



CCCS Mathematics, Class of 2022  
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 Rewards and Consequences**

#### **3.2.1 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

#### **3.2.2 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, lose points (Participation)
- b. 2<sup>nd</sup> offense: lose points (Participation); earn your dismissal
- c. 3<sup>rd</sup> offense: lose all participation points, 'U' in gradebook, (Participation); Silent Lunch, referral
- d. 4<sup>th</sup> offense: lose all participation points, (Participation), 'U' in gradebook, Silent Lunch, referral, teleparent/home contact, referral to office. U's are removed after three (3) consecutive days of acceptable behavior and responsible conduct.

#### **3.2.3 Attention & Transition**

We use the following signals to focus student attention and limit wasted time during transitions:

When you hear from Teacher "ROYAL 79", cease conversation and actions, clap once, and eyes on the teacher, and remain focused & quiet until directed otherwise.

If you hear from the teacher "MAIZE 84", repeat the previous instructions except clap twice. Students failing to meet expectations at this point risk losing participation points.

If you hear from the teacher "RED 95" repeat the previous instructions except clap three times. If the class gets to this step to acquire attention the entire class loses eight (8) Participation points for failing to follow class procedures.

### **3.4 Student Actions for Learning**

Every classroom opportunity we do the following:

- 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

### **3.5 Student Practices for Learning**

From our daily actions we develop practices that encourage learning:

- a. Be confident and share your thinking
- b. Celebrate our mistakes as opportunities to learn and grow
- c. Persevere through difficult practice



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

Here are the five qualities of a successful math student:

- Know** the math: describe and explain concepts and terms
- Do** the math: execute procedures accurately and efficiently
- Use** the math: use the procedures and concepts to resolve problems
- Judge** the math: Use and assess multiple mathematic procedures-approaches to solve problems.
- Love** the math: recognize and embrace the importance of mathematics in your life and society.

### 3.7 Grading

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

#### 3.7.1 Procedures:

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

#### 3.7.2 Explanations

- Thesis: clear and succinct: 2 pts
- Spelling & Grammar: correct: 1 pt.
- Vocabulary: appropriate 1 pt.
- Support: Logical and true: 3 pts.
- Conclusion: Consistent with support and thesis: 1 pt.
- Extra-Advanced: Relate/connect your thesis and conclusion to your life or actual scenario: 3pts.*

#### 3.7.4 Work Habits

For each grading period if  $\geq 30\%$  of your submitted assignments are late, incomplete, or missing you shall earn a 'U' in work habits.

#### 3.7.3 What The Letter Grades Mean

- A "C" (70-79%): You **know** the math (see 3.7.a)
- A "B"(80-89%): You **know, do** and **use** the math (see 3.7.a-c)
- An "A" (90+%): You **know, do, use, judge** and **love** the math (see 3.7.a-f)

## 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

- Enter the room, retrieve/avail your notebook, textbook, pencil, red correction pencil, whiteboard marker, and homework. Place your binder on the floor. Store your backpack either underneath your seat, in front of you on floor, or in the closet.
- Do Now:** Read the objectives and Question(s) of the Day, Reasons for the Question 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.
- Homework:** Students share their knowledge of the assigned homework.
- "You-We-All":** Students engage a samples of today's content individually. Next, students discuss their results in their flight crew. Teacher elicits responses from class until we agree upon a solution.
- Clean up:** store materials, dispose of trash, teacher inspect room and desks.
- Exit Assessment:** Students demonstrate their knowledge and skill by either a written, verbal, or kinesthetic demonstration of their knowledge and skills.
- Dismissal:** Teacher dismisses students either individually or by learning teams.

### 4.2 Homework

Your daily homework routine should be as follows:

- Review, revise, and reflect upon your class notes
- Remember and review terms and concepts



- c. Practice exercises of skills/prior learned content/recently learned content
  - d. Generate questions for the next class lesson.
- Submit written homework as you enter the classroom on loose leaf graph (quad-ruled) paper, one-sided, headed with your first & last name, period, Den, and date in the upper right hand corner. Center the Homework title on the top of each page. Staple multiple pages before submitting.

### **4.3 Materials**

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

- a. quad ruled (graph paper) spiral-bound 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. textbook
- g. 4x6" index cards

### **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: Engineer: verifies all calculations
- d. Mission Specialist: Supply: Retrieves/distributes class supplies, manages group and individual supply status within group, i.e. who has or needs pencils, paper etc.

### **4.5 Miscellaneous**

#### **4.5.1 Classroom movement**

Students must request to move through the classroom, e.g. deposit trash, acquire materials. Students shall not request movement during instruction or class sharing.

#### **4.5.2 Leaving Classroom**

No student leaves within the first 15 minutes or last 15 minutes of class. Only one student every 15 minutes may request to leave the classroom.

#### **4.5.3 Blessing**

If someone sneezes raise two hands in the air in their direction and hold them for no more than two (2) seconds.

### **5.0 COMMITMENT**

I am available after school at CCCS at least 4 times a week until 6:00pm for students who need extra assistance. I can be reached by email at [pford@centurycharter.org](mailto:pford@centurycharter.org). Monday through Friday until 7:30pm, and Saturday and Saturday until 5pm; you can contact me through the following media:

Text: 310-491-4893

Skype: Peter Ford

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.