

MATTHEW HALTON SCHOOL

Mathematics 7

Course Outline

Mr. K. Sheen

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Objectives

Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in using mathematics increases the opportunities available to individuals. Students need to become mathematically literate in order to explore problem-solving situations, accommodate changing conditions, and actively create new knowledge in striving for self-fulfillment.

General Outcomes

The main goals of mathematics education are to prepare students to:

1. Use mathematics confidently to solve problems
2. Communicate and reason mathematically
3. Appreciate and value mathematics
4. Commit themselves to lifelong learning
5. Become mathematically literate adults, using mathematics to contribute to society.

Students who have met these goals will:

- Gain understanding and appreciation of the contributions of mathematics as a science, philosophy and art
- Exhibit a positive attitude toward mathematics
- Engage and persevere in mathematical tasks and projects
- Contribute to mathematical discussions
- Take risks in performing mathematical tasks
- Exhibit curiosity

Tentative Timeline

There are 4 strands of Mathematics which will be studying this year. Inside these strands are specific areas of study which we will look at.

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|--|----------------------|
| 1. Numbers | September - December |
| 2. Patterns and Relationships | January - March |
| Patterns | |
| Variables and Equations | |
| 3. Shape and Space | April - May |
| Measurement | |
| 3-D Objects and 2-D Shapes Transformations | |
| 4. Statistics and Probability | September and June |
| Data Analysis | |
| Chance and Uncertainty | |

Each strand and its accompanying sub strand have outcomes that are specific to that strand which we will focus in on as we work through these areas. These will be explained to the students as we work through each strand.

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Tutorials/Extra Help

With the implantation of the "Pathway to Success" block, students can take advantage of this block to seek extra help from the teacher or the educational assistant.

Assessment Belief

The purpose of assessment is to improve student learning. As a teacher I assess student learning to check on mastery and understanding. Assessment influences and changes my instruction and design of curriculum. All assessments contribute to the summative evaluation at the end of the marking period, documenting how well the students have "Met the Standards" in given areas of the class.

My goal is for all students to be able to demonstrate the skills and content knowledge of this course to a level that is within range for what is appropriate for their grade level. By mastery, this means that a student can do the skill or demonstrate understanding of content independently and consistently.

Evaluation

Number Strand	45%
Patterns and Relationships	15%
Shape and Space	15%
Statistics and Probability	15%
Final Exam	10%

Expectations

1. If a student is absent for any reason it will be their responsibility to talk to me at an appropriate time to find out what has been missed and how to catch up.
2. Arrangements must be made prior to the absence of a major quiz, exam or project.
3. It is expected that students follow all classroom rules.

Classroom Rules

1. Use only school accepted and respectful language during any type of communication.
2. Come prepared to learn.
3. Stay on task and allow others to stay on task.
4. Junk food is not permitted during class. Gum may only be chewed if not noticeable.
5. You may ask to use the washroom and/or get a drink, but remember it is a privilege not a right, so don't abuse it.
6. Respect other's personal space, property and rights.
7. Respect yourself.