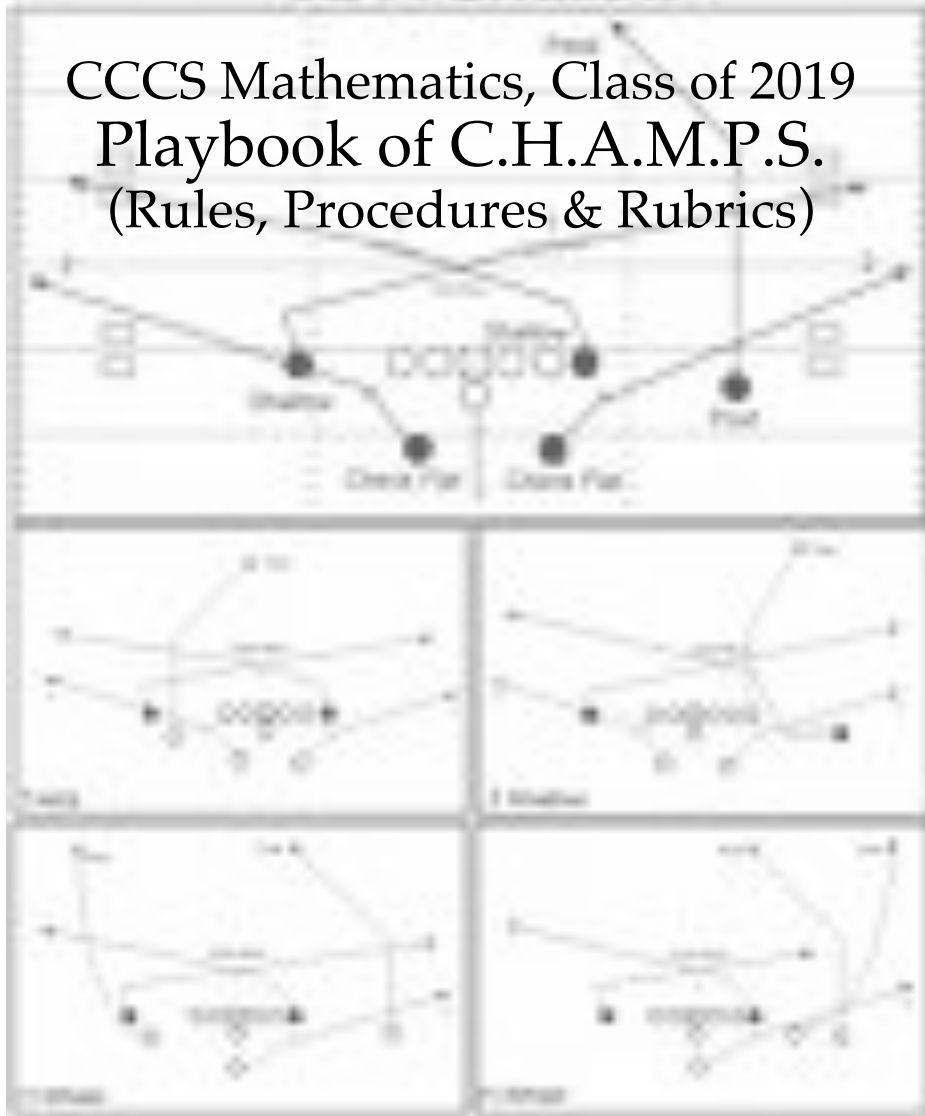




# 62 X Shallow

## CCCS Mathematics, Class of 2019 Playbook of C.H.A.M.P.S. (Rules, Procedures & Rubrics)





## 1.0 VISION

Every student shall learn and grow through the knowledge, skills, and reasoning of mathematics.

## 2.0 TEACHER OBLIGATION

I shall provide, to the best of my ability, the **Commitment, Content, Expectations, Opportunity** and **Assessment**, for each student to learn and grow through the knowledge, skills, and reasoning of mathematics.

## 3.0 EXPECTATIONS

### 3.1 Class rules

All persons shall abide by the following class rules:

- Honor yourself and everyone else.
- Be truthful in all words and deeds.
- Handle your possessions only.
- Do what's expected, when expected.
- Use no profanity or offensive language.

### 3.2 Procedures

During class you are learning either individually, cooperatively, testing, or attending to instruction. Each activity will have unique procedures that follow these guidelines:

- a. Type and volume of *CONVERSATION*
- b. How and from whom you can get *HELP*
- c. Description of the *ACTIVITY*
- d. How and when students can *MOVE*
- e. How they *PARTICIPATE*
- f. Criteria for *SUCCESS* for each endeavor

### 3.3 Transition and Attention

Within three (3) seconds of the sound of the designated chime, students shall 1) cease their current activity; 2) become silent; 3) attend to the teacher's instruction.

### 3.4 Rewards and Consequences

#### 3.4.1 Rewards

Individual students/Learning & Product Teams (LPT) that adhere superiorly to rules and procedures, as well demonstrate superior/exemplary learning or class participation, may be rewarded with:

- a. preferred classroom seating
- b. preferred classroom dismissal
- c. homework relief
- d. personal note of recognition sent home to family

#### 3.4.1.1. Bear Dollars,

- a. Eight (8) Bear Dollars = one (1) U.S. Dollar; may redeem on the 4<sup>th</sup> Fridays of each month only. Thirteen (13) = \$2; Twenty (20) = \$3.
- b. Seventeen (17) excuses (1) test or quiz question.
- c. Thirteen (13) excuses (1) homework assignment.

#### 3.4.2 Consequences

Our sequence of consequences for students/LPT's who do not adhere to rules and procedures are as follows:

- a. 1<sup>st</sup> offense: reminder, -1 point (Participation)
- b. 2<sup>nd</sup> offense: -1 point (Participation); Silent Lunch
- c. 3<sup>rd</sup> offense: -1 point (Participation); Silent Lunch, Teleparent/phone call home.
- d. 4<sup>th</sup> offense: -1 point (Participation), Silent Lunch, Dismissed to Office with Referral; Teleparent/phone call home.



The following actions shall cause a loss of Participation points:

- a. Tardy (-1) b. Unprepared (-1) c. Out of Uniform (-1) Talking inappropriately (-2) d. Dishonor towards classmates, classroom, or teacher (-2) e. Not following class procedures (-2).

Each student begins each grading period with Participation points = 8 times the number of days. If a student loses points below 70% of that total they earn a "U" in participation for that grading period.

### **3.5 Student Actions for Learning**

Students shall learn as they do the following to the best of their ability:

- a. See
- b. Hear
- c. Read
- d. Write
- e. Speak
- f. Do

If students are checking homework, attending direct instruction, working cooperatively or engaging an activity, they shall always *see, hear, read, write, speak, and do*. These daily tasks shall allow students to:

### **3.6 Practices from Student Actions**

- a. Read to infer or draw conclusions
- b. Support arguments with evidence
- c. Resolve/argue conflicting views found in source documents
- d. Solve problems with no obvious solution

### **3.7 Student Talents from Actions and Practices, or What Makes you 'Good at Math'**

Here are the five qualities of a successful math student:

- a. **Know** the math: describe and explain concepts and terms
- b. **Do** the math: execute procedures accurately and efficiently
- c. **Use** the math: use the procedures and concepts to resolve problems
- d. **Judge** the math: Determine when math procedures or concepts are the 'right' ones to solve a problem.
- e. **Love** the math: recognize and embrace the importance of mathematics in their life and society.

### **3.8 Grading**

Two primary products are graded: procedures and explanations. The grading scales for each are as follows:

#### **3.8.1 Procedures:**

- a. Neat & sequenced: showing each step of your solution: 1 pt.
- b. Precise: operation symbols and numeral placement correct: 1pt.
- c. Arithmetic is correct: 2pt.
- d. Procedures: used appropriately and correct: 3 pt.
- e. Solution: Consistent with procedures and true: 1 pt.
- f. *Extra-Advanced: Justify your approach, compare vs. alternative approaches: 3pts.*

#### **3.8.2 Explanations**

- a. Thesis: clear and succinct: 2 pts
- b. Spelling & Grammar: correct: 1 pt.
- c. Vocabulary: appropriate 1 pt.
- d. Support: Logical and true: 3 pts.
- e. Conclusion: Consistent with support and thesis: 1 pt.

Gradebook scores are scaled up to a 32 point scale.

## **4.0 OPPORTUNITY**

Students learn in the classroom; homework supports the learning in the classroom. Every class activity is an opportunity to learn the mathematics.

### **4.1 Daily class schedule**

- a. Enter the room, retrieve your notebook, homework journal, pencil, red correction pencil, and homework. Place your binder on the floor. Store your backpack and outer garment in the designated closet area.



- Conversation: volume level '1'; converse about preparing for class only.
  - Help: none until you reach your seat
  - Activity: entering the room and sitting in your seat
  - Movement: from the entrance, to the closet, and to your seat
  - Participation: Solo until seated; cooperative within your group
  - Success: In your correct seat prepared for learning within one minute of entering the room.
- b. **Do Now:** Read the objectives and Question(s) of the Day, Reasons for the Question, and homework; write them in your notebook or homework agenda book. The teacher may ask one or more students to read, objectives, Question(s)/Reasons of the Day and homework to the class.
- Conversation: volume level '0'; '3' when called to share.
  - Help: from teacher/TA only
  - Activity: read, write, record comments, respond to questions
  - Movement: none
  - Participation: Solo
  - Success: Objectives and Question of the Day and homework recorded and clarified
- c. Introduction-Preview: Display and discuss the exit assessment
- Conversation: volume level '0'; ask questions appropriately
  - Help: Ask the teacher appropriately
  - Activity: See, hear, read, & write; speak when asked or needed appropriately
  - Movement: none
  - Participation: Individual
  - Success: students comprehend today's objectives
- d. Homework: Students share their knowledge of the assigned homework.
- Conversation: volume level '3' for those chosen to share, '0' for remainder of class.
  - Help: None
  - Activity: See, hear, read, write & speak. demonstrate solutions as directed by the activity
  - Movement: as directed by the specific activity
  - Participation: Solo or by LPT
  - Success: demonstrate accurately understanding of the assigned homework
- e. Spiraled Practice & Self-Assessment: Upon receiving graded work students first assess their work vs. the solutions, and repeat those incorrect exercises until mastered. Students shall receive a package of exercises to thus engage that spirals prior knowledge.
- f. Direct, interactive instruction: Teacher directs the learning of new content or review prior learning.
- Conversation: volume level '0' when teacher is talking; volume level '3' when called upon to share by the teacher
  - Help: None.
  - Activity: See, hear, read, write; speak only when requested by teacher
  - Movement: none
  - Participation: solo
  - Success: students record and reflect successfully on the content shared by teacher
- g. Active Practice: Students practice the current or prior content, working cooperatively or competitively within their learning teams.
- Conversation: volume level '2', within the LPT
  - Help: 'Ask three (3) before you ask me'(teacher); LPT Flight Commander asks questions
  - Activity: See, hear, read, write, speak, and do as the task requires
  - Movement: determined by the activity
  - Participation: Cooperative within your LPT
  - Success: Engage every exercise, improve knowledge, skills, and reasoning of the engaged content
- h. Conclude & Reflect: Review and extend understanding of the day's learning objective. Re-explain or re-teach points of misunderstanding
- Conversation: volume level '0'; '3' when allowed to share



- Help: None
  - Activity: See, hear, read, write, speak
  - Movement: none
  - Participation: as described by the teacher
  - Success: fortify understanding and clarify misunderstanding of learning objectives.
- i. Clean up: store materials, dispose of trash, teacher inspect room and desks.
- Conversation: volume level '2'
  - Help: each other within your LPT
  - Activity: inspect area for trash, dispose of trash as directed by teacher
  - Movement: Equipment Mission Specialist disposes trash at teacher direction
  - Participation: cooperative within LPT
  - Success: room clean, desks aligned appropriately, materials arranged for dismissal
- j. Exit Assessment: Students demonstrate their knowledge and skill by either a written, verbal, or kinesthetic demonstration of their knowledge and skills.
- Conversation: determined by the exercise
  - Help: determined by the exercise
  - Activity: See, hear, read, write, speak, do
  - Movement: determined by the exercise
  - Participation: solo
  - Success: Demonstrate proficiency of the assessed knowledge, skill, and reasoning
- k. Dismissal: Teacher dismisses students either individually or by learning teams.
- Conversation: volume level '1'
  - Help: none
  - Activity: dismissal from class; exit through designated egress port, students acquire backpack/jackets from closet area first before egress
  - Movement: as directed by teacher
  - Participation: cooperative within LPT
  - Success: all students dismissed within 1 minute of bell.

#### **4.2 Homework**

Your daily homework routine should be as follows:

- a. Review, revise, and reflect upon your class notes
- b. Remember and review terms and concepts
- c. Deliberate practice of fundamental skills/prior learned content/recently learned content
- d. Generate questions for the next class lesson.

#### **4.3 Materials**

Every day in class a student must have the following, including what's expected at CCCS:

- a. quad ruled (graph paper) notebook
- b. pencil, mechanical or wood, regular graphite
- c. white board marker, as required.
- d. red or other color correction pen.
- e. loose leaf graph paper
- f. algebra tiles
- g.

#### **4.4 Learning Teams**

Students are arranged in cooperative groups. Learning Teams change after every unit test. Each person in the group has a specific role:

- a. 'Flight Commander': primary group speaker
- b. 'Pilot': guides and focuses group on the current task, verifies arithmetic calculations
- c. Mission Specialist: responsible for maintaining and distributing supplies



#### **4.3 After Hours**

I shall be available after school for at least one (1) hour for two (2) days per week. I shall focus primarily on those fundamental skills and knowledge students must master to comprehend the content learned during class time.

#### **5.0 CONTENT**

##### ***Mathematics Grade 8***

The following topics are the Grade 8 Common Core Standards for the State of California:

- a. Rational Numbers
- b. Graphs & Functions
- c. Exponents & Roots
- d. Ratio, Proportion, and Similarity
- e. Geometric Relationships
- f. Measurement & Geometry
- g. Multi-step Equations
- h. Graphing Lines
- i. Data, Prediction, and Linear Functions

#### **6.0 COMMITMENT**

I am available after school at CCCS at least twice a week until 5:30pm for students who need extra assistance. I can be reached by email at [pford@centurycharter.org](mailto:pford@centurycharter.org). Sunday through Thursday until 8:45pm, and Friday through Saturday until 9:45pm you can contact me through the following media:

Text: 310-491-4893

Skype: pdexiii

KiK: PDexBigTeacher

Instagram: pdfordiii

#### ***“In Loco Parentis”***

My students' safety and freedom to learn I shall preserve and protect just as their parents. I seek to provide students the consideration and fairness they receive at home, and that I provided my own child.