



Subject: Math

Course Title: Compacted

Grade Level(s): 7th

Course description:

In Grade 6, students will focus on the 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 an understanding of probability and statistical thinking.

Common Core Standards

<http://tinyurl.com/lkp5rvn>

State Standards

<http://tinyurl.com/m25sn8x>

District adopted materials:

Connected Mathematics Program

Major Topics covered:

Quarter 1

- I can use and create scale drawings
- I can describe the relationships between 2D and 3D shapes
- I can solve simple equations involving angle measures

Quarter 2

- I can simplify, expand and create equivalent equations.
- I can write and solve one variable inequalities
- I can work with linear equations

Quarter 3

- I can compare functions
- I can solve a system graphically and algebraically
- I can compare proportional relationships by graphing, finding slope and writing an equation.

Quarter 4

- I can use random sampling to compare
- I can analyze chance events with models
- I can construct a two way table to interpret its relative frequencies

Essential skills:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated

Academic Vocabulary:

<https://sites.google.com/site/hosfordmeyers/home/important-documents>

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):

May include: group work, modified assignments, modified tests, pre-assessments, graphic organizers, templates, use of manipulatives, visual models, checklists, preview of vocabulary, and reading aloud. All work will be placed in a notebook, a journal, so that students can keep all their work together in an organized fashion.

Final proficiencies:

After every main learning target that was covered there will be a chance for the student to demonstrate what they have learned. This is called a Proficiency check, there is going to be one just about every week. The students will be given at least 4 attempts to do the best that they can do on each learning target.

Assessment/evaluation/grading policy:

Students need to show a proficiency on each learning target by the end of the quarter to get a proficiency score. They have 4 attempts in class, but can schedule for more in the mornings.

Behavioral expectations:

- *Please use journals everyday*
- *Planners are used everyday*
- Willness to learn and work in a corporative manner, and willingness to go to the front of the class to show work
- Homework is a must. This is practice for the Proficiency checks

- No food or drinks in the classroom. **Water is allowed if it is in a closed container.**
- Come to class prepared
- Take care of the equipment, rulers, calculators, etc.
- No electronics allowed in class

Steps for Misbehavior

1. Verbal Warning
2. Change of seating
3. Lunch Conference
4. Lunch Detention – Call Home
5. Stage 1 – Parent Contact
6. Stage 2 – Parent Contact, and Administration

FINAL MARK	SCORE PATTERNS
A	At least 2/3 HP No CP or DP
B	At least ½ HP No CP or DP
C	All HP or PR No CP or DP
D	At least 2/3 HP, PR, or CP No more than 1/3 DP
F	More than 1/3 DP

FINAL MARK	Rational
HP	Student consistently hits the learning target with a high level of mastery.
PR	Student consistently hits the learning target.
CP	Most of the time proficient or nearly proficient. Student may show some inconsistencies with hitting the target.
DP	Student does not hit the target regularly.

Multiple choice Quizzes (Formative) or Journal Quiz (Non-Academic)

HP	Received a score 95% or better
PR	Correct concept and all work shown.
CP	Incomplete, or many mistakes made, little work shown.
DP	Few problems attempted, many wrong, no work
IN	Incomplete

Proficiency Check(Summative)

HP	Explains at a high level of thinking
PR	Answered all 3 questions, and showed work
CP	Minor errors and missing work
DP	Attempts the problem, did not complete
IN	Missing or did not attempt

Work Samples (Summative)

HP	Received more than ½ 5 or 6s
PR	Received 4, 5, or 6s. Nothing lower
CP	Received at least 1/3 3s, No 1s or 2
DP	Received a 1 or 2 in a category
In	Missing work sample or blank paper

Effort Grade (Non-academic)

HP	Consistent – Homework turned in on time and complete
PR	Often – Homework was turned in on time, but only 75% complete
CP	Sometimes – Homework was not turned in time, or less than 50% complete
DP	Rarely – Homework was missing, never turned in or less than 25% complete.

Performance task (formative)

HP	Received the number of points required
PR	Received the number of points required
CP	Received the number of points required
DP	Received the number of points required
In	Missing work sample or blank paper

Please remove this section and bring it back signed to Mr. Meyers' Class Room 205.

Students, this is your first assignment in my class.

Comments:

❖ ***Mr. Meyers is not responsible for any lost electronic device.***

I understand Mr. Meyers's Guidelines and the rules of FOCUS for learning this year.

5 Guidelines for learning

- A. Be in your seat & working when the bell rings
- B. Bring all materials to class and take them when you leave
- C. Follow directions the first time
- D. Treat each person in this room with respect
- E. Staying Engaged

- F – Facing the speaker
- O – Organized materials
- C – Controlled behavior
- U – Unhurried work
- S – Stimulate Mind

Student name (Print) _____

Student signature _____

*How often do you have access to internet for use of the google docs programs?

- Everyday
- At least twice a week
- Once a week
- Only on the weekends

Parent Signature _____

Date _____

Please check the box for the best way of contacting

Email _____

Phone _____

Web Scavenger Hunt – Mr. Meyers
(<http://tinyurl.com/hosfordmath>)

1. On the main page what is Homer thinking about? _____
2. What page can you find a link to video lessons? _____
3. What page can you find a link to an online calculator? _____
4. What is the name of the link that will take you to Hosford's school page? _____
5. What is the title of the page with the notes/class work for your math class? _____
6. If you lost the syllabus where can you get another one? _____
7. Which page will show you where your assignments will be? _____
9. What kind of candy does Mr. Meyers like? _____
8. What is the email that you can use if you have a question for Mr. Meyers? _____
9. What is the name of page for all the textbooks you are going to use this year? _____
10. Did you take the online poll? _____

Turn this in one week for a “cool” prize!!

