### Springvalley Middle School Math 7 Scope & Sequence

All Chapters and Sections refer to Math Makes Sense 7

<table>
<thead>
<tr>
<th>Term 1 (September-November)</th>
<th>Term 2 (December-March)</th>
<th>Term 3 (April-June)</th>
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</thead>
</table>
| Introduction to Problem Solving (the “Just Do It!” phase)  
- celebrity planning  
- problem of palindromes  
- 5th number is 100  
- card tricks  
- goody bags  
- Olympic problem  
Develop rubrics on problem solving, group work, perseverance (rationales)  
- Math Games and Basic Skill Review  
- Get to a 1000  
- Box Cars & One-Eyed Jacks Activities | Ch. 3 (Fractions, decimals, & percents)  
- Fractions to decimals  
- Comparing & Ordering Fractions & Decimals  
- Adding & subtracting decimals  
- Multiplying & Dividing decimals  
- Order of operations w/ decimals  
- Relating fractions, decimals, and percents  
- Solving Percent Problems  
- Assessment Activity: Zoo Project | Patterns & Relations (Section 1.3-1.8)  
- Algebraic expressions  
- Relationships in patterns  
- T-tables & graphing relations  
- Reading & writing equations  
- Solving relations using Algebraic Tiles  
- Fund Raising Unit Problem |
| Ch 2 (Integers)  
- Representing Integers  
- Adding Integers w/ Tiles and a Number Line  
- Subtracting Integers w/ Tiles and a Number Line  
- Time Zones Unit Problem | Ch 4 (Circles & Area)  
- Circumference & area of circle  
- Area of parallelogram & triangle  
- Designing a Water Park Unit Problem | Ch 6 (Equations)  
- Solving Equations  
- Using a model to solve equations  
- Solving equations involving integers  
- Solving Equations using algebra  
- Choosing a Digital Music Club Unit Problem |
| Patterns in Division (Section 1.1 & 1.2)  
- Divisibility Rules  
- Place Value  
- Recognizing Patterns  
- GCF & LCM | Ch 5 (Operations with Fractions)  
- Using Models to add/subtract fractions  
- Using symbols to add/subtract fractions  
- Adding & Subtracting Mixed Numbers  
- Publishing a Book Unit Problem | Ch 7 (Data Analysis)  
- Mean, mode, median, and range  
- Probability  
- Circle Graphs (Section 4.6 & 4.7) |
| | Ch 8 (Geometry)  
- Parallel & Perpendicular Lines  
- Coordinate Grid  
- Transformations, reflections, and rotations | |
### Assessment & Evaluation Policy

Assessment & evaluation will be in accordance with the BC Ministry of Education's Performance Standards outlined below.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Hot Yet Within Expectations</th>
<th>Meets Expectations</th>
<th>Fully Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SNAPSHOT</strong>&lt;br&gt;Note: the snapshot can be used alone as a holistic scale for marking student work.</td>
<td>The work is insufficient. The student is unable to meet basic requirements of the task without close, ongoing assistance. No relevant extension.</td>
<td>The work satisfies most basic requirements but may be flawed or incomplete. The student may provide an extension that varies slightly from the original task.</td>
<td>The work satisfies basic requirements of the task if asked, the student can produce a relevant extension or illustration.</td>
<td>The work is complete, accurate, insightful, and efficient. The student may volunteer an extension, application, or further illustration of the same mathematical idea.</td>
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<tr>
<td><strong>CONCEPTS AND APPLICATIONS</strong>&lt;br&gt;- recognizing&lt;br&gt;- mathematics&lt;br&gt;- grade-specific&lt;br&gt;- concepts, skills&lt;br&gt;- patterns, relationships</td>
<td>* unable to identify concepts or procedures needed&lt;br&gt; * does not apply relevant concepts, skills, and strategies consistently; major errors or omissions&lt;br&gt; * unable to recognize patterns and relationships</td>
<td>* identifies most concepts and procedures needed&lt;br&gt; * applies most relevant concepts, skills, and strategies appropriately; some key flaws&lt;br&gt; * with support, can recognize and use some patterns and relationships</td>
<td>* identifies concepts and procedures needed&lt;br&gt; * applies relevant concepts, skills, and strategies appropriately; minor errors or omissions&lt;br&gt; * recognizes and uses basic patterns and relationships</td>
<td>* identifies concepts and procedures needed&lt;br&gt; * applies relevant concepts, skills, and strategies consistently and efficiently; thorough&lt;br&gt; * recognizes and uses patterns and relationships; generalizes</td>
</tr>
<tr>
<td><strong>STRATEGIES AND APPROACHES</strong>&lt;br&gt;- analyze problems&lt;br&gt;- procedures&lt;br&gt;- estimate to verify solutions</td>
<td>* unable to analyze problems&lt;br&gt; * unsystematic and inefficient; unable to follow appropriate strategies&lt;br&gt; * answers or solutions are often improbable (weak estimation skills)</td>
<td>* analyzes problems to develop a plan&lt;br&gt; * follows instructions within adjusting to procedures; inefficient&lt;br&gt; * may need reminding to verify results or solutions; estimates are generally logical</td>
<td>* analyzes problems to develop an efficient plan; insightful&lt;br&gt; * structures the task into logical steps or stages; may be inefficient&lt;br&gt; * makes logical estimations to verify results or solutions</td>
<td>* analyzes problems to develop an efficient plan; insightful&lt;br&gt; * structures the task efficiently; may find alternative methods&lt;br&gt; * makes relatively accurate estimations to verify results or solutions</td>
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<td><strong>ACCURACY</strong>&lt;br&gt;- recording&lt;br&gt;- calculations&lt;br&gt;- charts, diagrams, graphs</td>
<td>* recording is frequently inaccurate&lt;br&gt; * major calculation errors&lt;br&gt; * major errors in charts, diagrams, and graphs</td>
<td>* minor recording errors&lt;br&gt; * minor calculation errors, often involving decimals&lt;br&gt; * minor errors in charts, diagrams, and graphs</td>
<td>* minor recording errors&lt;br&gt; * minor errors in calculations&lt;br&gt; * minor errors in charts, diagrams, and graphs</td>
<td>* accurate and precise records&lt;br&gt; * accurate calculations; may use mental math&lt;br&gt; * charts, diagrams, and graphs are accurate and precise</td>
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<tr>
<td><strong>REPRESENTATION AND COMMUNICATION</strong>&lt;br&gt;- presenting work&lt;br&gt;- constructing tables, charts, diagrams, displays&lt;br&gt;- demonstrating procedures, explaining results</td>
<td>* work is often confusing, with little or no explanation&lt;br&gt; * often omits required charts, diagrams, and graphs or makes inappropriate choices&lt;br&gt; * explanations are incomplete or illogical; litter or no mathematical language</td>
<td>* most work is clear, may omit some information&lt;br&gt; * creates required charts, diagrams, and graphs; some features may be incomplete or inappropriate&lt;br&gt; * explanations are incomplete; little mathematical language</td>
<td>* work is generally clear and easy to follow&lt;br&gt; * creates required charts, diagrams, and graphs appropriately; minor errors&lt;br&gt; * explanations and demonstrations are complete; in own words, and include some mathematical language</td>
<td>* work is clear, detailed, and well-organized&lt;br&gt; * creates effective charts, diagrams, and graphs&lt;br&gt; * explanations and demonstrations are clear in own words, and include mathematical language; may be innovative or insightful</td>
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### Homework Expectations

Practicing basic math skills and recently taught concepts at home is an important part of a student’s academic success in Mathematics. Each student will receive a Math Homework Booklet. The booklet will serve as their only form of homework practice. The booklet is a duotang that contains all the practice sheets that the teacher will assign for homework during the current unit. In addition, the booklet will include a log which will help in the communication between the school, student, and parent. The teacher will monitor the booklet daily for completion.