



7TH GRADE MATH COURSE SYLLABUS
MRS. OJEDA
CARMICHAEL MIDDLE SCHOOL
2002-2003

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Welcome to the start of a new school year! This year, students will be studying mathematics from the Connected Mathematics Program (CMP) materials. The curriculum is problem centered. This means that the students will investigate mathematical ideas within the context of a realistic problem, as opposed to looking only at numbers. Some problems involve real-world applications or unusual situations, while others are purely mathematical. A problem's context provides a vehicle for understanding and remembering the mathematical concepts. We are excited about this curriculum and its potential for helping students develop strong mathematical knowledge and skills. We are looking forward to a successful year for all of our students.

Supplies Needed

- **Textbook:** Students will be issued 7 books spread throughout the year. The books are listed below.
- **Binder:** 1-inch or 1.5-inch binder that will be used for math only. They are expected to keep their book in this binder at all times. (*On page 4 are **Notebook Guidelines** – parent/guardian signature is required after reading through entire class syllabus.*)
- **Five notebook dividers**
- **Pencils:** Students are expected to do math work in pencil only.
- **Correcting Pens:** Red is suggested, no blue/black or metallic please
- **Paper:** An ample supply of loose-leaf notebook paper.



Course Description and Objectives

The following is an overview of the curriculum for this year.

1st Semester

Stretching and Shrinking

Similarity

Similar figures; scale factors; basic similarity transformations and their algebraic rules

Kaleidoscopes, Hubcaps, and Mirrors

Symmetry and Transformations

Symmetries of designs; symmetry transformations; connecting geometry and algebra

Bits & Pieces II

Using Rational Numbers

Understanding and skills with addition, subtraction, multiplication and division of fractions and decimals; solving percent problems

2nd Semester

What Do You Expect?

Probability and Expected Value

Expected value; probabilities of two-stage events

Variables and Patterns

Introducing Algebra

Variables; representations of relationships including tables, graphs, words and symbols

Comparing and Scaling

Ratio, Proportion, and Percent

Rates and rations; making comparisons; proportional reasoning

Accentuate the Negative

Integers

Understanding and modeling integers; integer operations; four-quadrant graphing

Grading Summary

Students will be allowed to demonstrate how well they are making sense of the mathematics in many ways. Below is a grading summary.

Participation (5 points weekly)

Because participating in discussions and activities is so important in helping the students make sense of the mathematics, this is one part of the students grade. They rate themselves at the end of each week on how well they participated throughout the week. On page 3 is a rubric for grading participation.

Journals / Mathematical Reflections (5 points each)

It is very important to communicate mathematically in writing. Therefore, journals also figure into the grade. Journals are used for problem solving, communicating and understanding, and summarizing concepts learned. Journals will be collected periodically. On page 3 is a rubric for grading journals.

Investigations (5 points possible for each problem)

Investigations are the substance of the CMP program. These are problems that are completed in class as the students work together to develop strong mathematical concepts.

Homework (5 points possible for each homework assignment)

Homework assignments offer students opportunity to think about problems more in depth. Homework assignments are very important. Students will have the opportunity to revise their answers as we discuss problems. On page 3 is a rubric for grading homework.

Vocabulary (1 point for each word listed and correctly defined)

Understanding mathematical terminology is necessary for developing mathematical understanding. Students will periodically be given vocabulary words to list and define.

Partner Quizzes (Points vary)

All of the quizzes are done with a partner. Students are assessed on “putting their heads together” since a lot of what we do in class is explored with others. Students may revise their quizzes once to improve their score. Points will be assigned bases on the individual questions.

Tests / Projects (Points vary)

At the end of each unit and individual test is given. This serves as an opportunity for students to show what they, as individuals, have learned from the whole unit. Points will be assigned based on the amount of work asked for to solve each problem. Not all problems are awarded the same number of points.

Students may also be assigned a project at the end of the unit, which will be graded based on the amount of work asked for each project.

Grades

Grades will be based on total points earned out of total points possible.

A	94-100%	B+	87-89%	C+	77-79%	D+	67-69%
A-	90-93%	B	84-86%	C	74-76%	D	60-66%
		B-	80-83%	C-	70-73%		



Progress Reports: Besides mid-quarter progress reports, students will periodically be given progress reports that must be signed by parent or guardian.

Grading Rubrics

Participation Grading Sheet

Name _____

Week of _____

Think about how well you participated in class this week. Answer the following questions, as they will help you give yourself a fair participation grade for this week.

- Did you participate in discussions?
- Did you come prepared to class, having done your homework, so that you could ask questions?
- Did you ask questions when you didn't understand?
- Did you listen to others?

Give yourself a 5 if you answered yes to all of the questions. Hooray for you!

Give yourself a 4 if you answered yes to most of the questions.

Give yourself a 3 if you answered yes to few of the questions.

If you answered no to several of these, give yourself a 2 and rethink your role in this class or talk to Mrs. Ojeda.

I grade myself a _____ for this week. Signature _____

Journal Grading Sheet

- 5 Effectively communicates thoughts
 Uses appropriate vocabulary
 Uses a variety of strategies to solve problems
 Journal is well organized and the entries are labeled and dated
- 4 Effective in communicating your thoughts most of the time
 Uses appropriate vocabulary some of the time
 Uses some different strategies when solving problems
 Journal is fairly well organized and entries are labeled and dated
- 3 Attempt to communicate thoughts but entries are unclear at times
 Uses some appropriate vocabulary
 More strategies are needed in solving problems
 Journal needs to be organized with the entries labeled and dated
- 2 Please see me

Homework Grading Sheet

- 5 All problems completed correctly
- 4 All problems completed; most work done correctly
- 3 Most problems attempted, some given wrong answers or incomplete
- 2 Only half done, most work wrong or incomplete
- 1 Incomplete and incorrect
- 0 No work

Math Notebook Guidelines

Math Notebook: Students will be required to have a separate 3-ring binder for math, 1- or 1.5-inches.

Math book is to be kept in math binder at all times.

Before the dividers, keep:

- a) Your notebook cover sheet, with name and teacher's name. This can be in the cover (for view binders) or the first page inside the notebook.
- b) This 4-page course syllabus
- c) Your up-to-date work list (will be supplied by the teacher).

Use the dividers for these 5 sections, clearly labeled:

1) *Investigations*

In this section, students will keep all investigation problems, which are completed in class.

2) *Homework Assignments*

This section will include work on the ACE assignments. Homework should be written on lined loose-leaf notebook paper or graph paper and clearly labeled.

3) *Vocabulary*

In this section, students will create their own math dictionary of words used throughout each investigation. Use lined loose-leaf paper for this section.

4) *Journal*

This section should contain any work that is done for in-class problems, any notes taken and responses to mathematical reflections from each investigation.

5) *Assessments*

This section will include all check-ups, quizzes, tests, projects, and self-assessments.

Notebooks will be collected periodically at unannounced times. Students will be given a homework grade for keeping their notebook organized. After each unit is completed, students will clean all sections of their notebook except Section 3. These papers will be stapled together and filed in the classroom for further reference.

Please review the above with your child. By signing below, he/she is making a commitment to keep their notebook organized. Students should have their math notebook organized and ready to use by Tuesday, September 3. Please put these papers at the front of the binder.

Parent / guardian

Student

E-mail address _____

Thank you for sharing your student with me this year. I look forward to an awesome year of learning! If you have any questions or concerns at any time during the year, please feel free to contact me.

Mrs. Ojeda

e-mail: Angel_Ojeda@rsd.edu

Phone: 942-2468