

2015-2016 Math 7 Course Outline

Teachers:

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Course Description:

Common Core Math 7 is the grade-level appropriate class for students who have completed Math 6. Instructional time will focus on four critical areas as identified by the Common Core State Standards: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two and three dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Units:

- Shapes and Design
- Accentuate the Negative
- Comparing and Scaling
- Stretching and Shrinking
- Moving Straight Ahead
- Filling and Wrapping
- What Do You Expect?
- Samples and Populations

Required Course Materials:

Students will be expected to utilize the student textbook and their notebook, laptop and writing materials for class and homework on a daily basis.

Technology Integration:

Technology serves as a dynamic tool for learning that optimizes productivity, connectivity, collaboration, and creativity. This goal in providing Internet access and digital devices to all students is to promote educational excellence by facilitating innovation, communication and collaboration. In order to meet this goal, students are expected to abide by and model the accepted Digital Citizenship Agreement, found in the MS Student Handbook.

Absences:

Student success in class is dependent upon regular and consistent attendance. If a student misses class, they are expected to have made an honest effort to be informed about what they missed and to have tried to catch up. This may include checking Google Calendar for homework, contacting a classmate for guidance, and contacting the teacher for further guidance.

Formative vs. Summative:

Both formative and summative assessments will be used to inform students of progress. In Math 7, formative assessments (typically HW and quizzes) will be assigned during the learning process and are intended to provide us with insight to improve achievement, help us diagnose and respond to individual needs, and to help parents support student learning. Summative assessments (typically tests and projects) will be assigned after a period of instruction to determine what level of student learning has been achieved.

Semester Breakdown:

Semester feedback will be based on summative assessments. Scores for summative assessments will be based on the MS Performance Standards:

Exemplary

Meeting expectations

Approaching expectations

Below expectations

Failure

IE (Incomplete Evidence).

For tests, students will be assessed on computational fluency and their ability to clearly communicate an understanding of math procedures and concepts. For projects, students will be given a rubric which clearly describes expected learning outcomes.

Although formative assessments will not be included in the overall grade, they are extremely important for students to meaningfully complete and respond to in order to provide students with the best opportunity to be successful summative assessments.

Submission of Late Summative Work: It is expected that students complete all assigned tasks. If a task is late, the student is expected to promptly communicate with the teacher in order to establish a plan of action. This may include working during lunch, after school, modifying tasks and/or coordination with home.

Re-Assessment Policy:

Re-assessments will be available at the discretion of the classroom teacher. The opportunity to undertake a re-assessment will be based upon trends shown throughout the unit. That is, if the summative assessment results are significantly below the levels demonstrated throughout the unit then a retest will be possible. Typically projects will not be re-assessed.

In order to re-assess, students will need to have completed all required assignments leading up to the task, undertake an error analysis of the original assessment, demonstrate practice and an improved grasp of problem areas and have met with the teacher. The re-assessment grade will replace the original grade, even if the grade is lower.

As opportunities for re-assessment are provided, "extra credit" tasks are not available.