**Irvine School 2016**

**Long Range Plan Math 7**

**Mr. Levesque**

The overall aim of mathematics 7 is to present students with concepts in a way that allows students to see practical applications for their implementation. To assist students in this process the following goals have been established.

* Mathematics is used confidently to solve problems
* Commitment to lifelong learning
* Communicate mathematically
* Understand the connection between mathematics and practical application

These goals will be accomplished through the fourth mathematic strands presented within the curriculum. The strands are as follows: Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

**Materials:**

* Math links 7 work book
* Binder
* Calculator
* Notebook
* Pencil/eraser
* Graph Paper

**Topics of study**

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| Grade 7 | Approximate timeline | General learning Outcomes | SLO’s |
| Chapter 1 | September 2016 | Describe and analyze position and motion of objects and shapes.  Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them. | Identify and plot points in the four quadrants of a Cartesian plane, using integral ordered pairs  Perform and describe transformations (translations, rotations or reflections) of a 2-D shape in all four quadrants of a Cartesian plane (limited to integral number vertices).  Perform geometric constructions, including:   * perpendicular line segments * parallel line segments * perpendicular bisectors   angle bisectors. |
| Chapter 2 | October 2016 | Develop Number sense | Demonstrate an understanding of the addition, subtraction, multiplication and division of decimals to solve problems (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected). |
| Chapter 4, 6, 7, 9 | November – January | Chapter 4  Develop Number Sense  Chapter 6  Chapter 7  Develop number sense  Chapter 9 | Solve problems involving percent’s from 1% to 100%.  Compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using:   * benchmarks * place value   equivalent fractions and/or decimals.  Demonstrate an understanding of the relationship between positive terminating decimals and positive fractions and between positive repeating decimals and positive fractions.  Determine and explain why a number is divisible by 2, 3, 4, 5, 6, 8, 9 or 10, and why a number cannot be divided by 0.  Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially and symbolically (limited to positive sums and differences)  Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially and symbolically (limited to positive sums and differences  Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially and symbolically.  Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially and symbolically. |

**Success in the classroom**

* Come to class prepared with your materials and completed homework
* Make a commitment to keep up with homework, and complete any missed work
* Avoid distractions

**Assessment**

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| **Assessment methods**  Formative assessments   * Quizzes * Daily practice * HW Book * Cumulative Reviews   Summative Assessments   * Unit Exams/ Final Exam * Projects * Cumulative reviews | **Final grading**  Course work 75%  Final Exam 25%  Total: 100% |

**The year plan approximate times lines will change as I get to know the class, and discover more accurately approximate timeframes which are necessary for teaching different units.**