SAN LEANDRO UNIFIED SCHOOL DISTRICT

SECTION A. COURSE DESCRIPTION COVER PAGE

1. Course Title: **Common Core Math 8**	6. Prerequisites: **8th grade student 7th grade student who meets the acceleration criteria**
2. Action: _☒_ **New Course** ___ Course Revision ___ Title Change Only	7. Grade Level: **8/7**
3. Transcript Title/Abbreviation:	8. Elective/Required: **Required**
4. Transcript Course Code/Course Number:	9. Subject Area: **Mathematics**
5. CBEDS Code:	10. Department: **Mathematics**
11. Length /Credits: ___ 0.5 (half year or semester equivalent) _☒_ **1.0 (one year equivalent)** ___ 2.0 (two year equivalent)	
12. Was this course previously approved by UC? ___ Yes ___ No If so, year removed from list: _____	
13. Meets the "_____" requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: Jeffrey Lauritz Title/Position: Teacher/Dept Chair Phone: 510 618-4380 x3622 Fax: 510 895-4113 E-Mail: jlauritz@slusd.us	
16. Signatures: Department Chair: _____ Site Leadership Chair/Site Curriculum Committee Chair: _____ Principal: _____ Other: _____	
16. Date Approved by Board of Education:	

SECTION B. COURSE CONTENT

17. Course Description:
    The Math 8 course is focused on three areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying Pythagorean Theorem.

18. Course Goals and/or Major Student Outcomes:
    - Know that there area numbers that are not rational, and approximate them by rational numbers.
    - Work with radicals and integer exponents.
    - Understand the connections between proportional relationships, lines and linear equations.
    - Analyze and solve linear equations and pairs of simultaneous linear equations.
    - Define, evaluate, and compare functions.
    - Use functions to model relationships between quantities.
    - Understand congruence and similarity using physical models, transparencies, or geometry software.
    - Understand and apply the Pythagorean Theorem.
    - Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
    - Investigate patterns of association in bivariate data.

19. Course Objectives (standards):
    See Course Curriculum Guide

20. Course Outline:
    See Course Curriculum Guide

21. Instructional Materials:
    Board approved required text: **McDougal Littell Algebra 1 and ancillary textbook materials**

    Supplementary materials: **Math manipulatives and other materials noted in the course curriculum guide.**

22. Instructional Methods and/or Strategies

    Teacher Instruction

    - Concrete-Representational-Abstract Sequence of Instruction

- Building Meaningful Student Connections
- Teach Concepts/Skills Within Authentic Context
- Explicit Teacher Modeling
    - concrete level
    - representational level
    - abstract level
- Teaching Metacognitive Strategies
- Scaffolding Instruction
- Teach Using Big Ideas
- Presenting and Comparing Multiple Solutions/Methods
- Teach Using Culturally Responsive Practices

Student Practice

- Structured Language Experiences
- Instructional Games
- Self-correcting Materials
- Structured Cooperative Learning Groups
- Structured Peer Tutoring
- Planned Discovery Activities

23. Assessment and Evaluation

    Classroom assessment and evaluation should be both informal and formal. In both cases it is important that students know what knowledge and skills are being assessed and feedback should be provided to students after assessment to enhance the learning experience. Students use that feedback to reflect on successes and next-step actions based on areas of weakness. Informal assessment builds towards formal assessment and teachers should not only focus on the formal assessment.

24. Grading Policy

    50% – 70% Assessments (independently completed quizzes and tests)
    20% – 50% Classwork (presentations, problems, projects)
    0% – 10% Homework