AGENDA ITEM: Changes to Support Secondary Math Transition to Common Core and Meeting the Three-Year Math Requirement

Prepared by: John Bohannon, Director

☐ Consent

Board Date January 21, 2015

☐ Information Only

☒ Discussion/Action

Background Information

In June 2013, the CUSD Board approved increasing the high school graduation Math requirement to three years.

In May 2013, the CUSD Board approved the adoption of College Prep Mathematics (CPM) Course 2 for Math B (7th grade California Common Core Math Standards). This started the process of transforming curriculum in CUSD secondary schools to match the California Common Core State Standards.

In March 2014, the CUSD Board approved the switch to Integrated Math classes and that Integrated Math I would meet the Algebra I high school graduation requirement. Math C (Common Core Math 8) was also approved as the official 8th grade math course. In addition, textbook adoptions of College Prep Mathematics was approved for Math C and Integrated Math I.

The secondary math teachers have been collaborating and meeting to work on building the Integrated Math Pathway, supporting students in meeting the three-year Math requirement and accelerating advanced students in the Integrated Pathway.

Actions Needed:

1. Approval of New Integrated Math I/II Accelerated Course for advanced students at the 9th grade level.
2. Approval of New Math B/C Accelerated Course for advanced 7th grade students.
3. Approval of New Integrated Math Essentials Course to support three-year math requirement, and
4. Approval of New CPM Core Connections Integrated II Textbook for Integrated Math II course,
5. Approval of New Discovering Geometry: An Investigative Approach 4th Edition for Integrated Math Essentials Textbook.

Educational Implications

The CPM curriculum was preferred because of the investigative process that students are asked to use and the need to apply mathematics to solve problems. These are two key components that meet the expectations of the CCSSM and the Standards for Mathematical Practice. This curriculum focuses on understanding the process of mathematics and not just providing a right or wrong answer as well as the appropriate mathematical literacy to explain one's thinking.

These accelerated courses allow students who were not accelerated in junior high during the transition to Common Core a place to accelerated in high school to get to AP Calculus course and future junior high students a place to accelerate in junior high.

The Integrated Math Essentials course allows students a place to move up from Integrated Math I if they are not quite ready for the rigor of Integrated Math II.

Fiscal Implications

The Estimated costs are about between $200,000 and $250,000.

Chico Unified School District
Administrative Offices
1163 E. Seventh Street
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NEW COURSE PROPOSAL OUTLINE

Course Title: Integrated Math 1/Integrated Math 2 (IM1/IM2)
Grade Level: Grade 9-12
Required/Elective: required
Length/Credits: 1 year, 10 credits
Prerequisites: Successful completion of Math C and teacher recommendation
Course Number: (To be completed by District)

I. Course Rationale and Description:

The implementation of common core curriculum at the junior highs has created a situation where current 8th grade students have not been able to accelerate in math as was done in the past at that level. It is no longer feasible to just skip a course in the 7th or 8th grade because standards are not repetitive as they were in previous years. We are proposing an accelerated one-year course for the 2015/2016 9th graders that compacts standards from our regular Integrated Math 1 and Integrated Math 2 courses. Successful completion of IM1/IM2 would enable students to move on to Integrated Math 3 in 10th grade, Trig/Pre-Calculus in 11th grade, and AP Calculus in 12th grade.

Several math teachers were given a release day in November so they could look closely at all of the standards and determine the best way to compact two years of material into a one-year course. Math C teachers at the junior high agreed to make modifications to their current 8th grade curriculum so they could incorporate Ch.2, 6, and 9 from Integrated Math 1. This will decrease the number of instructional days needed for IM1/IM2 and prepare students that choose to take IM1/IM2 in the fall. Given the nature of our accelerated students, we scaled back the number of days recommended for covering topics in the regular IM1 and IM2 courses. The result was a pacing guide that allows for IM1 to be covered in the fall semester and IM2 to be covered in the spring semester.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:
Integrated Math 1 (approved March 2014)
Integrated Math 2 (requesting approval for purchase)

Supplemental Materials: ebooks (license is included with textbooks listed above)

III. Course Outline/Standards/ Instructional Methods/Assessments:
Prepare a course outline that indicates the following: 1) name of unit; 2) time allocated for the unit; 3) standards addressed in each unit (please use Content Standards Framework numbering system and write out each standard); 4) Instructional strategies used in each unit; 5) Assessments utilized. (Use additional pages as needed.)

Unit Name	Standards Addressed	Time	Instructional Strategies	Assessments
			Discussion Writing Lectures Facilitating group work Student collaboration Daily Assignments Ebook tools and links Use of technology Collecting data	Daily feedback on homework Self assessment Formative assessments Group work Individual quizzes Unit tests

Please see attachment for unit name, correlation of standards, and time.

Standards for Mathematical Practice are embedded throughout the course
1) Make sense of problems and persevere in solving them
2) Reason abstractly and quantitatively
3) Construct viable arguments and critique the reasoning of others
4) Model with mathematics
5) Use appropriate tools strategically
6) Attend to precision
7) Look for and make use of structure
8) Look for and express regularity in repeated reasoning

IV. Instructional Methods: Please indicate instructional methods to be used for special needs students, including Special Education, English Language Learners, and Honors.

This is an accelerated course that will be challenging for our honors students. Skills such as articulating knowledge (verbally and in written form) and attending to precision will be emphasized as we incorporate the eight mathematical practices into this common core curriculum.

Instructional methods that may be used are drawing on previous knowledge, differentiated instruction, online support, building and expanding key math and academic vocabulary, connecting the curriculum across other subject areas, providing individual guidance and support to fill in gaps.

Modifications may be made for assignments and assessments that include extra review time and extended time for taking tests if a student has an IEP or 504 plan. However, if the pacing of this one-year course is not be suitable for such a student then they may take Integrated Math 1 and Integrated Math 2 over a two year period instead.

V. Grading Policy:

Grades will be based on student mastery of course material as determined by class participation, homework completion, group participation, project completion, and assessment scores.

Overall Grade breakdown
90 – 100 A
80 – 89 B
70 – 79 C
60 – 69 D
0 – 59 F

Aligned with State Frameworks: (X) Yes ( ) No

CSU/UC Requirement: (X) Yes ( ) No

Sites offered: CHS, PVHS, Inspire

Ed Services Approval Date:

Board Approval Date:

Proposed Math Pathway

High school acceleration for 9th graders in 15/16→

Jr High acceleration option for 8th graders→ in 2015/2016

Jr High acceleration option for 7th graders → in 15/16 and beyond

General pathways for non-accelerated students 2015/2016 and beyond

Possible pathways for IME (Integrated Math Essentials)

3rd year math option 2015/2016 and beyond

7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
Math B	Math C slightly modified	**IM1/IM2**	IM3	Trig/Precalculus	AP Calculus or AP Stats
Math B	**IM1** some modifications	IM2	IM3	Trig/Precalculus	AP Calculus or AP Stats
Math B/C	IM1	IM2	IM3	Trig/Precalculus	AP Calculus or AP Stats
Math B	Math C	IM1	IM2	IM3	Trig/Precalculus or AP Stats
Math A	**Math B/C**	IM1	IM2	IM3	Trig/Precalculus or AP Stats
Math A	Math B	Math C	IM1	IM2	IM3
Math A	Math B	Math C	IM1	**IM-E** (integrated math essentials)	IM2
Math B	Math C	IM1	**IM-E**	IM2	IM3
Math A	Math B	Math C	IM1	IM2	**IM-E**

1st Semester

Correlation of Appendix A: Integrated Pathway of the CCSS to CPM *Core Connections Integrated 1*

The following Teacher Guides identify the *CCSS* standard for each of the lessons in CPM *Core Connections Integrated 1*.

The standards continue to be implemented, applied, and practiced throughout subsequent lessons.

Chapter 1 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
1.1	1.1.1	Solving Puzzles in Teams	F-IF.1, F-IF.2
	1.1.2	Investigating the Growth of Patterns	F-IF.7a, F-IF.7e
	1.1.3	Multiple Representations of Functions	A-REI.10, F-IF.4, F-IF.7a
1.2	1.2.1	Function Machines	F-IF.1, F-IF.2
	1.2.2	Functions	F-IF.1, F-IF.2, F-IF.5
	1.2.3	Domain and Range	F-IF.1, F-IF.2, F-IF.5
1.3	1.3.1	Rewriting Expressions with Exponents	CCSS *"Skills to Maintain"*
	1.3.2	Zero and Negative Exponents	CCSS *"Skills to Maintain"*

2

3

5 days Ch. 1 Functions

Chapter 2 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
Appendix (optional)		Representing Expressions	
2.1	2.1.1	Seeing Growth in Linear Representations	F-IF.7a, F-LE.1a, F-LE.2, F-LE.5
	2.1.2	Slope	F-IF.6, F-IF.7a, F-LE.1a, F-LE.2, F-LE.5
	2.1.3	Comparing Δy and Δx	F-IF.4, F-IF.6, F-IF.7a, F-LE.1a, F-LE.2, F-LE.5
	2.1.4	$y = mx + b$ and More on Slope	A-SSE.1a, A-SSE.1b, A-REI.10, F-IF.4, F-IF.6, F-IF.7a, F-BF.1a, F-LE.1a, F-LE.2, F-LE.5
2.2	~~2.2.1~~	Slope as Motion	A-CED.2, F-IF.4, F-IF.7a, F-BF.1a, F-LE.1b, F-LE.2, F-LE.5
	2.2.2	Rate of Change	N-Q.1, N-Q.2, A-CED.2, F-IF.4, F-IF.6, F-IF.7a, F-IF.9, F-BF.1a, F-LE.1b, F-LE.2, F-LE.5
	2.2.3	Equations of Lines in Situations	N-Q.2, A-CED.2, F-IF.4, F-IF.7a, F-BF.1a, F-LE.1b, F-LE.2, F-LE.5
	2.2.4	Dimensional Analysis	N-Q.1, N-Q.2, F-IF.6, F-BF.1a, F-LE.1b
2.3	2.3.1	Finding an Equation Given a Slope and a Point	N-Q.2, A-CED.2, F-IF.4, F-IF.6, F-IF.7a, F-BF.1a, F-LE.2, F-LE.5
	2.3.2	Finding the Equation of a Line Through Two Points	A-REI.10, F-IF.7a, F-BF.1a, F-LE.2, F.LE.5
	~~2.3.3 (optional)~~	Finding $y = mx + b$ from Graphs and Tables	

already in C

1

review

-3 assessments

10 days Ch. 2 Linear Functions

Chapter 3 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
3.1	3.1.3	Spatial Visualization and Reflections	G-CO.2, G-CO.4, G-CO.6
	3.1.2	Rotations and Translations	G-CO.2, G-CO.4, G-CO.5, G-CO.6
	3.1.3	Slopes of Parallel and Perpendicular Lines	G-CO.2, G-CO.4, G-CO.5, G-CO.6, G-GPE.5
	3.1.4	Defining Rigid Transformations	G-CO.2, G-CO.4, G-CO.5, G-CO.6
	3.1.5	Using Transformations to Create Polygons	G-CO.2, G-CO.3, G-CO.4, G-CO.5, G-CO.6
	3.1.6	Symmetry	G-CO.2, G-CO.3, G-CO.4, G-CO.5, G-CO.6
3.2	~~3.2.1~~	Modeling Area and Perimeter with Algebra Tiles done	preparation for 3.2.2 and 3.2.3
	3.2.2	Exploring an Area Model	preparation for 3.3.1 through 3.3.3
	3.2.3	Multiplying Polynomials and the Distributive Property	preparation for 3.3.1 through 3.3.3
3.3	3.3.1	Multiple Methods for Solving Equations	A-SSE.1b, A-REI.1
	3.3.2	Fraction Busters	A-REI.1, A-REI.3
	3.3.3	Solving Exponential and Complex Equations	A-CED.4, A-REI.1, A-REI.3

3

3

+2 rvw
+ assess

8 days Ch. 3 Transformations + Solving

Chapter 4 Teacher Guide

Section	Lesson	Lesson Title	CCSS Standards
4.1	4.1.1	Line of Best Fit	N-Q.1, F-IF.5, F-IF.7, S-ID.6a, S-ID.6c, S-ID.7
	4.1.2	Residuals	N-Q.1, F-IF.5, F-IF.7, S-ID.6a, S-ID.6c
	4.1.3	Upper and Lower Bounds	N-Q.1, N-Q.3, F-IF.5, F-IF.7, S-ID.6a, S-ID.6c
	4.1.4	Least Squares Regression Line	N-Q.1, F-IF.5, F-IF.7, S-ID.6a, S-ID.6c
4.2	4.2.1	Residual Plots	N-Q.1, S-ID.6a, S-ID.6b
	4.2.2	Correlation	N-Q.1, S-ID.6a, S-ID.8
	4.2.3	Association is Not Causation	N-Q.1, S-ID.6a, S-ID.9
	4.2.4	Interpreting Correlation in Context	N-Q.1, S-ID.6a, S-ID.8

Quiz

5 days Modeling Two-Variable Data

Chapter 5 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
5.1	5.1.1	Representing Exponential Growth	N-Q.2, F-LE.1c
	5.1.2	Rebound Ratios	F-IF.7e, F-LE.1c
	5.1.3	The Bouncing Ball and Exponential Decay	F-IF.7e, F-LE.1c
5.2	5.2.1	Generating and Investigating Sequences	F-BF.2, F-LE.2
	5.2.2	Generalizing Arithmetic Sequences	F-IF.3, F-BF.2, F-LE.2
	5.2.3	Recursive Sequences	F-IF.3, F-BF.2, F-LE.2
5.3	5.3.1	Patterns of Growth in Tables and Graphs	F-IF.6, F-LE.1a, F-LE.3
	5.3.2	Using Multipliers to Solve Problems	F-IF.6, F-LE.1c, F-LE.2
	5.3.3	Comparing Sequences to Functions	F-IF.3

11

x3 rvw & assess

14 days Sequences Ch.5

Chapter 6 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
6.1	6.1.1	Working With Multi-Variable Equations	A-SSE.1a, A-SSE.1b, A-CED.1, A-CED.3, A-CED.4, A-REI.1, A-REI.3
	6.1.2	Solving Multi-Variable Equations	N-Q.2, A-SSE.1a, A-CED.1, A-CED.2, A-CED.3, A-REI.3, F-BF.1a
	6.1.3	Solving Word Problems by Writing Equations	N-Q.2, A-SSE.1b, A-CED.1, A-CED.3, F-BF.1a, F-LE.1b
	6.1.4	Using Different Representations to Solve	N-Q.2, A-SSE.1b, A-CED.1, A-CED.3, F-LE.1b
6.2	6.2.1	Solving Systems of Equations Using Equal Values Method	N-Q.2, A-REI.6, A-SSE.1b, A-CED.1, A-CED.3, F-LE.1b
	6.2.2	Solving Systems of Equations Using Substitution	A-CED.3, A-REI.6
	6.2.3	Making Connections: Systems, and Multiple Representations	N-Q.2, A-CED.3, A-REI.5, A-REI.6, A-REI.10
6.3	6.3.1	Solving Systems Using Elimination	A-CED.3, A-REI.5, A-REI.6
	6.3.2	More Elimination	A-CED.3, A-REI.5, A-REI.6
	6.3.3	Making Connections: Systems, Solutions, and Graphs	N-Q.2, A-CED.3, A-REI.5, A-REI.6, A-REI.10
6.4	6.4.1	Choosing a Strategy for Solving Systems	A-CED.3, A-REI.5, A-REI.6
	6.4.2	Putting it all Together	N-Q.1, A-CED.2, A-CED.3, F-BF.1a

This unit will be taught in Math C.

0 days Ch. 6 Systems of Equations

Chapter 7 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
7.1	7.1.1	Working with Corresponding Sides and Angles	G-CO.5, G-CO.6, G-CO.7, G-CO.8
	7.1.2	Conditions for Triangle Congruence	G-CO.1, G-CO.6, G-CO.7, G-CO.8
	7.1.3	Creating a Flowchart	G-CO.6
	7.1.4	Determining Congruent Triangles Using Flowcharts	G-CO.5, G-CO.6
	7.1.5	More Conditions for Triangle Congruence	G-CO.5, G-CO.6, G-CO.8
	7.1.6	Congruence of Triangles Through Rigid Transformations	G-CO.5, G-CO.6, G-CO.8
	7.1.7	More Congruence Flowcharts	G-CO.1, G-CO.6, G-CO.7, G-CO.8
7.2	7.2.1	Studying Quadrilaterals on a Coordinate Grid	G-GPE.4, G-GPE.5
	7.2.2	Coordinate Geometry and Midpoints	G-GPE.4, G-GPE.5
	7.2.3	Identifying Quadrilaterals on a Coordinate Grid	G-GPE.4, G-GPE.5

3

3

2

8 + 3 new + assess

11 days Ch. 7 Congruence + Coordinate Geometry

Chapter 8 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
8.1	8.1.1	Investigating $y = b^x$	F-BF.1a, F-IF.4, F-IF.7e
	8.1.2	Multiple Representations of Exponential Functions	A-CED.1, A-CED.2, F-IF.6, F-BF.1a, F-IF.7e, F-LE.1a, F-LE.1c, F-LE.2, F-LE.5
	8.1.3	More Applications of Exponential Growth	A-CED.1, A-CED.2, F-BF.1a, F-IF.6, F-IF.7e, F-LE.1a, F-LE.1c, F-LE.2, F-LE.5
	8.1.4	Exponential Decay	A-CED.1, A-CED.2, F-BF.1a, F-IF.7e, F-LE.1c, F-LE.2, F-LE.5
	8.1.5	Graph to Equation	A-CED.1, A-CED.2, F-BF.1a, F-IF.4, F-IF.5, F-IF.7e, F-LE.1c, F-LE.2, F-LE.5
	8.1.6	Completing the Multiple Representations Web	N-Q.1, N-Q.2, A-CED.1, A-CED.2, F-BF.1a, F-IF.4, F-IF.5, F-IF.7e, F-IF.9, F-LE.1c, F-LE.2, F-LE.5
8.2	8.2.1	Curve Fitting	A-REI.10, F-IF.5, F-IF.7e, F-LE.2
	8.2.2	Curved Best-Fit Models	N-Q.1, S-ID.6a
	8.2.3	Solving a System of Exponential Functions Graphically	N-Q.2, F-IF.7e, F-LE.1c, F-LE.2

8

+3 rvw
+ assess

11 days Ch. 8 Exponential Functions

Chapter 9 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
9.1	9.1.1	Solving Linear, One-Variable Inequalities	A-CED.1, A-REI.3
	9.1.2	More Solving Inequalities	N-Q.2, A-CED.1, A-REI.3
	9.1.3	Absolute Value and Inequalities	A-REI.1, A-REI.3, (A-REI.3.1)
9.2	9.2.1	Graphing Two-Variable Inequalities	A-CED.3, A-REI.10, A-REI.12
	9.2.2	Graphing Linear and Non-Linear Inequalities	N-Q.2, A-CED.3, A-REI.12
9.3	9.3.1	Systems of Inequalities	A-REI.12
	9.3.2	More Systems of Inequalities	N-Q.2, A-CED.3, A-REI.12
	9.3.3	Applying Inequalities to Solve Problems	N-Q.2, A-CED.3, A-REI.12

This unit will be taught in Math C.

0 days

Ch. 9 Inequalities

Chapter 10 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
10.1	10.1.1	Association in Two-Way Tables	S-ID.5
	10.1.2	Investigating Data Representation	S-ID.1, S-ID.3
	10.1.3	Comparing Data	S-ID.1, S-ID.2, S-ID.3
	10.1.4	Standard Deviation	S-ID.1, S-ID.2, S-ID.3
10.2	10.2.1	Transforming Functions	F-IF.1, F-IF.7a, F-BF.3
	10.2.2	Arithmetic Operations with Functions	F-IF.7a, F-BF.1b, F-BF.3
	10.2.3	Proving Linear and Exponential Growth Patterns	F-IF.7a, F-LE.1a

10 days
+3 review for final exam

13 days Ch. 10 Functions + Data

2nd Semester

Correlation of Appendix A: Integrated Pathway of the CCSS to CPM *Core Connections Integrated II*

The following Teacher Guides identify the *CCSS* standard for each of the lessons in CPM *Core Connections Integrated II*.

The standards continue to be implemented, applied, and practiced throughout subsequent lessons.

Chapter 1 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
1.1	1.1.1	Making Predictions and Investigating Results	
	1.1.2	Perimeters and Areas of Enlarging Tile Patterns	F-BF.1a
	1.1.3	Perimeters and Areas of Algebra Tiles	A.SSE.3a, A-APR.1
	1.1.4	Describing a Graph	F-IF.4, F-IF.5
1.2	1.2.1	Attributes and Characteristics of Polygons	
	1.2.2	More Characteristics of Polygons	
1.3	1.3.1	Vertical Angles and Angles Formed by Transversals	G-CO.9
	1.3.2	More Angles Formed by Transversals	G-CO.9
	1.3.3	Angles and Sides in a Triangle	G-CO.9, G-CO.10, G-GMD.6
1.4	1.4.1	Triangle Congruence Theorems	G-SRT.2, G-SRT.5
	1.4.2	Flowcharts for Congruence	G-CO.10, G-SRT.5
	1.4.3	Proof by Contradiction and Converses	G-CO.9, G-CO.10, G-SRT.5

review of concepts learned in 1st semester. (not necessary)

0 days

Ch. 1 Reasoning, Angles, & Shapes

Chapter 2 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
2.1	2.1.1	Dilations	G-SRT.1a
	2.1.2	Similarity	G-SRT.1a, G-SRT.1b, G-SRT.2
	2.1.3	Using Ratios of Similarity	G-SRT.1b, G-SRT.2, G-SRT.5
2.2	2.2.1	Conditions for Triangle Similarity	G-SRT.2, G-SRT.3, G-SRT.5
	2.2.2	More Conditions for Triangle Similarity	G-SRT.2, G-SRT.5
	2.2.3	Determining Similar Triangles	G-SRT.5
	2.2.4	Applying Similarity	G-SRT.5
2.3	2.3.1	Constant Ratios in Right Triangles	G-SRT.6, G-SRT.8
	2.3.2	Connecting Slope Ratios to Specific Angles	G-SRT.6, G-SRT.8
	2.3.3	Expanding the Trig Table	G-SRT.6, G-SRT.8
	2.3.4	The Tangent Ratio	G-SRT.6, G-SRT.8
	2.3.5	Applying the Tangent Ratio	G-SRT.6

10 + 3rw + assess

13 days Ch. 2 Similarity + Right Triangles

Chapter 3 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
3.1	3.1.1	Using an Area Model	S-CP.1
	3.1.2	Using a Tree Diagram	S-CP.1
	3.1.3	Probability Models	S-CP.1
	3.1.4	Unions, Intersections, and Complements	S-CP.1, S-CP.7
	3.1.5	Expected Value	S-MD.6
3.2	3.2.1	Sine and Cosine Ratios	G-SRT.6, G-SRT.8
	3.2.2	Selecting a Trig Tool	G-SRT.6, G-SRT.7, G-SRT.8
	3.2.3	Inverse Trigonometry	G-SRT.6, G-SRT.8
	3.2.4	Trigonometric Applications	G-SRT.8

5 includes Quiz

3.2 & 4.1

Section 3.1 = 5 day unit (Quiz)

Section 3.2 + 4.1 = 10 day unit (Test)

Section 4.2 = 6 day unit (Quiz)

21 days

Ch. 3 Probability & Trigonometry

Ch. 4 Right Triangles & Factoring

Chapter 4 Teacher Guide

3.2 and 4.1 = 10

Section	Lesson	Lesson Objectives	CCSS Standards
4.1	4.1.1	Special Right Triangles	G-CO.10, G-SRT.8, G-SRT.8.1
	4.1.2	Pythagorean Triples	G-SRT.8, G-SRT.8.1
	4.1.3	Special Right Triangles and Trigonometry	F-TF.8, G-SRT.8 G-SRT.8.1
4.2	4.2.1	Introduction to Factoring Quadratic Expressions	A.SSE.3a
	4.2.2	Factoring with Area Models	A.SSE.3a
	4.2.3	Factoring More Quadratics	A.SSE.3a
	4.2.4	Factoring Completely	A-SSE.2, A.SSE.3a, A-APR.1
	4.2.5	Factoring Shortcuts for Special Cases	A-SSE.2, A.SSE.3a

5 includes Quiz

See previous page

Chapter 5 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
5.1	5.1.1	Investigating Quadratic Functions	A.SSE.3a, A-CED.2, F-IF.4, F-IF.5, F-IF.7a, F-IF.8a, F-IF.9, F-BF.1a
	5.1.2	Multiple Representations of Quadratic Functions	A.SSE.3a, A-CED.2, F-IF.4, F-IF.5, F-IF.7a, F-IF.8a, F-IF.9, F-BF.1a
	5.1.3	Zero Product Property	A.SSE.3a, A-CED.2, A-REI.4b, F-IF.4, F-IF.7a, F-IF.8a, F-BF.1a
	5.1.4	More Ways To Determine the *x*-Intercepts	A.SSE.3a, A-CED.2, A-REI.4b, F-IF.4, F-IF.7a, F-IF.8a, F-BF.1a
	5.1.5	Writing Equations for Quadratic Functions	A.SSE.3a, A-CED.2, A-REI.4b, F-IF.7a, F-IF.8a, F-IF.9, F-BF.1a
	5.1.6	Completing the Square: Standard Form to Graphing Form	A-SSE.1b, A.SSE.3a, A.SSE.3b, A-CED.2, A-REI.4a, A-REI.4b, F-IF.7a, F-IF.8a, F-BF.1a

8 + 3 rw/assess

11 days Quadratic Functions ch 5

Chapter 6 Teacher Guide

Section	Lesson	Lesson Objective	CCSS Standards
6.1	6.1.1	Explore–Conjecture–Prove	G-CO.11
	6.1.2	Properties of Rhombi	G-CO.11
	6.1.3	Two-Column Proofs	G-CO.11
	6.1.4	More Properties of Quadrilaterals	G-CO.11
	6.1.5	Properties of Triangles and Trapezoids	G-CO.10, G-CO.11, G-SRT.5, G-GPE.4
6.2	6.2.1	Angles on a Pool Table	G-SRT.8
	6.2.2	Shortest Distance Problems	G-SRT.5
	6.2.3	Applying Quadratics	A-CED.2, F-IF.4, F-IF.7
	6.2.4	Creating a Mathematical Model	G-SRT.5
	6.2.5	Analyzing a Game	S-MD.7
	6.2.6	Using Transformations and Symmetry to Design Snowflakes	

5 days (includes Quiz)

not necessary

Will assess standards from ch.6 on subsequent unit tests.

5 days Ch.6 Proof & Quadrilaterals

Chapter 7 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
7.1	~~7.1.1~~	Constructing Triangle Centers	G-CO.9, G-CO.10, G-C.3
7.2	7.2.1	Angles of Polygons	G-SRT.5, G-GMD.1
	7.2.2	Areas of Regular Polygons	G-SRT.5, G-GMD.1
7.3	7.3.1	Area Ratios of Similar Figures	G-GMD.1
	7.3.2	Ratios of Similarity	G-C.5, G-GMD.1
7.4	7.4.1	A Special Ratio	G-GMD.1, G-C.1
	7.4.2	Arcs and Sectors	G-C.5
	7.4.3	Circles in Context	G-C.5

6
x 3 rvw/assess

9 days ch. 7 Polygons & Circles

Chapter 8 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
8.1	~~8.1.1~~	Solving Quadratic Equations	A.SSE.3b, A-REI.4a, A-REI.4b
	8.1.2	Introduction to the Quadratic Formula	A-REI.4a, A-REI.4b
	8.1.3	Applying Quadratic Equations	A-CED.1, A-CED.2, A-REI.4a, A-REI.4b, F-IF.8a
	8.1.4	Choosing a Strategy	A-CED.1, A-CED.2, A-REI.4a, A-REI.4b, F-IF.8a
8.2	8.2.1	Introducing Imaginary Numbers	N-CN.1, N-CN.2, N-CN.7, N-CN.8, N-CN.9
8.3	8.3.1	Determining the Number of Solutions	A-REI.4a, A-REI.4b
	8.3.2	Quadratic Applications with Inequalities and Intersections	A-REI.4a, A-REI.4b
	8.3.3	Graphing and Intersections	A-REI.7
	8.3.4	Deriving the Quadratic Formula and the Number System	N-RN.3

2 {

5 {

+ 2 rvw/test

9 days Ch. 8 Solve Quadratics & Inequalities

Chapter 9 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
9.1	9.1.1	The Equation of a Circle	G-GPE.1
	9.1.2	Completing the Square for Equations of Circles	G-C.5, G-GPE.1
9.2	9.2.1	Introduction to Chords	G-C.2
	9.2.2	Angles and Arcs	G-C.2, G-C.5
	9.2.3	Chords and Angles	G-C.2
	9.2.4	Tangents and Secants	G-C.2, G-C.3
	9.2.5	Tangents and Arcs	G-C.2, G-C.4
9.3	9.3.1	Conditional Probability and Independence	S-CP.3, S-CP.5, S-CP.6
	9.3.2	Two-Way Tables	S-CP.3, S-CP.4, S-CP.5, S-CP.6
	9.3.3	Applications of Probability	S-CP.2, S-CP.3, S-CP.4, S-CP.5, S-CP.6, S-CP.7, S-CP.8, S-MD.7

2

3

3

+3 rw/assess

11 days Ch. 9 Circles & Conditional Probability

Chapter 10 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
10.1	10.1.1	Parabola Investigation	F-IF.7b, F-BF.3
	10.1.2	Transforming a Quadratic Function	A-CED.2, F-IF.6, F-BF.1a
	10.1.3	Transforming the Absolute Value Function	F-IF.7b
	10.1.4	Comparing the Growth of Functions	F-LE.3
10.2	10.2.1	Inverse Functions	F-BF.4a
	10.2.2	Radicals and Fractional Exponents	N-RN.1, N-RN.2, A.SSE.3c, F-IF.8b
10.3	~~10.3.1~~	Piecewise-Defined Functions	A-CED.2, F-IF.7b, F-BF.1b
	~~10.3.2~~	Combining Functions	A-CED.2, F-BF.1b

6 days Ch. 10 Functions

2 days Ch. 11 Solids (intro + review to surface area & volume)

4 days Ch. 12 Counting & Closure

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12 + 3 review + final exam

Chapter 11 Teacher Guide

Some familiarity follow-up only 2 days

Section	Lesson	Lesson Objectives	CCSS Standards
11.1	11.1.1	Prisms and Cylinders	F-IF.7a, G-GMD.1, G-GMD.3
	11.1.2	Volumes of Similar Solids	G-GMD.1, G-GMD.3, G-GMD.5
	11.1.3	Ratios of Similarity	G-GMD.1, G-GMD.3, G-GMD.5
11.2	11.2.1	Volume of a Pyramid	G-GMD.1, G-GMD.3
	11.2.2	Surface Area and Volume of a Cone	G-GMD.1, G-GMD.3
	11.2.3	Surface Area and Volume of a Sphere	G-GMD.1, G-GMD.3
11.3	11.3.1	Introduction to Conic Sections	
	11.3.2	Graphing a Parabola Using the Focus and Directrix	G-GPE.2

See previous page ←

Chapter 12 Teacher Guide

5 days
closure

Section	Lesson	Lesson Objectives	CCSS Standards
12.1	12.1.1	The Fundamental Counting Principle	S-CP.9, S-MD.6, S-MD.7
	12.1.2	Permutations	S-CP.9, S-MD.6
	12.1.3	Combinations	S-CP.9, S-MD.6
	12.1.4	Categorizing Counting Problems	S-CP.9, S-MD.6
12.2	12.2.1	Using Geometry to Calculate Probabilities	S-MD.7
	12.2.2	Quadratic Regression	F-IF.4, F-IF.7
	12.2.3	The Golden Ratio	A-CED.1, G-SRT.2, G-SRT.5
	12.2.4	Some Challenging Probability Problems	S-MD.6, S-MD.7

see previous page ←

Chico Unified School District – Secondary New Course Proposal - Signature Page

Course Title: Integrated Math 1/2
Submitted by: John Bohannon
Department: Math
School: Chico and Pleasant Valley High
Planned Start Date: Fall 2015

Approvals (Signature & Date):

Dept. Chair (High Schools)

Chico High		☒ Approve	☐ Reject
PVHS		☒ Approve	☐ Reject
Alt. Ed.		☒ Approve	☐ Reject
Inspire		☒ Approve	☐ Reject

Dept. Rep (Jr. High)

Bidwell		☒ Approve	☐ Reject
Chico Jr.		☒ Approve	☐ Reject
Marsh		☒ Approve	☐ Reject
Alt. Ed.		☒ Approve	☐ Reject

Secondary Administrative Council		☐ Approve	☐ Reject
Educational Services		☒ Approve	☐ Reject

- If rejected, return to originator with rationale or conditions for approval.
- If approved, date taken to board of education for board approval:
- _____
- Board of Education action: ☐ Approve ☐ Reject

Administrative Offices
1163 E. Seventh Street
Chico, CA 95928-5999

NEW COURSE PROPOSAL OUTLINE

Course Title: Math B/Math C (Math B/C)
Grade Level: 7th and 8th
Required/Elective:
Length/Credits: 1 year, 10 credits
Prerequisites: Teacher recommendation
Course Number: (To be completed by District)

I. Course Rationale and Description:

The implementation of common core has created a need for acceleration so that our students have the chance to take AP Calculus their senior year. It is no longer feasible to just skip a course in the 7th or 8th grade because standards are not repetitive as they were in previous years. Without this repetition there is need to compact courses.

A group of math teachers met in January to determine which courses were the most reasonable to compact. We looked at two options; Math B and Math C and Math C and Integrated Math 1. Math B/Math C was the option we chose because it is possible to teach both courses to an accelerated group of students without skipping any topics and without having other courses pick up material that we cannot fit. The amount of time spent of each topic is outlined in the pacing guides that accompany this document.

This course will be the course for acceleration beginning with the 2015/2016 7th grade class.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

Core Connections Course 2 (Math B textbook—approved 2013)
Core Connections Course 3 (Math C textbook—approved 2014)

Supplemental Materials:

e-books (license is included with textbooks listed above)

III. Course Outline/Standards/ Instructional Methods/Assessments:
Prepare a course outline that indicates the following: 1) name of unit; 2) time allocated for the unit; 3) standards addressed in each unit (please use Content Standards Framework numbering system and write out each standard); 4) Instructional strategies used in each unit; 5) Assessments utilized. (Use additional pages as needed.)

Unit Name	Standards Addressed	Time	Instructional Strategies	Assessments
Please see attachment for unit name, correlation of standards, and time.			Discussion Writing Lectures Facilitating group work Student collaboration Daily Assignments Ebook tools and links Use of technology Collecting data	Daily feedback on homework Self assessment Formative assessments Group work Individual quizzes Unit tests

Standards for Mathematical Practice are embedded throughout the course
1) Make sense of problems and persevere in solving them
2) Reason abstractly and quantitatively
3) Construct viable arguments and critique the reasoning of others
4) Model with mathematics
5) Use appropriate tools strategically
6) Attend to precision
7) Look for and make use of structure
8) Look for and express regularity in repeated reasoning

V. Instructional Methods: Please indicate instructional methods to be used for special needs students, including Special Education, English Language Learners, and Honors.

This is an accelerated course that will be challenging for our honors students. Skills such as articulating knowledge (verbally and in written form) and attending to precision will be emphasized as we incorporate the eight mathematical practices into this common core curriculum.

Instructional methods that may be used are drawing on previous knowledge, differentiated instruction, online support, building and expanding key math and academic vocabulary, connecting the curriculum across other subject areas, providing individual guidance and support to fill in gaps.

Modifications may be made for assignments and assessments that include extra review time and extended time for taking tests if a student has an IEP or 504 plan. However, if the pacing

of this one-year course is not suitable for such a student, then they may take Math B and Math C over a two year period instead.

V. Grading Policy:

Grades will be based on student mastery of course material as determined by class participation, homework completion, group participation, project completion, and assessment scores.

Overall Grade breakdown
90 – 100 A
80 – 89 B
70 – 79 C
60 – 69 D
0 – 59 F

Aligned with State Frameworks: (x) Yes ( ) No

CSU/UC Requirement: ( ) Yes (x) No

Sites offered: BJHS, CJHS, MJHS

Ed Services Approval Date:

Board Approval Date:

Chico Unified School District – Secondary New Course Proposal - Signature Page

Course Title: Math B/Math C (Math B/C)
Submitted by: Marjorie Kucich
Department: Mathematics
School: BJHS, MJHS and CJHS
Planned Start Date: Fall 2015

Approvals (Signature & Date):

Principal

Bidwell — ☒ Approve ☐ Reject
Chico Jr. — ☒ Approve ☐ Reject
Marsh — ☒ Approve ☐ Reject

Dept. Rep

Bidwell — ☒ Approve ☐ Reject
Chico Jr. — ☒ Approve ☐ Reject
Marsh — ☒ Approve ☐ Reject

Secondary Administrative Council _____ ☐ Approve ☐ Reject
Educational Services _____ ☒ Approve ☐ Reject

- If rejected, return to originator with rationale or conditions for approval.
- If approved, date taken to board of education for board approval:
- _____
- Board of Education action: ☐ Approve ☐ Reject

Correlation of the Common Core State Standards Grade 7 to CPM *Core Connections, Course 2*/Math B

Chapter 1 Teacher Guide

1st Semester

Section	Lesson	Lesson Objectives	CCSS Standards
~~1.1~~	1.1.1	Finding Shared and Unique Characteristics	
	1.1.2	Analyzing a Game	
	1.1.3	Finding Unknowns	
	1.1.4	Investigating a Proportional Relationship	
	1.1.5	Investigating Number Patterns	
~~1.2~~	1.2.1	Introduction to Probability	7.SP.5, 7.SP.6
	1.2.2	Investigating Probability	7.SP.6, 7.SP.7b
	1.2.3	Modifying the Sample Space	7.SP.7a
	1.2.4 (opt.)	Expressing Fractions as Percents	
	1.2.5	Rewriting Fractions	Preparation for 7.SP.8a in Lesson 1.2.7
	1.2.6 (opt.)	Fraction Addition	
	1.2.7	Compound Probability	7.SP.8a
	1.2.8	Subtracting Probabilities	7.SP.8a

2 days for review of fractions and decimals only

2 days

Chapter 2 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
~~2.1~~	2.1.1	Fraction-to-Decimal Conversions	7.NS.2d
	2.1.2	Rewriting Decimals as Fractions	7.NS.2d
~~2.2~~	2.2.1	Composing Integers	Preparation for 7.NS.1d in Lesson 2.2.2
	2.2.2	Adding Integers and Rational Numbers	7.RP.2d, 7.NS.1b, 7.NS.1d
	2.2.3	More Addition of Integers and Rational Numbers	7.RP.2d, 7.NS.1b, 7.NS.1d
	2.2.4	Multiplication as Repeated Addition	7.NS.2a
	2.2.5	Multiplication of Portions	7.NS.1b
	2.2.6	Multiplying Mixed Numbers	7.NS.2a
~~2.3~~	2.3.1	Choosing a Scale and Graphing Data	Preparation for 7.RP.2a, 7.RP.2b in Section 4.2
	2.3.2	More Graph Scaling	Preparation for 7.RP.2a, 7.RP.2b in Section 4.2

2 days for area & fraction/decimal/% conversions

1 day for addition of integers

(3 days)

Chapter 3 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
3.1	3.1.1	Grouping Expressions	7.NS.1d
	3.1.2	Identifying Terms in Expressions	Preparation for 7.NS.1b in Lesson 3.2.1
3.2	3.2.1	Subtraction of Integers	7.NS.1b
	3.2.2	Connecting Addition and Subtraction	7.NS.1b
	3.2.3	Multiplication as Repeated Subtraction	7.NS.2a, 7.NS.2b, 7.NS.2c
	3.2.4	Multiplication with Decimals	7.NS.2a
	3.2.5	Addition, Subtraction, Multiplication, and Division of Integers	7.NS.3
3.3	~~3.3.1~~	Division with Rational Numbers	7.NS.2b, 7.NS.3
	~~3.3.2~~	Division with Decimals	7.NS.3
	3.3.3	Arithmetic Properties	7.NS.1d, 7.NS.2c, 7.NS.3

day

first test

11 days

Chapter 4 Teacher Guide

Section	Lesson	Lesson Objectives	CSS Standards
4.1	4.1.1	Similar Figures	7.G.1
	4.1.2	Scale Drawings	7.G.1
4.2*	4.2.1	Recognizing Proportional Relationships	7.RP.2a
	4.2.2	Proportional Relationships with Tables and Graphs	7.RP.2a, 7.RP.2d
	4.2.3	Unit Rate and Proportional Equations	7.RP.1, 7.RP.2a, 7.RP.2b, 7.RP.2c, 7.RP.2d
	4.2.4	Connecting Representations of Proportional Relationships	7.RP.2a, 7.RP.2b, 7.RP.2c, 7.RP.2d
4.3	4.3.1	Combining Like Terms	7.EE.1
	4.3.2	Distributive Property	7.EE.1
	4.3.3	Simplifying with Zero	7.EE.1

* teachers need to emphasize connections between graph, table and equation.

(9 days)

Chapter 5 Teacher Guide

1 day

. days to cover Probability

Section	Lesson	Lesson Objectives	CCSS Standards
5.1	[redacted]	Part-Whole Relationships	7.RP.2d
	5.1.2	Finding and Using Percentages	7.RP.2d
5.2	5.2.1	Probability Games	7.SP.7a
	5.2.2	Computer Simulations of Probability	7.SP.7b, 7.SP.8c
	5.2.3	Compound Independent Events	7.SP.6
	5.2.4	Probability Tables	7.SP.8b
	5.2.5	Probability Trees	7.SP.8a
	5.2.6	Compound Events	7.SP.8a, 7.SP.8b
5.3	5.3.1	Describing Relationships Between Quantities	Preparation for 7.EE.3 in Lesson 5.3.2
	5.3.2	Solving a Word Problem	7.EE.3
	5.3.3	Strategies for Using the 5-D Process	7.EE.3
	5.3.4	Using Variables to Represent Quantities in Word Problems	7.EE.3
	5.3.5	More Word Problem Solving	7.EE.3

11 days

Chapter 6 Teacher Guide

2 days

include combine like terms and negative region on equation mats

Section	Lesson	Lesson Objectives	CCSS Standards
6.1	6.1.1	Comparing Expressions	Preparation for 7.EE.4a, 7.EE.4b in Lessons 6.1.4, 6.2.1
	6.1.2	Comparing Quantities with Variables	Preparation for 7.EE.4a, 7.EE.4b in Lessons 6.1.4, 6.2.1
	6.1.3	One Variable Inequalities	Preparation for 7.EE.4a, 7.EE.4b in Lessons 6.1.4, 6.2.1
	6.1.4	Solving One Variable Inequalities	7.EE.4b
6.2	6.2.1	Solving Equations	7.EE.4a
	6.2.2	Checking Solutions and the Distributive Property	7.EE.4a
	6.2.3	Solving Equations and Recording Work	7.EE.3, 7.EE.4a
	6.2.4	Using a Table to Write Equations from Word Problems	7.EE.3, 7.EE.4a
	6.2.5	Writing and Solving Equations	7.EE.3, 7.EE.4a
	6.2.6	Cases With Infinite or No Solutions	7.EE.4a
	6.2.7	Choosing a Solving Strategy	7.EE.4a

(12 days)

Chapter 7 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
7.1	7.1.1	Distance, Rate, and Time	7.RP.2d
	7.1.2	Scaling Quantities	7.RP.2d, 7.EE.2
	7.1.3	Solving Problems Involving Percents	7.RP.2d, 7.NS.3, 7.EE.2
	7.1.4	Equations with Fraction and Decimal Coefficients	7.RP.2d, 7.NS.3, 7.EE.2
	7.1.5	Creating Integer Coefficients	7.RP.2d
	7.1.6	Creating Integer Coefficients Efficiently	7.RP.2d, 7.EE.2, 7.EE.4a
	7.1.7	Percent Increase and Decrease	7.RP.2d, 7.EE.3, 7.EE.4a
	7.1.8	Simple Interest	7.RP.2d
7.2	7.2.1	Finding Missing Information in Proportional Relationships	7.RP.2d
	7.2.2	Solving Proportions	7.RP.2d

3 days

3 days

1 days

10 days

Chapter 8 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
8.1	8.1.1	Measurement Precision	7.SP.3
	8.1.2	Comparing Distributions	7.SP.3
8.2	8.2.1	Representative Samples	7.SP.1
	8.2.2	Inference From Random Samples	7.SP.2, 7.SP.4
8.3	8.3.1	Introduction to Angles	Preparation for 7.G.5 in Lesson 8.3.2
	8.3.2	Classifying Angles	7.G.5
	8.3.3	Constructing Shapes	7.G.2
	8.3.4	Building Triangles	7.G.2

11 days

Chapter 9 Teacher Guide

Combine w/Ch 10 from Course 3

Section	Lesson	Lesson Objectives	CCSS Standards
9.1	9.1.1	Circumference, Diameter, and Pi	7.G.4
	9.1.2	Area of Circles	7.G.4
	9.1.3	Area of Composite Shapes	7.G.4, 7.G.6
9.2	9.2.1	Surface Area and Volume	7.G.6
	9.2.2	Cross Sections	7.G.3
	9.2.3	Volume of a Prism	7.G.6
	9.2.4	Volume of Non-Rectangular Prisms	7.G.6

5 days Math B

4 days Math C

12 days total

Correlation of CPM *Core Connections, Course 2* to the CCSS *Standards for Mathematical Practice*

CPM *Core Connections, Course 2* Lesson #.#.# Title	Mathematical Practice 1	2	3	4	5	6	7	8
2.2.1 Composing Integers	x	xx		x	x		x	
2.3.1 Choosing a Scale and Graphing Data	x		x	x	x	x	x	
3.1.1 Grouping Expressions	xx	xx	x	x	x	x	xx	x
3.2.2 Addition and Subtraction		x	x	x	x		x	xx
3.1.2 Scale Drawings	x	x		x		x	x	
4.2.2 Proportional Relationships with Tables and Graphs	x	x		x	x		x	
4.3.1 Combining Like Terms		x		xx	xx		x	
5.2.4, 5.2.5 Probability Tables and Trees		x		xx	x		xx	
5.3.2 Solving a Word Problem	x				x		x	x
6.2.1 Solving Equations	x	x	x	x	x			
6.2.4 Use a Table to Write Equations from Word Problems	x			x	x		xx	
7.1.2 Scaling Quantities	x	x		xx	x	x		
7.2.1 Finding Missing Information in Proportional Relationships	x		x	x	x			x
8.1.1 Measurement Precision	x	x	x	x	x	xx	x	
8.3.1 Introduction to Angles	x	x		x	x	x		
9.1.1 Circumference, Diameter, Pi	x	x	x	x	x	x	x	xx
9.2.2 Cross Sections	x	x	x	x	x			

Correlation of CPM *Core Connections, Course 3* to the CCSS *Standards for Mathematical Practice*

CPM *Core Connections, Course 3* Lesson #.#.# Title	Mathematical Practice							
	1	2	3	4	5	6	7	8
2.1.7 Simplifying and Recording Work		xx		x	x		x	
2.1.8 Using Algebra Tiles to Solve for x		xx		x	x		x	
3.1.2 Tables, Graphs, and Rules to Make Predictions	xx	x	x	xx	xx		xx	xx
3.1.3 Graphing Calculator and Identifying Solutions	x	x	x		xx		xx	xx
3.1.4 Completing Tables and Drawing Graphs	xx		xx	x		x		
4.1.2 Seeing Growth in Different Representations	x		x	xx			x	
4.1.5 Checking the Connections	x	x	x				xx	
5.2.2 Writing Rules from Word Problems	xx	xx	x	xx	x			
5.3 Mid-Course Reflection Activities		x	xx	xx	x	x	x	
6.1.1 Rigid Transformations	x	x	x		x		xx	
6.2.2 Dilations and Similar Figures		xx	x	x			x	x
7.2.3 Slope in Different Representations	x		x	x		x	xx	x
7.2.5 Proportional Equations	x	x	x	x	x		x	x
7.3.2 Describing Association Fully	x	x		xx	x	x		
8.2.2 Exponent Rules		x	x				x	xx
8.3.1 Functions in Graphs and Tables	xx		x	x			x	
9.1.2 Finding Unknown Angles in Triangles	x	xx	x	x	x	x		
9.2.1 Side Lengths and Triangles	x	xx	x	x	x	xx	x	
10.2.2 Surface Area and Volume of a Cylinder	x	x		xx			x	x

Correlation of the Common Core State Standards Grade 8
to CPM *Core Connections, Course 3* / Math C

2nd Semester

Chapter 1 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
1.1	1.1.1	Interpreting Graphs	
	1.1.2	Finding and Generalizing Patterns	
	1.1.3	The Algebra Walk	
	1.1.4	Collecting, Organizing, and Analyzing Data	8.SP.2
1.2	1.2.1	Proportional Relationships with Graphs and Tables	8.EE.5
	1.2.2	Strategies for Solving Proportional Relationships	Preparation for 8.EE.7a, 8.EE.7b in Section 3.2

Chapter 2 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
2.1	2.1.1	Exploring Variables and Expressions	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.2	Simplifying Expressions by Combining Like Terms	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.3	Writing Algebraic Expressions	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.4	Using Zero to Simplify Algebraic Expressions	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.5	Using Algebra Tiles to Simplify Algebraic Expressions	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.6	Using Algebra Tiles to Compare Expressions	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.7	Simplifying and Recording Work	Preparation for 8.EE.7a, 8.EE.7b in Lesson 2.1.8
	2.1.8	Using Algebra Tiles to Solve for x	8.EE.7a, 8.EE.7b
	2.1.9	More Solving Equations	8.EE.7a, 8.EE.7b

This material is already covered in Math B

Chapter 3 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
3.1	3.1.1	Extending Patterns and Finding Rules	Preparation for 8.F.1 in Lesson 3.1.2
	3.1.2	Using Tables, Graphs, and Rules to Make Predictions	8.F.1, 8.F.2, 8.F.3, 8.F.4
	~~3.1.3~~	Using a Graphing Calculator and Identifying Solutions	8.F.1, 8.F.2, 8.F.3, 8.F.4
	3.1.4	Completing Tables and Drawing Graphs	8.F.1, 8.F.2, 8.F.3, 8.F.4
	3.1.5	Graphs, Tables, and Rules	8.F.1, 8.F.2, 8.F.3, 8.F.4
	3.1.6	Complete Graphs	8.F.1, 8.F.2, 8.F.3, 8.F.4
	3.1.7	Identifying Common Graphing Errors	8.F.4
3.2	3.2.1	Solving Equations and Checking Solutions	8.EE.7a, 8.EE.7b
	3.2.2	Determining the Number of Solutions	8.EE.7a, 8.EE.7b
	3.2.3	Problem Solving With Equations	8.EE.7b
	3.2.4	More Solving Equations to Solve Problems	8.EE.7b
	3.2.5	Distributive Property Equations	8.EE.7b

6 days

3 days

12 days

Chapter 4 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
4.1	4.1.1	Finding Connections Between Representations	8.F.2, 8.F.4
	4.1.2	Seeing Growth in Different Representations	8.F.2, 8.F.4
	4.1.3	Connecting Linear Rules and Graphs	8.F.2, 8.F.4
	4.1.4	$y = mx + b$	8.EE.6, 8.F.2, 8.F.4
	4.1.5	Checking the Connections	8.F.2, 8.F.4
	4.1.6	Graphing a Line Without an $x \rightarrow y$ Table	8.F.2, 8.F.4
	4.1.7	Completing the Web	8.F.2, 8.F.4

Chapter 5 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
5.1	5.1.1	Working with Multi-Variable Equations	Preparation for 8.EE.8b in Lesson 5.2.4
	5.1.2	Solving Equations with Fractions	8.EE.7b
5.2	5.2.1	Introduction to Systems of Equations	8.EE.8a
	5.2.2	Writing Rules from Word Problems	8.EE.8c
	5.2.3	Solving Systems Algebraically	8.EE.8b, 8.EE.8c
	5.2.4	Strategies for Solving Systems	8.EE.8b, 8.EE.8c

test on both Chapters together

16 days

Chapter 6 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
6.1	6.1.1	Rigid Transformations	8.G.1a, 8.G.1b, 8.G.1c
	6.1.2	Rigid Transformations on a Coordinate graph	8.G.1a, 8.G.1b, 8.G.1c, 8.G.2, 8.G.3, 8.G.4
	6.1.3	Describing Transformations	8.G.1a, 8.G.1b, 8.G.1c, 8.G.2, 8.G.3, 8.G.4
	6.1.4	Using Rigid Transformations	8.G.3
6.2	6.2.1	Multiplication and Dilation	8.G.3
	6.2.2	Dilations and Similar Figures	8.G.3, 8.G.4
	6.2.3	Identifying Similar Shapes	8.G.1a, 8.G.1b, 8.G.1c, 8.G.2, 8.G.4
	6.2.4	Similar Figures and Transformations	8.G.2, 8.G.4
	6.2.5	Working With Corresponding Sides	8.G.4
	6.2.6	Solving Problems Involving Similar Shapes	8.G.4

14 days

Chapter 7 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
7.1	7.1.1	Circle Graphs	
	7.1.2	Organizing Data in a Scatterplot	8.SP.1
	7.1.3	Identifying and Describing Association	8.SP.1, 8.SP.2
7.2	7.2.1	$y = mx + b$ Revisited	8.EE.6, 8.F.3
	7.2.2	Slope	8.EE.6
	7.2.3	Slope in Different Representations	8.EE.6
	7.2.4	More About Slope	8.EE.6
	7.2.5	Proportional Equations	8.EE.5, 8.EE.6
7.3	7.3.1	Using Equations to Make Predictions	8.SP.3
	7.3.2	Describing Association Fully	8.SP.2, 8.SP.3
	7.3.3	Association Between Categorical Variables	8.SP.4

14 days

Chapter 8 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
8.1	8.1.1	Patterns of Growth in Tables and Graphs	8.F.3
	8.1.2	Compound Interest	Preparation for 8.EE.1 in Lesson 8.2.1
	8.1.3	Linear and Exponential Growth	8.F.3
8.2	8.2.1	Exponents and Scientific Notation	8.EE.1, 8.EE.3
	8.2.2	Exponent Rules	8.EE.1
	8.2.3	Negative Exponents	8.EE.1
	8.2.4	Operations with Scientific Notation	8.EE.4
8.3	8.3.1	Functions in Graphs and Tables	8.F.1, 8.F.3, 8.F.5

14 days

Chapter 9 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
9.1	9.1.1	Parallel Line Angle Pair Relationships	8.G.5
	9.1.2	Finding Unknown Angles in Triangles	8.G.5
	9.1.3	Exterior Angles in Triangles	8.G.5
	9.1.4	AA Triangle Similarity	8.G.5
9.2	9.2.1	Side Lengths and Triangles	Preparation for 8.G.7 in Lesson 9.2.2
	9.2.2	Pythagorean Theorem	8.G.6, 8.G.7
	9.2.3	Understanding Square Root	8.EE.2, 8.G.6
	9.2.4	Real Numbers	8.NS.1, 8.NS.2, 8.EE.2
	9.2.5	Applications of Pythagorean Theorem	8.G.7, 8.G.8
	9.2.6	Pythagorean Theorem in Three Dimensions	8.G.7
	9.2.7	Pythagorean Theorem Proofs	8.G.6

17 days

Chapter 10 Teacher Guide

↳did 1st semester

Section	Lesson	Lesson Objectives	CCSS Standards
10.1	10.1.1	Cube Roots	8.EE.2
	10.1.2	Surface Area and Volume of a Cylinder	8.G.9
	10.1.3	Volumes of Cones and Pyramids	8.G.9
	10.1.4	Volume of a Sphere	8.G.9
	10.1.5	Applications of Volume	8.G.9

Chico Unified School District
Administrative Offices
1163 E. Seventh Street
Chico, CA 95928-5999

NEW COURSE PROPOSAL OUTLINE

Course Title:	Integrated Math Essentials (IME)
Grade Level:	9 - 12
Required/Elective:	Elective
Length/Credits:	Year/10
Prerequisites:	None
Course Number:	(To be completed by District)

I. Course Rationale and Description:

Students who struggled in Integrated Math 1 (IM1) will be well served by IME. This course provides a bridge between IM1 and Integrated Math 2 (IM2). The curriculum covered in this course will provide additional reinforcement for foundational concepts covered in IM1 and frontload essential concepts from IM2. For some students this course will provide a necessary transition between IM1 and IM2, for other students this course will serve as the completion of their three year math requirement.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

Title:	*Discovering Geometry* – An Investigative Approach
Author:	Michael Serra
Publisher:	Kendall Hunt
ISBN:	978-1-4652-1204-7

Supplemental Materials:

- Online student textbook
- Student workbook for practicing skills
- Project and explorations guide
- Online links for condensed lessons to be used by student/parent/tutor (also available in Spanish)

Crossover standards from IM
Crossover Standards from IM2

Chapter/Unit Name	Standards Addressed	Time	Instructional Strategies	Assessments
Ch. 1 Introducing Geometry	G-CO.1, G-CO.3, G-CO.2 G-C0.13 G-GMD.4	13 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests
Ch. 2 Reasoning In Geometry	F-IF.2, F-IF.3 F-BF.1a G-CO.2, G-CO.3 G-CO.6, G-CO.9 G-GMD.4	10 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests
Ch. 3 Using Tools Of Geometry	G-CO.3, G-CO.6, G-CO.7 G-CO.8, G-CO.9 G-CO.10, G-CO.12 G-CO.13 G-C.3 G-GPE.5	12 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests
Ch. 4 Discovering And Proving Triangle Properties	A-REI.1, A-REI.3 G-CO.2, G-CO.7, G-CO.8 G-CO.10 G-SRT.5	12 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests
Ch. 5 Discovering And Using Polygon Properties	N-VM.1(+), N-VM.4a A-CED.1 F-LE.2 G-CO.3, G-CO.9 G-CO.10, G-CO.11 G-GMD.1 G-MG.3	12 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests
Ch. 6 Discovering And Using Circle Properties	A-CED.2, A-CED.3 A-REI.1, A-REI.5, A-REI.6 G-CO.12 G-C.2, G-C.3, G-C.4(+), G-C.5 G-MG.3	11 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests

Ch. 7 Transformations nd ssellations	N-VM.2(+), N-VM.8(+), N-VM.12(+) A-CED.2, A-CED.3 A-REI.1, A-REI.6 G-CO.2, G-CO.3, G-CO.4, G-CO.5, G-CO.6 G-MG.3	12 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests
Ch. 8 Area	G-C.5 G-GMD.1	11 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests
Ch. 9 Pythagorean Theorem	G-C.5 G-GPE.7	10 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests
Ch. 10 Volume	A-CED.4 A-REI.3 G-GMD.1, G-GMD.2(+), G-GMD.3, G-GMD.4 G-MG.1, G-MG.2	11 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests
11 ilarity	G-CO.2, G-CO.5 G-SRT.1b, G-SRT.2, G-SRT.3, G-SRT.4, G-SRT.5 G-GPE.6 G-MG.3	11 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests
Ch. 12 Trigonometry	N-VM.2(+), N-VM.4a, N-VM.4b A-SSE.1a, A-SSE.1b A-REI.10 F-BF.3 G-SRT.4, G-SRT.5, G-SRT.6 G-MG.3	9 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests
Ch. 13 Geometry As a Mathematical System	G-CO.9, G-CO.10, G-CO.11, G-CO.12 G-SRT.4, G-SRT.5 G-C.3 G-GPE.4, G-GPE.5	11 days	Lecture Discussion Writing Group Projects	Formative assessments Individual quizzes Group tests Individual tests

Standards for Mathematical Practice

The authors of the CCSSM have identified two Mathematical practices that should be a part of every l on:

- Make sense of problems and preserver in solving them
- Attend to precision

However, not all mathematical practices can be imbedded in every lesson. The other mathematical practices can be grouped in pairs that are connected as shown below. As a rule at least one pair of mathematical practices will appear most lessons.

Reasoning and explaining
- Reasons abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others

Modeling and using tools
- Model with mathematics
- Use appropriate tools strategically

Seeing structure and generalizing
- Look for and make sense of structure
- Look for and express regularity in repeated reasoning

Standard	Sample Problem	Conceptual Development
1) Make sense of problems and persevere in solving them	Lesson 1.9: A Picture is Worth a Thousand words.	This problem provides guided help in translating descriptions into diagrams and solving problems.
2) Reason abstractly and quantitatively	Lesson 9.3: Two Special Right Triangles	Students find relationships between the lengths of sides of right isosceles and 30-60-90 triangles. The use of isometric dot paper helps students understand that the side lengths ca have irrational values.
3) Construct viable arguments and critique the reasoning of others	Lesson 4.7: Flowchart Thinking	Students learn the flowchart format for proofs. Students will also verbalize the conclusion, give a proof of construction and analyze a flawed argument.
4) Model with mathematics	Lesson 10.2: Volume of Prisms and Cylinders	Students develop volume formulas through models and generalizing their reasoning.
5) Use appropriate tools strategically	Lesson 5.3: Kite and Trapezoidal Properties	Students use protractor, straight edge and compass to explore the properties of trapezoids. They justify their conclusion with a proof.
6) Attend to precision	Lesson 1.3: What's a Widget	Students learn the importance of giving precise definitions by exploring counterexamples.
7) Look for and make use of structure	Lesson 6.4: Proving Circle Conjectures	Students synthesize properties of segments and angles in circles as they work on challenging proofs that involve breaking problems into parts.
8) Look for and express regularity in repeated reasoning	Lesson 2.3 Mathematical Modeling	Students observe patterns and model them with geometric diagrams and algebraic expressions.

IV. Instructional Methods: Please indicate instructional methods to be used for special needs students, including Special Education, English Language Learners, and Honors.

Course content will be made accessible to both Special Education students and English Language Learners through the use of SDAEI strategies appropriate for the content and the development level of the students. This course is not intended for Honors students.

The teacher will serve as an instructional facilitator as students work collaboratively to develop understanding and build skills. The textbook is formatted to promote "discovery learning" and requires students to make their thinking evident both verbally and in writing.

Hands on activities and extended project will be a part of each unit of study.

V. Grading Policy:

Grades will be based on student mastery of course material as determined by class participation, homework completion, group participation, project completion, and assessment scores.

Course Percent	Course Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

Aligned with State Frameworks: (X) Yes ( ) No

CSU/UC Requirement: ( ) Yes (X) No

Sites offered: Chico High, Pleasant Valley

Ed Services Approval Date:

Board Approval Date:

Chico Unified School District – Secondary New Course Proposal - Signature Page

Course Title: Integrated Math E

Submitted by: John Bohannon

Department: Math

School: Chico and Pleasant Valley High

Planned Start Date: Fall 2015

Approvals (Signature & Date):

Dept. Chair (High Schools)

Chico High		☒ Approve	☐ Reject
PVHS		☒ Approve	☐ Reject
Alt. Ed.		☒ Approve	☐ Reject
Inspire	Danielle Reynolds	☒ Approve	☐ Reject

Dept. Rep (Jr. High)

Bidwell	Maryann Kucier	☒ Approve	☐ Reject
Chico Jr.		☒ Approve	☐ Reject
Marsh	Carrie McGraw	☒ Approve	☐ Reject
Alt. Ed.		☒ Approve	☐ Reject

Secondary Administrative Council	☐ Approve	☐ Reject
Educational Services	☒ Approve	☐ Reject

- If rejected, return to originator with rationale or conditions for approval.
- If approved, date taken to board of education for board approval:
- _____
- Board of Education action: ☐ Approve ☐ Reject

CHICO UNIFIED SCHOOL DISTRICT
REQUEST FOR TEXTBOOK APPROVAL

Department: Mathematics **Course:** Integrated Math 2 **Grade Level:** 9-12

Contact Person: Debbie Rosenow **Campus:** PVHS, CHS, Inspire

******Please include six copies of the text or instructional materials when submitting this form.******

A. New Adoption

1. Proposed Text

Title:	CPM Core Connections Integrated II
Edition/# of Pages	First Edition
Author:	Dieteker, Baldinger, Kassarjian
Publisher:	CPM Educational Program
Copyright Date:	2015
Current List Price:	$89

Material is on the California Legal Compliance List? √ YES ☐ NO

2. Approximately how many classes will be using this text? 25
   How many copies of the text will be purchased? 1 per student, plus 1 class set per teacher
3. List other districts using this text: Anderson, Rocklin, Oroville, Davis
4. List other textbooks considered in the selection and their current list price:
   McGraw-Hill "Core-Plus Mathematics"
   Carnegie "Integrated Math 2"
   Pearson "Mathematics 2 Common Core"
   Mathematics Vision Project "Secondary Two Mathematics"
5. The proposed text for all courses that have state approved standards must align with those standards. Indicate areas that are supported by the proposed text and areas where supplementary material will be needed. Attach a list of those standards and the corresponding text correlation. **PLEASE SEE COURSE PROPOSAL FOR IM1/IM2**

Check each criterion that applies in terms of the course and ability level to which the material is to be submitted	Excellent	Good	Average	Poor	Does not apply
1. How well does the material align with Chico Unified School District Standards and Benchmarks?	X				
2. How well does the material align with California State Standards?	X				
3. How well does the material cover the scope of student and teacher needs at the grade level for which it is being considered?	X				
4. How well does material employ a variety of pedagogical methods of instruction?	X				
5. How well are the assessment tools linked to the content and instructional methodology?		X			
6. How successfully are formal, informal and alternative assessment systems incorporated into the teacher resource guide?		X			
7. How well does the material provide for the needs of English language learners?			X		
8. How appropriate are the supplementary materials in supporting the effective use of the text? **(eBook license comes with textbook)**		X			
9. To what degree does the teacher resource material provide support and guidance?	X				
10. Classify the ease of use of the teachers' manual?	X				

6. Is supplementary material available for the adoption? ☐ YES √ NO **(eBook is part of the package)**
   Is it necessary for instructional purposes? ☐ YES √ NO

   If yes, why?
   What costs are involved? **No cost for the eBook that provides links for online help, homework guidance, and technology tools.**

7. Textbook previously used
   NONE, this is a new course in accordance with the Common Core State Standards

   Title:
   Author:
   Publisher:
   Copyright Date:

   a. Date of initial adoption: _____

   b. State reason for the previous text no longer serving the purpose for which it was originally adopted:
      Transitioning over to Common Core State Standards and moving from a traditional pathway to an integrated pathway.

NOTE #1: Integrated Math 2 is the second book in the CPM series that we started adopting last year at the high school. We currently use these CPM Common Core Books at the junior and senior highs: Math B, Math C, and Integrated Math 1. Over the next two years, we plan to complete the series and offer the following standard pathway of common core curriculum (with options for acceleration.)

Math A→Math B→Math C→Integrated Math 1→Integrated Math 2→Integrated Math 3

NOTE #2: The Integrated II books being supplied for preview are a preliminary edition. The final edition will be edited and printed in June 2015 and will be available as a hardback textbook.

CHICO UNIFIED SCHOOL DISTRICT
REQUEST FOR TEXTBOOK APPROVAL

STEP 1 – DISTRICT OFFICE APPROVAL

Review by CUSD Director of Curriculum	Date

ONLY PROCEED TO STEP 2 AFTER COMPLETING STEP 1.

STEP 2 – DEPARTMENT CHAIRPERSON APPROVAL TO USE TEXTBOOK

Chico High School Department Chairperson	1/13/15 Date
Pleasant Valley High School Department Chairperson	1-13-15 Date
Fair View High School Department Chairperson	1-12-15 Date
Oakdale High School Department Chairperson	1·13·15 Date
Inspire	1/12/15 Date

STEP 3 – CAMPUS PRINCIPAL APPROVAL

Chico High School Principal	1/8/15 Date
Pleasant Valley High School Principal	1/8/15 Date
Fair View High School Principal	1/9/15 Date
Oakdale High School Principal	1/9/15 Date

Appropriate consideration in the above Steps 2 and 3 above must be made within 10 days of receipt.
Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.

Task Force Approval (if appropriate)	Date
CUSD Educational Services Approval	1-13-15 Date
Governing Board Approval	Date

CHICO UNIFIED SCHOOL DISTRICT
REQUEST FOR TEXTBOOK APPROVAL

Department: Mathematics **Course:** Integrated Math Essentials (IME) **Grade Level:** 10-12

Contact Person: Debbie Rosenow **Campus:** PVHS, CHS

A. New Adoption

1. Proposed Text

Title: Discovering Geometry
Edition/# of Pages 4th Edition, 834 pages
Author: Michael Serra
Publisher: Kendall Hunt Publishing Company
Copyright Date: 2013
Current List Price: $88.40 (also includes online edition)
Material is on the California Legal Compliance List? √ YES ☐ NO

2. Approximately how many classes will be using this text? **4**
   How many copies of the text will be purchased? **160 (plus one class set per teacher)**
3. List other districts using this text: **Antioch School District, Abraham Lincoln High in San Fran, Pomalita School in Ukiah, Hayfork High, West Contra Costa School District in Richmond**
4. List other textbooks considered in the selection and their current list price:
   Discrete Mathematics Through Applications **Crisler, Fisher, Froelich ISBN # 7167-2577-0**
   Modeling With Math **Crisler and Simundza ISBN-13 # 978-1-4292-6255-2**
   Statistical Reasoning In Sports **Tabor and Franklin ISBN-13 # 978-1-4292-7437-**
5. The proposed text for all courses that have state approved standards must align with those standards. Indicate areas that are supported by the proposed text and areas where supplementary material will be needed. Attach a list of those standards and the corresponding text correlation. **→PLEASE SEE COURSE PROPOSAL FOR INTEGRATED MATH ESSENTIALS**

Check each criterion that applies in terms of the course and ability level to which the material is to be submitted	Excellent	Good	Average	Poor	Does not apply
1. How well does the material align with Chico Unified School District Standards and Benchmarks?	X				
2. How well does the material align with California State Standards?	X				
3. How well does the material cover the scope of student and teacher needs at the grade level for which it is being considered?		X			
4. How well does material employ a variety of pedagogical methods of instruction?			X		
5. How well are the assessment tools linked to the content and instructional methodology?		X			
6. How successfully are formal, informal and alternative assessment systems incorporated into the teacher resource guide?		X			
7. How well does the material provide for the needs of English language learners?		X			
8. How appropriate are the supplementary materials in supporting the effective use of the text?		X			
9. To what degree does the teacher resource material provide support and guidance?			X		
10. Classify the ease of use of the teachers' manual?	X				

6. Is supplementary material available for the adoption? √ YES ☐ NO
   Is it necessary for instructional purposes? √ YES ☐ NO

   If yes, why? Extra materials include a solutions manual, Common Core teacher edition, skills practice, projects and explorations, condensed lessons in English and Spanish to be used by parents and tutors.

   What costs are involved? The supplementary materials are provided with the textbook.

7. Textbook previously used

   Title: None, this is a new course for CUSD
   Author:
   Publisher:
   Copyright Date:

   a. Date of initial adoption: _____

   b. State reason for the previous text no longer serving the purpose for which it was originally adopted:

SPECIAL NOTE: The publisher just informed us of a 5th edition that is being released soon. It should be very similar to the common core 4th edition, but more enhanced. We may seek approval for the 5th edition before next fall if the content and price fit our needs. Please see next page for additional information from our sales consultant.

January 14, 2015

Please note that we are in the process of revising the Discovering Geometry curriculum to a 5th edition to reflect an updated CCSS Scope and sequence. Please click on the following Chapter 4 Sample link to view some of the changes that you can expect to see in the new edition.

http://www.kendallhunt.com/DG_TE_CH4_Preview.pdf

Our timeline for release is as follows: Student Edition materials will be released in early March, while the Teacher Edition materials will be released in late April. The entire online teacher resources are scheduled to be released and available in time for fall semester implementation. While I do not have pricing or ISBN # information as of yet, I can provide this information as it becomes available to me.

If you are interested in learning more about this curriculum revision, please respond and I can put you on a list to receive updates as they become available to us. If you are okay with the moving forward with the current edition, we will continue to support it for several years through both print and digital access.

Please call or respond via email with any questions.

Thank you for your interest in our Discovering Geometry curriculum.

Chris

Christopher S. Kerper
Curriculum Sales Consultant
Kendall Hunt Publishing Company
800-542-6657 ext. 1090
ckerper@kendallhunt.com

2014-15 PreK – 12 eCatalog

CHICO UNIFIED SCHOOL DISTRICT
REQUEST FOR TEXTBOOK APPROVAL

STEP 1 – DISTRICT OFFICE APPROVAL

Review by CUSD Director of Curriculum — Date

ONLY PROCEED TO STEP 2 AFTER COMPLETING STEP 1.

STEP 2 – DEPARTMENT CHAIRPERSON APPROVAL TO USE TEXTBOOK

Chico High School Department Chairperson — Date: 1/13/15

Pleasant Valley High School Department Chairperson — Date: 1-13-15

Fair View High School Department Chairperson — Date: 1-12-15

Oakdale High School Department Chairperson — Date: 1.13.15

STEP 3 – CAMPUS PRINCIPAL APPROVAL

Insp ive Danielle Reynaldo — Date: 1/12/15

Chico High School Principal — Date: 1/8/15

Pleasant Valley High School Principal — Date: 1/9/15

Fair View High School Principal — Date: 1/9/15

Oakdale High School Principal — Date: 1/9/15

Appropriate consideration in the above Steps 2 and 3 above must be made within 10 days of receipt.
Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.

Task Force Approval (if appropriate) — Date

CUSD Educational Services Approval — Date: 1-13-15

Governing Board Approval — Date