SAN LEANDRO UNIFIED SCHOOL DISTRICT

SECTION A. COURSE DESCRIPTION COVER PAGE

1. Course Title: **Common Core Math 6**	6. Prerequisites: **6th grade student**
2. Action: _▯_ **New Course** ___ Course Revision ___ Title Change Only	7. Grade Level: **6**
3. Transcript Title/Abbreviation:	8. Elective/Required: **Required**
4. Transcript Course Code/Course Number:	9. Subject Area: **Mathematics**
5. CBEDS Code:	10. Department: **Mathematics**

11. Length /Credits:
___ 0.5 (half year or semester equivalent) _▯_ **1.0 (one year equivalent)**
___ 2.0 (two year equivalent)

12. Was this course previously approved by UC? ___ Yes ___ No
If so, year removed from list: _____

13. Meets the "_____" requirements in the a-g university/college entrance requirement. Approval date: _____

14. School Contact Information
Name: _Jeffrey Lauritz_____ Title/Position: Teacher/Dept Chair_____
Phone: 510 618-4380 x3622 Fax: 510 895-4113
E-Mail: _jlauritz@slusd.us_____

15. Signatures:
Department Chair: _____
Site Leadership Chair/Site Curriculum Committee Chair: _____
Principal: _____
Other: _____

16. Date Approved by Board of Education:

SECTION B. COURSE CONTENT

17. Course Description:
    The Math 6 course is focused on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems: (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

18. Course Goals and/or Major Student Outcomes:
    - Understand ratio concepts and use ratio reasoning to solve problems.
    - Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
    - Compute fluently with multi-digit numbers and find common factors and multiples.
    - Apply and extend previous understandings of number to the system of rational numbers.
    - Apply and extend previous understanding of arithmetic to algebraic expressions.
    - Reason about and solve one-variable equations and inequalities.
    - Represent and analyze quantitative relationships between dependent and independent variables.
    - Develop understanding of statistical variability.
    - Summarize and describe distributions.

19. Course Objectives (standards):
    See Course Curriculum Guide

20. Course Outline:
    See Course Curriculum Guide

21. Instructional Materials:
    Board approved required text**: Holt Math Course 1 and ancillary textbook materials**

    Supplementary materials: **Math manipulatives and other materials noted in the course curriculum guide.**

22. Instructional Methods and/or Strategies

    Teacher Instruction

    - Concrete-Representational-Abstract Sequence of Instruction
    - Building Meaningful Student Connections
    - Teach Concepts/Skills Within Authentic Context

- Explicit Teacher Modeling
    - concrete level
    - representational level
    - abstract level
- Teaching Metacognitive Strategies
- Scaffolding Instruction
- Teach Using Big Ideas
- Presenting and Comparing Multiple Solutions/Methods
- Teach Using Culturally Responsive Practices

Student Practice

- Structured Language Experiences
- Instructional Games
- Self-correcting Materials
- Structured Cooperative Learning Groups
- Structured Peer Tutoring
- Planned Discovery Activities

23. Assessment and Evaluation
    Classroom assessment and evaluation should be both informal and formal. In both cases it is important that students know what knowledge and skills are being assessed and feedback should be provided to students after assessment to enhance the learning experience. Students use that feedback to reflect on successes and next-step actions based on areas of weakness. Informal assessment builds towards formal assessment and teachers should not only focus on the formal assessment.

24. Grading Policy
    40% – 70% Assessments (independently completed quizzes and tests)
    20% – 50% Classwork (presentations, problems, projects)
    0% – 10% Homework