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| Day | Content Objective | SCOS Grade 7 | SCOS GRADE 8 | Language Objective |
| Mon 8/22 | TEACHER WORKDAY-Staff Development |  |  |  |
| Tues 8/23 | TEACHER WORKDAY-OPEN HOUSE (12:00-7:30) |  |  |  |
| Wed 8/24 | TEACHER WORKDAY |  |  |  |
| THUR, 8/25/11  First Day  Extended HR Schedule | **HOMEROOM (extended): 8:20-9:12**(agenda in plan book)  1st period: 9:15-9:55  **All blocks:**  **BLOCK 1: 9:58-11:25 (**Bathroom at 11:20) Lunch: 11:28-11:55  **BLOCK 2: 11:58-1:21**  **BLOCK 3: 1:24-2:04; 2:50-3:30**  7th period: 2:07-2:47   1. **Attendance/ Warm-Up**: *Student Interest Inventory* (clipboard) 2. **Introduce** myself 3. **General Classroom Procedures (**document in plan book) 4. **Expectations** in math---“be the best *you* that you can be”/**curriculum overview** 5. Discuss **packet** to send home:  * Welcome back letter * Grading Policy (get signed) * Colts Student Data Sheet (get signed and return to KW)  1. **Seashell Activity-Goal setting** 2. **Assign HW**:  * *“My Summer Vacation”* (due Monday) Begin in class. * Colts Data Sheet signed * Grading policy sheet signed * Get supplies by Monday. * Share Colts Portfolio tonight and get signed.   **Dismissal at 3:30** |  |  | Today I will begin learning classroom procedures and set a goal for this school year in math. I will also begin a writing assignment where I explore ways I thought about and used math over the summer. |
| Friday, August 26 | Introduce Chapter 1: The Tools of Algebra; Teach obj. 1-1: Using a Problem Solving Plan ; obj. 1-2: Numbers and Expressions; Peer Interview Activity | 5.02, 5.03, 5.04 | 1.02 | Today I will solve problems using the four step plan, choose an appropriate method of computation, use the order of operations to simplify expressions, and translate verbal phrases into mathematical expressions. I will also get to know my peers better by completing and sharing a peer interview. |
| Monday, 8/29 | Administer 7th Grade Diagnostic Test;  poster entitled “All About Me” |  |  | Today I will take a diagnostic test to identify my strengths and weaknesses in math. I will then complete a poster entitled “All About Me” |
| Tuesday, 8/30 | Teach obj. 1-3: Variables and Expressions | 5.02, 5.03 | 5.01 | Today I will evaluate expressions containing variables and translate verbal phrases into algebraic expressions. I will also complete the “Math Student Attitude Assessment.” |
| Wed., 8/31 | Continue obj. 1-3; extra practice on Order of Operations | 5.02, 5.03 | 5.01 | Today I will work towards mastery of evaluating algebraic expressions, translating verbal phrases into algebraic expressions, and simplifying numerical expressions using the Order of Operations. I will also create a Venn Diagram to compare school and summer vacation (placing final product into my ELA writing portfolio). |
| Thurs., 9/1 | QUIZ on obj.1-1 through 1-3; Teach obj. 1-4: Properties | 5.02, 5.03; skill to maintain | 1.02, 5.01; skill to maintain | Today I will test my knowledge of the first three objectives and then I will review properties of addition and subtraction and use these properties to simplify algebraic expressions. I will also complete the activity entitled “Do You Know the People in This Class?” |
| Friday, 9/2 | Teach obj. 1-5: Variables and Equations | 5.02 | 5.01, 5.03 | Today I will identify and solve open sentences and translate verbal sentences into algebraic equations. In problem solving situations, I will define a variable, write an equation, and solve the equation to answer the question being asked. |

**Instructional Tool Chest:**

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| **T** | **S** | **Researched Based Instructional Strategy** |  | **** | **Instructional Materials** |
|  | x | Identify similarities and differences |  |  | Content specific manipulative |
|  | x | Summarizing/Note taking |  | x | Lab/activity sheet |
| x |  | Reinforcing effort/recognition |  | x | Lecture |
| x |  | Differentiated Instruction |  | x | Overhead/Board/Flip chart |
|  | x | Homework and Practice |  |  |  |
|  | x | Nonlinguistic representations (through visual imagery, kinesthetic or whole-body modes, and so forth) |  |  | Published Print Materials |
|  | x | Cooperative learning |  | x | Electronic media/Computer/Hand-held app |
|  | x | Thinking Maps |  | x | Real World Objects |
| x | x | Setting objectives/providing feedback |  | x | Calculator |
|  | x | Generating/testing hypothesis |  | x | Student Created Materials |
|  | x | Cues/questions/advance organizers |  | x | Textbook |

<http://www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Strategies.html>

<http://www.pkrnet.com/newmex/pdf/Marzano10Strat.pdf>

<http://www.ntuaft.com/Departments/Research___Communication/SpecialEd/Training%20Modules/Training%20Modules/Research-Based%20Instructional%20Strategies/Marzanos%20flow%20chart.htm>