



SYLLABUS

ADVANCED 7TH GRADE MATHEMATICS

Mr. Kirk Linam, M.S.Ed. • Longfellow Career Exploration Academy • Dallas ISD

Welcome to the 2026–2027 school year! My name is Mr. Linam (lye-num), and I am proud to be the Math teacher for all 7th Graders here at Longfellow. Excelling in 7th Grade Advanced Mathematics is a strong indicator of high school and college readiness, and I am thrilled to begin this journey with you as we explore and unravel the most lively and persistent topics in all of mathematics.

In this class, critical thinking, collaboration, and leadership are valued — treated as essential competencies. Every unit of study will prepare students on foundational skills and then extend into real-world application.

HOW OUR CLASS WORKS

Students work on mathematical tasks in teams of three, discovering connections between key concepts and driving the discussion that leads to long-lasting understanding. Teams are formed randomly and changed often. Students will work with a variety of classmates every day, standing at whiteboards around the room.

Students are encouraged to collaborate between teams, justify and explain their arguments and share their thinking, drawings, and artifacts with others. Notes are written after the thinking tasks.

Inspired by research-based approaches on student achievement – Building Thinking Classrooms (Peter Liljedahl).

CURRICULUM & UNITS OF STUDY

This class follows the Dallas ISD adopted mathematics curriculum pacing. To fully adhere to the mission of Dallas ISD and Longfellow Career Exploration Academy in preparing lifelong learners and leaders, supplementary materials will also be introduced, including authentic data artifacts that go further than simple multiple-choice tests and into more rigorous writing and explanation-based tasks. **All students in this class will take the Grade 8 Mathematics State Assessment in April.**

QUARTER 1 Unit 1: Transformations, Dilations & the Slope Bridge

QUARTER 2 Unit 2: Foundations of Linear Functions • Unit 3: Bivariate Data & Trend Lines

QUARTER 3 Unit 4: Real Numbers & Advanced Equations • Unit 5: Pythagorean Theorem & 3-D Measurement • Unit 6: Data & Financial Literacy

QUARTER 4 Unit 7: State Assessment Review • Unit 8: Probability & Statistics

The **Family Guide** maps the full year — every unit, learning objective, and graded assignment.

HOW GRADING WORKS

Each quarter is 50 points: Classwork 50%, Projects 30%, Tests 20% (district weights).

CLASSWORK

50%

PROJECTS

30%

TESTS

20%

PERFORMANCE TASKS

Performance Tasks are the graded assignments of this class: multi-problem tasks completed independently in class over 30–40 minutes to assess the current learning objectives.

Performance Tasks carry the most weight in Classwork. Each is scored 1–4 (Not Yet, Developing, Proficient, Exemplary); these are writing and explanation based. A score of 4 is only earned after thorough explanation, representation, and justification of one’s work.

MATHEMATICAL PROCESS

Every three weeks each student turns in one exhibit of their own mathematical work and writes a short explanation of which process standard it shows. The grade is based on Texas Education Agency’s mathematical process standards, TEKS 8.1(A) through 8.1(G), which are printed in full on the student guide. Work done alone and work done with a team can both earn full credit, so there are many ways to earn it. An explanation that does not yet meet the standard is returned with a reason and can be fixed for full credit. Sharing ideas will always be rewarded for generating new ideas.

PROJECTS

Each quarter includes one real-world application project centered on a local or international issue, with multiple assignments involving investigation and analysis, ending in a public presentation.

TESTS

Unit and mid-unit assessments give students the opportunity to demonstrate mastery across long units of study. District assessments (Standards Mastery Checks and Snapshot Exams) fall in this category as well. Tests are the district benchmarks and unit checks, capped at 20% so one timed test does not significantly sway a student’s grade.

MATHIA

Mathia work is graded twice each quarter — a mid-quarter check and an end-of-quarter check — based on the online Mathia assignments posted in Carnegie Learning throughout the quarter.

BEFORE YOU LEAVE SLIPS

Most class periods end with a Before You Leave slip: a short written response that shows me what each student understands before walking out the door. These are never scored individually. They count as evidence toward the Mathematical Process grade and guide how I plan the next lesson.

CHECK YOUR UNDERSTANDING QUESTIONS

Found in each **topic overview guide**, answers are posted on the class website. Not graded, but highly useful to check work and keep practicing the math outside of class. Keeping up with completed Check-Your-Understanding questions, although ungraded, can still help: At the end of the quarter I will accept saved topic overview guides from that quarter with *completed Check-Your-Understanding questions* for a 5% raise on the quarter’s Standards Mastery Check.

Check Your Understanding questions will also be frequently referenced in class, through warm-up activities, exploration tasks, extended practice opportunities, and class discussion. They must be kept in a binder or folder (with all other topic overview guides) and brought to class every day.

REASSESSMENT OPPORTUNITIES

Most work can be revised after feedback and **turned in within a week for a higher score**. Only very few assessments (Standards Mastery Checks and Snapshot Exams) are not revised. **Revision due dates are posted with each assignment and in the Family Guide.**

Revisions work objective by objective — students redo *only* the specific skill(s) that needs another look, not the entire task. Every revision includes a short reflection on what changed and why, attached to the corrected work.

A written revision can raise a score significantly. Reaching a 4 has one final part: a **Last Step slip**, two or three quick problems completed in class that confirm the new understanding. If the slip and the written revision tell different stories, the in-class work is what counts.

Unit assessments recover item by item: a written correction earns half credit back per each question, and a fresh matching problem completed in class earns full credit back.

STUDENT EXPECTATIONS

Students are expected to follow the behavioral code set forth by Longfellow Career Exploration Academy outlined in the handbook, in addition to bringing a growth mindset.

BASIC ACADEMIC EXPECTATIONS

Bring a pencil, mathematics journal, and binder to class every day. Enter class calmly and quietly. Be mindful of others so instruction and important workflows are not disrupted. Complete all tasks thoughtfully, with all work and reasoning always shown.

HAVE A GROWTH MINDSET

Bring a growth mindset every day by being curious, persistent, and engaged. Never give up on difficult tasks, even after multiple failed attempts. Model sophisticated career practices: plan a strategy, re-loop, and evaluate how well it worked.

DEMONSTRATE LEADERSHIP

After embracing a growth mindset, the next step is using it to inspire others, devise more complex solutions and strategies, and be a strong voice in class discussions. Students who consistently build their leadership — taking risks in discussions and during team tasks — are far more likely to succeed in assessment tasks and in real-world career competencies.

When working in teams, students must always:

Stay focused on the task at hand.

Be respectful of all ideas. When disagreeing, disagree respectfully — focus on the strategy and how to improve it.

Keep thinking at a roadblock: look for other solutions, or learn from what other teams are doing.

And one norm with no exceptions: we never put down a teammate.

MATERIALS & CONTACT

Every student needs a pencil, a mathematics journal, and a 1-2 inch binder every day.

While the **mathematics journal** will hold all key artifacts that students will create and share, revisiting and revising as the year progresses, **binders** are needed to keep topic overview guides, distributed once at the beginning of each sub-unit of study. These guides are crucial to keep up with; they contain all key vocabulary needed for creating artifacts as well as all **Check-Your-Understanding questions** for the topic. A folder (placed within the binder) to keep all graded work is also recommended for portfolio purposes.

Email: klinam@dallasisd.org — the fastest way to reach me. I respond within one school day.

[Phone / messaging platform placeholder — fill in before printing.]

SYLLABUS SIGNATURE PAGE

Please read the syllabus together, then sign and return this page by Friday, August 14.

STUDENT NAME AND CLASS PERIOD

PARENT OR GUARDIAN NAME

PARENT OR GUARDIAN SIGNATURE

DATE

BEST PHONE NUMBER OR EMAIL TO REACH YOU

ANYTHING YOU WOULD LIKE ME TO KNOW ABOUT YOUR STUDENT:
