

## Section 7 – Scale, Perimeter, and Area

This book belongs to: \_\_\_\_\_ Block: \_\_\_\_\_

Section	Due Date	Questions I Find Difficult	Marked	Corrections Made and Understood

### Self-Assessment Rubric

Category	Sub-Category	Description	
Expert	6	Work meets the objectives; is clear, error free, and demonstrates a mastery of the Learning Targets	“You could teach this!”
	5	Work meets the objectives; is clear, with some minor errors, and demonstrates a clear understanding of the Learning Targets	“Almost Perfect, one little error.”
Apprentice	4	Work almost meets the objectives; contains errors, and demonstrates sound reasoning and thought concerning the Learning Targets	“Good understanding with a few errors.”
	3	Work is in progress; contains errors, and demonstrates a partial understanding of the Learning Targets	“You are on the right track, but key concepts are missing.”
Novice	2	Work does not meet the objectives; frequent errors, and minimal understanding of the Learning Targets is demonstrated	“You have achieved the bare minimum to meet the learning outcome.”
	1	Work does not meet the objectives; there is no or minimal effort, and no understanding of the Learning Targets	“Learning Outcomes not met at this time.”

### Learning Targets and Self-Evaluation

Learning Target	Description	Mark
7 – 1	<ul style="list-style-type: none"> <li>• Understand and apply area and perimeter formulas</li> <li>• Understand the concept of scale items</li> </ul>	
7 – 2	<ul style="list-style-type: none"> <li>• Using the formulas to calculate area and perimeter</li> <li>• Drawing items to different scale ratios</li> <li>•</li> </ul>	

## Competency Self-Evaluation

A valuable aspect to the learning process involves self-reflection and efficacy. Research has shown that authentic self-reflection helps improve performance and effort, and can have a direct impact on the growth mindset of the individual. In order to grow and be a life-long learner we need to develop the capacity to monitor, evaluate, and know what and where we need to focus on improvement. Read the following list of Core Competency Outcomes and reflect on your behaviour, attitude, effort, and actions throughout this unit.

Rank yourself with a check mark: E (Excellent), G (Good), S (Satisfactory), N (Needs Improvement)

		E	G	S	N
<b>Personal Responsibility</b>	• I <b>listen</b> during instruction period and come to class ready to ask questions				
	• I am <b>fully prepared</b> for the class, with all the required supplies				
	• I am <b>fully prepared</b> for Quizzes				
	• I <b>follow</b> instructions and <b>assist</b> peers				
	• I am <b>on task</b> during work blocks				
	• I <b>complete</b> assignments <b>on time</b>				
<b>Self-Regulation</b>	• I keep track of my <b>Learning Targets</b>				
	• I take <b>ownership</b> over my goals, learning, and behaviour				
	• I can <b>solve problems</b> myself and know when to ask for help				
	• I can <b>persevere</b> in challenging tasks				
	• I <b>take responsibility</b> to be actively engaged in the lesson and discussions				
	• I only use my phone for school tasks				
<b>Classroom Responsibility and Communication</b>	• I am <b>focused</b> on the discussion and lessons				
	• I <b>ask questions</b> during the lesson and class				
	• I give <b>my best effort</b> and <b>encourage</b> others to work well				
	• I am polite and communicate questions and concerns with my peers and teacher				
<b>Collaborative Actions</b>	• I can <b>work with others</b> to achieve a common goal				
	• I make <b>contributions</b> to my group				
	• I am <b>kind</b> to others, can work collaboratively and <b>build relationships</b> with my peers				
	• I can <b>identify</b> when others need support and provide it				
<b>Communication Skills</b>	• I present informative <b>clearly</b> , in an organized way				
	• I <b>ask and respond</b> to simple direct questions				
	• I am an <b>active listener</b> , I support and encourage the speaker				
	• I <b>recognize</b> that there are different points of view and can disagree respectfully				
	<b>Overall</b>				
<b>Goal for next Unit</b> – refer to the above criteria. <b>Please select</b> (underline/highlight) <b>two areas</b> you want to focus on					

### Pre-Unit Questions

1. Where have you seen area and perimeter before?

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2. When would you need to use scale, ratios, and enlargement?

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3. What skills do I have going into this unit?

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3. What is your learning goal this unit?

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4. How do you plan on accomplishing your learning goals this unit?

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Try every question in this booklet. Show your steps (thinking process) and keep trying until you get the right answer. If you are struggling and would like additional support, ask!



			
			