

Folsom Cordova Unified School District

Course Outline Math 1000

Date: March 2007

Subject Area: Math

Proposed Grade Level: 9-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5 per semester

Prerequisites: Recommendation of IEP Team

COURSE DESCRIPTION:

The purpose of this course is to provide a math curriculum that is taught at a pace and level for the understanding and success of students served through Student Support Services. The emphasis of this class is to enhance knowledge of money sense, practical time, addition, and subtraction of integers.

Students that are below grade level will receive small group instruction to develop skills in basic operations as well as problem solving. This course will be modified for each student's ability using state curriculum standards, CAPA, and at the student's functional level. Individual goals and objectives of students will be addressed to meet IEP goals and state standards using the CAPA guidelines.

COURSE GOALS/PURPOSES:

Students will be exposed to time, money, addition, and subtraction problems at a level that is determined by the goals and objectives of their IEP.

STUDENT READING COMPONENT:

The degree to which a student can participate will vary and will depend upon their individual strengths. Students will compare two sets of objects and identify equal to, and more or less than. Students will read basic numbers and use a calculator to determine the cost of their lunch and the change they should receive as they order from a basic menu.

STUDENT WRITTEN COMPONENT:

Students will, to the best of their abilities, recognize numbers, coins, and the time when given an oral or written math problem. Students will solve equations in money, time, addition, and subtraction problems.

STUDENT ORAL COMPONENT:

The degree to which a student can participate will vary and will depend upon their individual strengths. Students will use math in real life situations: order lunch, grocery shopping, and making change. This will increase their ability to interact with their peers and with the community. Students will solve problems using combinations of coins and bills.

DETAILED UNITS OF INSTRUCTION:

All students should have access to district core materials as a first option.

The texts for this course could include but should not be limited to:

Special Education Core Materials:

SRA Addition Workbook. McGraw-Hill, 2005

Practical Practice- menu math, restaurant math, hamburger hunt etc

Touch Math

Practical Time

Kindergarten Math Manipulative Box

Supplemental Materials:

Judy Clock

Time Timer

Semester One

I. Number Sense

A. Numbers

1. Count read and write numbers 1-100
2. Compare two or more sets of objects, identify more than, less than, equal to
3. Know name and value of coins
4. Solve problems using a combination of bills and coins

II. Money

A. Identifying denominations

1. Coins
2. Dollars
3. Solve problems using combinations of bills and coins
4. Know and use the decimal notation and the dollar and cent symbol for money

III. Time

1. Demonstrate an understanding of the concept of time (morning, afternoon, evening, today, yesterday, tomorrow, week, and year)
2. Demonstrate an understanding of tools that measure time (clock, calendar)
3. Identify the time of everyday events (rise, school starts, lunch, PE, sleep)
4. Tell time to the nearest hour, half hour, quarter hour, three quarter hour
5. Name the days of the week
6. Name the months of the year

III. Addition and Subtraction

1. Students will add and subtract one, two, and three digit numbers using a calculator.

Semester Two

Continue to build on functional math curriculum as in Semester One

Instructional Methods:

- Teacher presentation
- Small groups
- 1:1 Instruction
- Classroom discussions
- Questioning techniques
- Practical functional learning
- Hands on activities
- Group discussions
- Role playing
- Community exploration
- Community training

Assessment Methods:

- Quiz and test to check for understanding
- Teacher observation
- Student performance
- Teacher data
- Task analysis
- Criterion tests

THIS COURSE WILL PREPARE STUDENTS FOR CAPA TESTING IN:

Mathematics

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

CAPA – MATH

Number Sense

1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10

Measurement and Geometry

3.1, 3.2, 3.3, 3.4, 3.7

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

- **Self-Directed Learner:** who understand and use the appropriate sources to find information, materials, and functional tools as they become as independent as possible.
- **Effective Communicators:** who will be able to express themselves more understandably with their newly acquired functional and practical skills in regards to money, time, addition, subtraction, multiplication, division, and fractions.

- **Quality Producers:** as they use their math skills to become more proficient in the use of money and time.
- **Constructive Thinkers:** who will be required to functionally demonstrate the proper use of money and determine the proper time when given a functional objective. They will need to synthesize the information into a usable format.
- **Collaborative Workers:** who will work together on group projects.
- **Responsible Citizens:** developing a better understanding of themselves, the world around them, and the impact they have on their social, political, and natural environment.