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| Date: | Content Objective | SCOS Grade 7 | Language Objective |
| Monday- August 22, 2011 | TEACHER WORKDAY-Staff Development |  |  |
| Tuesday- August 23, 2011 | TEACHER WORKDAY-OPEN HOUSE (12:00-7:30) |  |  |
| Wed- August 24, 2011 | TEACHER WORKDAY |  |  |
| Thur- August 25, 2011---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/overview Chapter 1: Decimal Patterns and Algebra; Teach obj. 1-1: A Plan for Problem Solving; obj. 1-2: Powers and Exponents; Peer Interview Activity | 1.02, 1.03, 5.03 | Today I will solve problems using the four-step plan (explore, plan, solve, examine) and identify and use powers and exponents, writing powers as products, writing powers in standard form, and writing numbers in exponential form. My key vocabulary words are: factors, powers, exponent, base, squared, cubed, evaluate vs. simplify, standard and exponential form. I will also get to know my peers better by completing and sharing a peer interview. |
| Mon., 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.” |
| Tues., 8/30 | Continue obj. 1-2: Powers and Exponents (graphics calculator to test True/False statements and exploring negative exponents) | 1.02, 5.03, 1.03 | Today I will continue studying powers and exponents using my calculator to test true/false scenarios and also I will learn how to simplify negative exponents and *why* they simplify as they do. I will understand that any number to the zero power is equal to 1.  I will also complete the “Math Student Attitude Assessment” questions to share with my teacher. |
| Wed. 8/31 | Teach obj. 1-3: Order of Operations | 1.02, 1.03, 5.03 | Today I will simplify 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 | 1.02, 1.03, 5.03 | Today I will test my knowledge of the first three objectives and then I will complete a “Pizzazz” worksheet using the Order of Operations. I will also complete the activity entitled “Do You Know the People in This Class?” |
| Fri., 9/2 | Teach obj. 1-4: Variables and Expressions  (Key vocabulary: constant, variable, term, coefficient, algebraic expression) | 5.03, 5.04 | Today I will evaluate algebraic expressions using my knowledge of the Order of Operations. |

**Instructional Tool Chest:**

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| **T** | **S** | **Researched Based Instructional Strategy** |  | **** | **Instructional Materials** |
| x | 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) |  | x | Published Print Materials |
|  | x | Cooperative learning |  |  | Electronic media/Computer/Hand-held app |
|  | x | Thinking Maps-Venn Diagram |  | x | Real World Objects |
| x | x | Setting objectives/providing feedback |  | x | Calculator |
|  | x | Generating/testing hypothesis |  | x | Student Created Materials |
| x | 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>