer, Principal
Grades 6 - 8
www.ptschools.org/blueheron

6th Grade Math

September 2025

Greetings Blue Heron 6th grade Math Students and Families!!

Course Description:

Math teaches us to think logically; to identify and state the problem clearly; to plan how to solve the problem; and then to apply the appropriate methods to evaluate and solve the problem. We **learn** to evaluate and draw conclusions based on our knowledge.

Broad Units of Study:

The Port Townsend School District follows the Common Core Standards, adopted by the state of Washington and forty other states in the nation.

The focus areas in 6th grade include:

- **Coordinate Grids**
Plot and move points on a grid.
Standard: 6.NS.6
- **Ratios & Rates**
Solve real-world ratio and rate problems.
Standard: [6.RP.3](#)
- **Variable Relationships**
Use tables and graphs to show patterns.
Standard: [6.EE.9](#)
- **Number Patterns**
Find factors, multiples, and patterns.
Standard: [6.NS.4](#)
- **Fractions & Percents**
Compare fractions, decimals, and percents.
Standard: [6.RP.3c](#)
- **Multiple Representations**
Connect tables, graphs, and equations.
Standard: [6.EE.9](#)
- **Graphing Shapes**
Plot and move shapes on a grid.
Standard: 6.G.3
- **Surface Area**
Use nets to find surface area.
Standard: 6.G.4
- **Data Variability**
Describe how data varies.
Standard: 6.SP.3, [6.SP.4](#)
- **Data Distributions**
Analyze shape and spread of data.
Standard: 6.SP.

Standards:

To learn more about the standards covered in 6th grade, please refer to the summary document of the Mathematics Common Core Standards, entitled "CCSS Where to Focus Grade 6 Mathematics", included with this syllabus. If you're interested in a more detailed look at the standards covered in 6th grade, please visit: <http://www.corestandards.org/what-parents-should-know/> and <http://www.corestandards.org/Math/Content/6/introduction/>.

Text Materials:

Common Core Standards build on all of the same skills that have been taught for many years and that students will continue to see through high school. We will be using MidSchool Math as our curriculum this year, which aligns directly with the common core standards. These books will be kept in the classroom. I would encourage you to practice your math facts 15-30 minutes a few times a week at home. Much of the class time is spent building understanding of the concept through collaboration and consensus.

Classroom Material: Pencils, erasers, graphing paper, calculators and other essential materials will be available for in class work. Students will be responsible for keeping track of the provided material bins on their tables.

Class Additional Materials Request:

- Pre-sharpened pencils
- Black/Blue white board markers
- Pink erasers

Extra help:

I would highly recommend doing 15-30 minutes daily (at least 60 minutes per week) of practicing math facts (Multiplication and Division). The library is also an option most mornings to work on math, 7:45-8:15. You can check in with Alice in the library to use a chromebook to check out the practice resources on Google Classroom.

Homework: Homework will not typically be assigned in this course, however any coursework not finished in the classroom time allotted, will need to be completed outside the classroom. It is the students responsibility to obtain missing work and finish it in a timely manner.

Grading

All work assigned has value and is evidence of learning. Thus, students need to complete assignments and quizzes to the best of their ability and submit that work to demonstrate growth. It is critical for students to participate every day in class. Please schedule vacations carefully to minimize interruptions to the learning process.

Google Classroom: Google Classroom will be used as a tool for communication. I will post many items to help guide you as we learn each concept. Students will be invited to my Google Classroom during the first week of school.

Weekly Newsletter: I will be sending out a weekly newsletter (The Janssen Journal) through Skyward to keep parents and guardians informed about what's happening in class each week. Please make sure your email is up to date in Skyward so you don't miss any important updates.

Academic Integrity

The student's individually-assigned work must be their own. If a student cheats or copies work and claims it as their own work, the student will receive reduced or zero credit on the assignment/test. The student may or may not (teacher discretion) have the opportunity to make up the grade. A parent/guardian will be notified with concerns about questionable academic integrity.

Work Completion:

It is important to turn in assignments in a timely manner, each concept builds off each other and if students fall behind, it is harder for them to get caught back up.

Place Based Learning

The Port Townsend School District has a mission to enhance the learning of students through the use of place-based learning. Below, I've described two of the experiential education projects included in the sixth grade.

Place-Based Learning Project #1:

Title: Blue Heron Orchard Project

Essential Question: What is the value of an orchard?

Project Overview: Over the course of the year, students will learn about the value of an orchard and participate in the maintenance, harvest, and propagation of our apple trees.

Place-Based Learning Project #2:

Title: From Pigments on a Palette

Essential Question: How do I create my own, reproducible formula for a specific paint color?

Project Overview: Students will create a formula for a color, give the color a name and produce a piece of artwork with their newly created color.

Cell Phone Policy: Phones and electronic devices must be silenced and placed out of view in this class. No cell phone use is allowed in this class. Note to Parents: Please contact your child by calling the office and not call or text the student's cell phone. Please see the Blue Heron Handbook for complete details on the cell phone policy.

Self-Discipline: Disruptions in the classroom hinder the learning process. Classroom expectations are based on respect, responsibility, and cooperation that are fair and will help the students learn. The "Reflect and Reset" protocol and other school behavior intervention strategies will be used when necessary. Hard work and integrity are keys to success in the classroom and in life.

Expectations for Success:

Students are expected to participate appropriately with classmates and the teacher, and behave in a way that allows all students to learn.

Feel free to contact me if you have any questions or concerns. It's going to be a great year of fun learning mathematics!

Sincerely,

Vanessa Janssen

6th Grade math, 7th/8th Grade STEAM, ASB Co-Advisor and Robotics Club Advisor.

360-680-5695

vjanssen@ptschools.org

CCSS WHERE TO FOCUS GRADE 6 MATHEMATICS



This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority¹ of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (●) can engage students in the major work of the grade.^{2,3}

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 6

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 6.R.P.A. ■ Understand ratio concepts and use ratio reasoning to solve problems.
- 6.NS.A. ■ Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- 6.NS.B. ● Compute fluently with multi-digit numbers and find common factors and multiples.
- 6.NS.C. ■ Apply and extend previous understandings of numbers to the system of rational numbers.
- 6.EE.A. ■ Apply and extend previous understandings of arithmetic to algebraic expressions.
- 6.EE.B. ■ Reason about and solve one-variable equations and inequalities.
- 6.EE.C. ■ Represent and analyze quantitative relationships between dependent and independent variables.
- 6.G.A. □ Solve real-world and mathematical problems involving area, surface area, and volume.
- 6.SPA. ● Develop understanding of statistical variability.
- 6.SP.B. ● Summarize and describe distributions.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 6

6.NS.B.2	Multi-digit division
6.NS.B.3	Multi-digit decimal operations

¹ At least 65% and up to approximately 85% of class time, with Grades K–2 nearer the upper end of that range, should be devoted to the major work of the grade. For more information, see Criterion #1 of the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics www.achievethecore.org/publisherscriteria.
² Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics www.achievethecore.org/publisherscriteria.
³ Note, the critical areas are a survey of what will be taught at each grade level; the major work is the subset of topics that deserve the large majority of instructional time during a given year to best prepare students for college and careers.

Please return this completed page to Vanessa Janssen, 6th grade math.

_____ I have read and understand the requirements of this course. I will inform Mrs. Janssen of any needs or concerns regarding this course.

_____ By signing below, I acknowledge that I have read and understand the information outlined in this syllabus.

Student name (printed) _____

Student Signature: _____ Date: _____

Parent/Guardian Name (printed): _____

Parent/Guardian Signature: _____ Date: _____

PLEASE RETURN BY SEPTEMBER 19TH

Interested in volunteering in class or on field trips? (circle one) **YES NO**

If yes, please provide your email:

PTSD Background Check Active? (It is good for 2 years): **YES NO**

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi

"In mathematics, the art of proposing a question must be held of higher value than solving it. " -Goerge Cantor

"Don't let anyone rob you of your imagination, your creativity, or your curiosity. It's your place in the world; it's your life." -Mae Jemison