Black Horse Pike Regional School District Curriculum

Course Name: Life Skills Math (SCMD)

Course Number: 153000

PART I: UNIT RATIONALE

<u>WHY</u> **ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

Course/Unit Title: Basic Math Skills- *Addition and Subtraction* Grade Level(s): 9-12	Unit Summary: In this unit, students will represent and solve problems involving addition, and subtraction, understand and apply properties of operations and the relationship between addition and subtraction, know how to use a calculator to solve addition and subtraction problems.
Essential Question(s): Does this make sense? How do I solve this? How do I explain myself? How do I check if I'm correct? Is there a different way to solve this? Can I draw a picture to help me solve the problem? What is the fastest way to solve this problem?	Enduring Understanding(s): Students will be able to: • understand and apply various methods of performing addition and subtraction operations. • use calculators, computers, and other mathematical tools to enhance mathematical thinking and understanding of addition and subtraction. • use addition and subtraction to solve problems in the context of everyday situations.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

***NOTE: Students who are enrolled in this course are students with significant cognitive disabilities, and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below. There is a balance between challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.**

Learning Target	NJCCCS or CCS
1. **Represent and solve problems involving addition and subtraction.** *[Standard] Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.*	**1.** MA.1.0A.A.1, MA.2.0A.A.1, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8
2. **Understand and apply properties of operations and the relationship between addition and subtraction.** *[Standard] Apply properties of operations as strategies to add and subtract.* *[Standard] Understand subtraction as an unknown-addend problem.*	**2.** MA.1.0A.B.3, MA.1.0A.B.4, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8
3. **Work with addition and subtraction equations.** *[Standard] – Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.*	**3.** MA.1.OA.D.7, MA.1.OA.D.8, MA.MP1, MA.MP2, MA.MP3, MA.MP4,

[Standard] – Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	**MA.MP5, MA.MP6, MA.MP7, MA.MP8**]

Inter-Disciplinary Connections:

[**Real-World problem solving**]

Students will engage with the following text:

[*Not a text based program: We use **IXL**, **Touch Math** and other **supplementary materials** based on the student's needs.]

Students will write:

[**Informal**:
- short answer response
- open-ended response
- daily warm ups
- summaries]

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will uncover and build skills through various classroom activities. Investigating algebra activities, modeling examples, using real-life application and using note-taking strategies. Use of technology will be explored (iPad, laptops, calculators and SMART Board). Other learning experiences could include alternative lesson openers, warm-ups, Think/Pair/Share activities, small group cooperative learning with classwork exercises, independent practice problems, problem solving workshops, interdisciplinary applications and extra examples of problem solving.
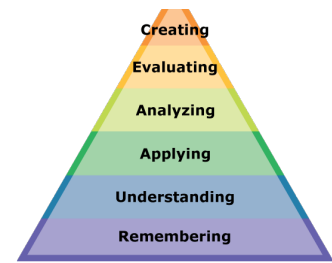
*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Common Core State Standards coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:
- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

 * THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR
UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, individual conferences, journal writing and performance tasks.

Accommodations/Modifications:

- Use multimedia equipment (iPads, laptops, etc.…) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for solving problems.
- Use of a calculator as needed.

Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

Accommodations/Modifications:

- Use Pass/Fail Option.
- Provide checklists for solving problems.

- **Allow students to use calculator.**
- **Read test items that do not assess reading skills to students.**
- **Extend time limits.**
- **Break problems and test sections into smaller pieces**

Performance Assessments:

Projects and display of student work

Accommodations/Modifications:

- **Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.**
- **Allow students extra time to complete projects.**
- **Provide students with an example of project for reference.**
- **Make a clear rubric for students to understand exactly what is expected.**

Created 07-2015

Black Horse Pike Regional School District Curriculum

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Basic Math Skills- *Multiplication and Division*	In this unit, students will represent and solve problems involving multiplication and division, understand and apply properties of operations and the relationship between multiplication and division, know how to use a calculator to solve multiplication and division problems.
Grade Level(s): 9-12	
Essential Question(s): What does the number __ represent in the problem? Have I solved a problem like this? How can I represent this problem with a symbol or number? Does the strategy I took make sense? Could I use another property or operation to solve this problem? Why or why not?	**Enduring Understanding(s):** Students will be able to: • understand and apply various methods of performing multiplication and division operations. • use calculators, computers, and other mathematical tools to enhance mathematical thinking and understanding of multiplication and division. • use multiplication and division to solve problems in the context of everyday situations.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

***NOTE: Students who are enrolled in this course are students with significant cognitive disabilities, and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below. There is a balance between challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.

Learning Target	NJCCCS or CCS
1. Represent and solve problems involving multiplication and division. [Standard] – Interpret products of whole numbers, e.g., interpret 5 x7 as the total number of objects in 5 groups of 7 objects each. [Standard] – Interpret whole-number quotients of whole numbers, e.g., interpret 56 /8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. [Standard] – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the number.	1. MA.3. OA.A.1, MA.3. OA.A.2, MA.3. OA.A.3, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8
2. Solve Understand properties of multiplication and the relationship between multiplication and division. [Standard] –Apply properties of operations as strategies to multiply and divide. [Standard] –Understand division as an unknown-factor problem.	2. MA.3.OA.B.5, MA.3.OA.B6, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8.
3. Multiply and divide within 100 [Standard] – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.	3. MA.3.OA.C.7, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8

Inter-Disciplinary Connections:

Real-World problem solving

Students will engage with the following text:

*Not a text based program: We use **IXL**, **Touch Math** and other **supplementary materials** based on the student's needs.

Students will write:

Informal:
- short answer response
- open-ended response

- daily warm ups
- summaries

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will uncover and build skills through various classroom activities. Investigating algebra activities, modeling examples, using real-life application and using note-taking strategies. Use of technology will be explored (iPad, laptops, calculators and SMART Board). Other learning experiences could include alternative lesson openers, warm-ups, Think/Pair/Share activities, small group cooperative learning with classwork exercises, independent practice problems, problem solving workshops, interdisciplinary applications and extra examples of problem solving.

*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Common Core State Standards coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:
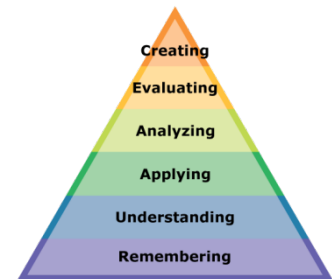- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Formative Assessments:

The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, individual conferences, journal writing and performance tasks.

Accommodations/Modifications:

- Use multimedia equipment (iPads, laptops, etc.…) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.

- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for solving problems.
- Use of a calculator as needed.

Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

Accommodations/Modifications:

- Use Pass/Fail Option.
- Provide checklists for solving problems.
- Allow students to use calculator.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

Projects and display of student work

Accommodations/Modifications:

- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected.

Black Horse Pike Regional School District Curriculum

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Number Sense	Unit Summary: In this unit, students will have a sense of what numbers mean, understand their relationship to one another, and can use those numbers in real world situations. Students will gain fluidity and flexibility with numbers. By the end of this unit, students will understand that in using number facts, solving mathematical problems in everyday life can be easier and quicker.
Grade Level(s): 9-12	
Essential Question(s): **What pattern do I see?** **What do I already know?** **Does this make sense?** **How else can I get to this number?** **What is the connection between the two quantities?** **Will my strategy work with every number? Every situation?**	Enduring Understanding(s): Students will be able to: • Skip Count • Count on • Identify whether a number is even or odd • Identify whether a quantity is more or less • Identify a digit's place value • Round

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

***NOTE: Students who are enrolled in this course are students with significant cognitive disabilities, and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below. There is a balance between challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.

Learning Target	NJCCCS or CCS
1. **Add and subtract within 20.** *[Standard] Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).* **2.** **Work with equal groups of objects to gain foundations for multiplication.** *[Standard] –Determine whether a group of objects (up to 20) has an odd or even numbers of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.* **3.** **Generate and analyze patterns.** *[Standard] – Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Ass 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between*	**1.** MA.1. OA.C.5, MA.1. OA.C.6, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8 **2.** MA.2.OA.C.3, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8. **3.** MA.4.OA.C.5, MA.MP1, MA.MP2, MA.MP3, MA.MP4,

odd and even numbers. Explain informally why the numbers will continue to alternate in this way. ⌋	MA.MP5, MA.MP6, MA.MP7, MA.MP8]
4. ⌈ **Understand place value**	4. ⌈MA.1.NBT.B.2,
[Standard] – Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special ones.	MA.2.NBT.A.1, MA.1.NBT.B.2.A MA.2.NBT.A.1.A,
[Standard] – Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases.	MA.1.NBT.B.2.B, MA.2.NBT.A.1.B, MA.2.NBT.A.2, MA.1.NBT.B.2.C,
[Standard] – 10 can be thought of as a bundle of ten ones – called a "ten"	MA.1.NBT.B.3, MA.2.NBT.A.4, MA.MP1,
[Standard] – 100 can be thought of as a bundle of ten tens – called a "hundred"	MA.MP2, MA.MP3, MA.MP4, MA.MP5,
[Standard] – The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones).	MA.MP6, MA.MP7, MA.MP8.⌋
[Standard] – The numbers from 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones)	5. ⌈MA.1.NBT.C.4, MA.1.NBT.C.6,
[Standard] – The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	MA.2NBT.B.5, MA.2.NBT.B.6, MA.2.NBT.B.7,
[Standard] – Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	MA.2.NBT.B.8, MA.2.NBT.B.9, MA.MP1, MA.MP2, MA.MP3,
[Standard] – Count within 1000; skip-count by 5s, 10s, and 100s.	MA.MP4, MA.MP5, MA.MP6, MA.MP7,
[Standard] – Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, recording the results of comparisons with the symbols >, =, and < symbols to record the results of comparisons.⌋	MA.MP8. ⌋
5. ⌈ **Use place value understanding and properties of operations to add and subtract.**	
[Standard] – Add within 100, including adding a two-digit number and one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	
[Standard] – Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
[Standard] – Fluently add and subtract within 100 using strategies based on place value, properties of operations of and/or the relationship between addition and subtraction.	
[Standard] – Add up to four two-digit numbers using strategies based on place value and properties of operations.	
[Standard] – Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship	

between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. *[Standard] – Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.* *[Standard] – Explain why addition and subtraction strategies work, using place value and the properties of operations.* **6. Use place value understanding and properties of operations to perform multi-digit arithmetic.** *[Standard] – Use place value understanding to round whole number to the nearest 10 or 100.* *[Standard] – Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.* *[Standard] – Fluently add and subtract multi-digit whole numbers using the standard algorithm.* *[Standard] – Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.* *[Standard] – Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.* **7. Use Generalize place value understanding for multi-digit whole numbers.** *[Standard] – Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* *[Standard] – Read and write multi-digit whole numbers using base-ten numerals, number names, expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.* *[Standard] – Use place value understanding to round multi-digit whole numbers to any place.*	**6.** MA.3.NBT.A.1, MA.3.NBT.A.2, MA.4.NBT.B.4, MA.3.NBT.A.3, MA.4.NBT.B.5, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8. **7.** MA.4.NBT.A.1, MA.4.NBT.A.2, MA.3.NBT.A.3, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8.

Inter-Disciplinary Connections:

Real-World problem solving

Students will engage with the following text:

*Not a text based program: We use **IXL**, **Touch Math** and other **supplementary materials** based on the student's needs.

Students will write:

Informal:
- short answer response
- open-ended response
- daily warm ups
- summaries

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will uncover and build skills through various classroom activities. Investigating number sense activities, modeling examples, using real-life application and using note-taking strategies. Use of technology will be explored (iPad, laptops, calculators and SMART Board). Other learning experiences could include alternative lesson openers, warm-ups, Think/Pair/Share activities, small group cooperative learning with classwork exercises, independent practice problems, problem solving workshops, interdisciplinary applications and extra examples of problem solving.

*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Common Core State Standards coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:
- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, individual conferences, journal writing and performance tasks.

Accommodations/Modifications:

- Use multimedia equipment (iPads, laptops, etc....) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for solving problems.
- Use of a calculator as needed.

Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

Accommodations/Modifications:

- Use Pass/Fail Option.
- Provide checklists for solving problems.
- Allow students to use calculator.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

Projects and display of student work

Accommodations/Modifications:

- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected.

Created 08-2015

Black Horse Pike Regional School District Curriculum

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Money, Banking, Purchasing and Budgeting Grade Level(s): 9-12	Unit Summary: In this unit, students will develop an understanding of the consumer skills needed in making wise personal financial decisions. Students will learn how to wisely use their money as we discuss means of appropriate ways of handling it. By the end of this unit, students will understand that it is important to know the value of money, budgeting, banking and purchasing in order to be able to solve mathematical problems that will arise in everyday experience.
Essential Question(s): **Why is budgeting important?** **How much money do I have?** **How much money do I need?** **What is my change?** **Why do I need a checking account?** **Why do I need a savings account?** **What is the value of this coin?** **What is the value of this dollar bill?** **What are proper check writing procedures?** **How do I balance the check book?** **Do I NEED to buy this or do I WANT to buy this?** **How else can I make the same amount of money?**	**Enduring Understanding(s):** Students will be able to: • identify and understand the value of coins • identify and understand the value of dollars • solve word problems involving money • demonstrate the ability to make purchases • demonstrate an understanding of maintaining a checking account and savings account • demonstrate ability to prepare and maintain a personal budget

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

***NOTE: Students who are enrolled in this course are students with significant cognitive

disabilities, and are assessed and taught based on what they are capable of doing. Each student

holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below. There is a balance between challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.

Learning Target	NJCCCS or CCS
1. Work with time and money *[Standard] Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: if you have 2 dimes and 2 pennies, how many cents do you have?*	1. MA.2. MD.C.8, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8
2. Represent and interpret data. *[Standard] – Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.* *[Standard] – Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problem using information presented in a bar graph.*	2. MA.1.MD.C.4, MA.2.MD.D.10, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
3. Money Management *[Standard] – Differentiate between financial wants and needs.* *[Standard] – Explain what a budget is and why it is important.* *[Standard] – Identify ways to earn and save.* *[Standard] – Construct a simple personal savings and spending place based on various sources of income*	3. 9.1.4.B.1, 9.1.4.B.3, 9.1.4.B.5, , 9.1.8.B.2, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
4. Becoming a Critical Consumer *[Standard] – Apply comparison shopping skills to purchasing decisions.* *[Standard] – Prioritize personal wants and needs when making purchases.*	4. 9.1.4.E.2, 9.1.8.E.4, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.

Inter-Disciplinary Connections:

Real-World problem solving

Students will engage with the following text:

*Not a text based program: We use **IXL**, **Touch Math** and other **supplementary materials** based on the student's needs.

Students will write:

Informal:
- short answer response
- open-ended response
- daily warm ups
- summaries

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will uncover and build skills through various classroom activities. Investigating money, purchasing and banking activities, modeling examples, using real-life application and using note-taking strategies. Use of technology will be explored (iPad, laptops, calculators and SMART Board). Other learning experiences could include alternative lesson openers, warm-ups, Think/Pair/Share activities, small group cooperative learning with classwork exercises, independent practice problems, problem solving workshops, interdisciplinary applications and extra examples of problem solving.

*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Common Core State Standards coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:
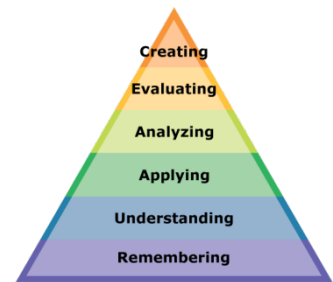- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, individual conferences, journal writing and performance tasks.

Accommodations/Modifications:

- Use multimedia equipment (iPads, laptops, etc.…) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for solving problems.
- Use of a calculator as needed.

Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

Accommodations/Modifications:

- Use Pass/Fail Option.
- Provide checklists for solving problems.
- Allow students to use calculator.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

Projects and display of student work

> • **Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.**
> • **Allow students extra time to complete projects.**
> • **Provide students with an example of project for reference.**
> • **Make a clear rubric for students to understand exactly what is expected.**

Created 08-2015

Black Horse Pike Regional School District Curriculum

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Fractions, Decimals and Percent	Unit Summary: In this unit, students will focus on understanding that fractions, decimals and percent are just three ways to refer to the same thing. By the end of this unit, students will understand the relationship between the three in order to be able to solve mathematical problems that will arise in everyday life.
Grade Level(s): 9-12	
Essential Question(s): What does the denominator mean? What does the numerator mean? How is this fraction part of a whole? How do I divide this into equal pieces? What does this number mean? What is __% off of ____? How much will I end up paying? How much do I tip?	Enduring Understanding(s): Students will be able to: • compare, convert between and order fractions, decimals, and percent • understands that percent means per hundred • understand the place value of a number in decimal form • calculate the discount of their purchases based on the percent off • calculate the tip from a given receipt • use fractions, decimals, and percent to understand equivalence

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE

THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

***NOTE: Students who are enrolled in this course are students with significant cognitive disabilities, and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below. There is a balance between challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.

Learning Target	NJCCCS or CCS
1. Develop understanding of fractions as numbers.	**1.** MA.3. NF.A.1, MA.3. NF.A.2, MA.3. NF.A.2. A, MA.3. NF.A.2. B, MA.3. NF.A.3, MA.3. NF.A.3. A, MA.3. NF.A.3. B, MA.3. NF.A.3.C, MA.3. NF.A.3. D, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8
[Standard] Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	
[Standard] Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
[Standard] Represent fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	**2.** MA.4. NF.A.1., MA.4.NF.A.2, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
[Standard] Represent a fraction a/b on a number line diagram, by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	
[Standard] Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
[Standard] Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	
[Standard] Recognize and generate simple equivalent fractions, e.g., ½ = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	
[Standard] Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	
[Standard] Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	
2. Extend understanding of fraction equivalence and ordering	
[Standard] – Explain why a fraction a/b is equivalent to a fraction (n x a) / (n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	
[Standard] – Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of	

comparisons with symbols >, =, <, and justify the conclusions, e.g., by using a visual fraction model.	**3.** MA.4.NF.B.3, MA.4.NF.B.3.A, MA.4.NF.B.3.B, MA.4.NF.B.3.C, MA.4.NF.B.3.D, MA.4.NF.B.4, MA.4.NF.B.4.A, MA.4.NF.B.4 B, MA.4.NF.B.4.C, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.

3. **Build fractions from unit fractions.**

[Standard] – Understand a fraction a/b with a > 1 as a sum of fractions 1/b.

[Standard] – Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

[Standard] – Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1+ 1 + 1/8 = 8/8 + 8/8 + 1/8.

4. MA.4.NF.C.5, MA.4.NF.C.6, MA.4.NF.C.7, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.

[Standard] – Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

[Standard] – Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

[Standard] – Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

[Standard] – Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).

[Standard] – Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)

[Standard] – Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

4. **Understand decimal notation for fractions, and compare decimal fractions.**

[Standard] – Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.2 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.

[Standard] – Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

[Standard] – Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Inter-Disciplinary Connections:

Real-World problem solving

Students will engage with the following text:

*Not a text based program: We use **IXL**, **Touch Math** and other **supplementary materials** based on the student's needs.

Students will write:

Informal:
- short answer response
- open-ended response
- daily warm ups
- summaries

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will uncover and build skills through various classroom activities. Investigating fraction activities, modeling examples, using real-life application and using note-taking strategies. Use of technology will be explored (iPad, laptops, calculators and SMART Board). Other learning experiences could include alternative lesson openers, warm-ups, Think/Pair/Share activities, small group cooperative learning with classwork exercises, independent practice problems, problem solving workshops, interdisciplinary applications and extra examples of problem solving.

*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Common Core State Standards coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:
- Help students become self-sufficient and independent members of society.
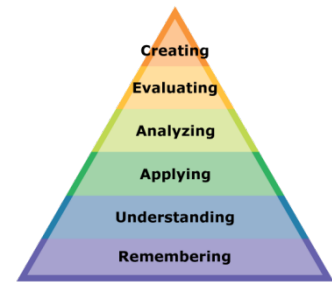- Improve students' academic skills to enable them to live independently.

- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, individual conferences, journal writing and performance tasks.

Accommodations/Modifications:

- Use multimedia equipment (iPads, laptops, etc.…) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for solving problems.
- Use of a calculator as needed.

Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

- Use Pass/Fail Option.
- Provide checklists for solving problems.
- Allow students to use calculator.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

Projects and display of student work

Accommodations/Modifications:

- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected.

Created 08-2015

Black Horse Pike Regional School District Curriculum

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Measurement	Unit Summary: In this unit, students will focus on measurement concepts and skills that are directly applicable to the world in which they live in. Students will understand that measurement involves identifying an attribute to be measured (e.g., length, mass, volume) and then using definable, consistent units to find the "howmuchness" of the attribute. By the end of this unit, students will develop concepts about measurement as they explore the length, mass, temperature, capacity, and so on, of objects in their daily lives.
Grade Level(s): 9-12	
Essential Question(s): **What strategies are important in order to get an accurate measurement?** **Why do I need to measure when cooking?** **What is the most common way to measure objects?** **How can I measure this object?**	**Enduring Understanding(s):** Students will be able to: • identify the correct attribute needed to measure (e.g., length, volume) • measure the quantity • use formal units • convert one unit to another • choose the appropriate units for measuring different attributes • understand the "howmuchness" of measurement units • understand measurement processes • understand the use of measurement tools • understand how to estimate measurements

Where do I begin when I start to measure an object? **Where do I end the measurement length of an object?** **How can I get the most precise measurement?** **What measurement unit should I use?** **Why is temperature important?**	• select and use an appropriate measurement tool or technique • read temperature

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

***NOTE: Students who are enrolled in this course are students with significant cognitive disabilities, and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below. There is a balance between challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.

Learning Target	NJCCCS or CCS
1. **Measure lengths indirectly and by iterating length units.** *[Standard] Order three objects by length; compare the lengths of two objects indirectly by using a third object.* *[Standard]* Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	1. MA.1. MD.A.1, MA.1. MD.A.2, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8
2. **Measure and estimate lengths in standard units.** *[Standard]* – Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. *[Standard]* – Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	2. MA.2. MD.A.1, MA.2. MD.A.2, MA.2. MD.A.3, MA.2. MD.A.4, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
[Standard] – Estimate lengths using units of inches, feet, centimeters, and meters. *[Standard]* – Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	3. MA.2. MD.B.5, MA.2. MD.B.6, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
3. **Relate addition and subtraction to length.** *[Standard]* – Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as	4. MA.2. MD.D.9, MA.3. MD.B.4, MA.MP1, MA.MP2, MA.MP3,

drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	MA.MP4, MA.MP5, MA.MP7, MA.MP8.
[Standard] – Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	5. MA.3. MD.A.2, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
4. Represent and interpret data.	
[Standard] – Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	6. MA.4. MD.A.1, MA.4. MD.A.2, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
[Standard] – Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	
5. Solve problems involving measurement and estimation.	
[Standard] – Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	
6. Solve problems involving measurement and conversion of measurements.	
[Standard] – Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft. is 12 times as long as 1 in. Express the length of a 4 ft. snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*	
[Standard] – Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	

Inter-Disciplinary Connections:

> Real-World problem solving, Science, Life Skills and Physical Education.

Students will engage with the following text:

> *Not a text based program: We use **IXL**, **Touch Math** and other **supplementary materials** based on the student's needs.

Students will write:

> **Informal**:
> - short answer response
> - open-ended response
> - daily warm ups
> - summaries

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will uncover and build skills through various classroom activities. Investigating measurement activities, modeling examples, using real-life application (i.e., cooking) and using note-taking strategies. Use of technology will be explored (iPad, laptops, calculators and SMART Board). Other learning experiences could include alternative lesson openers, warm-ups, Think/Pair/Share activities, small group cooperative learning with classwork exercises, independent practice problems, problem solving workshops, interdisciplinary applications and extra examples of problem solving.

*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Common Core State Standards coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:
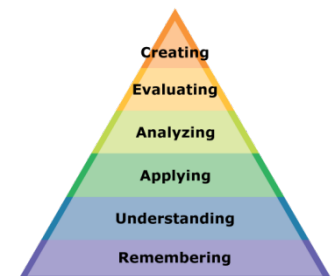- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Formative Assessments:

The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, individual conferences, journal writing and performance tasks.

Accommodations/Modifications:

- Use multimedia equipment (iPads, laptops, etc.....) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects, cooking, measuring) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Using notes when taking a test or being assessed.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for solving problems.
- Use of a calculator as needed.

Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

Accommodations/Modifications:

- Use Pass/Fail Option.
- Provide checklists for solving problems.
- Allow students to use calculator.
- Allow to use conversion tables/notes.
- Read test items that do not assess reading skills to students.

- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

Projects and display of student work

Accommodations/Modifications:

- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected.

Black Horse Pike Regional School District Curriculum

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Time	In this unit, students will develop time telling skills and understand that there is a necessity to tell time and be aware of how to manage their time. Throughout the unit, students will explore the different ways to measure time. They will develop their understanding of how to tell time to the hour, half and quarter hours, and then five-minute intervals. Students will expand their own understanding of the measurement of time as a process similar to the other standard forms of measurement they utilize during the year. By the end of this unit, students will develop an understanding of how having great time management skills can make their life go more smoothly.
Grade Level(s):	
9-12	
Essential Question(s):	**Enduring Understanding(s):**
What time is it?	Students will be able to:
What does the smaller hand represent?	• identify the months of the year
What does the bigger hand represent?	• identify weekday
	• tell time by the hour
How many minutes in an hour?	• tell time quarterly
Do I have enough time?	• tell time using "half past" and "half of"
Why would we use the word "quarter" and "half" when telling time?	• tell time using "quarter past" and "quarter to"
	• tell time using an analog clock
	• tell time using a digital clock
What time would it be ___ minutes after ___?	• identify the seasons
	• differ between a.m. and p.m.
	• understand time as a measure
	• understand the function of an hour hand and a minute hand

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE

THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

***NOTE: Students who are enrolled in this course are students with significant cognitive disabilities, and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below. There is a balance between challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.

Learning Target	NJCCCS or CCS
7. **Tell and write time.** *[Standard]* Tell and write time in hours and half-hours using analog and digital clocks.	1. MA.1. MD.B.3, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8
8. **Work with time and money.** *[Standard]* – Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2. MA.2. MD.C.7, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
9. **Solve problems involving measurement and estimation** *[Standard]* – Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	3. MA.3. MD.A.1, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
10. **Solve problems involving measurement and conversion of measurements.** *[Standard]* – Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft. is 12 times as long as 1 in. Express the length of a 4 ft. snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*	4. MA.4. MD.A.1, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.

Inter-Disciplinary Connections:

Real-World problem solving

Students will engage with the following text:

*Not a text based program: We use **IXL**, **Touch Math** and other **supplementary materials** based on the student's needs.

Students will write:

> [**Informal**:
> - short answer response
> - open-ended response
> - flash card activities
> - daily warm ups
> - summaries]

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will uncover and build skills through various classroom activities. Investigating time activities, modeling examples and using real-life application. Use of technology will be explored (iPad, laptops, calculators and SMART Board). Other learning experiences could include alternative lesson openers, warm-ups, Think/Pair/Share activities, small group cooperative learning with classwork exercises, independent practice problems, problem solving workshops, interdisciplinary applications and extra examples of problem solving.
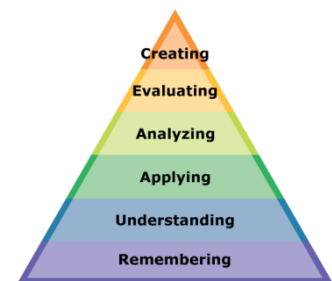
*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Common Core State Standards coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:
- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Formative Assessments:

> [The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, individual conferences, journal writing and performance tasks.]

Accommodations/Modifications:

- Use multimedia equipment (iPads, laptops, etc.…) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects, cooking, measuring) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Flash card activities
- Matching activities
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Using notes when taking a test or being assessed.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for solving problems.
- Use of a calculator as needed.

Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

Accommodations/Modifications:

- Use Pass/Fail Option.
- Provide checklists for solving problems.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

Projects and display of student work

Black Horse Pike Regional School District Curriculum

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Word Problems Grade Level(s): 9-12	Unit Summary: In this unit, students will develop the skills needed to complete a mathematical exercise where significant background information on the problem is presented as text rather than in mathematical notation. Throughout the unit, students will explore word problems and the necessary steps they need to take in order to solve them. By the end of this unit, students will understand strategies that will guide them towards independently tackling word problems. The word problems will involve all of the mathematical computations they have learned throughout the school year.
Essential Question(s): How can I identify key words to help me solve the word problem? What is the problem asking me? How do I outline the problem so that I can solve it? What do these numbers represent? Why do I need to visualize what is happening with this word problem? Does my answer make sense? Is there a different way to solve this problem? Have I solved a problem similar to this?	**Enduring Understanding(s):** Students will be able to: • read key words that indicate a specific mathematical operation • understand the problem they are reading • organize the steps they need to take in order to solve the word problem • solve short routine word problems • find which operation is needed to solve the problem • know what the numbers in the word problem represent

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

***NOTE: Students who are enrolled in this course are students with significant cognitive disabilities, and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below. There is a balance between

challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.

Learning Target	NJCCCS or CCS
<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. **Represent and solve problems involving addition and subtraction**	1. MA.1. OA.A.1, MA.1. OA.A.2, MA.2. OA.A.1, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP6, MA.MP7, MA.MP8
[Standard] Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	
[Standard] Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	2. MA.2. MD.B.5, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
[Standard] Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	3. MA.2. MD.C.8, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
2. **Relate addition and subtraction to length.**	
[Standard] – Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	4. MA.3. OA.A.3, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
3. **Work with time and money**	5. MA.3. OA.D.8, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
[Standard] – Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	
4. **Represent and solve problems involving multiplication and division.**	6. MA.4. OA.A.2, MA.4. OA.A.3, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
[Standard] – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	
5. **Solve problems involving the four operations, and identify and explain patterns in arithmetic**	
[Standard] –Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
6. **Use the four operations with whole numbers to solve problems.**	

[Standard] – Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	**7.** MA.4. MD.A.2, MA.MP1, MA.MP2, MA.MP3, MA.MP4, MA.MP5, MA.MP7, MA.MP8.
[Standard] –Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
7. **Solve problems involving measurement and conversion of measurements.**	
[Standard] – Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	

Inter-Disciplinary Connections:

Real-World problem solving

Students will engage with the following text:

*Not a text based program: We use **IXL**, **Touch Math** and other **supplementary materials** based on the student's needs.

Students will write:

Informal:
- short answer response
- open-ended response
- daily warm ups
- summaries

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills?

Students will uncover and build skills through various classroom activities. Investigating word problem activities, modeling examples and using real-life application. Use of technology will be explored (iPad, laptops, calculators and SMART Board). Other learning experiences could include alternative lesson openers, warm-ups, Think/Pair/Share activities, small group cooperative learning with classwork exercises, independent practice problems, problem solving workshops, interdisciplinary applications and extra examples of problem solving.
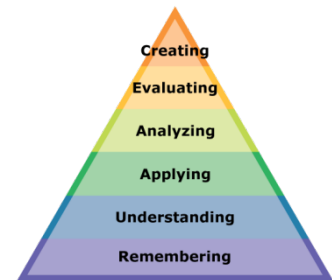
*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Common Core State Standards coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:
- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, individual conferences, journal writing and performance tasks.

Accommodations/Modifications:

- Use multimedia equipment (iPads, laptops, etc.…) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Matching activities
- Use graphic organizers
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Using notes when taking a test or being assessed.

- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for solving problems.
- Use of a calculator as needed.

Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

Accommodations/Modifications:

- Use Pass/Fail Option.
- Provide checklists for solving problems.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

Projects and display of student work

Accommodations/Modifications:

- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected.