

# Justice Myron E. Leavitt Middle School

THE BEST  
MIDDLE  
SCHOOL IN  
THE  
COUNTRY!

**Follow the PATRIOT WAY FIVE CORE VALUES**

**LEADERSHIP:** LEAD inside and outside of the classroom through a POSITIVE example.

**COURAGE:** Take RISKS in their learning and thinking: have courage to share ideas.

**INVINCIBLE GRIT:** PERSEVERE even when tasks get tough.

**CREATIVITY:** INNOVATE: Use your creativity to solve problems at school and in the community. THINK outside the box.

**GLORIOUS KINDNESS:** TREAT each person the way you wish to be treated.



**Course Expectations**  
**Michael Trodick**  
**Math 7 ACC/Pre-Algebra**



Student's Name:

Student ID Number:

**Student:**

- I have read and understand the school rules listed above.
- I have read and understand the progressive discipline steps for inappropriate behavior and tardies.
- I have read and understand the course expectations provided for this course.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

**Parent/Guardian:**

- I have read and understand the school rules pertaining to my child.
- I have read and understand the progressive discipline steps for inappropriate behavior and tardies.
- I have read and understand what is expected of my child in this course.

**PLEASE SELECT ONE.**

- Our family has sufficient Wifi (internet access) at home.
- Our family **DOES NOT** have Wifi (internet access) at home.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

Please Print Parent Email:

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This email will be for teacher use only.

## Resources:

1. Illustrative Math (Canvas)
2. ALEKS

**Course Description:** This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Honors-level Algebra I in 8<sup>th</sup> grade. This compacted course includes grade seven curriculum as well as a portion of the currently adopted CCSSD grade eight curriculum (pre-algebra). This course focuses on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade pre-algebra students.

## I. Course Goals and Content

- a. **The Number System** - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. - Know that there are numbers that are not rational, and approximate them by rational numbers. - Solve linear equations with one variable
- b. **Ratios and Proportional Relationships** - Analyze proportional relationships and use them to solve real-world and mathematical problems.
- c. **Expressions and Equations** - Use properties of operations to generate equivalent expressions. - Solve real-life and mathematical problems using numerical and algebraic expressions and equations. - Work with radicals and integer exponents. - Analyze and solve linear equations and pairs of simultaneous linear equations. - Solve square root and cube root equations. - Define, evaluate and compare functions.
- d. **Geometry** - Draw, construct and describe geometrical figures and describe the relationships between them. - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. - Understand and apply the Pythagorean Theorem. - Understand congruence and similarity using physical models, transparencies or geometric software
- e. **Statistics and Probability** - Use random sampling to draw inferences about a population. - Draw informal comparative inferences about two populations. - Investigate chance processes and develop, use, and evaluate probability models. - Investigate patterns of association in bivariate data.

## II. Mathematical Practices

- a. Make sense of problems and persevere in solving them.
- b. Reason abstractly and quantitatively.
- c. Construct viable arguments and critique the reasoning of others.
- d. Model with mathematics.
- e. Use appropriate tools strategically.

- f. Attend to precision.
- g. Look for and make use of structure.
- h. Look for and express regularity in repeated reasoning.

### III. Course Activities

- a. **Assessment:** Tests will be given at the end of each Unit. Students have to chances on the test. Quizzes will be given about every three lessons. Students get unlimited chances on quizzes. **If student is talking or cheating during a test that student will receive a zero.**
- b. **Assignments/Homework:** Homework will be topics assigned in ALEKS. Students must complete 25 topics each week to keep pace with the curriculum. Students will have about 15 to 20 minutes in class to complete their topics. Students are responsible to have their topics done by the end of the week.
- c. **Extra Credit:** Extra Credit is given at the teacher's discretion. It is always optional.

### IV. Evaluation

- a. Homework and classwork: 20% of each quarter grade
- b. Assessments: 80% of each quarter grade
- c. Semester Exams: Semester exams will be worth 20% of the SEMESTER grade
- d. Semester exams will not be administered early. Students who are absent may make-up their exams on the district approved make-up day.
- e. Explanation of student grades
  - 1. A 100 – 90%
  - 2. B 89 – 80%
  - 3. C 79 – 70%
  - 4. D 69 – 60%
  - 5. F 59 and below
- f. How and when students will be advised of their grades
  - 1. Parents and students are urged to check the Infinite Campus Portal for grades regularly.
  - 2. Midterm math progress reports will be sent halfway through each quarter for parent review and signature
- g. Citizenship/behavior expectations
  - 1. Be in class on time, in your seat, with materials out and fully prepared to work when the bell rings. Students should be in their seats quietly working on primetime.
  - 2. Have pencils sharpened before the bell rings.
  - 3. Raise your hand to obtain permission to speak or leave your seat.
  - 4. All school regulations, ie, dress code, use of offensive language, gum chewing....will be enforced at all times.
  - 5. No food, drinks, or toys in the classroom at any time. It will be taken away and will not be returned.
  - 6. Respect the rights of others and accept responsibility for your own behavior. Be reasonable. The way you treat others is usually the way they will treat you in return.

### V. Absences and Late Assignments

- a. **Make-up work/ Tests:** It is the students' responsibility to arrange make-up work and/or tests with the teacher either before (if absence is pre-arranged), via email, or with 3 days upon return to school. The student must complete and return all make-up assignments

within 3 days for full credit. Make-up Tests may be scheduled up to a week after absence to allow for study time.

- b. **Late Assignments:** If a student does not complete any class or homework assignment (for reasons other than an absence), they will be assigned a make-up work detention the following school day from 3:30 to 4:25 EVEN if they turn the assignment in the next school day.
- c. **Test retake policy:** A student may only retake a test if 1) all assignments have been turned in 2) the student has asked for help, clarification, or exhibited evidence of further studying and a further mastery of the subject matter.

## VI. School-Wide Rules

- a. Follow directions quickly.
- b. Raise your hand for permission to speak.
- c. Raise your hand for permission to leave your seat
- d. Make SMART Choices: Kindness, Leadership, Courage, Invincible Grit, Creativity
- e. Work hard to do your best for your teachers and parents at all times.
- f. Keep your eyes on the target.

## VII. TARDY POLICY – Progressive Steps

- 1. 1st Tardy – Warning & Parent Phone Contact
- 2. 2nd Tardy – Warning & Parent Phone Contact
- 3. 3rd Tardy – Non-TRS RPC
- 4. 4th Tardy – After School Detention
- 5. 5th Tardy – In-House Suspension (IHS)
- 6. 6<sup>th</sup> Tardy – Required Parent Conference – RPC/Tardy Contract
- 7. 7<sup>th</sup> Tardy – IHS/parent and student meet with the principal

## VIII. BEHAVIOR- Progressive Discipline

- 1. 1st Incident – Verbal warning
- 2. 2nd Incident - Verbal warning and name and date are recorded in class “You Are Your Own Journey” book
- 3. 3rd Incident – Parent contact by teacher via phone or email, also recorded in “You Are Your Own Journey” book
- 4. 4th Incident – Counselor referral and recorded in “You Are Your Own Journey” book
- 5. 5th Incident – Deans’ referral and recorded in “You Are Your Own Journey” book  
(“You Are Your Own Journey” is my classroom discipline record book – it is a private record between student and teacher)

## IX. Supplies needed for this course

- 1. One composition book (to be left in the classroom)
- 2. Folder for reviews and composition book (to be left in the classroom)
- 3. Folder and section in binder for assignments and handouts
- 4. Lots of sharpened pencils, or mechanical pencils. **(YOU MUST HAVE PLENTY OF YOUR OWN LEAD) Lead will not be provided for you. If you use a mechanical pencil, make sure you have spare pencils as a backup. ALL work is to be done in pencil.**
- 5. Colored pencils
- 6. Highlighter

7. Lined paper to use for homework or classroom assignments (either loose leaf or spiral bound – student preference)
8. \*Hand sanitizer (optional and appreciated as it will be used in the classroom)
9. \*Kleenex (optional and appreciated as it will be used in the classroom)

## **X. Utilizing technology to learn:**

At Leavitt, we want to encourage the daily use of technology in and out of the classroom to further enhance the educational experience. As such, Leavitt will be providing students with individual devices in all grades to utilize in class and at home. Students will also be provided with a Google email address to correspond with their teacher and classmates on projects, as well as to turn in assignments. Students may choose to utilize their own electronic tablets (iPads, Kindle Fire, Samsung, etc.) cell phones, laptops, and reading devices for educational purposes. Please be reminded that your student is responsible for the safety of their personal device and must utilize the district's Wifi to ensure their internet safety. All use of these devices will be for educational purposes and must be approved by the individual teacher.

## **XI. Teacher's hours of availability**

1. Before school from 8:20 – 8:50 on Monday, Tuesday, Thursday and Friday – student must pre-arrange morning visits in person or via email the day before in case of possible unavailability
2. After school from 3:25 – 4:25 on Mondays (Tuesdays if the Monday is a holiday) – The late bus comes at 4:30

**XII. Teacher contact information:** Please feel free to contact me anytime through any of the following methods. I will always do my absolute best to get back to you as soon as I can:

1. Email: [trodin@nv.ccsd.net](mailto:trodin@nv.ccsd.net)
2. Phone: 799-4699 to leave a voice message or schedule a conference through the 7<sup>th</sup> grade counselor (Mrs. Pedego)
3. Note sent with student
4. Remind account (school safe text via Remind App)