

BLUE HERON SCHOOL

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

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Greetings Blue Heron 6th grade Math Students and Parents!

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:

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

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 Carnegie Mathematics Course 1 as our curriculum this year, which aligns directly with the common core standards. These books will be kept in the classroom. Students will tear out pages to complete as classwork/homework. MATHia is a companion online program students use to work on their procedural math skills. Much of the class time is spent building understanding of the concept through collaboration and consensus. MATHia provides the needed individual practice time with the concepts to solidify understanding.

Class Materials:

Pencils, Erasers, Colored Pen-used for correcting

Extra help:

Please email or talk to Ms. Manning during class, to set up before school sessions for additional help, as needed.

Grading

All work assigned has value and is evidence of learning. Thus, students need to complete assignments and tests 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. Student progress in MATHia will be evaluated weekly and used to determine proficiency within state standards.

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:

When absent, students should check google classroom for the content missed. Other than work that is late due to absences, the grade on late work will be reduced 10% for each day it is late, up to one week. It's important to turn in assignments in a timely manner, missing work will not be accepted two weeks past the due date.

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.

Note to Parents: Please contact your child by calling the office and not call or text the student's cell phone. The Blue Heron Handbook has complete details on the 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,

Jennifer Manning

360-379-4375

jmanning@ptschools.org (e-mail is the most efficient method for me to communicate)

Mathematics learning requires perseverance, which can be described as follows...

Perseverance is not a long race; it is many short races one after the other.

Walter Elliot

**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.RP.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.