

## Major Learning Targets for This Grade

### Reasoning with Ratios and Rates

Students will use reasoning of ratios, rates, and percentages.

"I can read a word problem and represent the situation with a ratio."

"I can use a ratio to find the associated rate, the unit rate, and equivalent ratios."

"I can model ratios, rates (associated and unit rates), and percentages."

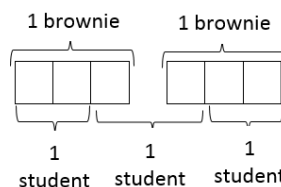
**Example Task:**

**Situation:** You baked brownies for your whole class, but you didn't bake enough. You baked 24 brownies, and there are 36 students in your class.

**Represent as a Ratio:**  
24 brownies : 36 students  
or  
2:3

**Interpret Ratio:**  
There are 2 brownies for every 3 students.

**Make a Visual Model:**



**Find the Unit Rate:**  
Each student gets  $\frac{2}{3}$  of a brownie.

How many brownies should you give to the table that has 6 students sitting at it?

### Expressions and Equations

Students will write, interpret, and evaluate expressions and equations.

"I can make sense of the parts within algebraic expressions and equations (factor, product, term, etc.)."

"I can read, write and evaluate expressions and equations in which letters stand for numbers."

$2x + 1$  (Expression,  $x$  can be any value)  
 $4x - 3 = 9$  (Equation,  $x = 3$ )

"I can write an inequality to represent a real-world situation, in the form  $x > c$  or  $x < c$ ; for example, our class needed to raise at least \$100 to go on the school trip ( $x \geq 100$ )".

**Example Task:**

Meagan spent \$56.58 on three pairs of jeans. If each pair of jeans costs the same amount, write an equation that represents this situation and solve it to determine the price of one pair of jeans.

\$56.58		
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### Number System

Students will understand and use negative numbers, divide fractions, and perform decimal operations.

"I can fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm."

"I can solve real-world and mathematical problems by graphing in all four quadrants of the coordinate plane ( $x/y$  grid)."

"I can divide fractions by whole numbers and divide fractions by fractions using a visual fraction model."

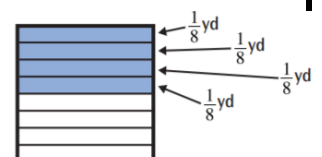
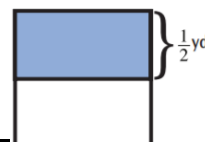
(see example below)

**Example Task:**

Manny has  $\frac{1}{2}$  of a yard of fabric with which he intends to make bookmarks.

Each bookmark is made from  $\frac{1}{8}$  a yard of fabric.

How many bookmarks can Manny make?



## Expected Behaviors in Math Class

Students will...

- Check into Google Classroom daily for announcements and to receive/turn in assignments.
- Attend live/recorded Zoom learning and support sessions, with the camera on when feasible.
- Consider available tools to help them solve problems (including hands-on tools and technology).
- Use technology and various applications to explore and deepen understanding.
- Explain their thinking and their process to solving a problem.
- Communicate ideas clearly verbally and in writing, using math vocabulary when appropriate.
- Decide if their answer is reasonable.
- Use examples and counterexamples to justify a conclusion.
- Apply mathematics to solve problems in everyday life.

## How Can I Support My Student in This Course?



### Access Google Classroom Daily

- ⇒ Look at the Stream for daily announcements and a weekly schedule.
- ⇒ View the Classwork for assignment information and support.
- ⇒ Accept the Guardian Access request sent to your email address for regular updates on your student's progress.



### Encourage Multiple Representations of the Problem

- ⇒ Ask your student to solve the problem in different ways, and to make connections between the different representations.
- ⇒ Ask your student to create visual representations help understand the concepts.



### Ask Questions

- ⇒ When your student is stuck, ask him/her questions like: "What is the question in the problem/task?" or "What do you understand/know from the task?" and "How do you know?" Listen while your student explains his/her mathematical reasoning and ask "Does your answer make sense?" based on the context of the problem or task.
- ⇒ Guide your student to participate in small group discussions via Zoom to get questions answered or to send a private message to his/her teacher using Google Classroom.



### Value Mistakes

- ⇒ Students are learning when they are making mistakes; create an environment where your student feels comfortable making a mistake and learning from it.



### Don't Simply Tell Them the Right Answer

- ⇒ Once students are aware that their answer is right, they are more likely to stop thinking about the math. Instead of telling students the right answer, ask them a question or have them draw a picture.



### Praise Effort

- ⇒ When your student gets a right answer, acknowledge how hard they must have worked and practiced.
- ⇒ When your student is stuck, acknowledge that sometimes math is challenging and that if they continue to practice and work hard, they will improve.

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For more information, visit [scusd.edu/math](https://scusd.edu/math) or contact [Mikila-Fetzer@scusd.edu](mailto:Mikila-Fetzer@scusd.edu), Math Coordinator

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