Welcome to Family Night

Welcome

- We would like to take this opportunity to welcome you to the MS 319 Family. If you are already part of the family, welcome back.
- We also want to take time to let you know how deeply we appreciate your attendance tonight and your overall support to your child and our school
- First and foremost, we are here to support you and your child, do our best to ensure that they progress both academically and socially.

Curriculum Overview

What are the students learning…

6th Grade:

- Multiplying and dividing fractions
- Ratios and Proportions
- Rational Numbers: plotting negative and positive number on a number line, absolute values and exponents
- Expressions, Equations and Inequalities
- Geometry: coordinate plane, perimeter, area, volume and surface area
- Statistics: bar, line and box plots

6TH Grade Unit 1 Mathematics Student Goals – Number Sense & Operations

Student Name:

Area of Focus:

CCLS	Short Description	Learning Objective	Evidence	Teacher Signature
6.NS.1: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	Goal 1: Multiply Fractions	Student is able to determine the product of a fraction multiplied by another fraction (including mixed numbers) in simplest form.		
	Goal 2: Divide Fractions	Student is able to determine the quotient of a fraction divided by another fraction (including mixed numbers) in simplest form.		
	Goal 3: Solve Fraction Division Problems	Student is able to identify and solve problems involving division of fractions		
	Goal 4: Provide Fraction models and real-world situations	Student is able to give real-world examples of fraction division (for instance, writing 16 ÷ ¾ as "how many ¾'s are in 16?) and can model fraction division, i.e. 2⅔ ÷ ⅓ can be represented by 		
6.NS.2: Fluently divide multi-digit numbers using the standard algorithm.	Goal 5: Add multi-digit decimals	Student is able to accurately add two and three-digit decimals without the use of a calculator.		
	Goal 6: Subtract multi-digit decimals	Student is able to accurately subtract two and three-digit decimals without the use of a calculator.		
6.NS.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Goal 7: Multiply multi-digit decimals	Student is able to accurately multiply two and three-digit decimals without the use of a calculator.		
	Goal 8: Divide multi-digit numbers and decimals	Student is able to accurately divide two and three-digit numbers (including decimals) without the use of a calculator.		
6.NS.4: Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1 – 100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	Goal 9: Listing factors and identifying the GCF	Student is able to list the factors whole numbers up to 100 and identify the greatest common factor of two such numbers.		
	Goal 10: Identify the LCM	Student is able to identify the lowest common multiple of two whole numbers up to 12.		
	Goal 11: Real-world problems involving GCF and/or LCD.	Student is able to create and solve real-world problems involving greatest common factor and/or least common multiple		
	Goal 12: Apply the Distributive Property	Student is able to apply the distributive property to express the sum of any two whole numbers between 1 and 100 which have a common factor.		

Curriculum Overview

What are the students learning…

7th Grade:

- Continue with ratios and proportions
- Continue with rational numbers: adding, subtracting, multiplying and dividing positive and negative numbers (including decimals)
- Continue with Expressions and Equations
- Probability—dependent and independent events
- Geometry: angles, parallel lines, surface areas and volumes

2015-2016 - 7TH Grade Unit 1 Mathematics Student Goals – Ratios & Proportions

Student Name:

Area of Focus:

CCLS	Short Description	Learning Objective	Evidence	Teacher Signature
7. RP.1: Compute the unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.	Goal 1: Real-World Unit Rates	Student is able to identify, examine, and discuss unit rates in real-life situations.		
	Goal 2: Unit Rate vs. Ratio	Student is able to distinguish between a unit rate and a ratio.		
	Goal 3: Compute unit rate	Student is able to set up and solve a proportion to determine the unit rate associated with fractions (including lengths, areas, and other quantities of like or unlike units)		
7. RP.2: Recognize and represent proportional relationships between quantities.	Goal 4: Proportional relationships	Student is able to determine and explain if two quantities (including in a table) are proportional to each other by testing for equivalent ratios.		
	Goal 5: Unit rate from Graph	Student is able to calculate and identify the constant of proportionality (unit rate) from a graph including from a coordinate (x, y).		
	Goal 6: Unit rate in Equations	Student is able to tell or calculate the constant of proportionality (or unit rate) in an equation.		
	Goal 7: Unit rate in words	Student is able to tell or calculate the constant of proportionality (or unit rate) in a word problem.		
	Goal 8: Identify proportions in the real world	Student is able to identify and describe real-world situations involving a proportional situation.		
	Goal 9: Determine better buy	Student is able to identify, analyze, and discuss situations in which fixed values are better by comparing unit rates.		
7. RP.3: Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups, markdowns, gratuities, commissions, fees, percent increase/decrease, and percent error.	Goal 10: Solve percent problems	Student is able to set up a proportion or percent equation to solve percent problems involving commissions, fees, and simple interest (including real-world).		
	Goal 11: Solve percent increase problems	Student is able to set up a proportion or percent equation to solve percent problems involving percent increase, markups, gratuity, & sales tax (including real-world).		
	Goal 12: Solve percent decrease problems	Student is able to set up a proportion or percent equation to solve percent problems involving percent decrease, discounts, markdowns (including real-world).		
	Goal 13: Solve percent error problems	Student is able to set up a proportion or percent equation to solve percent problems involving percent change and percent error (including real-world).		
7. G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Goal 14: Similar vs. Congruent	Student is able to identify, classify, and re-arrange similar and congruent figures.		
	Goal 15: Apply scale factor	Student is able to construct or design enlarged or reduced versions of a figure given a scale factor.		
	Goal 16: Compare areas with scale factor	Student is able to compare the areas of different figures to determine the scale factor.		

Curriculum Overview

What are the students learning…

8th Grade:

- Interior and exterior angles of triangles
- Angles formed by parallel lines
- Transformations: translations, rotations, reflection and dilations
- Functions—linear and non-linear functions
- Slopes, y-intercepts, equations of lines
- Scatter plots and lines of best fit
- Solving systems of equations graphically and algebraically
- Exponents and Scientific Notations
- Irrational Numbers and the Pythagorean Theorem.

2015-2016 8TH Grade Unit 1 Mathematics Student Goals – Geometry

Student Name:

Area of Focus:

CCLS		Short Description	Learning Objective	Evidence	Teacher Signature
8.G.5: Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.		Goal 1: Calculate an unknown angle in a Δ	Student is able to calculate the measure of an unknown interior angle of a triangle.		
		Goal 2: Calculate an unknown exterior angle on a Δ	Student is able to calculate the measure of an unknown exterior angle of a triangle.		
		Goal 3: Identify ∥ angle relationships formed by a transversal	Student is able to identify, choose, and distinguish between congruent and non-congruent angles formed within parallel lines cut by a transversal.		
		Goal 4: Complementary & Supplementary ∠'s in ∥ l's	Student is able to determine and defend if two angles, interior or exterior, are congruent, supplementary, or complementary when parallel lines are cut by a transversal.		
		Goal 5: ID ∥ l's in real world	Student is able to identify, describe, and point out examples of parallel lines use in the classroom and in the real world.		
8.G.1: Verify experimentally the properties of rotations, reflection, and translations.	8.G.3: Describe the effect of dilations, translations, rotations, and reflection on two-dimensional figures using coordinates.	Goal 6: Reflections	Student is able to carry out and describe properties of a reflection, from pre-image to image and vice versa, over the x or y-axes using correct notation (i.e. A → A' & A'→A'')		
		Goal 7: Translations	Student is able to carry out and describe properties of a translation from one location to another, from pre-image to image and vice versa, using correct notation (i.e. A → A' & A'→A'')		
		Goal 8: Rotations	Student is able to carry out and describe properties of a rotation about a given point, from pre-image to image and vice versa, using correct notation (i.e. A → A' & A'→A'')		
		Goal 9: Dilations	Student is able to carry out and describe properties of a dilation given a scale factor, from pre-image to image and vice versa, using correct notation (i.e. A → A' & A'→A'')		
		Goal 10: Id Transformation Combinations	Student is able to select and describe a sequence of transformations needed to generate an image or pre-image.		
		Goal 11: Transformation Rules	Student is able to analyze and write the algebraic coordinate rules for transformations given an image and pre-image on a coordinate plane, including multiple transformations		
		Goal 12: ID Corresponding Parts	Student is able to identify and examine corresponding sides and angles of translated, rotated, reflected, or dilated figures.		
		Goal 13: Real-World Transformations	Student is able to identify & describe real-world examples which demonstrate reflections, translations, rotations, and dilations.		
8.G.4: Understand that a 2-D figure is similar to another if the second can be obtained from the first by a sequence of transformations; given two similar 2-D figures, describe a sequence that exhibits the similarity between them.		Goal 14: Transformation of congruent figures	Student is able to identify & describe a sequence of transformations needed to trace (map) one figure to a second figure to show congruency		
		Goal 15: Similarity in transformations	Student is able to identify & describe two figures are similar based on corresponding parts and like ratios.		

First Units By Grade

- **Grade 6:** Fraction Division
- **Grade 7:** Ratios and Proportions
- **Grade 8:** Triangle and Angles

Materials

- The following is a list of materials your child will need for the 2015-2016 School Year:
- 2 Marble Notebooks (classroom notes)
- A scientific calculator **(TI-34)**
- Pens and Pencils
- Loose-leaf paper and graph paper
- Ruler
- Blue Highlighter
- Yellow Highlighter
- Glue Sticks

Student Goals

- Each unit is broken down into a series of goals
- These goals are directly connected to the NYS Common Core Learning Standards
- The goals break down the necessary skills and strategies students need to master before moving on

Homework

- Homework will be given **DAILY**
- Each homework will be **numbered**
- On Friday's, homework will be based on that week's vocabulary
- All students must write homework daily in their student planners
- Please review your child's planner and sign or initial each evening

Daily Exit Tickets

- Your child will receive an **"Exit Ticket"** at the end of each class
- This ticket will monitor whether or not he/ she was able to grasp the skill or strategy taught and practiced in class that day
- The ticket will be scored in one of two ways:
- **A= Achieved** (The child answered all parts of the question(s) correctly)
- **R= Re-take** (The child needs to work on that skill again because he or she missed some/ all parts of the question(s))

Wednesday Quizzes

- Quizzes will be given **each Tuesday**
- These quizzes will quickly assess the student's level of mastery in the prior weeks skill/strategy or goal
- These quizzes are connected to the students goals
- The ticket will be scored in one of two ways:
- **A= Achieved** (The child answered all parts of the question(s) correctly
- **R= Re-take** (The child needs to work on that skill again because he or she missed some/ all parts of the question(s))
- The class must receive an 80% score as a whole in order to advance to the next topic
- **Quizzes will be re-taken on Fridays**

Portfolio Tasks

- Students will complete a Portfolio Task Bi-Weekly
- These will be either short- response or extended response or a written assignments based on student goals and particular skills and strategies
- Teachers will provide students feedback, and this feed back will be addressed by students the following week

Student Planners

- Students will use their planners to record daily homework. Refer to it as needed.
- You must sign the planner daily
- Planners will checked weekly at random.

Periodic Assessments

- There will be 3 School-Wide Periodic Assessments this school year
- These assessments will be aligned to the NYS Common Core Learning Standards and Student Goals

School Wide Clinics

- There will be 2 School Wide Clinics this year
- During these days, each student will work specifically on what he or she is having difficulty with in Literacy and Math
- On these days, students follow an adjusted schedule and attend sessions with other children who share their same struggle

Bell Schedule

- PERIOD 1 8:00 – 8:40
- PERIOD 2 8:42-9:22
- PERIOD 3 9:24-10:04
- PERIOD 4 10:06-10:46
- PERIOD 5 10:48-11:28
- PERIOD 6 11:30-12:10
- PERIOD 7 12:12-12:54
- PERIOD 8 12:54-1:36 (6th and 7th grade lunch)
- PERIOD 9 1:38-2:18 (8th Grade lunch)
- Dismissal at 2:20 pm

Questions

- Thank you for attending Back to School Night, your support is deeply appreciated
- Questions or Concerns?