**6th Grade Mathematics**

**2019 - 2020 Course Syllabus ~ Term 1**

**Teachers: Amanda Conine**  **E-mail:** [amanda.conine@biloxischools.net](mailto:amanda.conine@biloxischools.net)

**Barbara Hosey** [barbara.hosey@biloxischools.net](mailto:barbara.hosey@biloxischools.net)

**Christine Montgomery** [christine.montgomery@biloxischools.net](mailto:christine.montgomery@biloxischools.net)

**Candace Slade** [candace.slade@biloxischools.net](mailto:candace.slade@biloxischools.net)  
 **Katie Rockholt** [katie.rockholt@biloxischools.net](mailto:katie.rockholt@biloxischools.net) **Dorothy Wells**  [dorothy.wells@biloxischools.net](mailto:dorothy.wells@biloxischools.net)

**Deborah Wilson** [deborah.wilson@biloxischools.net](mailto:deborah.wilson@biloxischools.net)

**Objectives:** These are the College and Career Readiness Standards students are expected to master.

6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6.SP.5 Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

6.NS.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. 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 factor. For example, express 36 + 8 as 4 (9 + 2). Apply and extend previous understandings of numbers to the system of rational numbers.

6.NS.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates: a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.NS.7 Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 o C > –7 o C to express the fact that –3 o C is warmer than –7 o. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.

6.NS.9 Apply and extend previous understandings of addition and subtraction to add and subtract integers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. b. Understand p + q as the number located a distance **lql** from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0. (are additive inverses). Interpret sums of integers by describing real world contexts. c. Understand subtraction of integers as adding the additive inverse, p – q is equal to p + (-q) .

6.EE.1. Write and evaluate numerical expressions involving whole-number exponents.

**Tests and Grades**

**Grading:** A=90-100 B=80-89 C=70-79 D=65-69 F=below 65 I=incomplete

Grading follows the policies of Biloxi Public Schools.

A mid-term progress report and a report card following the end of each term are issued.

**Tests**: Tests are given upon completion of a unit. If absent, make-up work should be completed within 10 days of returning to school.

Unit 1 Statistical Questions Measures of Center/Variance Test Friday August 23rd, 2019

Unit 2 Statistics (Box Plots, Histograms, Dot Plot and Line Plot Graphs) Test Friday September 6th, 2019

Unit 3 Positive Number Line Test Friday September 20th, 2019

Common Term Assessment (CTA) Given the week of October 7th, 2019. The CTA will be comprehensive in nature, covering all objectives for the 1st nine weeks.

**\*Dates of the tests are subject to change\***

**Reteach and Retest:** All teachers will participate in re-teaching and re-testing for BUE students. All students who fail a math test will be retaught and retested. **Retests** will only be given on **tests**, not activities, or the CTA (Common Term Assessment**.**)

**Homework/Assignments/Projects:** Each day, students are expected to complete all unfinished classwork and/or review information taught that day in class. Projects are expected to be turned in by the due date provided. Points are deducted per day when projects are turned in late.

**Course** **Requirements:** Students are expected to complete all bell ringers and class work/homework assignments. Assigned projects are expected on the due date. Students are expected to prepare for and satisfactorily complete tests within the class period.

**Grading Scheme:**

CTA (Common Term Assessment) = 5% Tests = 60% Activity = 35%

**On-Line Textbook: Website: my.hrw.com ID: 6math72 Password: 12345**

6th grade Math books on-line are titled: MiF C1-Volume A & MiF C1 – Volume B

**Important Dates:** Midterm Progress Reports: September 6, 2019

Common Term Assessment (CTA) Window: October 7 - 10, 2019

End of Term 1: October 10, 2019

Report Cards: October 21, 2019