

Welcome to a new school year at GMS! I am looking forward to a positive and rewarding experience with all of you. Please read over this syllabus to familiarize yourself with the course. Your student will be given a separate form for you to sign to verify you have read and understood the syllabus. I will collect the signed form in class.

OFFICE HOURS: For extra support, students may request a pass to come to my classroom during 7th period (Intervention period).  
 CONTACT: E-mail is my preferred method of contact. I will do my best to respond within one school day.  
 EMAIL: sstamatelatos@tvusd.us WEB PAGE: <https://www.tvusd.k12.ca.us/Domain/5200>

A. DESCRIPTION

Math 7 is the second year at the secondary level within the traditional pathway for learning the Common Core State Standards in mathematics.

B. ORGANIZATION

This course is based on student discussion, exploration, discovery, questioning, modeling and direct instruction. Students must be prepared to communicate, think critically, be creative, and collaborate with other students each day. Homework will be assigned each period unless otherwise stated on the classroom website and will be pulled from the textbook/workbook and outside resources. Assessments (quizzes, unit tests, and semester finals) will be given periodically throughout instruction.

C. COURSE TOPICS

Semester I	Semester II
Unit 1: Ratios and Proportional Relationships (9 weeks) Unit 2: Number Sense (7 weeks)  Final: tentatively scheduled for week of 12/14/2021	Unit 3: Expressions/Equations (8.5 weeks) Unit 4: Geometry (5 weeks) Unit 5: Statistics/Probability (4 weeks)  Final: tentatively scheduled for week of 5/23/2022

Students will primarily use the 7<sup>th</sup> grade textbook/workbook (McGraw Hill, Glencoe Math, Course 2). Students should also have access to their textbook through Clever, under the red and white McGraw Hill icon.



D. SUGGESTED SUPPLIES

<ul style="list-style-type: none"> <li>· Pencils with erasers</li> <li>· Colored pens and pencils</li> <li>· Highlighters</li> <li>· 3-ring <b>binder</b> with a section for “Math”</li> <li>· Loose paper for showing work, preferably unlined</li> </ul>	<ul style="list-style-type: none"> <li>· Calculator*</li> <li>· Graph paper*</li> <li>· Whiteboard markers*</li> <li>· Ruler, protractor*</li> </ul>
Items marked (*) will be provided in class but may be useful to have at home as well.	

## E. GRADING

Course grades are categorized and weighted as follows:

• **Assessment (tests/quizzes):** 70% (evidence of student's independent math work)

Students take a practice assessment in class. The next day, they take a similar assessment with zero assistance.

• **Classwork/Homework:** 15% (class notes and in-class assignments)

*Homework is collected daily and will be scored according to evidence of student effort, not accuracy.*

I do not accept late HW, except in the case of absence or extreme circumstances (parent/guardian email required).

• **Math Progress (district-mandated category):** 5% (iReady diagnostics/lessons, district-wide performance task)

• **Semester Final:** 10% (district-developed assessment, taken at the end of the semester)

Semester Grade:      A = 90-100%    B = 80-89%    C = 70-79%    D= 60 – 69%    F = 59 and below

As in the past, this year we are using an online grade management program called **Infinite Campus**. Grades will be posted online and updated at least every two weeks. This is my primary method of communication with parents and guardians regarding grades. Students and parents will access the site through the "Infinite Campus Parent/Student Portal." Students should become familiar with this process. An Infinite Campus mobile phone app is also available.

## F. ASSIGNMENTS

Missing assignments and/or incomplete work will likely result in lower academic achievement and grades. You can expect to receive an email from me if your student does not complete an assignment on time without a valid excuse.

**ABSENCES:** Regardless of the reason for absence, it is the students' responsibility to learn the content missed and complete the missed assignments. Students can use my website, the textbook, peers, or work with me during Intervention. Note that Intervention cannot be used to completely re-teach missed lessons, but we will do our best to catch up. In the case of absence, late homework will be accepted. Students may generally have up to one week after their return to school to submit late work but are strongly encouraged to get it in as soon as possible, since assignments are given daily and pile up quickly. (In extreme circumstances, exceptions can be made to this rule.)

## G. BEHAVIORAL EXPECTATIONS

1. Be Safe
2. Be Respectful
3. Be Responsible



For the protection of all students, I have Zero tolerance for discrimination, harassment, bullying, or inappropriate comments. Engagement in this sort of unacceptable behavior will earn the offending student a referral to administration and an email home to families.

## H. HOME/SCHOOL COMMUNICATION

We look forward to meeting all of you at Back to School Night (date TBD). Communication between home and school is vital, and we strongly believe that a positive working partnership between families, teacher, and student is essential to student success. Please feel free to contact me to discuss any concerns and/or questions as they arise. I welcome and encourage your involvement in our classroom community!