Camp Creek Middle School
Grade 7A Mathematics Syllabus
2025 - 2026

Dedicated to Excellence in Education

Teacher(s):	Room Number(s):	Email(s):
Ms. Shelia Emerson	603	Emersons@fultonschools.org

CCMS Student Support:

Mrs. Anne Davis, Camp Creek Middle School Counselor: Davisa19@fultonschools.org
Mr. Adrian Gibson, Camp Creek Middle School 8th Grade Assistant Principal: GibsonA4@fultonschools.org
Ms. LaToya Baker, Camp Creek Middle School 7th Grade Assistant Principal: BakerL2@fultonschools.org
Dr. Dina Savage, Camp Creek Middle School Mathematics Instructional Coach: Savaged@fultonschools.org

Course Description:

Seventh grade (7th grade) advanced mathematics course content regularly incorporates the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through four big ideas of content: (1) numerical reasoning, (2) probability reasoning, (3) patterning and algebraic reasoning, and (4) geometric and spatial reasoning. Students will build numerical reasoning skills through positive and negative number operations including all rational numbers in context then extend that learning to formally explore simple probability models to explain real-world phenomena. Students will build their algebraic reasoning skills to rewrite expressions, work with multistep equations and inequalities, and use proportional relationships to solve multistep percent problems, discover scale drawings using similar triangles to explain slope. Students will also explore geometric relationships involving area of a circle, volume of 3D shapes including cylinders, and exploring angle measure relationships. The fundamental purpose of Grade 7 mathematics is to formalize and extend the mathematics that students learned in the previous grades. Seventh grade standards use algebra to deepen and extend understanding of geometric knowledge from prior grades. In addition to Grade 7 skills, advanced students will investigate Grade 8 skills that have been aligned to the specific unit's learning plan. The Mathematical Practices, Mathematical Modeling Framework and Framework for Statistical Reasoning apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Goals:

Our goal for Grade 7 students is to successfully master the Georgia K-12 Mathematics Standards and Mathematical Practices to exceed or satisfy the required score on the Georgia Milestones in Mathematics. With that goal in mind, it is essential that every minute of instructional time to be fully maximized through consistent cooperation, respect, dedication, and hard work from all students. Students will always follow **PRIDE**: **Prepared**, **Respectful**, **Integrity Discipline, and Effort**.

7th Grade Curriculum: (Click here for 7th Grade Standards)

Unit 1: Making Relevant Connections through the Number System (8/6/2025 - 9/17/2025)

This unit builds upon the understanding of rational numbers developed in 6th grade, transitioning from exploring to ultimately formalizing rules for basic arithmetic operations (addition, subtraction, multiplication, and division) with rational numbers. Using both contextual and numerical problems, students explore arithmetic combinations of negative numbers and positive numbers. Students will explore the results of adding, subtracting, multiplying, and dividing pairs of numbers in context, leading to the generalization of rules. Rational numbers in different forms (integers, percents, fractions, and decimal numbers) should be used in computations and explorations.

Unit 2: Reasoning with Expressions, Equations and Inequalities (9/18/2025 - 11/10/2025)
Students build on what was learned in previous grades regarding mathematical properties (such as commutative, associative, and distributive properties) and conventions (such as order of operations), use these conventions and properties of operations to rewrite equivalent expressions and interpret expressions in context. Students extend properties used with whole numbers to rational numbers in multiple formats (fractions and decimals). Students construct and solve equations and inequalities to solve contextual problems, and interpret solutions based on the context.

Unit 3: Exploring Ratios and Proportional Relationships (11/11/2025-12/17/2025)
Building on knowledge and understanding of rate and unit concepts, students use graphs, tables, equations, and diagrams to recognize, represent, explain, and solve proportional relationships. Mathematics should be represented in as many ways as possible in this unit by using graphs, tables, pictures, symbols, and words.

Unit 4: Proportional Relationships with a Focus on the Coordinate Plane (1/6/2026 - 2/13/2026) Students will develop a deep understanding of the characteristics of a proportional relationship, including the exploration of similarity informally when learning about scale drawings of geometric figures and to explain why the slope of a non-vertical line is constant. Further, students should demonstrate a conceptual understanding of the relationship between the slope of a line and unit rate. Mathematics should be represented in multiple ways, including graphs, tables, pictures, symbols, and words.

Unit 5: Making Relevant Connections with Geometry (2/18/2026 - 3/20/2026)
Students will write and solve equations using facts involving measures of angles. Students will study circles and use proportional reasoning to understand the relationship between the diameter and circumference, deriving formulas for circumference and area to solve problems. Students will solve problems involving surface area and volume of right prisms and cylinders and explore two-dimensional cross sections of three-dimensional solids.

Unit 6: Investigating Probability and Statistical Reasoning (3/23/2026 -- 4/17/2026)
Students will begin an exploration of probability and chance processes. Students will develop probability models to find the likelihood of simple events and make predictions using simulations' information. Students will compare theoretical and experimental probabilities of events and explain discrepancies.

Unit 7: Culminating Capstone Unit (4/20/2026 - 5/15/2026)
(Applying concepts in real-life contexts in a culminating interdisciplinary unit)
The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving question. (e.g., Students can present their solution(s), findings, project, or answer to the driving question to a larger audience during the culminating capstone unit.

Grading/Assessments:

FCS Grading Policy can be found at the link: https://www.fultonschools.org/students-families/grading-reporting
Fulton County Schools assigns numerical grades based on the following scale:

A=100-90 B=80-89 C=70-79 F=69-0

Codes in Infinite Campus:
NG – No Grade
I – Incomplete
M – Missing Grade (calculates as a 0)

Students' mathematics grades will be determined based on the following components:

Category	Description	Percentage
Major	FCS Unit Assessments and Culminating Projects *(An assignment or assessment that is cumulative in nature that measures learning targets from multiple standards/skills)*	50%
Minor	Classwork, Mini Projects, and Quizzes *(An assignment or assessment that measures an individual learning target, standard, or subset of learning targets/standards/ skills within a unit.)*	40%
Practice	Daily/Homework *(Daily assignments, observations, and/or engagement activities given in class or for homework to build pre-requisite skills, measure progress towards mastery of a learning target or standard, enrich, and/or remediate skills)*	10%

Attendance/Make-Up Work:

Regular attendance in this class is essential for each student to be successful. Students are expected to attend class daily and arrive on time. Students that are absent can submit work that was missed due to their absence. The number of days the student was absent are the number of days he/she has to submit the work for full credit.

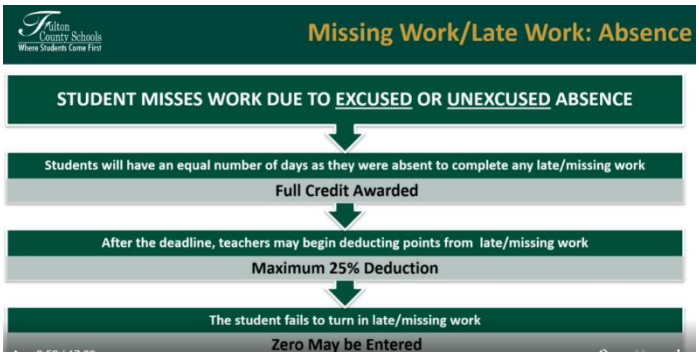
Student Misses Work Due to Absence (Excused/Unexcused)

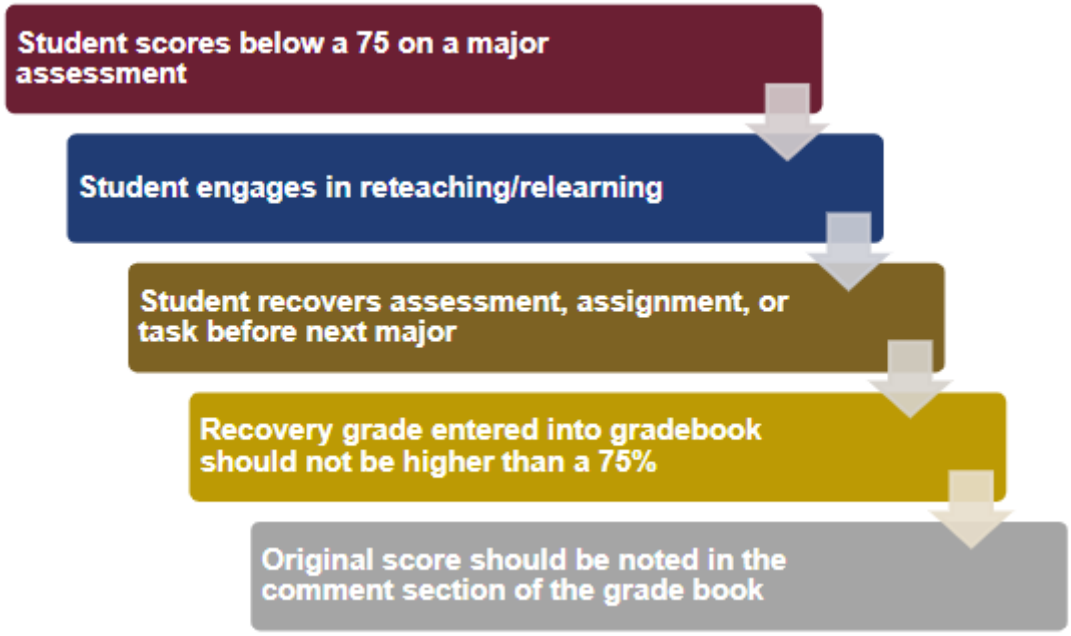
- Upon return to school, students will have an equal number of days as they were absent to complete any late/missing assignment, assessment, and/or task for full credit
- Teachers may begin deducting points from late/missing assignment, assessment, and/or task (maximum of a 25%deduction), but only after the deadline has not been met. A deadline is typically equal number of days the student was absent
    - After 1 week late, a teacher deducts 5 points
    - After 2 weeks late, a teacher deducts 10 points
    - After 3 weeks late, a teacher deducts 15 points
    - After 4 weeks late, a teacher deducts 20 points
    - After 5 weeks late, a teacher deducts 25 points
- A zero may be entered in the grade book, if a student fails to turn in a late/missing assignment, assessment, and/or task.

Provision for Improving Grades/Recovery:

Students in K-12 should be afforded the opportunity to recover all major assessments if they score below a 75% on the assessment. Students are limited to one recovery attempt per major assessment that meets the threshold for recovery.

- Recovery of a major assessment should occur before the next major is given
- Students are eligible to earn a replacement grade on a recovery that is no higher than 75%
- Before recovery, the teacher should work with the student to complete missing work and/or ensure delivery of the content through reteaching and relearning.
- If a student's recovery is below the original score, the original score should stand in the grade book.


Fulton County Schools
Where Students Come First
Missing Work/Late Work: Absence
STUDENT MISSES WORK DUE TO EXCUSED OR UNEXCUSED ABSENCE
Students will have an equal number of days as they were absent to complete any late/missing work
Full Credit Awarded
After the deadline, teachers may begin deducting points from late/missing work
Maximum 25% Deduction
The student fails to turn in late/missing work
Zero May be Entered


Student scores below a 75 on a major assessment
Student engages in reteaching/relearning
Student recovers assessment, assignment, or task before next major
Recovery grade entered into gradebook should not be higher than a 75%
Original score should be noted in the comment section of the grade book

Progress Report Distribution:

MIDDLE SCHOOLS

Term	Dates	Posting Window Dates	Grades Reports Visible in Portal
4.5 Weeks Progress Report	August 4, 2025 – September 3, 2025	September 3rd – September 9th	September 12th
9 Weeks Progress Report	September 4, 2025 – October 3, 2025	October 3rd – October 9th	October 10th
4.5 Weeks Progress Report	October 6, 2025 – November 12, 2025	November 12th – November 18th	November 21st
Q2 **S1**	November 13, 2025 – December 19, 2025 August 4, 2025 – December 19, 2025	December 15th – January 13th	January 16th
4.5 Weeks Progress Report	January 6, 2026 – February 5, 2026	February 5th – February 11th	February 13th
9 Weeks Progress Report	February 6, 2026 – March 11, 2026	March 11th – March 17th	March 20th
4.5 Weeks Progress Report	March 12, 2026 – April 20, 2026	April 20th – April 24th	April 27th
Q4 **S2**	March 12, 2026 – May May 21, 2026 January 6, 2026 – May 21, 2026	May 11th - May 22nd	May 29th

Materials for Success

• 200-page Composition Book	• Glue Stick
• Earbuds	• 2-Pocket Folder
• Lead Pencils/Colored Pencils	• Scissors

Classroom Expectations:

Camp Creek School will use PRIDE for guiding student behavior and learning. Please review the Fulton County Schools Discipline Policies to gain a better understanding of the behavioral expectations for students. Fulton County's explanation of discipline offenses and possible consequences are listed in the Fulton County Schools Handbook. https://www.fultonschools.org/codeofconduct

- **P-Prepared**
- **R-Respectful**
- **I-Integrity**
- **D-Disciplined**
- **E-Effort**

Standard Class Rules: Be Prompt*Be Prepared*Be Responsible*Be Respectful

- Be in your seat with necessary materials when the bell rings.
- Raise your hand to speak or stand.
- Follow directions the first time they are given.
- Keep cell phones out of sight.
- Keep hands, feet, and objects to yourself.
- No put-downs, teasing, or other inappropriate words.

CAMP CREEK MIDDLE SCHOOL HONOR CODE:

The Camp Creek Middle School Honor Code is always in effect. Cheating will not be tolerated!

Cheating is defined as giving or receiving information in any form that is related to a gradable experience including the use of sources of information other than those specifically approved by the teacher either during or outside of class. Students are required to sign honor pledges as applicable for major tests, projects, and/or papers.

Examples of Cheating include, but are not limited to:

- **Plagiarism –** using words or ideas from a published source without proper documentation; using the work of another student (e.g. copying another student's homework, composition, or project); using excessive editing suggestions of another student, teacher, parent or paid editor.
- **Looking on someone else's paper during a test or quiz.**
- **Cheat sheets of any kind.**
- **Knowingly accepting or giving information concerning the contents of a test or quiz.**
- **Changing the appearance of computer printouts.**
- **Allowing another student to complete USA Test Prep, Study Island, or other web-based activities using your name and login information.**
- **Willingly provide other students with access to their work**
- **Sharing assessment questions after you have taken your test**
- **Submitted work from other students as your own**
- **"Splitting" an assignment or task and turning in the other person's part as your own original work**
- **Excessive parent assistance resulting in a level of quality of work you could not achieve by yourself**
- **Use of cell phone or other device during assessments · deliberately citing sources incorrectly**

Any student found to be in violation of the Honor Code on any assignment will receive a **zero** on the assignment in question with **no opportunity to make up**. Violations may be considered by faculty in making future recommendations. Memberships in honor clubs will be jeopardized.

Student Textbooks

- *Envision Mathematics Georgia 2024 Grade 7, SAVVAS*

Grade Level Mathematics Resources

	Georgia's K-12 Mathematics Standards (2023) This document contains Georgia's 2021 K-12 Mathematics Standards for Grades K – 8. The standards are organized into big ideas, grade level competencies/standards, and learning objectives. The grade level key competencies represent the standard expectation of learning for students in each grade level. The competencies/standards are each followed by more detailed learning objectives that further explain the expectations for learning in the specific grade levels.

	Georgia's K-12 Mathematics Standards: Learning Progressions This document provides a visual progression of mathematics expectations within Georgia's K-12 Mathematics Standards across all grade levels for students, parents, and educators to make connections among key concepts as students move from grade level to grade level.
	Mathematical Practices The Mathematical Practices describe the reasoning behaviors students should develop as they build an understanding of mathematics – the "habits of mind" that help students become mathematical thinkers. There are eight standards, which apply to all grade levels and conceptual categories. These mathematical practices describe how students should engage with the mathematics content for their grade level. Developing these habits of mind builds students' capacity to become mathematical thinkers. These practices can be applied individually or together in mathematics lessons, and no particular order is required. In well-designed lessons, there are often two or more Mathematical Practices present.
	Online Study & Assessment Guides (GMAS) Online Study Guides are available as a tool for students and parents to understand more about the Georgia Milestones assessment and how to prepare students to participate in a Milestones Assessment.
	Understanding Georgia Milestones Achievement Levels The Georgia Milestones Assessment System utilizes four achievement levels to describe student mastery and command of the knowledge and skills outlined in Georgia's content standards. Most students have at least some knowledge of the content described in the content standards; however, achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing.
	2023-2024 Math Assessments This resource contains information as it pertains to testing for the current school year for: reporting Categories (Domains), Achievement Level Descriptors, Item Types, Calculators, and Online Study & Assessment Guides.

	Math Formula Sheets This resource contains the appropriate grade level formula sheet that your student will have access to for their Grade 6, Grade 7, and Grade 8 Georgia Milestones Assessment System (GMAS), as well as the Algebra: Concepts & Connections End of Course Assessment (for 8th grade students receiving high school credit).

Responsible AI Use Encouraged with Teacher Permission

Students are encouraged to use AI tools responsibly in this course with teacher permission to assist with their learning and assignments. AI can serve as an aid to enhance understanding and interaction with course content, within the boundaries of academic integrity. All AI-generated content must be accurately cited, and students are responsible for the correctness of their submissions, including any content derived from AI tools. It is essential to critically evaluate AI outputs to ensure they meet academic standards. Use of generative AI without proper citation is considered a violation of the Fulton County Schools Code of Conduct and may result in disciplinary action.

English Language Learners (ELL)

Upon enrollment at Camp Creek Middle School, students designated as English Language Learners (ELL) are assessed to determine their language proficiency. Based on the assessment results, students and their families are offered two options:

1. Transfer Option: Families may choose to transfer their child to a neighboring Fulton County middle school that offers a comprehensive suite of ELL services.

2. Waiver Option: Families may waive their right to transfer and choose to keep their child at Camp Creek Middle School.

For students who remain at Camp Creek, content-specific accommodations are provided to support their language development. These accommodations include, but are not limited to:

· Clearly stated and written content and language objectives, standards, and essential questions

· Utilization of supplementary materials

· Adaptation of texts, assignments, and assessments to suit all levels of student proficiency

· Preferential seating

· Modeling of activities

· Incorporation of hands-on activities in instruction

· Use of visuals, props, gestures, and technology

· Cooperative grouping

· Lesson pacing appropriate for the student's proficiency level

· Provision of extended time on assessments, tests, and exams

These accommodations are outlined in the Middle School English Learner Strategy and Accommodation Plan. This plan must be signed and dated by the teacher of content instruction and provided on an ongoing basis to ensure consistent support for ELL students.

Inclusion Policy

Camp Creek Middle School celebrates the diversity of all our students and does not discriminate based on factors such as strengths, challenges, age, social status, economic status, language, gender, race, ethnicity, or sexuality. We recognize that learner variability encompasses a dynamic blend of strengths and challenges influenced by evolving histories, circumstances, and contexts. We affirm students' identities and strive to create inclusive learning opportunities that empower every student to pursue their personal goals effectively.

Camp Creek School, aligned with Fulton County Schools' mission to educate every student to be a responsible, productive citizen, offers comprehensive services and adjusts the learning environment to ensure all students can learn alongside their peers. Our staff includes professionals who provide a wide range of services including psychological, physical, health, social, language, enrichment, and specialized support as needed. Counselors and social workers are available to address both routine and emergency needs, while paraprofessionals assist students with physical and intellectual challenges. A dedicated nurse oversees specific medical requirements, further supporting student success at every level.

At Camp Creek Middle School, inclusion is fostered through a culture of collaboration, mutual respect, support, and problem-solving that engages the entire school community. Teachers follow a structured procedure for observing and supporting students with learning difficulties, utilizing a variety of classroom diagnostic tools.

Tier I supports at Camp Creek Middle School consist of general, research-based classroom teaching and learning strategies designed for all students. Students requiring additional learning support may progress to Tier II or Tier III levels of intervention.

At Tier II, students benefit from interventions. These interventions are facilitated by the classroom teacher with support from an MTSS professional.

If teachers suspect deeper issues impacting a student's learning, further observation is conducted and MTSS data is gathered using Fast Bridge, a screener and progress monitoring tool. Based on this data, an individualized plan is developed for the student, and the school initiates a series of meetings with the MTSS Team.

Throughout this process, parents are actively involved, ensuring collaboration and comprehensive support for student success.

Federal guidelines mandate that all efforts be directed towards accommodating students with learning disabilities at Camp Creek Middle School. Teachers undergo training to effectively accommodate learners through differentiated

instruction and assessment strategies. They incorporate inquiry-based and problem-solving activities within their units to foster engagement among all students. Utilizing technology and collaboration as needed, teachers address diverse learning needs within the classroom environment.

Furthermore, teachers implement the gradual release model of teaching, aiming to empower students to take increasing responsibility for their own education. Additionally, all teachers are proficient in the Approaches to Learning skills and integrate these skills into their unit plans to enhance student development and success.

At Camp Creek Middle School, students are encouraged to receive instruction in the least restrictive environments possible. Special education teachers provide support and co-teaching within regular classrooms to ensure students with special needs and language learners stay on track with their learning.

In cases where self-contained classes are deemed beneficial for student outcomes, Camp Creek Middle School provides highly qualified teachers and specially designed classrooms.

In self-contained environments, paraprofessionals accompany students to electives, physical education, and fine arts classes. This inclusive approach supports students in thriving within the school environment.

Parents and qualified coordinators play active roles in monitoring school activities and tracking student progress, ensuring comprehensive support and oversight.

Individual Education Plans (IEPs) are developed and implemented for students requiring specialized support. Students with significant cognitive or physical disabilities receive consideration for grade promotion to ensure fair assessment of their progress.

Teachers and coordinators receive each student's accommodations, which are documented and signed off to ensure clarity and adherence to these accommodations throughout their educational experience. This approach supports effective teaching and learning environments tailored to meet diverse student needs.

Accommodations requested may include extended testing time, small-group testing, larger font on paper exams, and the use of a scribe during exams, among others.

Assessment Policy

Assessments at Camp Creek Middle School serve multiple purposes, including evaluating the effectiveness of teaching and learning, aiding in instructional planning, enhancing teaching practices, monitoring student achievement, and determining proficiency levels.

At the beginning of each course, teachers use diagnostic tools to identify student needs. These assessments come in various forms, such as common pre-assessments, student interest inventories, writing samples, and summer assignments. Unit tests further guide instructional planning throughout the year, helping teachers meet both individual and group goals. Professional Learning Communities (PLCs) review these assessment results during their planning meetings.

As teachers implement their units of study, they employ a variety of formative assessments. These include observations, worksheets, interviews, portfolios, self and peer evaluations, demonstrations, checklists, essays, rubrics, reflections, and more. These assessments help students and teachers track progress. PLCs collaboratively plan these formative assessments, considering the need for reteaching, reinforcement, and reassessment. Classes are designed to accommodate differentiated instruction, with special education teachers providing assistance when

necessary. Assessment methods can be adjusted as needed, with remediation provided through small group instruction and weekly tutorials.

Formative and summative assessment results are entered into Infinite Campus, allowing parents and students to monitor progress toward mastery. Fulton County Schools calculates overall grades using a formula that weighs various project grades and assessments. After data analysis in PLCs, teachers plan for reteaching and reassessing. Summative task scores are recorded and shared with students and parents via Infinite Campus. At the end of the course, whether it is a semester or year-long, a summative assessment is conducted. If student achievement has improved over the course, the final grade reflects the student's best performance toward the course objectives.

Students with Accommodations

Students who require accommodations receive support during assessments. A Multitiered Support System (MTSS) team convenes to assess individual student needs and develops an assessment plan applicable to some or all of the student's courses. For students receiving special education services, the Special Education Case Manager or Department Chair ensures that subject area teachers are informed of and implement these assessment plans at the beginning of each school year.

As a public school, some courses offered require state-mandated End of Grade or End of Course exams. These exams carry weight in each student's total average score. Students needing access arrangements receive appropriate support during these tests. Exam scores are recorded in the student information system, enabling teachers to reflect on improvements for future students and better understand individual student needs.

Academic Integrity Policy

Camp Middle School recognizes that academic integrity forms the cornerstone of academic excellence and student success. Every student and employee is entrusted with the responsibility to demonstrate honesty, trust, fairness, respect, and responsibility in all academic endeavors. These values are fundamental to fostering a positive learning environment throughout the school.

Violation of Policy

Any student behavior that disrupts education, the pursuit of knowledge, or the fair evaluation of student performance is deemed an academic integrity violation. Fulton County Schools uphold academic honesty as a cornerstone of their educational mission.

The consequences for academic misconduct vary and may include, at the discretion of the Head of School or their designee, repeating the assignment or a similar task, receiving a reduced grade or a zero on the test or assignment, or other appropriate consequences determined by the Head of School.

Extracurricular consequences of academic misconduct may encompass exclusion from activities such as extracurricular activities, interscholastic competitions, honor societies, and clubs. Additional repercussions could involve ineligibility for school offices or honors, as determined by the Head of School.

Terminology

Academic integrity violations are categorized into three main categories: Plagiarism, Cheating, and Facilitating Academic Dishonesty.

Plagiarism is the intentional use of another person's words, ideas, computer data programs, and/or graphics without proper acknowledgment, presenting them as one's own in any academic exercise. It also includes the unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as if they were one's own. This act can mislead the reader into believing that the student has created or conceived something that was actually borrowed from someone else.

Cheating is defined as giving, receiving, or using unauthorized assistance, information, or study aids in academic work, or attempting to do so. It also includes preventing or attempting to prevent another person from using authorized assistance, information, or study aids. Additionally, any intentional actions taken to gain an unfair or undue advantage over others are considered cheating. This definition encompasses the use of technologies such as artificial intelligence (AI), including platforms like ChatGPT, among others.

Facilitating Academic Dishonesty or Malpractice involves intentionally aiding or attempting to aid another student in violating any provision of this Code. This includes actions such as providing a copy of one's work to another student who then submits it as their own.

Summary

At Camp Middle School, we uphold high expectations for our students to embody principles of integrity and honesty, especially in their academic pursuits. Academic honesty is essential for fair and respectful learning environments. Any student, staff member, or administrator can report suspected honor violations, and students are encouraged to self-report any breaches of the honor code. Camp Middle School's Academic Integrity Policy is detailed in the student handbook to ensure clarity and adherence to these standards.