



# Junior High Math

Mr. Travis Pacos [tpacos@csdo.org](mailto:tpacos@csdo.org) - Mrs. Lisa Sanders [lsanders@csdo.org](mailto:lsanders@csdo.org)

## Textbook/Resources:

- Textbook: *Core Connections Course CC1 (6<sup>th</sup> grade), CC2 (7<sup>th</sup> grade), CC3 (8<sup>th</sup> grade) and CCA algebra*
- E-book and parent resources: [www.cpm.org](http://www.cpm.org)
- *Course information and important links on the math website:*  
<https://sites.google.com/a/st-mary.net/math-program/>

## Supplies:

- Pencils, Colored pencils, markers
- scissors
- Calculator
- Composition notebook
- Ruler and eraser
- No White Out
- Graph paper or graph notebook

## Homework:

When students are assigned math homework, they should work through it using the following steps:

1. Complete all assigned problems. At the very least, every problem should be attempted—NOTHING should be left blank.
2. Homework must be complete (meaning that ALL WORK is shown, not just the answer) to earn credit.
3. Correct all problems. Students will use the homework guide in class to correct their homework at the beginning of class the day it is due.
4. If a student answers a problem correctly, they should star the correct problem with a red pen.
5. If a student answers a problem incorrectly,
  - Circle the problem
  - Correct all the work as shown on the homework guide and identify personal mistake or misunderstanding with a short descriptive phrase, like “added incorrectly.”
  - If student still does not understand how to complete the problem they must ask the teacher
6. Homework will be collected after all questions have been answered.

## Notebook/binder:

Student math notebooks will be collected each trimester and checked for content, organization and neatness.

## Quizzes, Tests, on-line math modules and Learning logs and/or Projects.

Typically, there will be one quiz and one test per unit

- The quizzes will cover approximately half of each unit, and students will be given the option to earn partial credit back on their quiz by doing quiz corrections. Quiz corrections:
  - Must be on a separate sheet of paper

- Must show all detailed work leading to the correct answer
- Test will cover the entire unit (unless otherwise specified). Students will not be given the option to do test corrections to improve their grade.
  - Post-test self evaluations/reflections will also be assigned
- Learning log assignments will give students the opportunity to explain their understanding of a mathematical concept in writing. Please refer to the learning log rubric below. Projects may be assigned as needed for further depth.

**Students will receive 100% on their math homework IF:**

1. All problems are at least attempted by the student
2. All problems have been completely and honestly corrected

*\*Please note that the students do not have to answer every problem correctly on their own to receive 100% on their homework. They just need to completely correct every problem they could not solve on their own. Homework is NOT a test—it is PRACTICE!*

**Students will earn half credit on their math homework IF:**

1. Not all problems were attempted
2. Corrections were done dishonestly (i.e. a student marks every problem correct even if some of the answers are not).
3. Corrections were incomplete (i.e. a student put the correct answer without showing the detail).
4. No corrections were done at all

**\*If a student earns half credit on their homework, they can correct their mistakes for full credit.**

**GRADING FOR MASTERY**

*Used for scoring a single problem on quizzes, tests and for scoring learning logs.*

**4 Points      “You get it! I can understand your thinking clearly.”**

Student fully accomplishes the purpose of the task. Student work shows full grasp of the mathematical idea(s). Recorded work communicates thinking clearly using some combination of written, symbolic, or visual explanation.

**3 Points      “You mostly get it. I can understand most of your thinking.”**

Student mostly accomplishes the purpose of the task. Student work shows essential grasp of the central mathematical idea(s). Recorded work in large part communicates student thinking.

**2 Points      “You get a little bit of it. I can see some thinking.”**

Student work shows partial but limited grasp of the central mathematical idea(s). Recorded work may be incomplete, somewhat misdirected, or not clearly presented.

**1 Point      “You don’t get it. I cannot understand your thinking.”**

Student shows little or no grasp of the central mathematical idea(s). Recorded work is barely (if at all) comprehensible.

**0 Points      “You did not turn in the assignment or show any form of participation.”**