Math 6 Syllabus - Beck Academy

Teacher: Mrs. Franklin

Contact Information:

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Course Title: Math 6

Textbook Title:
- *South Carolina Reveal Course 1* - McGraw Hill
- *ALEKS* student software

Course Description:

In Math 6, SC CCR Mathematics Standards focus on connecting models to standard algorithms to solve mathematical and real-world problems. Four critical areas include: (1) Data, Probability, and Statistical Reasoning; (2) Measurement, Geometry, and Spatial Reasoning; (3) Numerical Reasoning; and (4) Patterns, Algebra, and Functional Reasoning. For a complete understanding of the essential knowledge and process skills in mathematics, read the [SCCCR Mathematics Standards](#) in their entirety.

Priority Learning Standards for Math 6:
- Convert among multiple representations of rational numbers: fractions, including mixed numbers, decimals, and percentages. Denominators should be limited to 2, 4, 5, 8, 10, 20, 25, 50, 100, and 200.
- Identify and compare positive and negative numbers as opposites in direction with shared absolute value. Use integers to represent quantities in real-world situations and explain the meaning of zero in each situation.
- Add, subtract, multiply, and divide multi-digit positive decimal numbers, up to the thousandths place, and fractions, including mixed numbers, connecting models and standard algorithms.
- Apply mathematical properties (e.g., identity, inverse, commutative, associative, distributive) to create and justify equivalent expressions.
- Write and solve one-step linear equations involving positive rational numbers in real-world and mathematical situations.
- Apply the concepts of ratios and rates to solve real-world problems.
- Unfold three-dimensional prisms and pyramids into two-dimensional rectangles and triangles (nets) to find surface area
- Calculate the volume of a right rectangular prism using the formula $V = Bh$
- Find the area of composite figures containing triangles and quadrilaterals
- Use center (median and mode), spread (range and interquartile range), and shape (symmetrical, skewed left, and skewed right) to describe the distribution of a set of data collected to answer a statistical question.

- Extend the concepts of numerical expressions to algebraic expressions involving rational numbers and variables

Course Scope and Sequence (<mark>Year-at-a-Glance document</mark>)

The instructional resources used in this course consist of the following units:
- Unit 1: Math Is…
  What does it mean to do Math?

- Unit 2: Understanding the World Around Us Through Statistics
  How is data collected, analyzed, and displayed?

- Unit 3: Ratios and Rates
  How can you describe how two quantities are related?

- Unit 4: Understand and Use Percentages
  How can you use percentages to solve everyday problems?

- Unit 5: Solve Area, Surface Area, and Volume Problems
  How can you relate the areas of triangles and rectangles to the areas, surface areas, and volumes of other polygons and 3-D figures?

- Unit 6: Numerical and Algebraic Expressions
  How can we communicate algebraic relationships with mathematical symbols?

- Unit 7: Integers, Rational Numbers, and the Coordinate Place
  How are integers and rational numbers related to the coordinate plane?

- Unit 8: Equations and Inequalities
  What are the similarities and differences between equations and inequalities?

- Unit 9: Relationships Between Two Variables
  How can you find and represent the relationship between two variables?

Materials Needed for Course:
- Composition notebook
- Glue sticks, clear tape
- Pencils, colored pencils, highlighters
- Sticky notes, folder
- Wired headphones

Classroom Expectations:

While in my classroom, I expect students to respect others, be ready to learn, and persevere.

Grading Policy/Practices:

The District and School Board Policy states that we use only the SC uniform 10-point grading system.
  A - 100-90
  B - 89 - 80

C - 79 - 70
D - 69 - 60
F - 59 - 50

No grade can be entered for either an assignment, assessment, or final average that is less than 50 or more than 100.

If a student makes less than a 50, two codes may be applied. Both are weighted as 50.
NHI - Not Handed In
GFA - Grade Floor Applied

Late Work Procedures:

Our school acknowledges that students may occasionally be absent and need to make up assignments. The following policy outlines the procedures and consequences for late work submission. Teachers will mark late work as NHI (Not Handed In) in the Gradebook.
- First 5 Days: Students may submit make-up work within five days of the original due date with no penalty.
- Days 6-10: After the initial five days, a deduction of 5 points per day will be applied for up to five additional days.
- After 10 Days: Assignments submitted more than 10 days late will be marked as GFA (Grade Floor Applied), and the work will no longer be accepted.

Redo/Retake/Revise Procedures:

Students must initiate the process for completing redo or retake. Test corrections for partial credit will be accepted after completing teacher requirements.   Correction information can be found through Google Classroom and/or e-mail. Test corrections must be completed within 5 school days from the date the assignment was returned to the student. This period excludes any days the student is absent.