







# 7th Grade Honors Math




## Ms. Swain's Info!

 **Teacher:** Erin Swain  
 **Core:** Rocky Mountain Core 7th Grade  
 **Teacher Website:** [Rocky Mountain Core-Ms. Swain](http://Rocky Mountain Core-Ms. Swain)  
 **Room Number:** F-211  
 **Email:** [erin.swain@adams12.org](mailto:erin.swain@adams12.org)  
 **Additional Help:** 8:30-9 am by appointment (must be at the door by room F111 at 8:30 or reschedule).



**Class Description:** 7<sup>th</sup> grade honors mathematics will focus instructional time in four critical areas: 1) drawing inferences about populations based on samples and analyzing data; 2) solving problems using geometric shapes in two- and three-dimensions to solve problems involving area, surface area, and volume; 3) developing critical thinking skills to analyze linear equations and linear systems through graphs, tables, and equations; and 4) understanding the characteristics of transformations. In addition to the above, students in 7<sup>th</sup> grade will incorporate the characteristics and qualities of the IB Learner profile as well as discover and implement a variety of IB approaches to learning.

### **Class Materials:**

-  Charged Laptop
-  Class Notebook/Folder
- Calculator
-  Pencils & Highlighters



### **Units that we will cover:**

- **Probability and Statistics:** Study of chance and fairness to determine the likelihood of events.
- **Geometric Shapes and Angles:** Study of angles, circumference and area to develop relationships
- **Equations and Inequalities:** Study of solving and representing solutions to linear equations and inequalities
- **Transformations:** Study of similar figures and how they move within the coordinate plane
- **Angles and Triangles:** Study of relationships between angles, equations, and triangle classifications
- **Graphing and Writing Linear Equations:** Study of linear equations through tables, graphs and equations
- **Linear System:** Study of how two equations impact or correlate with another quantity
- **Functions:** Study of functions through tables, graphs and equations
- **Exponents and Scientific Notation:** Study of properties for exponents and conversions using scientific notation
- **Pythagorean Theorem:** Study of right triangles and the relationship of the pythagorean theorem

# Important Policies & Procedures:

## Attendance and Absence Policy:

Attendance will be taken and recorded daily.



It is the student's responsibility to check the calendar **and** Ms. Swain for missed work.

In general, with an excused absence: Students will be given the same number of days they were absent plus **one** additional day to make up assignments. Projects that are assigned prior to a student's absence are to be turned-in on the due date or immediately upon return

If a student has an unexcused absence: Students will NOT receive credit for class work missed. However, they will be held responsible for the content of missed work.

Additional information is outlined in the [student handbook](#)



## Missing Work AND Retakes:

Missing scores for a student who has failed to attempt an assessment will become part of the overall demonstration of knowledge that will be considered for an MYP Final Mark.

Students who are absent may turn in missing work according to school policy which is *one day for each missed day plus one additional day*. Students who are present for class, but do not turn in work, will receive a / in the IC gradebook and will have the opportunity to turn in **no more than 5 late assignments per quarter** so long as the assignments are completed within the unit.

Missing/Late projects are **rarely** allowed, as advanced notice is given. In class assessments must be completed according to the [student handbook](#).

Remember, advocate for yourself - if you need something ask **before** the deadline!

**MISSING WORK IS YOUR RESPONSIBILITY! CHECK THE GRADEBOOK REGULARLY!**



## Technology Policy:

Technology applications and web 2.0 tools are used on a frequent basis in the classroom for application of learning, global community projects, and collaborations with the community and each other. It is a cornerstone for learning but is not all learning is about in this classroom.

We will review Common Sense policies around our digital footprint, and the technology is to be used with respect in in both hardware and software use. Cyber bullying, inappropriate use of a machine or mobile device will eliminate the opportunity for students to use technology in the Math classroom. **Use of technology is a privilege, not a right.**

Rules and expectations surrounding technology can be found in the [student handbook](#).

To reset your password, follow the directions in this [Password Reset Video](#)



# Important Policies & Procedures:

## Office Hours:

Monday: 8:30-9:00 am, by appointment! Line up in front of the door at F111 and a teacher will let you in, if you are late be prepared to reschedule!


Additionally, Ms. Swain may request/schedule a student / group of students to attend an extension/remediation session at lunch. If this is the case, notice will be given to both the student and parent/guardian.


## Asking for help:


I am here to help! If you find that you are struggling, ask for help. If you email for help, include what you are struggling with as sometimes we can work problems online, in that exact moment.


## IB Learner Profiles:

An IBMYP Learner strives to be:


 **Inquirers** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.


 **Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.


 **Thinkers** - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.


 **Communicators** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.


## IB Learner Profiles (Cnt'd):


 **Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

 **Open-minded** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

 **Caring** - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

 **Risk-takers** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

 **Balanced** - We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.




 **Reflective** - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

More information about the IB MYP policies at CMS can be found on page 18 in the [student handbook](#).






## Academic Honesty:

Academic Honesty (Integrity) can be defined by honest academic work where the ideas and the writing of others are properly cited; students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately. (School for Ethical Education)





### Students will:

-  Act with integrity in all work.
-  Acknowledge when they feel they are not in a position to produce original work.
-  Seek assistance from their teacher(s), parents, and fellow students so they can avoid an infraction.

### When taking an assessment:

-  Keep their eyes on their own work
-  Keep answers hidden from others
-  Put all notes and extra items away before beginning.
-  Report any violations or suspicions of violations to a teacher or administrator
-  Not use additional electronic or shared resources unless given explicit permission to do so in the instructions of the assessment.

### Parents will:

-  Support students and the school in creating a community where students will independently create original work.
-  Guide students in taking advantage of academic resources provided by faculty and/or posted on staff webpages, the CMS website, Schoology, etc.
-  Communicate with staff when a student is struggling with an assignment.
-  Support the faculty in helping students recognize the importance of this policy and the value of academic honesty.

More information about academic honesty can be found on page 8 in the [student handbook](#).

## **Grading:**

This course assesses on 4 (four) criteria. The criteria are

- Criterion A—Knowing and Understanding 🌐
- Criterion B—Investigating 🧐
- Criterion C—Communicating 💬
- Criterion D—Real-World Application 🧠



Formative work plays an important role in learning in the class, and builds a foundation for our summative assessments. Formative work will be reflected in the IC gradebook as practice and may be graded on a 1-7 rubric or marked as missing(m)/turned in(t)/late(l). **NOTE: a 'I' in the IC gradebook for a formative assignment means that the assignment has not been turned in, is beyond the turn-in date, and/or has resulted in a zero (0) score.** Additionally, please ensure that you are reviewing grades in IC as the Schoology gradebook will not reflect the most current set of scores.

ALL group projects will be represented by an individual grade for each student. Assessments and grading standards are applied consistently to students of similarly demonstrated ability. Assessments are based solely on demonstrated student progress and achievement of reasonable and clear standards. Students are encouraged to be engaged and motivated in the completion of their assignments.

The rubric achievement levels are based on a 1-8 scale, with 8 being the highest level of achievement (see the rubrics located in the student handbook for reference.) Assignments will be graded with rubrics. At the end of the semester we will issue an in-progress MYP mark as grades are trended for the year.

At the end of the year, a Final MYP Mark, which will be based on the end-of-term final grades for each of the four criteria, will be posted. The Final MYP Mark will be based on a 1-7 scale, with 7 being the highest score. Please view this [IB Grading Video](#) to better understand Century's IB MYP Grading structures.

Retakes for summative assessments **must** occur **within ten days after the summative assessment is entered in IC**. After this time period, the grade becomes final. Students are required to sign up for a retake and must come in on a mutually agreed upon time to retake the assessment. **The opportunity to re-test may be dependent on the completion of classwork and attendance at one or more study sessions.** **NOTE: a 'I' in the gradebook for a summative assessment means that the assessment has not been completed within an appropriate timeframe and/or the student has earned a zero (0) score.**

**HONORS students need to maintain scores that reflect grade-level understanding. Students who fall below this level may lose HONORS status at the end of semester 1 or 2. In the event that a student is falling below grade-level expectation, communication with parent/guardian will occur to allow students an opportunity to make academic improvements prior to this change being implemented.**

## **Communication:**

Communication between parent/guardians and teachers is a vital component in your student's education. Please check your student's schoology calendar each day to find a list of topics and assignments from each class.

In addition, be sure to visit our [core webpage](#) to track assessments. To track your student's academic achievement, you may access the [Infinite Campus parent portal](#). Please note that IC is a picture of what has occurred while the schoology allows you to see current progress.

If you have any difficulties with the parent portal, please call the registrar 720-972-5240.

The best way to reach me is by email. Teachers are not available to take telephone calls during the day, but feel free to leave voice mail messages. You can expect a response to voicemail or email within 24 hours unless I am out of class. Please schedule an appointment if you would like to meet with a teacher or core team. Making arrangements ahead of time will ensure that we are able to devote our time and full attention to you.