7ᵗʰ grade math

Syllabus & Grading Policy

Mrs. Vicuña

Name: _____ **Class:** _____

Yonkers Middle High School
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Yonkers, NY 10705

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WELCOME to the start of a new school year at Yonkers Middle High!

A Bit About Me
My name is Mrs. Vicuna and I am a 7th Grade Math Teacher! I was born and raised in Yonkers N.Y. I am a proud YPS Alumni and am excited to educate our future leaders in my community! I am honored to be career changer. Prior to my educational experience, for 15 years, I pursued professions related to my MBA, have worked as an Assistant/Store Manager while working towards my 2nd Masters in Education. Being a member of Management team has helped me gain important skills and knowledge that can be applied in the classroom as well as in any school environment. In addition to this, I know applying my skills and experiences I have cultivated in retail, I bring to my Mathematics classroom to facilitate students learning. I feel I have an advantage as a crossover career changer in bringing these real world experiences to our 21st century classrooms.

My Teaching Philosophy
I believe that each child is a unique individual who needs a secure, caring, and inspiring atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is my aspiration as a educator to help students grow to their fullest potential by creating a safe environment, where students can take risks and share their ideas. One of my primary goals as an educator is to guide students in developing critical and evaluative skills, rather than expect students to memorize skills and procedures.

Classroom Expectations
1. Be Prompt – Wake up early enough so you can come to school on time.
2. Be Safe – Enter and exit the classroom professionally.
3. Be Prepared – Make sure you have all necessary supplies for each class.
4. Be Organized – By keeping your work area clean.
5. Raise your Hand – When you need to ask a question or leave your seat.
6. Participate – and contribute to class discussions and activities.
7. Ask Questions – If anything is unclear to you or if you need some clarification.
8. Be Responsible – Complete assignments on time. If you are absent or unable to submit work on time, please let me know.
9. Be Respectful – Use appropriate language. Raise your hand to ask a question. Keep your work area clean.
10. Positive Attitude – Don't show up without one!
11. Be Positive – by making an effort and doing your best!
12. Persevere – through tough times and difficult obstacles.
13. Never Give Up – Dust yourself off and try again!
14. Be Supportive – We can't say community without UNITY.
15. No cellular phones are allowed to be used in class.

Course Description:

In Grade 7, instructional time should focus on three areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; and (3) drawing inferences about populations based on samples. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

Through their learning in the Ratios and Proportional Relationships domain, students:
➢ extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems;
➢ use their understanding of ratios and proportionality to solve a wide variety of percent problems;
➢ solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects;
➢ graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line; and
➢ distinguish proportional relationships from other relationships.

Through their learning in the Number System and the Expressions, Equations, and Inequalities domains, students:
➢ develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers;
➢ extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division;
➢ explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers by applying properties of operations, and view negative numbers in terms of everyday contexts; and
➢ use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

Through their learning in the Statistics and Probability domain, students:
➢ build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations;
➢ begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences; and
➢ extend previous understandings of simple probabilities in grade 6 to calculate probabilities of compound events.

7th Grade Curriculum:
Unit 1: Proportional Relationships: Ratios, Rates and Circles
Unit 2: Numbers and Operations: Add and Subtract Rational Numbers
Unit 3: Numbers and Operations: Multiply and Divide Rational Numbers
Unit 4: Algebraic Thinking: Expressions, Equations and Inequalities
Unit 5: Proportional Reasoning: Percents and Statistical Examples
Unit 6: Geometry: Solids, Triangles and Angles
Unit 7: Probability: Theoretical Probability, Experimental Probability and Compound Events

Supplies:
- One-subject composition notebooks. (no spiral)
- Pencils
- Sharpener
- ONE two-pocket folder
- Ruler
- Calculator (if possible)

Texas Instruments TI-30 Scientific Calculator
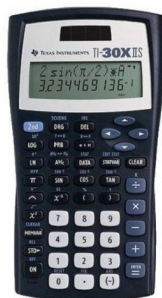
- Available at Target, Staples and Amazon.
- Students will be provided this during classroom instruction.
- Students can use the same calculator for homework assignments.
- This will allow them to practice for state testing.

Grading System:

Classwork 15%
Assessments 70%
Homework 15%

Classwork Grade: After a lesson, students will complete a one-question <u>exit ticket</u> to assess their understanding of the lesson. I will review the solution for the exit ticket after they are collected.

Assessments:
- After 3-4 lessons, students will complete a <u>quiz</u> assessing them on what they learned.
- At the end of a unit, students will take an end of <u>unit test</u>.

Homework Grade: Homework is assigned every Monday and is due by Friday. Students can log in PowerSchool to view homework assignment details and grades.

Late Assignments: Students who are unable to submit an assignment by the due date should let me know and I will allow a time extension.
If a student is submitting an online assignment past the due date, they must do the following:
- On a small sheet of paper, students should write their name, homeroom, date and the name of the online assignment completed. This paper must be turned in to me.

Assignment/Test Corrections: If a student is not happy with their grade, they are encouraged to make corrections on any math assignment/test on a separate paper.   I believe that when students identify their mistakes, redo the work, and refresh their memory, they are able to retain the information better. You must show your work to get credit. This will not only improve your grade but it will strengthen your skills and understanding.

Participation Rubric

	25	20	15	10
Level of Engagement in Class	Student proactively contributes to class by offering ideas and/or asks questions more than once per class and/or works consistently on group project the entire time	Student proactively contributes to class by offering ideas and/or asks questions once per class and/or works on group project for most of the allotted time.	Student rarely contributes to class by offering ideas and asking questions and/or works on group project only some of the allotted time.	Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time.
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.

Comments:

Total Score:

_____ out of 100

Assessment Rubric

This rubric will be used to grade all assessments.

4 90 – 100	A level 4 response includes the correct solution(s) to the question and demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task. This response • indicates that the student has completed the task correctly, using mathematically sound procedures • contains sufficient work to demonstrate a thorough understanding of the mathematical concepts and/or procedures • may contain inconsequential errors that do not detract from the correct solution(s) and the demonstration of a thorough understanding
3 80 – 89	A level 3 response demonstrates a partial understanding of the mathematical concepts and/or procedures in the task. This response • appropriately addresses most but not all aspects of the task using mathematically sound procedures • may contain an incorrect solution but provides sound procedures, reasoning, and/ or explanations • may reflect some minor misunderstanding of the underlying mathematical concepts and/or procedures
2 70 – 79	A level 2 response demonstrates only a limited understanding of the mathematical concepts and/or procedures in the task. This response • may address some elements of the task correctly but reaches an inadequate solution and/or provides reasoning that is faulty or incomplete • exhibits multiple flaws related to misunderstanding of important aspects of the task, misuse of mathematical procedures, or faulty mathematical reasoning • reflects a lack of essential understanding of the underlying mathematical concepts • may contain the correct solution(s) but required work is limited
1 40 – 69	A level 1 response is incorrect, irrelevant, incoherent, or contains a correct solution obtained using an obviously incorrect procedure. Although some elements may contain correct mathematical procedures, holistically they are not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task.