



Course Syllabus

Course Name: **7th Grade Math**

Teacher: **Mr. Lamb**

Room: **6**

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Welcome to 7th Grade Math S.Y. 2025 – 26

Course Overview:

In 7th grade math, students will explore a wide range of mathematical concepts, including operations with integers, fractions, and decimals, as well as ratios, proportions, and percentages. They will deepen their understanding of algebraic expressions, equations, and proportional relationships while developing problem-solving and critical thinking skills. Geometry topics such as area, perimeter, and volume will be covered, along with an introduction to probability and statistics. Throughout the course, students will engage in hands-on activities and real-world applications to strengthen their mathematical reasoning and prepare them for more advanced topics in future grades.

Supplies:

Students need to bring pencils of their choice, a notebook with dedicated space, a folder, and a charged chromebook to each class. If students wish to provide their own, they can also bring dry erase markers, a calculator, and other appropriate school supplies to be used when instructed. I will generally have paper, white boards, and calculators available. Other supplies may be needed for special projects or lessons, but adequate time will be given to acquire them.

Grading Breakdown:

The grade for the quarter will be determined by the following categories:

40% - Daily Work, 25% - Quizzes, 25% - Tests, 10% - Participation

Daily Work will include exit tickets, homework, and other activities. There will be two to three quizzes per quarter as determined by the schedule of lessons. One test will be given for each quarter and a final test will be given at the end of each semester.

Participation will be determined by engagement during class, taking notes, and completion of activities.

Expectations of Students:

Students are expected to make their best efforts to be successful in the classroom and master the content. They should participate actively in the lessons. Students must follow all school rules in the classroom, and to consistently be safe and respectful.

Lessons will be made available on Google Classroom, and it is the responsibility of students to review these lessons when absent or as needed. Students may have homework two to three nights a week, and opportunities may be provided in the classroom to work on it. Students are responsible for ensuring assignments are completed by reviewing posted grades on PowerSchool. Students will use digital resources on Google Classroom, printed materials in the classroom, the iXL online program, their notebooks, and other provided resources.

Make-Up Work/Credit Due to Absences:

Generally, students have one day for each excused day absent in order to make up missed assignments. Classwork and learning continue during student absences. It is the responsibility of students to request make-up work from their teachers. If an assignment is due the day a student is absent, the assignment is due the day the student returns. Students can make arrangements to attend Targeted Assistance to address learning loss. If a quiz or test is missed due to absence, it is the responsibility of the student to schedule a time to make it up within one week. For planned absences, students should contact the teacher to collect work prior to the absence. Make-up work for unexcused absences, including suspension, is at the discretion of the teacher.

Cell Phones:

As stated in the student handbook, PAPA staff should not see or hear electronic devices during class time. Cell phones should not be accessed during instructional time, unless explicitly directed by the teacher. To do so is a disruption to the educational process for all in the classroom. Each teacher has their own procedure about where cell phones should be stored during the period. If needed, students will place their cellphones on the top of the teacher's table during class time. Cell phones may be used in exchange for a hall or restroom pass. When cell phones are brought to school, they are no longer solely personal property and are subject to search and seizure if the student is suspected of violating school rules or local law, including harassment, bullying, or drugs.

Academic Success:

Students must earn a 60% or higher semester grade in a class in order to “pass” the course. Demonstrating proficiency toward a standard or skill set, however, may be required at a level above 60% mastery. In math classes, students are expected to demonstrate mastery at 80% as Math is a subject that builds on prior skills. Large gaps in skills are difficult to remediate and negatively impact a student’s ability to master current and future concepts. If mastery is not demonstrated, students will participate in remediation to relearn the concepts and then retest over that standard/skill. Math and reading skills are remediated during Targeted Assistance during the school year. Students may be required to take Targeted Assistance, participate in academic tutoring or take a study hall class in lieu of arts electives if the student is performing below academic standards. All interventions are implemented to ensure students master course content and earn high grades.

Academic Rigor:

In 7th grade math, academic rigor means challenging students to think deeply, solve complex problems, and apply mathematical concepts in new ways. Students will not only learn procedures and formulas but also explain their reasoning, make connections between ideas, and use multiple strategies to find solutions. Rigor involves perseverance, curiosity, and a willingness to learn from mistakes. By engaging in rigorous math tasks, students will build strong problem-solving skills and develop the confidence needed for higher-level math in the future.

Bloom’s Depth of Knowledge (DOK) Levels:

- Level 1 – Recall and Reproduction:
Students recall facts, definitions, or simple procedures. Examples include performing basic calculations, identifying shapes, or solving one-step equations.
- Level 2 – Skills and Concepts:
Students use information or skills in new situations. They might compare strategies, organize data, or solve multi-step problems that require decision-making.
- Level 3 – Strategic Thinking:
Students explain their reasoning, justify solutions, and analyze relationships between concepts. They might explore patterns, make conjectures, or solve problems in more than one way.
- Level 4 – Extended Thinking:
Students apply mathematical concepts to complex, real-world tasks that require planning, reasoning, and reflection over time. They might design a project, conduct an investigation, or use math to model and solve practical problems.

Overview of Topics and Lessons:

- Unit 1: Number Systems
 - Operations on Positive Rational Numbers
 - Addition and Subtraction of Integers
 - Multiplication and Division of Integers
 - Operations on Rational Numbers
- Unit 2: Expressions and Equations
 - Properties of Operations
 - Writing and Solving Equations
 - Solving and Graphing Inequalities
- Unit 3: Ratio and Proportion
 - Ration and Proportion
 - Proportional Reasoning
 - Proportional Relationships and Scale
 - Percent Problems
- Unit 4: Geometry
 - Angle Pairs
 - Triangle Measurements
 - Similar Figures
 - Circles: Circumference and Area
 - Composite Area
 - Sketching Solids
 - Volume - Prisms and Pyramids
- Unit 5: Probability
 - Exploring Probability
 - Probability
 - Games and Probability
 - Estimating Probabilities
- Unit 6: Statistics
 - Statistics
 - Exploring Sampling Variability
 - Comparative Statistics
- Unit 7: Personal Financial Literacy
 - Budgeting and Money Management