SAN LEANDRO UNIFIED SCHOOL DISTRICT

SECTION A. COURSE DESCRIPTION COVER PAGE

1. Course Title: **Common Core Math 7**	6. Prerequisites: 7th **grade student**
2. Action: _☒_ **New Course** ___ Course Revision ___ Title Change Only	7. Grade Level: 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 7 course is focused on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

18. Course Goals and/or Major Student Outcomes:
    - Analyze proportional relationships and use them to solve real-world and mathematical problems.
    - Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
    - Use properties of operations to generate equivalent expressions.
    - Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
    - Draw, construct and describe geometrical figures and describe the relationships between them.
    - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
    - Use random sampling to draw inferences about a population.
    - Draw informal comparative inferences about two populations.
    - Investigate chance processes and develop, use, and evaluate probability models.

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

20. Course Outline:
    See Course Curriculum Guide

21. Instructional Materials:
    Board approved required text**: Holt Math Course 2 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

    40% – 70% Assessments (independently completed quizzes and tests)
    20% – 50% Classwork (presentations, problems, projects)
    0% – 10% Homework