

Schweinfurt Middle School
“Learning is a Lifelong Process”
MATH MATTERS

From: Mr. Richman
7th Grade Mathematics

August 25, 2008

Dear Parent or Guardian:

My name is Steve Richman, and I am your child’s math teacher this year. I am very happy to have your child in class and look forward to an exciting year filled with much learning. My goal is to help your child learn and enjoy math. To have a successful year, I need your cooperation and support. Please read the following information with your child, sign, and **have your child return the signed acknowledgement to me for a 10 point bonus grade.**

There are no excuses for not being prepared for and participating in class. **I expect each child to bring their homework, paper, pencil, etc. each day** and will notify you when they do not have required materials. Encourage your child to have their books, paper, and pencils every class and to do their homework.

Expect your child to bring math work home at every day he/she has math class. **I assign homework nearly every class.** With block scheduling, I only see students every other day. This means that study and review at home is very important.

I have attached three documents. The first is the “Success Code” (class rules) that I expect your child to follow in my class. The second is a class policies sheet and lists class procedures for assignments, attendance, homework, and grading. Ensuring your child follows these procedures will lead to increased understanding of the mathematical concepts we are learning in class, better test results, and improved grades. The third is a course syllabus.

When we meet for conferences, I will provide you a detailed analysis of your child’s grades. Additionally, I will provide grade updates using Gradespeed. If you have any questions, please **contact** me at school, **09721804301** or by e-mail. My **e-mail** address is **steve.richman@eu.dodea.edu**.

Thank you for your cooperation.

Respectfully,

Steve Richman

3 Atch:
Success Code
Student Policies
Course Syllabus

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Mr. Richman—Math 7/8
Choose to be Responsible
STUDENT SUCCESS CODE

1. Bring textbook, pencil and paper to class EVERY DAY.
2. Be in your seat when the tardy bell rings. Have materials ready at the bell—pencils sharpened!
3. Do your own work! Do not copy someone else's work.
4. Raise your hand and wait for acknowledgement before speaking during class work or getting out of your seat.
5. When I am talking—you are not!
6. Keep room neat and clean-pick up all paper from floor and return items to proper location after use.
7. Keep chairs, desks, and table legs on the floor at all times.
8. **Physical contact not allowed between students!**

Consequences if you choose to not be responsible...

First time	Verbal reprimand.
Second time	Verbal Warning.
Third time	D-hall.
Fourth time	Written referral and student sent to office.
Severe disruption:	Student immediately sent to office.

Expectations

1. To be on time to class with a minimal amount of absences.
2. To be prepared- book, pencil, paper, and homework assignment.
3. To attempt all math homework each night.
4. To be attentive in class.

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Student Policies-Math Class

Class work Policy: It is very important that you be present every day. If you miss a class for any reason, you miss demonstrations, explanations, sample problems, and experiences that just cannot be made up by "reading the book" or asking someone, "What did I miss?"

- Leaving the room during class will normally not be allowed. It will not be allowed during class lecture time. Nor will it be allowed during the first or last 10 minutes of class. Take care of personal grooming and restroom requirements promptly between classes. Leaving class to go to the restroom during class time will only be considered in an emergency.
- If I give you to permission to leave, you must have a pass with you and you are responsible for any work missed while you are out of the room.

Homework Policy: I believe homework is a valuable learning tool and is a reinforcement of material presented in class and strengthens skills learned.

- **I give homework almost every class period.** Homework is also used to prepare you for upcoming lessons, quizzes, and exams. To make up missed homework days or weeks later serves little or no purpose. Homework assigned one class period is due the next class period. Homework will be considered late if not turned in at **BEGINNING OF CLASS PERIOD** on day due or not delivered on **DUE DATE** for excused absence.
- **All students are required to turn in a paper.** Not doing work is not an option. There will be consequences for students not completing an assignment. Do yourself a favor and do the work when it is first assigned.
- **Absences due to illness or approved school functions** do not excuse you from the homework assigned during the absence or from learning the concepts taught during the absence. If possible, get the homework assignment before you are absent and complete the homework before returning to class.
- Missing a class period for whatever reason is no excuse for not finding out what your assignment was that day. I write all homework assignments on the board in the front of the room for each class period.
- Use the buddy system by contacting another student in your class/group to find out what you missed, check the information written on the assignment board once you return to school, or simply ask me.

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- For missed tests and homework you are allowed one class period after your return to make up any missing assignments or make arrangements with me to schedule makeup tests.
- Missing a class review is *not* an excuse for not taking an exam.

Grading Policy

Grades are determined by taking the total points earned divided by the total points possible which will give you a percent grade.

GRADING SCALE

90-100	A
80-89	B
70-79	C
60-69	D
0 -59	F

Grades will consist of the following:

- Class opening exercise, “1 st and 10”: 10 points
- Daily class work: 20 points each
- Homework assignments: 20 points each
- Math terminology tests: 100 points
- Chapter tests: 200 points, or 100 points if test covers $\frac{1}{2}$ chapter.

Test bonus points

Each major test may have bonus points built in to the test. For example, there may be 22 problems on the test and the test may be worth 100 points. Each problem may be worth 5 points. Therefore, if every problem is correct, it is possible to make a total grade of 110/100. Likewise, it is possible to miss two problems and still make 100% $(22 - 2) / 20$

Extra Credit

NOTE: Because I offer many opportunities to earn bonus points/extra credit during the grading period, I DO NOT have extra credit work at the end of a grading period solely to bring up grades because you did not do work when assigned or failed to do makeup work during the nine-week period.

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Seventh grade mathematics Course Information
Syllabus for 7th grade mathematics

Seventh grade mathematics is designed to ensure that students understand the basic concepts of mathematics needed in everyday situations. The Mathematics 7 course includes practice in the four basic operations with whole numbers, fractions, decimals, and an introduction to integers. Topics in number theory, ratio and proportion, percents, and probability are included to increase students' ability to manipulate numbers in computational ways; and topics in measurement, geometry, perimeters, areas, and volumes are included to demonstrate the application of mathematics to real life situations, thereby ensuring that your child will be prepared for continuous learning and productive citizenship.

Objectives in Mathematics 7

1. To teach all objectives set forth by:
 The DODEA Curriculum Standards
 The NCTM Standards
2. To prepare students for Mathematics 8, Algebra I, and Geometry.
3. To create a secure learning environment.
4. To communicate mathematically by learning the language of Math.
5. To develop critical thinking skills.
6. To develop a self-assured and confident math student.

Activities

1. Technology through the use of calculators and computers.
2. Modeling problems and projects.
3. Hands-on activities and investigations using math manipulatives.
4. Cooperative learning activities.
5. Lectures.

Glencoe Mathematics Course 2 Web Address

<http://www.msmath2.net>

Once that web page comes up, click on **Online Student Edition**.

Use the name **MAC 204** for the course name

Use the password: **traD5U8uP3**

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Syllabus for 7th Grade Mathematics

Primary Standards



Bavaria District - DoDEA

Richman, Steve / Math 7 / Grade 7 (Schweinfurt Middle School)

Benchmark

Data & Statistics

(Week 1, 4 Weeks):

Subject & Strand:

Mathematics: M5 Data Analysis & Probability

Standard:

In Grade 7, all students should:

Grade 7 ,

Benchmark:

- I D M5a: Read, create and interpret box and whisker plots, stem and leaf plots, scatter plots, and other appropriate types of graphs
- D R M5b: Analyze the effect of graphing decisions on graphical representation, e.g., scaling, types of graphs, etc.
- I D M5c: Find, interpret, and appropriately use quartile, interquartile range, and outliers
- I D M5d: Explain how measures of central tendency are affected by extremes
- I D M5e: Find and make predictions based on the line of best fit
- I D M5f: Identify possible misuses of measures of central tendency

Standard:

Essential To Know:

Grade 7 ,

Benchmark:

- I D Students understand and apply the fundamental concepts of measures of central tendency. Students represent probabilities as ratios, proportions, decimals between 0 and 1 and percentages between 0 and 100.

Ratio, Proportion & Percent

(Week 5, 5 Weeks):

Subject & Strand:

Mathematics: M1 Numbers and Operations

Standard:

In Grade 7, all students should:

Grade 7 ,

Benchmark:

- I D M1a: use, interpret and compare numbers in several equivalent forms such as integers, fractions, decimals, and percents
- I D M1c: understand and use ratio and proportion to represent quantitative relationships
- I D M1h: estimate and solve problems including ratios, proportions and percents, and justify reasoning.

Standard:

Essential To Know:

Grade 7 ,

Benchmark:

- D Students analyze and explain methods for solving problems involving fractions, decimals, percents, proportions and ratios.

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Subject & Strand: Mathematics: M4 Measurement

Standard: In Grade 7, all students should:

Grade 7 ,
Benchmark: I D M4f: use ratios and proportions to solve problems involving scale factors.

**Similarity,
Congruence &
Transformations**
(Week 10, 4 Weeks):

Subject & Strand: Mathematics: M3 Geometry

Standard: In Grade 7, all students should:

Grade 7 ,
Benchmark: I D M3a: demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures

I D M3b: use proportional reasoning to describe and express relationships between similar and congruent figures

D R M3c: classify and identify triangles by side and angle measurement and polygons as regular or irregular and/or by the number of sides

I R M3d: recognize and explain the following attributes of a circle, i.e., radius, diameter, arc, chord, semicircle, and central angle

I D M3d: use coordinate geometry to examine special geometric shapes, such as regular polygons and polygons with pairs of parallel or perpendicular sides

I D M3e: determine the length of a side of a figure drawn on a coordinate plane with vertices having the same x or y coordinates

I D M3f: examine congruence, similarity, and line or rotational symmetry of an object using transformations.

Standard: Essential To Know:

Grade 7 ,
Benchmark: I D Students describe and apply the properties of similarity and congruent figures and justify conjectures involving similarity and congruence. Students graph points and identify coordinates of points in the coordinate plane.

Integers
(Week 14, 3 Weeks):

Unit Assessment **Subject & Strand:** Mathematics: M1 Numbers and Operations

Standard: In Grade 7, all students should:

Grade 7 ,
Benchmark: I D M1e: explain the relationship, meaning and effects of arithmetic operations with the set of integers

D R M1f: use order of operations and properties to simplify numerical expressions involving integers, fractions, decimals and exponents

I D M1g: simplify numerical expressions and solve real-life problems using the set of integers

**Square Roots &
Irrational
Numbers**
(Week 17, 2 Weeks):

Unit Assessment **Subject & Strand:** Mathematics: M1 Numbers and Operations

Standard: In Grade 7, all students should:

Grade 7 ,
Benchmark: I D M1d: describe the differences between rational and irrational numbers

Subject & Strand: Mathematics: M2 Algebra

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Standard: In Grade 7, all students should:
 Grade 7 , D M2e: model and solve equations using inverse operations
 Benchmark:

**Patterns,
Variables &
Equations**
 (Week 19, 5 Weeks):

Unit Assessment **Subject & Strand: Mathematics: M2 Algebra**
 Standard: In Grade 7, all students should:
 Grade 7 , I D M2a: represent, analyze, and generalize relations and
 Benchmark: I D M2c: generate equivalent forms of algebraic expressions by
 combining like terms
 I D M2d: use variables and appropriate operations to write an
 expression, equation, or inequality that represents a verbal
 description
 I D M2e: model and solve equations using inverse operations
 I D M2f: represent linear equations and inequalities by plotting
 points
 I D M2g: analyze functional relationships to explain how a
 change in one quantity results in a change in the other
 D M2h: recognize a variety of uses for variables.

Standard: Essential To Know:
 Grade 7 , I D Students represent, analyze, and generalize relations and
 Benchmark: I D functions with tables, graphs, words, and when possible,
 algebraic expressions and equations.

**Extending
Percents**
 (Week 24, 3 Weeks):

Unit Assessment **Subject & Strand: Mathematics: M1 Numbers and Operations**
 Standard: In Grade 7, all students should:
 Grade 7 , D R M1a: use, interpret and compare numbers in several
 Benchmark: D R equivalent forms such as integers, fractions, decimals, and
 percents
 I D M1b: develop meaning of percent greater than 100 or less
 than 1
 D M1h: estimate and solve problems including ratios,
 proportions and percents, and justify reasoning.

Standard: Essential To Know:
 Grade 7 , D R Students analyze and explain methods for solving problems
 Benchmark: D R involving fractions, decimals, percents, proportions and
 ratios.

Probability
 (Week 27, 2 Weeks):

Unit Assessment **Subject & Strand: Mathematics: M5 Data Analysis & Probability**
 Standard: In Grade 7, all students should:
 Grade 7 , R D M5g: Use proportionality and probability to make and test
 Benchmark: R D conjectures about the results of experiments and simulations

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I D M5h: Describe multiple outcomes of compound independent events, i.e., using tree diagrams and organized lists.

Standard:

Essential To Know:

Grade 7 ,
Benchmark:

D R Students understand and apply the fundamental concepts of measures of central tendency. Students represent probabilities as ratios, proportions, decimals between 0 and 1 and percentages between 0 and 100.

Multiple Representations of Function
(Week 29, 4 Weeks):

Unit
Assessment

Subject & Strand:

Mathematics: M2 Algebra

Standard:

In Grade 7, all students should:

Grade 7 ,
Benchmark:

- D M2a: represent, analyze, and generalize relations and functions with tables, graphs, words, and when possible, algebraic expressions and equations
- I D M2b: explain relationships between graphs of lines and their equations
- D M2f: represent linear equations and inequalities by plotting points
- I D M2g: analyze functional relationships to explain how a change in one quantity results in a change in the other

Standard:

Essential To Know:

Grade 7 ,
Benchmark:

- I D Students represent, analyze, and generalize relations and functions with tables, graphs, words, and when possible, algebraic expressions and equations.

Volume, Surface Area & Spatial Visualization I
(Week 33, 4 Weeks):

Unit
Assessment

Subject & Strand:

Mathematics: M4 Measurement

Standard:

In Grade 7, all students should:

Grade 7 ,
Benchmark:

- D M4a: select and use appropriate tools and units of measure when measuring and calculating angles, surface areas, and volumes of rectangular prisms
- D R M4b: Analyze the structure and uniformity of the metric system and contrast with the customary system
- I D M4e: Understand the difference between surface area and volume, and demonstrate that two objects may have the same surface area, but different volumes-or may have the same volume, but different surface areas

Standard:

Essential To Know:

Grade 7 ,
Benchmark:

- I D Students use investigation to determine how geometric formulas were derived. Students understand the characteristics of a system of measurements.

LEGEND: I Introduced D Developed R Reviewed

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Acknowledgment, August 25, 2008, Memo to Parents.

My parent/guardian and I have read Mr. Richman’s memo, my Success Code, and the course information sheet. Returning this signed document earns me 10 bonus points. ☺

Student’s Signature _____

Student’s name: _____

Parent’s Signature: _____

Parent’s name: _____

Parent Phone Number _____

Parent Email Address: _____

Date signed: _____