



I. Key Message/Expectations

- ❖ **Regular attendance** – To be successful in Math 7, the student must be attending classes and completing the work associated with learning the concepts and skills of the course. The student is responsible for getting notes and doing the work that was assigned if they are absent/late. If the student knows that they will be away, please notify the teacher so the student can pick up their work so they do not fall behind. Notes will be available **online** through **Google Classroom**.
- ❖ **Arrive on time/ Be prepared** – It is expected that you are at your desk ready to start class when the bell goes. If you are unable to avoid being late, please enter the classroom with a minimum of disruption. Books, pencils, scientific calculators, etc. are to be brought to class every day. Handouts, quizzes, assignments, notes and exams are to be kept in order in a binder.
- ❖ **Cell phones** - Cell phone usage in class is not acceptable, cell phones as calculators are not permitted in the class, and so students need their own calculator and understand how to use it properly. As such, phones are to be put in the students locker at the beginning of class. Any issues having cell phones together, your phone will stay in the office until 3:30.
- ❖ **Work Habits** – It is expected that the student uses their class time to the best of their abilities for the whole period of every class. Respectful behaviour is a necessity to all members of the class and shall be reciprocated. I will be available during class as well as during success to help explain and work through problems and issues, when asked.
- ❖ **Schoolwork/Exams** – It is the student's responsibility to make up for any work missed during an absence. Daily work will be given and assessed as formative assessment, meaning the mark may be recorded but will not be part of the course mark. This is the necessary ongoing assessment that helps both the teacher and the student recognize which concepts are mastered.
- ❖ **Help Sessions** – Math 7 is a broad introduction into high school math. Many difficult topics are introduced, and the end of the year will have both a calculator and non calculator final examination. **Extra help is available before school, during lunch and sometimes after school. Please make arrangements with Mrs Pimm.**
- ❖ **Attitude** – Another necessity for this course is independence and accountability. You are responsible for keeping up with the schoolwork, asking for help if needed, and studying for tests. This class is preparing you for secondary education, which requires all of these for graduation.

II. Course Overview

Students are curious, active learners with individual interests, abilities and needs. They come to classrooms with varying knowledge, life experiences and backgrounds. A key component in successfully developing numeracy is making connections to these backgrounds and experiences.

Students learn by attaching meaning to what they do, and they need to construct their own meaning of mathematics. This meaning is best developed when learners encounter mathematical

experiences that proceed from the simple to the complex and from the concrete to the abstract. Through the use of manipulatives and a variety of pedagogical approaches, teachers can address the diverse learning styles, cultural backgrounds and developmental stages of students, and enhance within them the formation of sound, transferable mathematical understandings. Meaningful student discussions provide essential links among concrete, pictorial and symbolic representations of mathematical concepts. *(Alberta Learning, 2016)*

III. Scope and Sequence

Unit 1: Multiplication

September

General Outcomes:

- Commutative Property
- Distributive Property
- Decimals
- Fractions
- Integers

Unit 2: More Multiplication

October/November

General Outcomes:

- Exponents
- Fractions
- Circumference
- Area
- Volume

Unit 3: Division

November/December

General Outcomes:

- Factorization
- Divisibility
- Factors and Multiples
- Decimals
- Fractions
- Integers

Unit 4: More Division

December/January

General Outcomes:

- Rates/Ratios
- Fractions/Percents
- Averages
- Fractions
- Volume
- Area
- Circumference

Unit 5: Similarity

February

General Outcomes:

- Decimals
- Geometry
- Mean/Median/Mode
- Transformations

Unit 6: Addition

March

General Outcomes:

- Decimals
- Fractions
- Mixed Numbers
- Integers

Unit 7: Visualizing Problems

April

General Outcomes:

- Area
- Percent
- Equations
- Probability

Unit 8: Problem Solving

May/June

General Outcomes:

- Equations
- Functions
- Linear Functions
- Statistics
- Finances
- Word Problem Review

Review: June

Note: completion dates are tentative and subject to change if necessary.

IV. Teaching Methodology

The methods used for instruction will include lectures, question-and-answer discussions, manipulative usage, assigned questions, small group work, individual tutorials, and a variety of multimedia utilities.

V. Assessment

Formative Assessment: There will be a variety of formative assessments throughout the course. Formative assessment is designed to help students learn, provide practice and feedback and help students improve (O'Connor. 2012). This could include daily practice, workbook questions, assignments, quizzes, group work, etc. These assessments will **not** be factored into the course grade and shown in Powerschool. If you would like to discuss your child's formative assessments please contact the teacher.

Summative Assessment: The 6 units will be assessed as follows

<u>Unit</u>	<u>Percent of Final mark</u>	<u>Unit</u>	<u>Percent of Final mark</u>
Unit 1	10%	Unit 5	8%
Unit 2	10%	Unit 6	8%
Unit 3	10%	Unit 7	10%
Unit 4	10%	Unit 8	14%
		Final Exams:	20%

Examinations will all be secured within the school and available to students to look through without copying, during class after the examination is completed by all students, or outside class time if needed, please contact Mrs Pimm to schedule.

Marks will be updated on Powerschool. For information on how to access PowerSchool, please contact the school.

VI. Resources

A scientific calculator is essential for this course and will be used extensively.

Notes and Assignments and videos that explain course material may be posted to the **Google website** for students to access from home. The access code will be given in class; parents can get access from the teacher if they desire to see what the teacher has posted.

Students will be given booklets for each unit, they are to be completed for their unit exam, and be brought to class every day.