

**Ardrossan Math 7 Course Outline**

Math 7 is an exciting course with a new curriculum as of September 2008. Students will have the exciting opportunity to try new resources and leading – edge support. Students must be prepared to learn each day. Understanding of math concepts will be developed at the concrete, pictorial and symbolic levels. E.I.P.S. has adopted a **no exemptions** policy regarding final exams. All students are required to write final exams, as scheduled.

**Key Learner Outcomes (Units of Study)**

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| --- | --- | --- |
| Coordinates and Design | Probability | Patterns |
| Decimals | Integers | Circles |
| Fractions, Decimals and Percents | Equations and Expressions | Data Management |
| Fractions | Geometry and Measurement |  |

**Required Resources:**

* pencils
* binder
* plenty of lined paper
* calculator (scientific is NOT required)
* Textbooks will be provided to each student and must be brought to each class.
* Geometry set
* Students might also find it helpful to have a highlighter and a ruler.
* Agenda

**Math Help:**

It is the goal of every teacher to help students succeed in math. There are a variety of support options available to students including noon hour math assistance and individual tutors for hire. Interested students should discuss their needs with their teacher.

*“One reason why mathematics enjoys special esteem, above all other sciences, is that its laws are absolutely certain and indisputable, while those of other sciences are to some extent debatable and in constant danger of being overthrown by newly discovered facts.”Albert Einstein*

**Assessment:**

The Elk Island Public School Assessment Policy requires that “teachers shall ensure ongoing, meaningful, consistent and accurate assessment for all students.” The assessment policy requires that teachers provide three types of assessments: **assessment *as* learning**, **assessment *for* learning (formative assessment)** and **assessment *of* learning (summative assessment).**

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| **Assessment “as” learning** | **Assessment “for” Learning** | **Assessment “of” Learning** |
| Assessment “as” learning is using assessment activities to teach students how to self assess. Students begin to ask what did I do wrong and how can I improve future work? | Formative assessment is the on-going practice of no-risk activities. It is assessment FOR learning. | Summative assessment is the evidence we use to determine student achievement in relation to the curriculum outcomes. Summative assessments are used to determine students’ grades. |
| Purpose of “As Learning” assessment:   * Teachers present a model so that students can use feedback to improve future learning. * Students move towards independent assessment. * Students become aware of their own learning strengths and needs to identify their own progress toward learning outcomes. * Focus on student learning and self assessment/ reflection. | Purpose of “Formative” Assessment:   * Checks for learning to adjust instruction. * Provides continual feedback. * Focus on student improvement. * Is not part of achievement grade. * Is considered “risk-free”. | Purpose of “Summative” Assessment:   * Compares a student’s learning to learning outcomes from the program of studies. * Reported as the achievement grade. |
| * Pre-tests & Self- checks * Anticipation guides * Student initiative * Reflection on learning | * Homework * Quizzes * Inquiry Projects * Self Reflections | * Unit Exams * In class Final Exam * Final Exam |
| * Students move towards taking responsibility for their own learning. * These activities may occur prior to or in conjunction with learning, as well as following learning activities. * Students will ask themselves what is it that I need to learn? How can I improve my own learning? * Develop “habits of mind” such as persistence to increase their own learning. | * Math is learned by doing. * Practice time for assignments is provided during class time * Students may be expected to do extra practice at home. | Assessment activities are:   * Based on curricular outcomes * Evidence of mastery on content and skills |

