



CCCS Mathematics, Class of 2024
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. 1st offense: reminder, lose points (Participation); points distributed to students who adhere to procedures
- b. 2nd offense: lose points (Participation); 'U' in gradebook
- c. 3rd offense: lose participation points, 'U' in gradebook, O.D.R. submitted

3.3 Requests, Attention & Transition

3.3.1 Requests

Always raise your hand first to share, ask a question, or request movement.

3.3.2 Attention and 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 Mindset

A growth mindset fosters learning. In a growth mindset we do the following:

- 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 Mindset, 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

3.7.1 Procedures:

- Correct solution, work neat, sequenced, and supports the correct solution: full credit.
- Work neat, sequenced, supports correct solution, but solution incorrect: partial credit.
- Work does not support the solution: no credit
- No work, but a solution: no credit
- No work, no solution: no credit

3.7.2 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 Homework

- Work neat and sequenced, consistent with the question/problem, a solution that is supported by/consistent with the work shown: full credit.
- Work does not support solution/not consistent with the question/problem, little work, or no work: no credit
- Homework not submitted on the due date: no credit.

3.7.4 What The Letter Grades Mean

- A "C" (70-79%): You **know** the math (see 3.6.a)
- A "B"(80-89%): You **know, do** and **use** the math (see 3.6.a-c)
- An "A" (90+%): You **know, do, use, judge** (see 3.6a-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, submit practice set to teacher as you enter. 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 or in front of you on floor.
- Do Now:** Read the Governing Question(s) (GQ) of the Day, write them in your notebook. The teacher may ask one or more students to read and assess, the GQ to the class.
- "Well What do ya' know!":** Spiraled review of what we've learned up until the previous class.
- Homework review:** Students share unresolved issues from the homework.
- Content Introduction:** May involve a video, demonstration, written reflection or activity.
- "Problem-Pairs":** Teacher models a topic in silence; students watch & hear only. Teacher narrates after completing the worked example, then students record in notes. Students perform a similar example immediately.
- Interleaved Practice:** Spiraled practice of current, recent past, and prior knowledge. Students work silently first, then share their solutions, convince their flight crew members of their solutions, re-share their solutions, and resolve the solution as a class.
- Clean up:** store materials, dispose of trash, teacher inspect room and desks.
- Reflection-Retrieval:** Written/oral sharing of what students did/what they learned
- Exit Assessment:**
 - Monday-Tuesday: Students receive homework back for correction and analysis
 - Wednesday-Thursday: Retrieval practice of current and prior learned terms/concepts
- Dismissal:** Teacher dismisses students either individually or by learning teams.



4.2 Practice Set: Homework

Your daily homework routine should be as follows:

- a. Summarize from memory what you learned in class
- b. Practice remembering what you learned in class, e.g., use flash cards, recite out loud, test yourself/friend
- c. Elaborate and Interrogate: How is this connected to what we learned before? When should I or should not use this? Where have I used this in my life, or might use it?
- d. Practice: do the exercises like a test! Only use your notes when you have no idea what to do.
- e. Generate questions
- e. Submit written homework when directed on loose leaf graph (quad-ruled) paper, perforations removed, single-sided, stapled as needed, completed in pencil, headed and work shown as demonstrated by teacher.

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: only required when teacher directs, but strongly encouraged to have always.

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.
- c. Mission Specialist: verifies all calculations, 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 17 minutes may request to leave the classroom.

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. Monday through Thursday until 7:30pm, and Saturday until 5pm; you can contact me also through the following media:

Text: 310-491-4893

Skype: Peter Ford

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 family.