Mr. Langston’s Syllabus

**6th grade Math Class**

**Griffin Middle School**

**Be Here…Be Ready…Be Respectful…Be Great, Be Griffin!**

**Students and Parents/Guardians,**

 WELCOME TO 6TH GRADE AT GRIFFIN MIDDLE SCHOOL! I am *very* excited about entering this educational partnership with you and your student. My top priority is to provide a happy and safe learning environment for your child. I have a strict policy on respect for both the teachers, and fellow students; this is an important classroom expectation. Respect is the foundation for the happy and safe environment I will provide for your child.

Having *your* support is vital to me creating a successful environment for our students. I have an open-door policy, and I encourage you to contact me during school hours or leave me a message after school at (678) 842-6917 Ext 2105 (school phone). **Email is the best way to get in touch with me** because I check my email frequently throughout the day including when I am at home. Feel free to contact me this way as well at **Roderick.langston@cobbk12.org.**

 We are going to have a great year!

Mr. Langston

**\*\*Mr. Langston’s Secrets to a successful year:**

* Follow classroom and school procedures
	+ - * Do your best at all times
			* Ask questions when appropriate
			* **RESPECT** yourself and others (includes Property)

**Classroom Expectations**

1. Always be **RESPECTFUL** to fellow students and adults.
2. Be in your seats with all needed materials when class begins.
3. Raise your hand to speak or get out of your seat.
4. Follow directions.
5. Keep your hands, feet, and other objects to yourself.

**School Wide Discipline Policy:**

Minor Behavior will be tracked via a schoolwide behavior tracking. Parents will be notified when tracking has begun for their student. Please check Agenda for discipline policies.

**The discipline policy is for daily infractions, however if you have three infractions within one week you will skip to #4 (office reffereal).**

**Materials:**

 **-**Colored Pencils/Markers/Crayons -Pencils -

- 1 inch 3 ring binder -Loose-leaf paper

**Provided Textbook Materials**

|  |  |
| --- | --- |
| GEORGIA MATH GR 6 + - STUDENT EDITION VOLUME 1 | GEORGIA MATH GR 6 + - STUDENT EDITION VOLUME 1 |
| GEORGIA MATH GR 6 + - STUDENT EDITION VOLUME 2 | GEORGIA MATH GR 6 + - STUDENT EDITION VOLUME 2 |

Optional: Kleenex, Post-its, Clorox Wipes, and Dry Erase Markers

**Grades: Per County Guidelines**

Formative Assessments (homework. Classwork, etc.) 30%

 Summative Assessments (Test and projects) 70%

**Grading scale**

**A = 90 and above**

**B = 80 – 89**

**C = 74 – 79**

**D = 70 – 73**

**F = 69 and below**

**Grade Recovery**

* Grade recovery will be permitted on summative assessments only. The purpose of grade recovery is to give the student an additional opportunity to show that he/she has mastered the standards of the course. The following rules will apply for this process.
* To be eligible to take the retest, students must complete a process of remediation, including but not limited to Saturday School, before and/or after-school tutoring, test analysis, or on-line remediation. The method of remediation will be determined by your progress.
* Only one retest is permitted per summative assessment.
* The retest will not be the same as the original.

**Late work policy**

* For every day an assignment is late, teachers may deduct a total of 5 points per day, up to 5 days that an assignment is late. If after the fifth day the assignment still has not been turned in, the student will receive a zero until they make up the work. Students with zeros may be required to attend Saturday School for grade recovery, or before and/or after-school tutoring.

**Make up work for absences**

Students who are absent when an assignment is made will be given the same number of days to complete the make-up work as they were absent, not counting the day of return. Make-up of graded work will be as scheduled with the teacher. Students have until five (5) days prior to the end of the grading period to turn in missing work. Assignments made or announced prior to a student’s absence, including tests/quizzes, that are due on the day of the student’s return will be due at that time. (Quizzes and tests will be taken with class.) Homework and any other makeup work will be accepted according to school policy. **Students are responsible for requesting and following through on make- up work, not the teacher!!!** There will be an absentee sheet available to you upon your return. The absentee rack will include class assignments, notes, and homework assignments issued the day you were absent it is your responsibility to get a copy of the notes and get additional help if needed from your teacher.

**Blogs**

My blogs will be updated weekly at a minimum. Please check my blogs for missing assignments, interactive activities you can do at home, classwork, and any other materials your teachers deem necessary to ensure your mastery of the content standards. These blogs are an added benefit for you, the student, to ensure you are receiving every tool possible to help you succeed. If you are absent, please check your teacher blogs first for the work you missed. Please use your teacher blogs regularly.

**Course Overview**

|  |  |  |  |
| --- | --- | --- | --- |
| **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4 Quarter 4** |
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** | **Unit 7** | **Unit 8** |
| **Number System Fluency** | **Rate, Ratio & Proportional Reasoning** | **Rational Explorations** | **Expressions** | **1-Step Equations & Inequalities** | **Statistics** | **Area & Volume** | **Review and Extend** |

**\*Note: unit order is subject to change based on student progression. If there is a change, notification will be provided via my blog.
Unit 1**: By the end of fifth grade, students have had a variety of experiences working with whole numbers and fractions. In the first unit, work with whole numbers continues into dividing multi-digit numbers using the standard algorithm. All four operations with decimals, as well as dividing fractions by fractions, are emphasized from a hands-on approach in order to build understanding, not rely on memorization of rules and procedures. Students also find common factors and multiples as they progress in their understanding of composition and decomposition of numbers and become fluent in number sense.
**Unit 2**: Ratios and rational relationships form an important undergirding of the entire sixth grade mathematics curriculum. Understanding ratio and “rational thinking” is critical to all future mathematics courses, and from the second unit throughout the year students revisit and continue to use the skills developed in this unit as they explore other topics. Their work with ratios includes unit rate and using rate to solve real-world problems.
**Unit 3**: Unit 3 Up to this point, students have only encountered numbers with values greater than or equal to zero (Natural Numbers, Counting Numbers, Whole Numbers). Unit 3 introduces students conceptually to circumstances best described with *negative* numbers, numbers with a *value less than zero*- the set of Integers. Operations with Integers are deliberately postponed to seventh grade, but by introducing students to Integers in sixth grade, they have the opportunity to explore situations appropriately represented by negative numbers, and graph points in all four quadrants of the coordinate plane. Using a number line, students learn about numbers and their “opposites”, and absolute value (distance from zero). This unit is intentionally at the end of sixth grade, as students are NOT expected to do any operations with Integers. Instead, this unit is to be an introduction. It leads directly into the first seventh grade unit, Operations with Rational Numbers.

**Unit 4**: The formal study of algebra begins in earnest in sixth grade, as students move from arithmetic understandings to algebraic expressions. Students learn to translate verbal phrases into algebraic expressions and utilize exponential notation in appropriate situations.
**Unit 5**: In unit 5 students reason about and solve one-variable equations and inequalities. Mathematics is all about answering questions, finding the solutions to unknowns, and making sense of real-life situations. Students also learn that often two things are not balanced or equal, but are unequal, and they explore inequalities using tools such as number lines to become fluent in grasping the magnitude of numbers.
**Unit 6**: Sixth grade provides the first formal introduction to the study of statistics. Students begin by learning what questions are statistical in nature. That is, they are questions, which will generate a range of responses. Unit 6 introduces the idea that data can be collected to answer a statistical question, then described by its center, spread, and overall shape. Statistical measures allow the description of a set of data and the spread of the data in single number summary, and tasks in Unit 6 acquaint students with this new domain.

**Unit 7:**  The study of geometry is interesting and fun for many students, as it is often more concrete and visual than some other domains of mathematics. Sixth grade students extend their understanding of the meaning of area and volume from elementary grades, now often having fractional edge lengths to work with instead of only whole number lengths. This represents the types of measurements they very often encounter in real-life, and helps students understand magnitude and applications of operations on fractional numbers. Additionally, the fifth unit has students find area by composing and decomposing figures into familiar shapes, triangles and rectangles. They also use nets of three-dimensional figures to find surface area.

**Tutoring!**
Need additional help? I am more than willing to come in before school to help students. Please let me know **ahead of time** if you feel that you need help!

**Information regarding the syllabus and the class can be found on my blog!**

**Remember, I am here for YOU! Please ask questions and take your responsibility seriously!** ☺

**Please fill out and return only the next page**

**I read and understand the goals and expectations of this year’s math class. I further understand that it is my responsibility to abide by the current expectations.**

**Please sign below and Return to Mr. Langston**

Student signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_

Parent/Guardian signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_

***PARENTS: PLEASE FILL OUT THE INFORMATION ON THE BOTTOM OF THIS SHEET.***

***PADRES: POR FAVOR LLENAR LA INFORMACIÓN SOBRE EL FINAL DE ESTA HOJA .***

Guardian(s) Name (Please Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guardián(s) Nombre (letra de imprenta)

Email (Correo Electrónico): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Números de teléfono)

Preferred Method of Contact

Preferid método of contact:

**Remind 101:**

**This is a communication tool I can use to send messages to you via text or email and you can message any questions you have for me back! Do I have your permission to text or email you using 101? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Recuerde a 101 :**

Esta es una herramienta de comunicación que puede utilizar para enviar mensajes a usted a través de texto o de correo electrónico y usted puede mensaje si tiene alguna pregunta para mí volver ! ¿Tengo su permiso a texto o un e-mail utilizando 101 ?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If so what cell phone or email address should I use?

Please list any comments or concerns you would like for me to know: