Folsom Cordova Unified School District

Course Outline

Math 600, 700, 800

Date: April 2007
Proposed Grade Level: 6-8
Grading: A-F

Subject Area: Math
Course Length: 1 Year
Number of Credits: N/A

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.

GENERAL GOALS/PURPOSES:

Students will be exposed to time, money, addition, and subtraction determined at each student’s level determined by goals and objective of IEP.

STUDENT READING COMPONENT:

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

STUDENT WRITING COMPONENT:

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

STUDENT ORAL COMPONENT:

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

Trimester 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 combinations of bills and coins

Trimester Two:

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 the understanding of the concept of time (morning, afternoon, evening, today, yesterday, tomorrow, week and year)
      2. Demonstrate an understanding of the 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

Trimester Three:

III. Addition and Subtraction
      1. Students will add and subtract one and two and three digit numbers using a calculator

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
**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:** As they understand and use the appropriate sources to find information, materials, and functional tools to be or as independent as possible using math skills.

- **Effective Communicators:** As they become successful in understanding and communicating with a variety of sources throughout the year, and by working with functional math in small groups as well as
independently. Students will communicate effectively using functional and practical skills regarding money, time, addition, subtraction, multiplication, division, and fractions.

- **Quality Producers/Performers:** As they use their math skills to become proficient in the use of money and time becoming as independent as possible.

- **Constructive Thinkers:** As they demonstrate the proper use of money. Students will also be required to determine the proper time when given a functional objective. They will need to synthesize the information into a usable format to support them in obtaining independence.

- **Collaborative Workers:** As they work in groups on projects.

- **Responsible Citizens:** As they develop a better understanding of themselves, the world around them, and the impact they have on their social, political, and natural environment.