

Compacted Math 7

Mr. Ricks room 410



**“He can come out to play when he’s
done eating his homework.”**

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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.	
• Placement Test (PT) Required	Compacted CA Common Core	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)		Algebra II (+)	Accel/Calc A Pre-Calc AP Stat	Calc BC Calc AB AP Stat	IB HL Calc D Calc BC AP Stat	
		Compacted 6	Compacted 7	Compacted 8						
		(5:3 {6, 7, 8, Alg I & Geo})								

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Semester 1

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- › Solving single variable **multi-step equations** and **multi-step inequalities (includes graphing)**.
- › Solving **proportions**; including **percent change**.
- › Identify/Interpret two quantities as **linear** or **nonlinear functions**.
- › Analyze/Interpret a **linear functions** from either **words, table, equation, or graph**; including interpret/identify **unit rate as slope**.
- › Recognize/Represent **proportional** and **non-proportional linear relationships** using a table, equation, or graph.
- › Analyze/Solve **simultaneous linear equations and inequalities (systems)**.
- › **Exponent laws** (begin)

Semester 2

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- › **Exponent laws** (finish) and **scientific notation**.
- › Interpret and graph **exponential functions** from either **words, table, equation, or graph**.
- › Apply **arithmetic properties** to **polynomials**; includes creating an equivalent expression by **factoring**.
- › Solve and graph **quadratic functions** using methods: factoring, quadratic formula and completing the square.
- › Simplify **radical expressions** and **solve radical equations**.

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?

