Camp Creek Middle School
Grade 6A Mathematics Syllabus
2025 - 2026

Dedicated to Excellence in Education

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Course Description:

Sixth grade (6th grade) mathematics course content regularly incorporates the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through three big ideas of content: (1) numerical reasoning, (2) patterning and algebraic reasoning, and (3) geometric and spatial reasoning. The fundamental purpose of Grade 6 mathematics is to formalize and extend the fundamental mathematics that students learned in the previous grades. Students will build upon their numerical reasoning to perform more operations with whole numbers, fractions, and decimals, explore positive and negative numbers, and part-to-whole and part-to-part relationships. Reasoning with patterns will guide their exploration of one-step equations and inequalities to represent real-world phenomena. Students will also extend their geometric and spatial reasoning to explore complex shapes and volume. In addition to Grade 6 skills, advanced students will investigate Grade 7 skills that have been aligned to the specific unit's learning plan. The Mathematical Practices, Mathematical Modeling Framework and Framework for Statistical Reasoning apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Goals:

Our goal for Grade 6 students is to successfully master the Georgia K-12 Mathematics Standards and Mathematical Practices to exceed or satisfy the required score on the Georgia Milestones in Mathematics. With that goal in mind, it is essential that every minute of instructional time to be fully maximized through consistent cooperation, respect, dedication, and hard work from all students. Students will always follow **PRIDE**: **Prepared**, **Respectful**, **Integrity Discipline, and Effort**.

6th Grade Advanced Curriculum: (Click here for 6th Grade Standards)

Unit 1: Exploring Real-life Phenomena through Statistics (8/6/2025 - 9/8/2025)

In this unit, students will be introduced to the study of statistics by experiencing how to design simple experiments and collect data. Students begin with learning what constitutes a statistical question. Students will have the opportunity to collect, analyze and display data through a number of graphical representations. Students will value

how statistics affect daily life and the importance of being able to interpret how math represents world events by the end of this unit.

Unit 2: Making Relevant Connections through Number System Fluency (9/9/2025 - 9/26/2025)
Building on student knowledge and understanding of whole numbers and fractions from elementary school, students will begin working with number relationships to deepen their connection to fractions. Students will continue computation with four operations with both fractions and decimals using a variety of strategies.

Unit 3: Investigating Rate, Ratio and Proportional Reasoning (9/29/2025 - 11/7/2025)
In this unit, students use computational skills (focusing on fractions) to solve problems in context. In this unit, mathematics should be represented in many ways by using graphs, tables, pictures, symbols, and words. Students make connections to the classroom beyond the school day when they explore unit rate, ratios, and calculate percentages using proportional reasoning. Students will build upon their knowledge and understanding of rate and unit concepts, students use tables, equations, and diagrams to recognize, represent, explain, and solve proportional relationships.

Unit 4: Building Conceptual Understanding of Expressions (11/10/2025 - 12/17/2025)
In this unit, students begin a more formal study of Algebra as they move from arithmetic experiences to algebraic representations. Students will apply the operations for simplifying/evaluating the expressions. Students learn to translate verbal phrases and numeric situations into algebraic expressions, understand like terms and work with exponential notation.

Unit 5: Exploring Real-life Phenomena through One-Step Equations and Inequalities (1/6/2026 - 1/23/2026)
In this unit, students will explore one-step equations and inequalities. Students will create/construct algebraic equations and inequalities. Students will build their problem-solving stamina. Students demonstrate their ability to solve equivalent expressions and possible solutions for inequalities with nonnegative numbers and solutions. Students will represent expressions in different forms and explain in context to show the relationship between forms.

Unit 6: Exploring Area and Volume (1/26/2026 - 2/20/2026)
In this unit, students extend their work with area and volume from simple figures in elementary school to composite figures, including those with sides of fractional lengths. These figures will be composed and decomposed into triangles and rectangles in order to compute their areas. Nets of solid figures allow students to calculate the surface area of three-dimensional figures.

Unit 7: Rational Explorations: Graphing Rational Numbers and their Opposites (2/23/2026 - 4/17/2026)
The importance of zero is emphasized in this exploration of numbers. Students will be introduced to numbers less than zero and use zero to identify a number and its opposite. The number line will aid students in comparing and ordering fractions, decimals, and integers. Students will focus on absolute value as the distance from zero to calculate distance in the coordinate plane. This unit extends student understanding of number lines into the four quadrants of the coordinate plane. Students will draw polygons in the coordinate plane by connecting points and calculate side lengths by analyzing the distance between those points. Students will graph horizontal and vertical lines when linking ratio tables and points in Quadrant I of the coordinate plane.

Unit 8: Culminating Capstone Unit (4/20/26 – 5/15/26) (applying concepts in real-life contexts in a culminating interdisciplinary unit)
The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving

question. (e.g., Students can present their solution(s), findings, project, or answer to the driving question to a larger audience during the culminating capstone unit.)

Grading/Assessments:

FCS Grading Policy can be found at the link: https://www.fultonschools.org/students-families/grading-reporting
Fulton County Schools assigns numerical grades based on the following scale:

A=100-90 B=80-89 C=70-79 F=69-0

Codes in Infinite Campus:
NG – No Grade
I – Incomplete
M – Missing Grade (calculates as a 0)

Students' mathematics grades will be determined based on the following components:

Category	Description	Percentage
Major	FCS Unit Assessments and Culminating Projects *(An assignment or assessment that is cumulative in nature that measures learning targets from multiple standards/skills)*	50%
Minor	Classwork, Mini Projects, and Quizzes *(An assignment or assessment that measures an individual learning target, standard, or subset of learning targets/standards/ skills within a unit.)*	40%
Practice	Daily/Homework *(Daily assignments, observations, and/or engagement activities given in class or for homework to build pre-requisite skills, measure progress towards mastery of a learning target or standard, enrich, and/or remediate skills)*	10%

Attendance/Make-Up Work:

Regular attendance in this class is essential for each student to be successful. Students are expected to attend class daily and arrive on time. Students that are absent can submit work that was missed due to their absence. The number of days the student was absent are the number of days he/she has to submit the work for full credit.

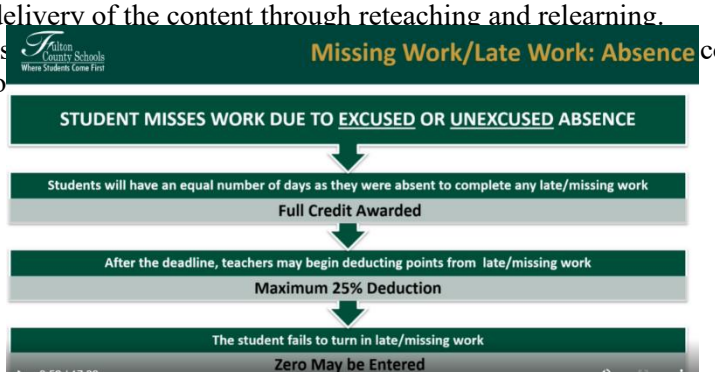
Student Misses Work Due to Absence (Excused/Unexcused)

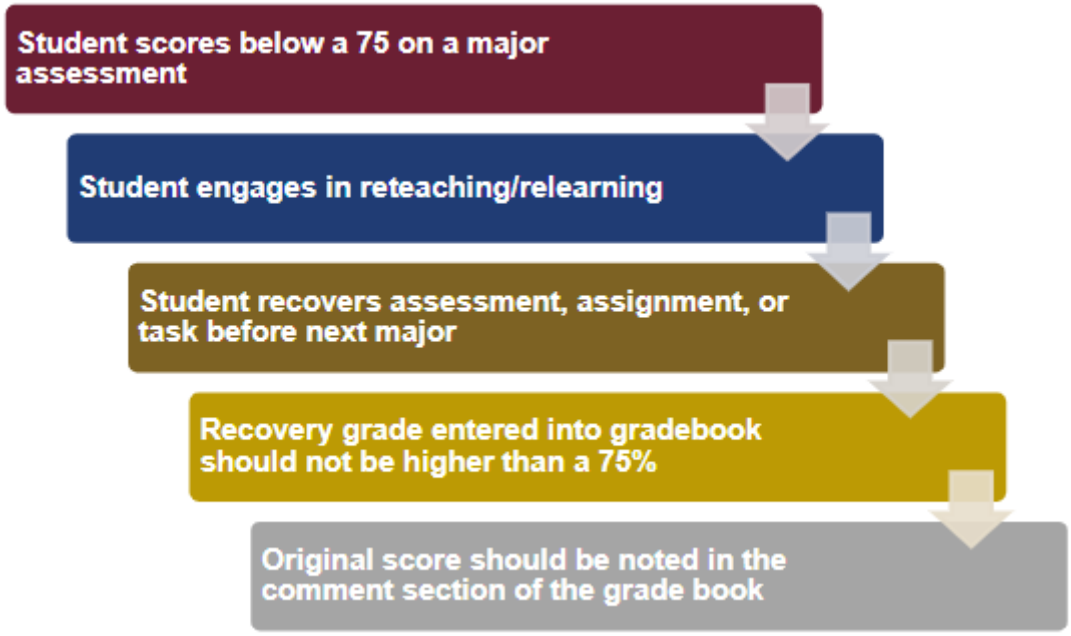
- Upon return to school, students will have an equal number of days as they were absent to complete any late/missing assignment, assessment, and/or task for full credit
- Teachers may begin deducting points from late/missing assignment, assessment, and/or task (maximum of a 25%deduction), but only after the deadline has not been met. A deadline is typically equal number of days the student was absent
    - After 1 week late, a teacher deducts 5 points
    - After 2 weeks late, a teacher deducts 10 points
    - After 3 weeks late, a teacher deducts 15 points
    - After 4 weeks late, a teacher deducts 20 points
    - After 5 weeks late, a teacher deducts 25 points
- A zero may be entered in the grade book, if a student fails to turn in a late/missing assignment, assessment, and/or task.

Provision for Improving Grades/Recovery:

Students in K-12 should be afforded the opportunity to recover all major assessments if they score below a 75% on the assessment. Students are limited to one recovery attempt per major assessment that meets the threshold for recovery.

- Recovery of a major assessment should occur before the next major is given
- Students are eligible to earn a replacement grade on a recovery that is no higher than 75%
- Before recovery, the teacher should work with the student to complete missing work and/or ensure delivery of the content through reteaching and relearning.
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Progress Report Distribution:

MIDDLE SCHOOLS

Term	Dates	Posting Window Dates	Grades Reports Visible in Portal
4.5 Weeks Progress Report	August 4, 2025 – September 3, 2025	September 3rd – September 9th	September 12th
9 Weeks Progress Report	September 4, 2025 – October 3, 2025	October 3rd – October 9th	October 10th
4.5 Weeks Progress Report	October 6, 2025 – November 12, 2025	November 12th – November 18th	November 21st
Q2 **S1**	November 13, 2025 – December 19, 2025 August 4, 2025 – December 19, 2025	December 15th – January 13th	January 16th
4.5 Weeks Progress Report	January 6, 2026 – February 5, 2026	February 5th – February 11th	February 13th
9 Weeks Progress Report	February 6, 2026 – March 11, 2026	March 11th – March 17th	March 20th
4.5 Weeks Progress Report	March 12, 2026 – April 20, 2026	April 20th – April 24th	April 27th
Q4 **S2**	March 12, 2026 – May May 21, 2026 January 6, 2026 – May 21, 2026	May 11th - May 22nd	May 29th

Materials for Success

• 200-page Composition Book	• Glue Stick
• Earbuds	• 2-Pocket Folder
• Lead Pencils/Colored Pencils	• Scissors

Classroom Expectations:

Camp Creek School will use PRIDE for guiding student behavior and learning. Please review the Fulton County Schools Discipline Policies to gain a better understanding of the behavioral expectations for students. Fulton County's explanation of discipline offenses and possible consequences are listed in the Fulton County Schools Handbook. https://www.fultonschools.org/codeofconduct

- **P-Prepared**
- **R-Respectful**
- **I-Integrity**
- **D-Disciplined**
- **E-Effort**

Standard Class Rules: Be Prompt*Be Prepared*Be Responsible*Be Respectful

- Be in your seat with necessary materials when the bell rings.
- Raise your hand to speak or stand.
- Follow directions the first time they are given.
- Keep cell phones out of sight.
- Keep hands, feet, and objects to yourself.
- No put-downs, teasing, or other inappropriate words.

CAMP CREEK MIDDLE SCHOOL HONOR CODE:

The Camp Creek Middle School Honor Code is always in effect. Cheating will not be tolerated!

Cheating is defined as giving or receiving information in any form that is related to a gradable experience including the use of sources of information other than those specifically approved by the teacher either during or outside of class. Students are required to sign honor pledges as applicable for major tests, projects, and/or papers.

Examples of Cheating include, but are not limited to:

- **Plagiarism –** using words or ideas from a published source without proper documentation; using the work of another student (e.g. copying another student's homework, composition, or project); using excessive editing suggestions of another student, teacher, parent or paid editor.
- **Looking on someone else's paper during a test or quiz.**
- **Cheat sheets of any kind.**
- **Knowingly accepting or giving information concerning the contents of a test or quiz.**
- **Changing the appearance of computer printouts.**
- **Allowing another student to complete USA Test Prep, Study Island, or other web-based activities using your name and login information.**
- **Willingly provide other students with access to their work**
- **Sharing assessment questions after you have taken your test**
- **Submitted work from other students as your own**
- **"Splitting" an assignment or task and turning in the other person's part as your own original work**
- **Excessive parent assistance resulting in a level of quality of work you could not achieve by yourself**
- **Use of cell phone or other device during assessments · deliberately citing sources incorrectly**

Any student found to be in violation of the Honor Code on any assignment will receive a **zero** on the assignment in question with **no opportunity to make up**. Violations may be considered by faculty in making future recommendations. Memberships in honor clubs will be jeopardized.

Student Textbooks

- *Envision Mathematics Georgia 2024 Grade 6, SAVVAS*

Grade Level Mathematics Resources

	Georgia's K-12 Mathematics Standards (2023) This document contains Georgia's 2021 K-12 Mathematics Standards for Grades K – 8. The standards are organized into big ideas, grade level competencies/standards, and learning objectives. The grade level key competencies represent the standard expectation of learning for students in each grade level. The competencies/standards are each followed by more detailed learning objectives that further explain the expectations for learning in the specific grade levels.

	Georgia's K-12 Mathematics Standards: Learning Progressions This document provides a visual progression of mathematics expectations within Georgia's K-12 Mathematics Standards across all grade levels for students, parents, and educators to make connections among key concepts as students move from grade level to grade level.
	Mathematical Practices The Mathematical Practices describe the reasoning behaviors students should develop as they build an understanding of mathematics – the "habits of mind" that help students become mathematical thinkers. There are eight standards, which apply to all grade levels and conceptual categories. These mathematical practices describe how students should engage with the mathematics content for their grade level. Developing these habits of mind builds students' capacity to become mathematical thinkers. These practices can be applied individually or together in mathematics lessons, and no particular order is required. In well-designed lessons, there are often two or more Mathematical Practices present.
	Online Study & Assessment Guides (GMAS) Online Study Guides are available as a tool for students and parents to understand more about the Georgia Milestones assessment and how to prepare students to participate in a Milestones Assessment.
	Understanding Georgia Milestones Achievement Levels The Georgia Milestones Assessment System utilizes four achievement levels to describe student mastery and command of the knowledge and skills outlined in Georgia's content standards. Most students have at least some knowledge of the content described in the content standards; however, achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing.
	2023-2024 Math Assessments This resource contains information as it pertains to testing for the current school year for: reporting Categories (Domains), Achievement Level Descriptors, Item Types, Calculators, and Online Study & Assessment Guides.

	Math Formula Sheets This resource contains the appropriate grade level formula sheet that your student will have access to for their Grade 6, Grade 7, and Grade 8 Georgia Milestones Assessment System (GMAS), as well as the Algebra: Concepts & Connections End of Course Assessment (for 8th grade students receiving high school credit).

Responsible AI Use Encouraged with Teacher Permission

Students are encouraged to use AI tools responsibly in this course with teacher permission to assist with their learning and assignments. AI can serve as an aid to enhance understanding and interaction with course content, within the boundaries of academic integrity. All AI-generated content must be accurately cited, and students are responsible for the correctness of their submissions, including any content derived from AI tools. It is essential to critically evaluate AI outputs to ensure they meet academic standards. Use of generative AI without proper citation is considered a violation of the Fulton County Schools Code of Conduct and may result in disciplinary action.

English Language Learners (ELL)

Upon enrollment at Camp Creek Middle School, students designated as English Language Learners (ELL) are assessed to determine their language proficiency. Based on the assessment results, students and their families are offered two options:

1. Transfer Option: Families may choose to transfer their child to a neighboring Fulton County middle school that offers a comprehensive suite of ELL services.

2. Waiver Option: Families may waive their right to transfer and choose to keep their child at Camp Creek Middle School.

For students who remain at Camp Creek, content-specific accommodations are provided to support their language development. These accommodations include, but are not limited to:

· Clearly stated and written content and language objectives, standards, and essential questions

· Utilization of supplementary materials

· Adaptation of texts, assignments, and assessments to suit all levels of student proficiency

· Preferential seating

· Modeling of activities

· Incorporation of hands-on activities in instruction

· Use of visuals, props, gestures, and technology

· Cooperative grouping

· Lesson pacing appropriate for the student's proficiency level

· Provision of extended time on assessments, tests, and exams

These accommodations are outlined in the Middle School English Learner Strategy and Accommodation Plan. This plan must be signed and dated by the teacher of content instruction and provided on an ongoing basis to ensure consistent support for ELL students.

Inclusion Policy

Camp Creek Middle School celebrates the diversity of all our students and does not discriminate based on factors such as strengths, challenges, age, social status, economic status, language, gender, race, ethnicity, or sexuality. We recognize that learner variability encompasses a dynamic blend of strengths and challenges influenced by evolving histories, circumstances, and contexts. We affirm students' identities and strive to create inclusive learning opportunities that empower every student to pursue their personal goals effectively.

Camp Creek School, aligned with Fulton County Schools' mission to educate every student to be a responsible, productive citizen, offers comprehensive services and adjusts the learning environment to ensure all students can learn alongside their peers. Our staff includes professionals who provide a wide range of services including psychological, physical, health, social, language, enrichment, and specialized support as needed. Counselors and social workers are available to address both routine and emergency needs, while paraprofessionals assist students with physical and intellectual challenges. A dedicated nurse oversees specific medical requirements, further supporting student success at every level.

At Camp Creek Middle School, inclusion is fostered through a culture of collaboration, mutual respect, support, and problem-solving that engages the entire school community. Teachers follow a structured procedure for observing and supporting students with learning difficulties, utilizing a variety of classroom diagnostic tools.

Tier I supports at Camp Creek Middle School consist of general, research-based classroom teaching and learning strategies designed for all students. Students requiring additional learning support may progress to Tier II or Tier III levels of intervention.

At Tier II, students benefit from interventions. These interventions are facilitated by the classroom teacher with support from an MTSS professional.

If teachers suspect deeper issues impacting a student's learning, further observation is conducted and MTSS data is gathered using Fast Bridge, a screener and progress monitoring tool. Based on this data, an individualized plan is developed for the student, and the school initiates a series of meetings with the MTSS Team.

Throughout this process, parents are actively involved, ensuring collaboration and comprehensive support for student success.

Federal guidelines mandate that all efforts be directed towards accommodating students with learning disabilities at Camp Creek Middle School. Teachers undergo training to effectively accommodate learners through differentiated

instruction and assessment strategies. They incorporate inquiry-based and problem-solving activities within their units to foster engagement among all students. Utilizing technology and collaboration as needed, teachers address diverse learning needs within the classroom environment.

Furthermore, teachers implement the gradual release model of teaching, aiming to empower students to take increasing responsibility for their own education. Additionally, all teachers are proficient in the Approaches to Learning skills and integrate these skills into their unit plans to enhance student development and success.

At Camp Creek Middle School, students are encouraged to receive instruction in the least restrictive environments possible. Special education teachers provide support and co-teaching within regular classrooms to ensure students with special needs and language learners stay on track with their learning.

In cases where self-contained classes are deemed beneficial for student outcomes, Camp Creek Middle School provides highly qualified teachers and specially designed classrooms.

In self-contained environments, paraprofessionals accompany students to electives, physical education, and fine arts classes. This inclusive approach supports students in thriving within the school environment.

Parents and qualified coordinators play active roles in monitoring school activities and tracking student progress, ensuring comprehensive support and oversight.

Individual Education Plans (IEPs) are developed and implemented for students requiring specialized support. Students with significant cognitive or physical disabilities receive consideration for grade promotion to ensure fair assessment of their progress.

Teachers and coordinators receive each student's accommodations, which are documented and signed off to ensure clarity and adherence to these accommodations throughout their educational experience. This approach supports effective teaching and learning environments tailored to meet diverse student needs.

Accommodations requested may include extended testing time, small-group testing, larger font on paper exams, and the use of a scribe during exams, among others.

Assessment Policy

Assessments at Camp Creek Middle School serve multiple purposes, including evaluating the effectiveness of teaching and learning, aiding in instructional planning, enhancing teaching practices, monitoring student achievement, and determining proficiency levels.

At the beginning of each course, teachers use diagnostic tools to identify student needs. These assessments come in various forms, such as common pre-assessments, student interest inventories, writing samples, and summer assignments. Unit tests further guide instructional planning throughout the year, helping teachers meet both individual and group goals. Professional Learning Communities (PLCs) review these assessment results during their planning meetings.

As teachers implement their units of study, they employ a variety of formative assessments. These include observations, worksheets, interviews, portfolios, self and peer evaluations, demonstrations, checklists, essays, rubrics, reflections, and more. These assessments help students and teachers track progress. PLCs collaboratively plan these formative assessments, considering the need for reteaching, reinforcement, and reassessment. Classes are designed to accommodate differentiated instruction, with special education teachers providing assistance when

necessary. Assessment methods can be adjusted as needed, with remediation provided through small group instruction and weekly tutorials.

Formative and summative assessment results are entered into Infinite Campus, allowing parents and students to monitor progress toward mastery. Fulton County Schools calculates overall grades using a formula that weighs various project grades and assessments. After data analysis in PLCs, teachers plan for reteaching and reassessing. Summative task scores are recorded and shared with students and parents via Infinite Campus. At the end of the course, whether it is a semester or year-long, a summative assessment is conducted. If student achievement has improved over the course, the final grade reflects the student's best performance toward the course objectives.

Students with Accommodations

Students who require accommodations receive support during assessments. A Multitiered Support System (MTSS) team convenes to assess individual student needs and develops an assessment plan applicable to some or all of the student's courses. For students receiving special education services, the Special Education Case Manager or Department Chair ensures that subject area teachers are informed of and implement these assessment plans at the beginning of each school year.

As a public school, some courses offered require state-mandated End of Grade or End of Course exams. These exams carry weight in each student's total average score. Students needing access arrangements receive appropriate support during these tests. Exam scores are recorded in the student information system, enabling teachers to reflect on improvements for future students and better understand individual student needs.

Academic Integrity Policy

Camp Middle School recognizes that academic integrity forms the cornerstone of academic excellence and student success. Every student and employee is entrusted with the responsibility to demonstrate honesty, trust, fairness, respect, and responsibility in all academic endeavors. These values are fundamental to fostering a positive learning environment throughout the school.

Violation of Policy

Any student behavior that disrupts education, the pursuit of knowledge, or the fair evaluation of student performance is deemed an academic integrity violation. Fulton County Schools uphold academic honesty as a cornerstone of their educational mission.

The consequences for academic misconduct vary and may include, at the discretion of the Head of School or their designee, repeating the assignment or a similar task, receiving a reduced grade or a zero on the test or assignment, or other appropriate consequences determined by the Head of School.

Extracurricular consequences of academic misconduct may encompass exclusion from activities such as extracurricular activities, interscholastic competitions, honor societies, and clubs. Additional repercussions could involve ineligibility for school offices or honors, as determined by the Head of School.

Terminology

Academic integrity violations are categorized into three main categories: Plagiarism, Cheating, and Facilitating Academic Dishonesty.

Plagiarism is the intentional use of another person's words, ideas, computer data programs, and/or graphics without proper acknowledgment, presenting them as one's own in any academic exercise. It also includes the unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as if they were one's own. This act can mislead the reader into believing that the student has created or conceived something that was actually borrowed from someone else.

Cheating is defined as giving, receiving, or using unauthorized assistance, information, or study aids in academic work, or attempting to do so. It also includes preventing or attempting to prevent another person from using authorized assistance, information, or study aids. Additionally, any intentional actions taken to gain an unfair or undue advantage over others are considered cheating. This definition encompasses the use of technologies such as artificial intelligence (AI), including platforms like ChatGPT, among others.

Facilitating Academic Dishonesty or Malpractice involves intentionally aiding or attempting to aid another student in violating any provision of this Code. This includes actions such as providing a copy of one's work to another student who then submits it as their own.

Summary

At Camp Middle School, we uphold high expectations for our students to embody principles of integrity and honesty, especially in their academic pursuits. Academic honesty is essential for fair and respectful learning environments. Any student, staff member, or administrator can report suspected honor violations, and students are encouraged to self-report any breaches of the honor code. Camp Middle School's Academic Integrity Policy is detailed in the student handbook to ensure clarity and adherence to these standards.