



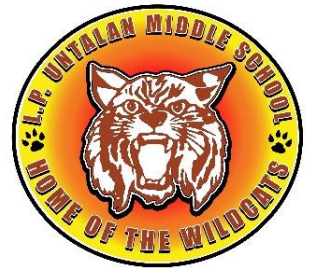
K. Erik Swanson, Ph.D.
Superintendent of
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“Home of the Wildcats”

*Accredited by the Western Association of Schools and
 Colleges 2021-2027*



Agnes A.
Guerrero

6th Grade Cheetahs Math COURSE SYLLABUS School Year 2023-2024

Guam DOE Vision Statement

Every student: Responsible, Respectful, and Ready for Life

Guam DOE Mission Statement

*Our Educational Community Prepares All Students for
 Life, Promotes Excellence, Provides Support*

LPUMS Mission Statement

*The Luis P. Untalan Middle School community will empower students with the knowledge that
 will enable them to be competent, productive, and responsible citizens in our society.*

School-wide Learner Outcomes (SLOs)

| | |
|---------------------------------|-------------------------------|
| <i>W – World-class citizens</i> | <i>C – Critical Thinkers</i> |
| <i>I – Information users</i> | <i>A – Academic Achievers</i> |
| <i>L – Life-long learners</i> | <i>T – Technology users</i> |
| <i>D – Decision makers</i> | <i>S – Solution seekers</i> |

School-wide Behavior Expectations

I will:
C – Care for my school.
A – Act responsibly.
T – Treat myself and others with respect.
S – Strive for excellence

Teacher: Mr. John Christian A. Sual

Course: 6th Grade Mathematics

Email address: jasual@gdoe.net

Room: B111

Telephone: _____

Course Description:

Welcome to 6th-Grade math!

This year we will focus on several domains of the Common Core State Standards of the 6th grade mathematics:

- Ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability.
- Develop the ability to explore and solve mathematical problems, think critically, work cooperatively with others, clearly communicate mathematical ideas and use the eight standards for mathematical practices.
- Effective use of technology will be applied where appropriate.

Course Priority Standards, Skills, or Topics (PSSTs):**1st Semester**

| Standard | Description |
|----------|---|
| 6.EE.A.1 | Write and evaluate numerical expressions involving whole-number exponents. |
| 6.EE.A.2 | Write, read, and evaluate expressions in which letters stand for numbers. |
| 6.EE.B.7 | Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. |
| 6.NS.B.3 | Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. |

2nd Semester

| Standard | Description |
|----------|--|
| 6.NS.B.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 $4(9 + 2)$ |
| 6.NS.A.1 | Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem |
| 6.RP.A.2 | Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." |
| 6.RP.A.3 | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations |
| 6.NS.C.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. |

Materials Required:

Note: Some essential school supplies will be provided by the school

- Pencil (mechanical or wooden)
- Eraser
- Notebook
- 3-prong folder with side pockets

Grading Policy:

Your academic performance will be assessed and reported using a standards-based grading (SBG) system. In this grading system, your grade is determined based on your performance and mastery on each priority standard using multiple types of artifacts/assignments, including class or homework assignments, quizzes, tests, projects, and/or presentations. You will have opportunities to show your mastery relative to the established proficiency scales. In most cases, I will provide the artifacts you need to complete and submit; however, if you believe you may perform at the proficient level at any time, you may be able to do so when given the opportunity. A proficiency scale is established for each priority standard. Your performance level is determined by the following:

| Level | Performance | Description |
|-------|--------------------------------|--|
| 4 | Exceeds Standard | In addition to demonstrating understanding and mastery of standard, content knowledge, and skills, you go beyond what is explicitly taught or are able to apply the standard or skill to real world situations |
| 3 | Proficient | You demonstrate understanding and mastery of the standard, content knowledge, and skills. |
| 2 | Approaching Proficiency | You define and identify content knowledge or use skills alone but need help demonstrating full understanding of the standard. |

| | | |
|-----------|-----------------------------------|--|
| 1 | Needs Support | Even with help, you have difficulty performing basic skills or defining content knowledge and are well below grade level standard. |
| 0 | Unable to Perform | Even with significant help, you are not able to perform any of the basic skills or define content knowledge. |
| NE | No Grade / No Evidence | No Work or Not Enough Work was submitted to make a final determination on your performance. |

NOTE: Increments of .5 may be used to recognize partial mastery of a level.

Grading conversion scale:

The final/composite grade will be converted to a letter grade using the following conversion scale:

| | | | |
|-----------------------|----------------------|-----------------------|----------------------|
| 3.6 – 4.0 = A+ | 3.0 – 3.5 = A | 2.8 – 2.9 = B+ | 2.5 – 2.7 = B |
| 2.0 – 2.4 = C+ | 1.5 – 1.9 = C | 1.0 – 1.4 = D | Below 1.0 = F |

Semester Grades:

Semester progress reports, or “point-in-time” evaluations, will be issued at the middle of each semester and will serve as only a progress grade. This Progress Report grade will be reflected as either:

- **Pass (P):** Enough evidence to determine passing
- **Not Enough Evidence (NE):** Not Enough Evidence to determine passing
- **No Grade (NG):** No contact with student or no evidence submitted.

This grade will remain until changed by teacher or school official and will NOT automatically convert to an “F” as per existing grading policy. Your semester grade (final grade) will be the average of your performance level of each of the PSSTs covered during each semester.

Artifacts/Assignments:

You are expected to complete and submit all artifacts to ensure I have an ample amount of your work to determine your level of proficiency for each PSST. Each of your assessments will serve as an artifact of your academic performance. If you are absent, you must still complete these artifacts and ensure you submit them. You will have two days upon your return from an absence to submit any that were issued during your absence. Thereafter, it will be considered as not being submitted timely. Again, you are still expected to complete and submit all artifacts.

Citizenship and Life Readiness Skills:

Your Citizenship and Life Readiness Skills mark will consist of the following criteria:

- 1. Engagement:** You are expected to participate in class. You must actively engage in cooperative learning and whole class discussions and activities, ask and answer questions, and remain on-task.
- 2. Organization and Planning:** You are expected to take and organize class notes, maintain a portfolio of handouts and returned artifacts, ensure you have adequate supplies and instructional materials to support your learning, and manages time effectively to meet deadlines.
- 3. Completion and Submission of Assignments:** You are expected to submit assessments in a timely manner. Even if not submitted timely, you are still expected to submit all assessments. Although I will accept late work as artifacts of your performance, late submissions will negatively impact your citizenship.
- 4. Conduct:** You are expected to comply with classroom behaviors. Receiving a discipline referral(s) will negatively impact your behavior score.
 - a. Respect yourself, your classmates, and me
 - b. Wear your school uniform or approved attire for the day
 - c. Refrain from using electronic devices unless permitted for instructional purposes
 - d. Do not consume food and/or beverages and chewing gum
 - e. Profanity in any language will not be tolerated
 - f. Follow all LPUMS rules and regulations
- 5. Accountability:** You are expected to take responsibility for your actions. When you commit a rules infraction, whether in the classroom or around the school, you must accept the fault and make amends to remedy the situation, usually started by offering an apology and stating a means of ensuring it does not occur again.
- 6. Attendance & Punctuality:** You are expected to attend classes to maximize your learning opportunity. If you are absent, you must provide a parent note or doctor’s note to excuse your absence. Absences of three or more consecutive

days may only be excused using a doctor's note. You are also expected to report to class on time. Habitual tardiness to class will negatively impact your citizenship as well as result in the submission of a discipline referral.

Consequences

Failure to comply with the behavior expectations will result in the following:

1. Verbal warning
2. Parent communication
3. Detention/Work Detail (in class)
4. Referral to Administrator

| Level/ points | Engagement | Organization and Planning | Assignment submission | Conduct | Accountability | Attendance and Punctuality |
|------------------|---|---|--|----------------------------|--|--|
| 4 | Displays leadership, takes initiative, always prepared | All notes, handouts and artifacts are neatly maintained in a portfolio | All submitted early or timely | 0 minor offenses | Immediately accepts fault for his/her mistake without being asked | 0 unexcused absences or tardiness |
| 3 | Stays on task, participates as expected, almost always prepared | 90% or more of the notes, handouts and artifacts are neatly maintained in a portfolio | 90% or more of assessments submitted early or timely | 1-2 minor offenses | Is quick to accept fault for his/her mistake after being asked | 1-2 unexcused absences or 3-6 unexcused tardiness |
| 2 | Sometimes off task, participates occasionally, usually prepared | 70% or more of the notes, handouts and artifacts are neatly maintained in a portfolio | 70% or more of assessments submitted early or timely | 3 minor offenses | Eventually accepts fault for his/her mistake after being prodded several times | 3-5 unexcused absences or 7-15 unexcused tardiness |
| 1 | Off task often, hardly participates, mostly unprepared | Less than 70% of the notes, handouts and artifacts are maintained in a portfolio | Less than 70% of assessments submitted early or timely | 1 or more referrals to SSO | Doesn't accept fault for his/her mistake even with prodding | 6 or more unexcused absences or 16 or more unexcused tardiness |
| NE | Not Enough Evidence, No Evidence, or No Effort | | | | | |

Citizenship Rating:

- 21 – 24 points = Excellent 15 – 20 points = Satisfactory
 9 – 14 points = Needs Improvement < 9 points = Unsatisfactory

Health Safety Precautions:

- You are welcome to wear a face mask on campus.
- Practice frequent handwashing with soap and water. If soap and water are not available, use alcohol rub or hand sanitizer.
- Conduct a screening before you leave your house. If you feel sick, stay home.


Parental Involvement:

Parents, your involvement is critical to the academic and behavioral success of your child in school. It is my hope that you will provide a setting in the home for your child to complete his/her tasks. I trust that you will encourage your child to complete his/her tasks upon arriving home or at least prior to the next school day. I am seeking your support in encouraging your child to exhibit positive behaviors especially when your child is in school.

I will communicate with you especially when necessary relative to your child's academic and behavioral progress in my class. I ask though that should concerns arise that you also communicate with me by calling the school at the number above or via my email address provided above.



 John Christian A. Sual
 Approved (XX)



 Dr. Jim S. Reyes, Assistant Principal
 Curriculum and Instruction

