

Accelerated Math 7

Mr. Ricks room 410



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Looking ahead toward high school math pathways. . .

TVUSD Secondary Math Course Pathways

		6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade	All pathways meet the minimum requirement for CSU/UC admission
6 th Grade Math	Traditional		7 th Grade Math*	8 th Grade Math	Algebra I	Geometry (can double up to move forward) ↓	Algebra II	IB Math Studies Pre-Calc Trig/Prob Stat Modern Math (Sr. ONLY other math electives)	
	*Accelerated (PT)		Accel 7	Accel 8	Geometry (can be done @ summer school or can double up Geometry & Alg. II classes to move forward) ↓	Algebra II (+)	Pre-Calc Accel/Calc A (can do 3:2)	AP Stat IB SL Calc AB Calc BC	
			3:2 (7, 8, Alg I)						
• Placement Test (PT) Required	Compacted CA Common Core	Compacted 6	Compacted 7	Compacted 8	Algebra II (+)	Accel/Calc A Pre-Calc AP Stat	Calc BC Calc AB AP Stat	IB HL Calc D Calc BC AP Stat	
		(5:3 {6, 7, 8, Alg I & Geo})							

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Areas of study:

Semester 1

- › Identify/Interpret **real numbers** (**rational** and **irrational**).
- › Identify/Interpret **ordered pairs** on a coordinate plane.
- › Identifying a **constant of proportionality**; known as **unit rate**.
- › Analyze/Interpret a **function's data as linear** from either **words, table, equation, or graph**; including **interpret/identify** unit rate as **slope**.
- › Recognize/Represent **proportional** and **non-proportional relationships** using a table, equation, or graph.

Areas of study:

Semester 2

- › Construct/Solve **multi-step equations** involving one variable with **three possible outcomes**.
- › Analyze/Solve **simultaneous linear equations**.
- › Use **statistics** to draw **inferences** from a **probability model**.
- › Geometry:
 - Use **scale factor** on **drawings**
 - **Angle relationships** created by a **transversal**
 - **Circumference/Area** of a **circle**
 - **Similarity/Congruence** of **transformations**
 - **Volume and surface area** of **prisms, pyramids, cylinder, cone, and sphere (only volume)**

8 mathematical practices that drive instruction:

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 reasoning.

Grading Categories:

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TVUSD Summative Assessment: Semester Final (no retake)	75 pts	10%
		100%

Practice problems (homework)

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- **Not** part of grade. Why?
 - **Unproductive** to assign work that is: understood, solved mentally, repetitive/redundant, can be copied or an effort that “**looks**” done.
 - Allows focused effort toward areas of weakness **versus** repetitive demonstration of “**I know THIS . . .**”
 - Student takes responsibility of managing their personal success level: **intrinsic motivation.**
- In Google Calendar, I recommend problems.
- **All** solutions are posted in **Google Classroom “Independent practice”**.
- Lastly, student **MUST** be self advocating for seeking help.

Classroom Norms

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- › Provide explanations and justifications with solutions.
- › Make sense of classmate's solutions.
- › Communicate when you don't understand or don't agree.

Any questions?

