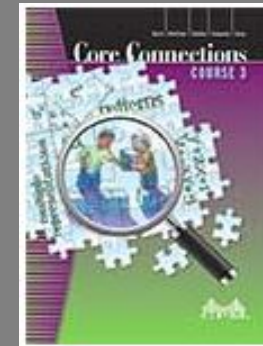
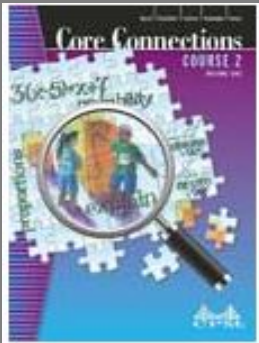


College Preparatory Math (CPM) Core Connections 3 8th Grade Math



Tim Ahrens
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College Preparatory Math (CPM) Core Connections 3

25 years teaching experience

- 6 years of 5th grade
(San Rafael)
- 19 years of 7/8 math
(San Rafael and Loomis)

The Big Idea:

Association between Independent and Dependent Variables

Growth Rates/Slope of a Line

Formulas: $y=kx$, $y=mx+b$, $A=p(1+r)^t$

Association: positive, negative or no association

Use data to analyze information/make predictions

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CPM philosophy:

- More emphasis on collaborative problem-solving and teamwork

Problem Solving with the 5D Process

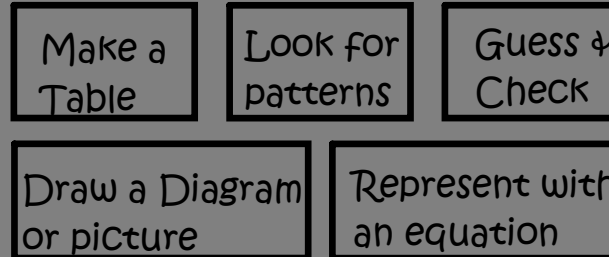
Describe:

- What information is important?
- What is the question asking?



Define:

- What are the variables of the problem?
- What approach can you take?



Do:

- Solve using your method of choice.



Decide:

- Having trouble? Try another approach.
- Does your answer make sense?
- Check to be sure.



Declare:

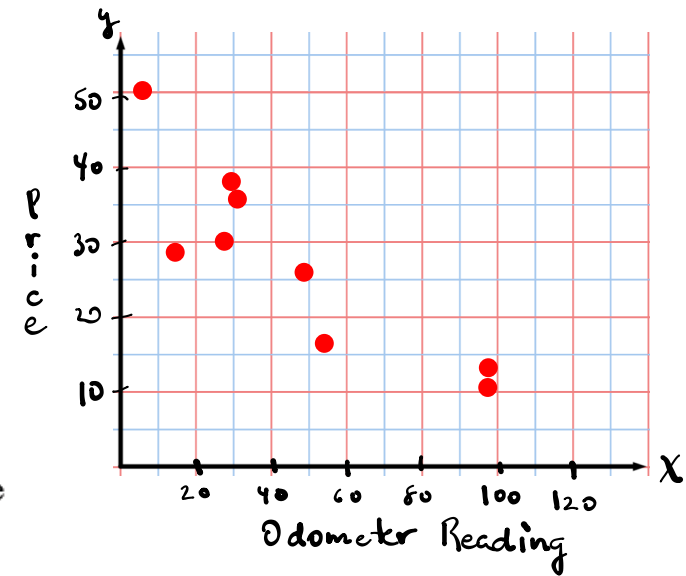
- State your answer with a complete sentence.

HOW MUCH IS THAT CAR?

Nate and Rick were discussing cars again. Nate claimed that cars with lower odometer readings were more expensive than cars with higher odometer readings. His evidence was that his car with 23,000 miles was worth more than Rick's car with 31,000 miles. To investigate Nate's claim, the boys collected data from several car advertisements and found the information in the table at right.

Nate's Data from Car Ads

Odometer Reading (thousands of miles)	Price (thousands of \$)
35	\$38
55	\$16
6	\$50
28	\$30
50	\$26
31	\$35
15	\$28
99	\$10
99	\$13



Does the information in the table support Nate's claim? That is, do you believe Nate's claim that cars with a lower odometer reading cost more money?

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Expectations:

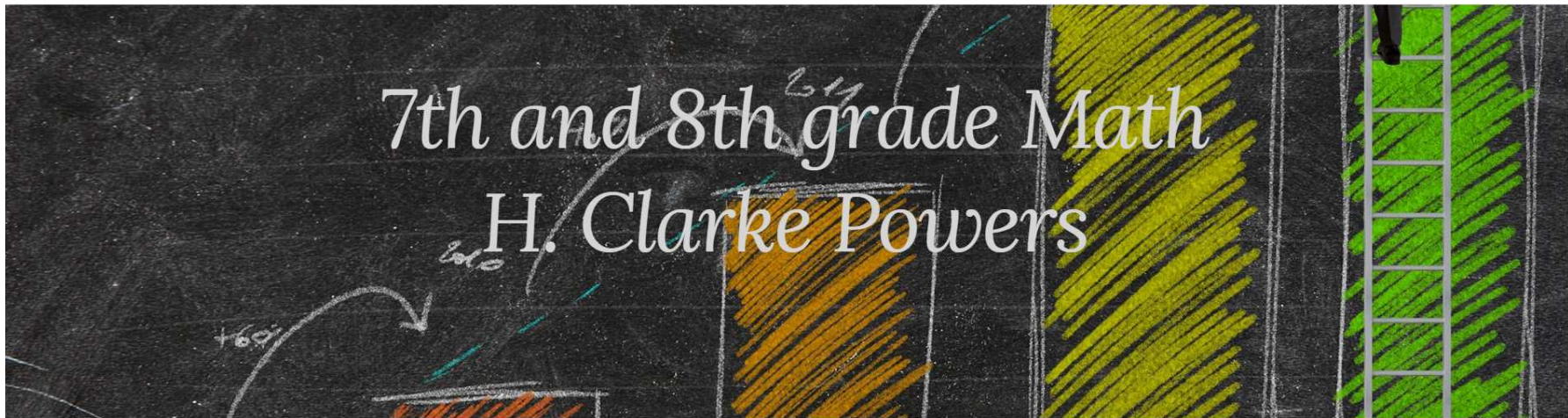
- Students come to class ready and willing to participate.
- Students will complete all assignments to the best of their ability.

College Preparatory Math (CPM)

Core Connections 3

Homework:

- Assigned daily (except Friday)
- Spiral review
(A couple problems focus on that day's less, a few review concepts from earlier in the chapter, and one or two bring back concepts that will be useful in a future lesson.)



Welcome back to another school year! I am very excited to meet our new 7th grade students and acquaint myself with this year's 8th graders! This will be our second year working with the CPM (*College Preparatory Math*) Program. Although CPM predates the Common Core Standards for Mathematical Practice by about 20 years, very similar practices have always been a core and integral part of CPM curriculum materials.

The CPM Program has provided problem-based instructional materials and professional development for teachers since its inception in 1989. The program's teaching strategies focus on how students best learn and retain mathematics. We believe students should engage in problem-based lessons structured around a core idea, students should interact in groups to foster mathematical discourse, and practice with concepts and procedures should be spaced over time, that is, *mastery comes over time*.

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Mr. Ahrens' Class

[Home](#) [7th Grade News](#) [8th Grade News](#) [Homework Calendar](#) [CPM Online Textbook](#)
[Enlightened Math Students](#) [EMS Challenge Problem](#) [Air Force Test](#) [Nine Men's Morris](#)
[Intervention - IXL Math](#) [Khan Academy - 7th Grade](#) [Khan Academy - 8th Grade](#)
[Intervention - Study Guides](#) [PUHSD -Accelerated 8th Grade Units](#) [Ms. Pacman Tournament Project](#)
[Meta Chart](#) [Parallel Box Plot Maker](#) [About Me](#)



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Mr. Ahrens' Class

HCP 7th and 8th Homework Calendar

Today March 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	Mar 1	2	3
	7th Grade Math (C) 8th Grade ELA - Re 8th Grade Math (C)	7th Grade Math (C) 8th Grade ELA - Re 8th Grade Math (C)	7th Grade Math (C) 8th Grade ELA - Re 8th Grade Math (C)	7th Grade Math (C) 8th Grade ELA - Re 8th Grade Math (C)	8th Grade ELA - C 8th Grade ELA - Re	
4	5	6	7	8	9	10
	7th Grade Math (C) 8th Grade 8th Grade	7th Grade Math (C)	7th Grade Math (C)	7th Grade Math (C)	8th Grade ELA - C 8th Grade ELA - Re	
11					16	17
	7th Grad 8th Grad 8th Grad	When Tuesday, Mar 20, 2018 more details» copy to my calendar			8th Grade ELA - C 8th Grade ELA - Re	
18	19	20	21	22	23	24
	7th Grade Math (C) 8th Grade ELA - Re 8th Grade Math (C)	7th Grade Math (C) 8th Grade ELA - Re 8th Grade Math (C)	7th Grade Math (C) 8th Grade ELA - Re 8th Grade Math (C)	7th Grade Math (C) 8th Grade ELA - Re 8th Grade Math (C)	8th Grade ELA - C 8th Grade ELA - Re	
25	26	27	28	29	30	31
	8th Grade ELA - Re	8th Grade ELA - Re			8th Grade ELA - C	

Events shown in time zone: Pacific Time - Los Angeles

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Mr. Ahrens' Class

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Welcome to CPM ebooks!

Please click on the cover to open the ebook.

Notes:

1. Set up your classes and issue books to your students by clicking on the Teacher Tools in the black bar above. For step by step instructions, click on the Help button in the same bar above.
2. Please use an updated version of Firefox, Safari, or Chrome browsers when using a computer.
3. All Lessons, videos, mathcasts, and homework help are viewable on an iPad.




Core Connections 2



Core Connections 3



Lesson | **Answers** | Teacher Notes | My Notes | Sharing



1-3. MATHOGRAPHY

Write a letter about yourself that will help your teacher get to know you as an individual. Address each of the general topics below (in bold). Choose a few of the suggested questions to get you started. [Homework Help](#)

About You: By what name do you like to be called? What are your interests, talents, and hobbies? What are you proud of? With whom do you live? What languages do you speak? When is your birthday? What are you like as a member of a team? In what ways are you excited about working in a team? In what ways are you nervous about it?

You as a Math Student: Describe your memories as a math student from kindergarten until now. What experiences in math have you liked? Why? How do you feel about taking this math class? Have you ever worked in a team in a math class before? What kinds of math do you imagine yourself doing in this class?

1-4. DIAMOND PROBLEMS

Finding and using a pattern is an important problem-solving skill you will use in algebra. The patterns in Diamond Problems will be used later in the course to solve other types of algebraic problems. [Homework Help](#)

Look for a pattern in the first three diamonds below. For the fourth diamond, explain how you could find the missing numbers (?) if you know the two numbers (#).

10
5 2
7

6
2 3
5

4
-1 -4
-5

?
#
?

Translate Dictionary Tools ▲
CPM Assessment Report A Bug CPM eBook Guide

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8/16/2015



CC Course 3
Home Logout

- Introduction
- Chapter 1
 - 1 Opening
 - 1.1.1
 - 1.1.2
 - 1.1.3
 - 1.1.4
 - 1.2.1
 - 1.2.2
 - 1 Closure
- Chapter 2
- Chapter 3
- Chapter 4
- Chapter 5
- Chapter 6
- Chapter 7
- Chapter 8
- Chapter 9
- Chapter 10

Lesson **Answers** Teacher Notes My Notes Sharing



METHODS AND MEANINGS

MATH NOTES

Fraction ↔ Decimal ↔ Percent

The Representations of a Portion web diagram at right illustrates that fractions, decimals, and percents are different ways to represent a portion of a number. Portions can also be represented in words, such as “four-fifths” or “twelve-fifteenths,” or with diagrams.

The examples below show how to convert from one form to another.

Decimal to percent:

Multiply the decimal by 100.

$$(0.34)(100) = 34\%$$

Percent to decimal:

Divide the percent by 100.

$$78.6\% = 78.6 \div 100 = 0.786$$

Fraction to percent:

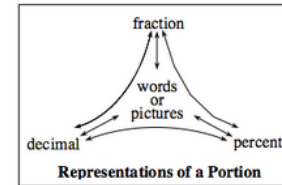
Set up an equivalent fraction using 100 as the denominator. The numerator is the percent.

$$\frac{4}{5} \cdot \frac{20}{20} = \frac{80}{100} = 80\%$$

Percent to fraction:

Use 100 as the denominator. Use the digits in the percent as the numerator. Simplify as needed.

$$22\% = \frac{22}{100} \cdot \frac{1/2}{1/2} = \frac{11}{50}$$



Representations of a Portion

Translate

Dictionary

Tools ▲

CPM Assessment

Report A Bug

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College Preparatory Math (CPM) Core Connections 3

Formative Assessments:

- Periodically given at end of class (2 or 3 times per week).
- Assesses students understanding of the concept learned/reviewed

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Tests:

- Cover concepts aligned to
Common Core Standards
- Worth 100 Points

Score	Description of Student Work
4	Has a correct solution. Understands the concept. Followed directions. Showed all necessary steps.
3	Has an incorrect solution and/or a minor error. Understands the concept. Followed most of the directions. Showed most of the required work.
2	Has an incorrect solution and/or a major error. Somewhat understands the concept. Didn't follow directions. Minimal work is shown.
1	Has an incorrect solution and/or a major error. Does not understand the concept. Made an attempt to solve the problem, but did not complete the work.
0	Did not attempt to solve the problem. No solution is shown. Blank paper. No work is shown.

College Preparatory Math (CPM)

Core Connections 3

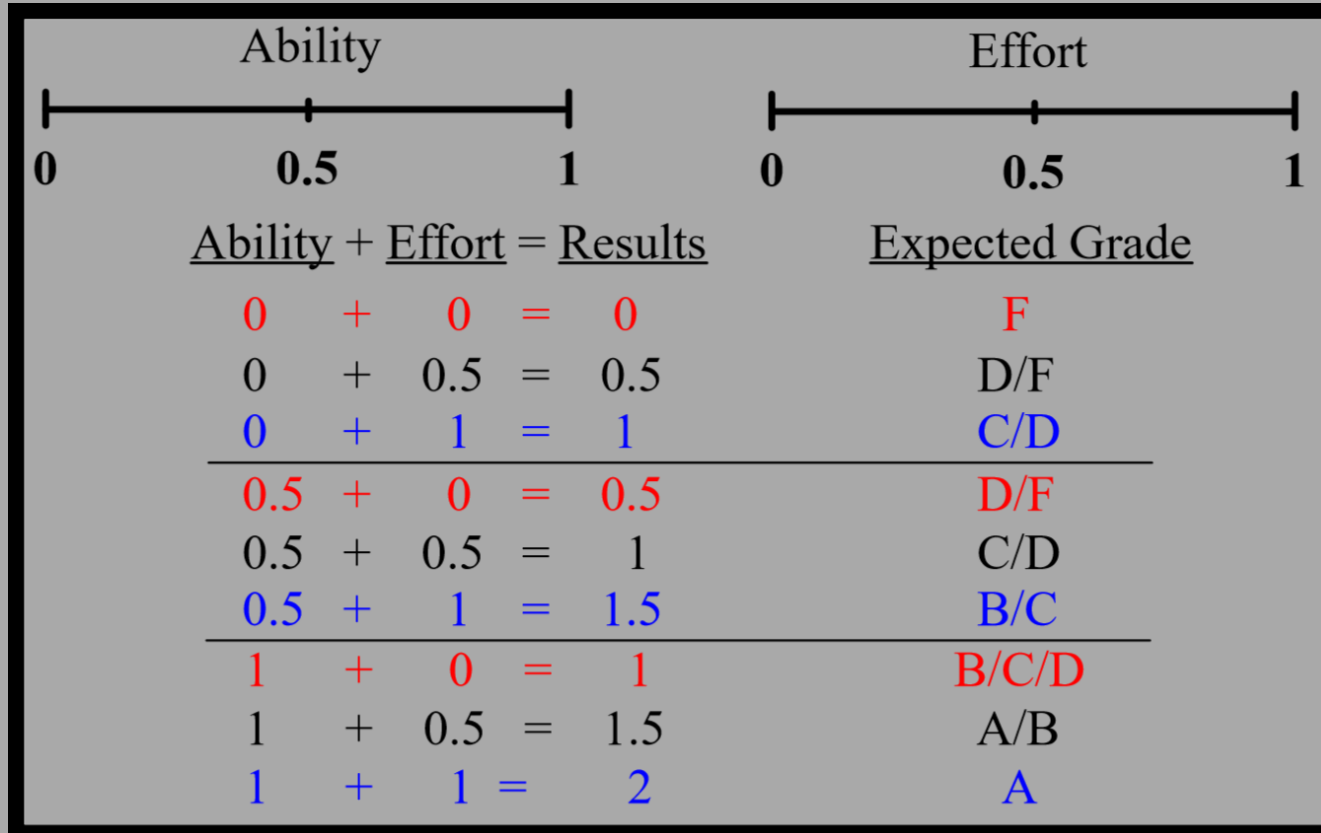
Grading:

- Chapter Tests and Weekly Assessments account for 100% of the grade.
- Homework and Checks for Understanding do not affect the grade.

College Preparatory Math (CPM) Core Connections 3

Extra Credit:

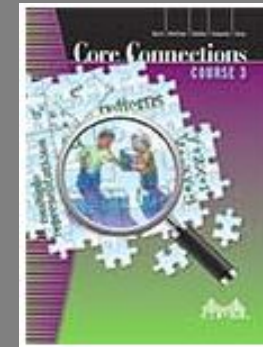
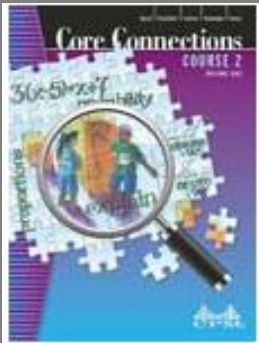
- No Extra Credit is available in math
- Any test can be retaken (must be corrected and retaken before the following test).



College Preparatory Math (CPM) Core Connections 2

* Any student that regularly completes homework and retakes assessments when necessary (<70%) will earn a passing grade in math.

College Preparatory Math (CPM) Core Connections 3 8th Grade Math



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Attachments

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CC3 image.JPG

Homework Completion Grade Breakdown 2015_2016.xlsx

Masters Research Homework Completion_Grade Report_7th.xls