

**Springfield Scholars Program**  
6th Grade Pre-algebra  
Course Syllabus  
Scholars Instructor: Audra Uzzell  
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523-3300

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I. Overall Concept of the Course

The primary purpose of this course is to bridge the gap between fifth-grade mathematics and Algebra I in a high school context. In order to progress through the necessary concepts, curriculum will be carefully selected and accelerated from the standard middle school content.

As a class, we will approach mathematics from a variety of angles: exploring the boundaries of the rules of math and the interplay between math and other areas of life, study, and creativity. Throughout our time together, we will address the goals for affective education and thinking skills that have been adopted by Phelps Center for Gifted Education.

II. Course Objectives

- 1) Students will exit the course prepared for success in high school level Algebra I or Accelerated Algebra.
- 2) Students will come to understand mathematics as a diverse and highly effective set of tools for life.
- 3) Students will be exposed to numbers and their relations.
- 4) Students will begin to form a learning community which accounts for the strengths, needs, and learning styles of each individual in the community.
- 5) Students will evaluate their strengths and weaknesses in math to determine the pacing of future math coursework.

III. Applied Thinking Skills and Applied Affective Skills

The primary emphasis of this course will be on the analytic skills of sequencing, pattern finding, analyzing, and inferring. Throughout our time together, the content and activities of this class will reinforce the majority of the skills in our Phelps Center for Gifted Education

We will revisit the affective curriculum set by Phelps Center for Gifted, with emphasis on College and Career Competencies (interpersonal,

intrapersonal and cognitive skills). Special attention in the application of these skills will include communication and group skills needed to work with others and relate abstract ideas to an audience.

#### IV. Topic Sequence

The basic structure of our coursework content will stem from a multitude of resources. The majority of our coursework will come from Illustrative Mathematics. Additional resources might include: *Khan Academy*, *Glencoe Pre-Algebra: An Integrated Transition to Algebra & Geometry* with reference to the Holt text *Middle School Math: Course 2*, and Holt's *Pre-Algebra* text. The adaptive software for independent math practice is Prodigy.

In addition, students will participate in purposeful units of study that address issues of giftedness, affective skills, math concepts, and mathematical arts integration, in relationship to the College and Career Competencies.

Additional lessons will be added to the curriculum as time, progression through district learning standards, and student interest/needs allow.

#### V. Teaching Techniques and Student Activities, adjusted for social distancing.

- Cooperative Learning
- Actor's Toolbox - Focus Five
- Lecture
- Individual Research
- Projects
- Socratic Seminar
- Group Discussion and Discussion Board Postings
- Supervised use of the internet
- Adaptive Math Technology
- Journaling and Mathematical Essays

#### VI. Expectations for Students

- **Calm** Body, **Focused** Mind and **Balanced** Emotions
- Remember that **respect** will be the defining feature of our community – for ourselves and others who join us in our journey of learning.
- Join our **community** of learning with the expectation to encounter new ideas and expanded understanding.

- **Complete** not only the **assigned work** but whatever you find **necessary to pursue understanding**. Each individual of our community will follow different routes to understanding and mastery.
- Understand that the failure to **submit work** on time might make it necessary to spend additional time with Mrs. Uzzell before or after school.

## VII. Expectations for Parents

- Reinforce **positive messages** about math. Our lives are informed and enriched everyday by math.
- **Discuss** math and learning with your student. Reinforcement of a school lesson at home solidifies learning.
- Stay in **contact** with Mrs. Uzzell. Open lines of communication will keep everyone informed. Email before a concern has turned into a major issue. Mrs. Uzzell has found that, for her, emails are easier to respond to during the school day than phone calls.
- Schedule a **parent-teacher conference**. An email regarding scheduling for parent-teacher conferences will be later in the first quarter.
- Provide an **accurate email** for you to receive the aforementioned email, on the parent part of this syllabus.
- Utilize **home access** to monitor your child's grades, and work completion.
- **Email** Mrs. Uzzell, [aauzzell@spsmail.org](mailto:aauzzell@spsmail.org) with ANY questions you may have!
- **Sign and return** the form at the end of this syllabus. Keep the rest of the syllabus for future reference.

## VIII. Expectations for Teacher

- Create an environment that will encourage learning and the growth of a productive learning community.
- Provide materials and instruction to equip the student and expand the mind.
- Reciprocate respect and a love of learning.

## IX. Assessment

Grades will be based on the following:

- Daily Assignments
- Projects
- Papers/Essays

- Unit/Chapter tests and mid-chapter quizzes
- District i-Ready Assessment (middle of year and end of year)
- Final examination/s
- Teacher observation

X. Miscellaneous

- The majority of our assignments should be completed without the aid of a calculator. The ability to do mental math will aid students for years to come.
- As the year progresses students will begin to use calculators more frequently. It is not necessary to buy a calculator as students are allowed to borrow from the class set. We use the Texas Instrument TI-30XIIS.
- Heating and air conditioning in the building can be temperamental. Our classroom has a wall of windows and tends to be warmer than other classrooms in the fall and spring. Layer clothing in all seasons.
- Any **book, device, or thing which distracts from learning during class is eligible for confiscation** for a time period to be determined by the nature of the distraction. Cell phones should be on silent and placed out of sight during class time.

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Course Syllabus Parent and Scholar Agreement

We, \_\_\_\_\_ (parent/guardian) and  
\_\_\_\_\_ (student), have read all four pages of  
Mrs. Uzzell's syllabus **together**. We have addressed any questions or concerns  
we had and agree to the word and spirit of the document.

\_\_\_\_\_  
(Signature of Parent/Guardian)

\_\_\_\_\_  
(Signature of Student)

Parent/Guardian Contact Information:

Home Phone Number : \_\_\_\_\_

Work Phone Number: \_\_\_\_\_

Home Email Address:  
\_\_\_\_\_

Work Email Address:  
\_\_\_\_\_

Any concerns or comments that you would like to share with Mrs. Uzzell:  
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