

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Life Skills Math

Course Number: 153000

(1)PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Life Skills Math/ Money	Unit Summary:
Grade Level(s): MD grades 9-12	This unit will continue the learning and practice of accurately and efficiently counting money as it applies to basic life skills. Students will become comfortable with counting money and making change and checking returned change for accuracy.
Essential Question(s): Why is it important to be efficient in accurately handling money as an adult? Why is it important to know how to add and subtract money amounts? How will knowing how to handle money help me in everyday life ? Why is it important to be able to calculate money amounts using decimals? Why is it important to understand currency and how does it apply to being an independent adult? When it comes to making a purchase, why is it important to know if I have enough money and if I received the correct amount of change?	Enduring Understanding(s): Students must know how to accurately identify and count money as a life skill and a job readiness skill.

(1)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Identify values of coin and paper currency.	<u>NJSLS:</u> 1. 2.G.A.3
2. Demonstrate counting coins up to a dollar. Count by 1s, 5s, 10s and 25s.	2. 2.NBT.A.2
3. Recognize math equivalents relating to money.	3. 2.MD.C.8
4. Write the amounts of a given monetary value	4. CRP11
5. Applying the value of money when it comes to making a purchase. (Do I have enough?)	The standards a base on basic math skills needed for functional math
6. Demonstrate the ability to make change from a dollar	
7. Calculate basic money problems accurately using a calculator using decimals	
8. Be able to calculate written amounts of money by lining up the decimals.	

Inter-Disciplinary Connections:

Reading: Reading/comprehending of money word problems

Writing: Expressing money values in written form, record amounts.

Financial Literacy making purchases,

Students will engage with the following text:

TOUCH MONEY and IXL program

PCI purchasing workbooks

Money box

Real coins

Teacher made materials

Students will write:

- Students will use writing in do now or warm-up activities.
- Students will use writing to complete various money problems.
- Students will use writing to express money in written form.
- Students will use writing to complete worksheets and workbook pages.

(1)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Whole class discussions about mathematical applications to money as it relates to everyday life.
- Various hands-on activities
- use of chromebooks for interactive activities
- Pair/share money activities
- Classroom games to reinforce basic math concepts
- Teacher made practice worksheets
- Modeling accurate use of the calculator through oral directions and teacher observation
- Pair/share practice purchasing activities on making change
- Classroom activities to practice recognizing and counting money
- Modeling and practice making change for a dollar

(1)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:

Assessments through:

Extra time given when needed

Preferential seating

Additional processing time during activities and class discussions

One-one assistance when appropriate

Verbal prompting and natural supports

Tiered materials for various learning levels

Use of a larger calculator

Money box to assimilate and reinforce abstract math concepts

Allow students use illustrations as a response when appropriate

Counting chart used to assist counting by fives

Observation and completion of pair and share activities on making change.

Observation during classroom games.

Student completion of various teacher made writing assignments and worksheets.

Accommodations/Modifications:

Extra time given when needed

Preferential seating

Additional processing time during activities and class discussions

Use of chromebooks/other technology to assist in writing

One-one assistance when appropriate

Verbal prompting and natural supports

Tiered materials for various learning levels

Materials read to students when appropriate.

Use of a larger calculator

Manipulatives used to reinforce abstract math concepts.

Allow students use illustrations as a response when appropriate.

Summative Assessments:

Benchmark:

Students will use the money box to pull the correct amount of money to make a purchase.

Students will use the money box to pull the correct amount of change to complete a classmate's purchase.

Using a shopping ad calculate the total numbers of items using a calculator.

Accommodations/Modifications:

Extra time given when needed.

Additional processing time to complete assessment

Use of a calculator when appropriate

Use of chromebooks/other technology to assist in final project/assignment

Individual help by teacher or classroom aides for redirection and clarification of directions

Verbal prompting and natural supports

Tiered materials for various learning levels

Materials read to students when appropriate

Use of a larger calculator

Allow students use real money as a response when appropriate

Performance Assessments:

Successfully demonstrating the ability to count money and make change for purchases during fund raisers.

Accommodations/Modifications:

Additional processing time to complete assessments.

Using counting by 5s reminder

Individual help by teacher or classroom aides for redirection and clarification of directions.

Verbal prompting and natural supports.

Tiered materials for various learning levels

Materials read to students when appropriate. Extra time given when needed.

Use of a larger calculator.

Allow students use illustrations as a response when appropriate.

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Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Life Skills Math

Course Number: 153000

(2)PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Life Skills Math/ Telling Time	Unit Summary: This unit will assist students in being able to tell time to assist them in everyday life situations and/or on the job.
Grade Level(s): MD grades 9-12	

Essential Question(s): Why is telling time a life skill? Why is it also an important job readiness skill to be able to tell time? Why is it important to read a calendar.	Enduring Understanding(s): It is important for students to be able to demonstrate how to accurately read both an analog and a digital clock to assist in time management skills. Students must learn that time management skills are necessary to be successful employees. Students must be able to follow and read a calendar.
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(2)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target:</u>	<u>NJSLS:</u>
1. Discriminate between hour hand and minute hand.	1. 2.G.A.3
2. Demonstrate accurately telling time to the hour, half quarter and minute.	2. 2.NBT.A.2
3. Recognize hour vs minutes on a digital clock.	3. 2.MD.C.8
4. Demonstrate ability to read a digital clock.	4. CRP11
5. Associate an analog clock to a digital reading.	5. 4.MD.A.1*
6. Describe the difference between AM and PM.	6. CRP2
7. Recognize assistive technology(watches, cell phones, chromebooks) to support time management.	*The standards a base on basic math skills needed for functional math especially related to work situations.
8. Understand time lapse as it relates to following a recipe or a schedule at school/work, and how it applies to taking breaks.	
9. Be able to identify the date and find it on a calendar.	

Inter-Disciplinary Connections:

Reading: Reading/comprehending word problems relating to time and time management
Writing: writing the time in proper form.
Career Prep/Job Transition: Applying time management as it relates to job success

Students will engage with the following text:

JUDY Clocks
Cell phone alarms
Watches
calendars
Teacher made materials

Students will write:

Students will use writing to complete warm-up or Do-Now
Students will use writing to properly record the time
Students will use writing to complete various teacher made materials and worksheets
Students will use writing to completing written time passage word problems.

(2)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Whole class discussions about mathematical applications to life skills and job readiness skills
- Various hands-on activities
- use of chromebooks for interactive activities
- Pair/share practice setting times, making time dates.
- Classroom activities to practice recognizing different types of clocks and telling time with them
- Teacher made practice worksheets
- Practice understanding of time lapse as it relates to following a recipe
- Group discussions
- Various hands-on activities
- Classroom games to reinforce accurately telling time and understanding time lapse
- Project/assignment practical applications of using clocks and cell phones

- Using cellphone as time management tool
Follow and use a calendar

(2)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:

Assessments through:

Participation in class discussion and answering application questions
Frequent checks of understanding by asking questions related to objectives
Observation during small group discussion
Observation during independent activities
Observation and completion of pair and share activities
Observation during classroom games
Student completion of various teacher made writing assignments and worksheets

Accommodations/Modifications:

Extra time given when needed
Preferential seating
Additional processing time during activities and class discussions
Use of chromebooks/other technology to assist in writing
One-one assistance when appropriate
Verbal prompting and natural supports
Tiered materials for various learning levels
Materials read to students when appropriate.
Use of a large JUDY clock
Small individual clocks used to reinforce abstract math concepts
Allow students use illustration on their personal clock as a response when appropriate
Counting chart used to assist counting by fives

Summative Assessments:

Students will be able to give the date and tell time in order to follow a schedule and be able to demonstrate in writing and/or on a clock the time each class meets .
Students will use clock to demonstrate time management when taking a break.

Accommodations/Modifications:

Extra time given when needed.
Additional processing time to complete assessment
Use of a JUDY clock manipulative when appropriate

Use of cell phones, chromebooks, or other technology to assist in final project/assignment
Individual help by teacher or classroom aides for redirection and clarification of directions
Verbal prompting and natural supports
Tiered materials for various learning levels
Materials read to students when appropriate

Performance Assessments:

Successfully demonstrating the ability to give today's date, tell time and calculate time passage using either an analog clock or a digital clock.

Accommodations/Modifications:

Additional processing time to complete assessments.
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Tiered materials for various learning levels
Materials read to students when appropriate.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Life Skills Math Math

Course Number: 153000

(3)PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Transition Math/Basic Banking	Unit Summary: This unit will teach students about what to do with their money and how to nd keep track of their income and expenses using various banking procedures.
Grade Level(s): MD grades 9-12	
Essential Question(s): Why is learning basic banking an important independent life skills. How do I keep accurate financial records in order to be organized and keep track of my income and expenses? How can learning skills to keep proper track of your money assist in learning how to attain short and long term goals? How can I properly use an ATM card?	Enduring Understanding(s): Students need to be able to demonstrate how to keep accurate records in order to learn about their spending and saving habits. It is important for students to understand that keeping good financial records is a good tool for attaining financial goals. Students must learn the basics of banking such as using an ATM card making deposits, writing a check, and keeping accurate records on a register

(3)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Identify what to do with finances	1. 9.2.12.A.7
2. Explain why it is necessary to keep accurate records.	2. 9.2.8.10
3. Be able to demonstrate basic of banking filling out deposit slips, write a check, keep a bank register, and use an ATM card.	3. 9.2.8.C.1
4. Recognize that keeping accurate records is the first way to learn how to budget when spending money so to meet needs first.	4. banking

Inter-Disciplinary Connections:

English Students will complete a bank register using proper expression of all money amounts.

Business- Students will keep accurate records of income and expenses

ART collages comparing needs and wants

Students will engage with the following text:

TD Bank materials used for teaching deposit slips and checking.

Chrome Books for checking and recording deposits and withdraws

Sample bill and paychecks to practice keeping a register

teacher made materials

Students will write:

Warm up and do now activities
Properly fill out a check and deposit slip
Complete an excel worksheet showing income and expenses
Financial goals
Differences between deposits and withdraws

(3)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

-Whole class discussions about banking and keeping track of income and withdraws.
-Various hands-on activities teacher made materials, sale papers and menus practicing ATM purchases
-Use of chromebooks for interactive activities
-Pair/share spending activities
-Classroom games to reinforce basic banking concepts
-Teacher made practice worksheets
Project/assignment practical applications of basic math skills using grocery ads, menus, and online stores etc

(3)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:

Assessments through:

**Participation in class discussion and answering application questions
Frequent checks of understanding by asking questions related to objectives
Observation during small group discussion
Observation during independent activities
Observation and completion of pair and share activities
Observation during classroom games
Student completion of various teacher made writing assignments and worksheets
Participation in banking simulation
Completion of individual monthly bank register online**

Accommodations/Modifications:

**Extra time given when needed
Preferential seating
Additional processing time during activities and class discussions
Use of chromebooks/other technology to assist in writing
One-one assistance when appropriate
Verbal prompting and natural supports
Tiered materials for various learning levels
Materials read to students when appropriate.
Use of a larger calculator
Manipulatives used to reinforce abstract math concepts
Allow students use illustrations as a response when appropriate**

Summative Assessments:

Use simulated, individual bank register to explain and demonstrate the ability to check balance after accurately assessing deposits and withdraws.

Group project creating a poster demonstrating deposits and withdraws for a simulated monthly account of spending and income.

Accommodations/Modifications:

Extra time given when needed.

Additional processing time to complete assessment

Use of a calculator when appropriate

Use of chromebooks/other technology to assist in final project/assignment

Individual help by teacher or classroom aides for redirection and clarification of directions

Verbal prompting and natural supports

Tiered materials for various learning levels

Materials read to students when appropriate

Performance Assessments:

Demonstrate accurate completing of forms to make a deposit, write check and make a withdraw as well as balance a checkbook by completing online bank register with accuracy.

Accommodations/Modifications:

Additional processing time to complete assessments.

Individual help by teacher or classroom aides for redirection and clarification of directions.

Verbal prompting and natural supports.

Tiered materials for various learning levels

Materials read to students when appropriate.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Life Skills Math

Course Number: 153000

(4)PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Life Skills Math/Measurement	Unit Summary: This unit will teach students basic concepts of measurement that they will need post graduation as everyday life skills and pre vocational skills
Grade Level(s): MD grades 9-12	
Essential Question(s): Why is it important to be able to use and calculate linear measurement? Why is it necessary to read and interpret scales for weight? For what purposes will it be necessary and important to read a thermometer? How will I use the ability to measure liquid and dry measurements at home and on the job? Why is it important to choose the appropriate unit of measurement?	Enduring Understanding(s): Students need to know how to use a ruler and a tape measure. Students must learn how to read and interpret various scales. Students must be able to identify temperatures for health and cooking. Student will know the difference between measuring liquid and dry ingredients Students must learn how to discriminate between various units of measurement depending on the purpose.

(4)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. To analyze the unit of measurements and its equivalents to apply to distance.	1. 2.MD
2. To determine how to use a scale as a means of keeping track of a healthy weight.	2. 4.MD
3. To recognize a high body temperature for identifying a fever.	3. 5.MD
4. To be able to read and set an oven for appropriate temperature when cooking and/or baking,	The standards a base on basic math skills needed for functional math especially related to life skills situations.
5. To distinguish what it means to measure liquid or dry ingredients as in a recipe.	
6. To discuss to and recognize the difference in using measuring spoons.	
7. Develop an understanding of which tool or unit of measurement depending on purpose.	

Inter-Disciplinary Connections:

English -learning how to write to express various types of measurement

Health- being able to read a thermometer or measure out a liquid medicine.

FACS-properly follow a recipe by using proper measurement of liquid dry ingredients, setting a timer and temperature,

Science-Using tools to accurately measure in proper units.

Students will engage with the following text:

Reading and interpreting recipes

Using a ruler, yardstick and tape measure

Using measuring spoons , measuring cups,

Reading and interpreting a thermometer

Students will write:

Students will write in proper form numbers and units to express the appropriate measurement.

Student will use writing in do now or warm-up activities.

- **Students will use writing to make a list of things to measure.**
- **Students will use writing to create an equivalent chart of linear measurements**
- **Students will use writings to list things needed to be measured by temperature**
- **Students will use writing in individual projects.**
- **Students will use writing to create a timeline of the changes in weight in their life so far.**
- **Students will use writing to construct a recipe's measurements**

(4)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole class discussions

- S **Small Group discussions**
- V **Various hands-on activities**
- U **Use of chromebooks for interactive activities**
- A- **Art Media responses: Collages, powerpoint,recipers**
- ry **Pair/share activities: reading and doubling a recipe**
- St **Measuring out areas of the classroom for flooring, baseboard, framing etc.**
 - Using a scale to weigh various objects and persons**
 - Using a thermometer to measure temperature in the oven and their personal body temperature**



(4)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:

Assessments through:

Participation in class discussion and answering application questions.

Frequent checks of understanding by asking questions related to objectives.

Observation during independent activities.

Observation during pair and share activities on their ability to express proper measurement.

Observation during cooking activities .

Student completion of various writing assignments and worksheets.

Quizzes, class discussion, individual performances

Accommodations/Modifications:

Extra time given when needed

Hands on activities to reinforce math concepts

Preferential seating

Additional processing time during activities and class discussions

Use of chromebooks/other technology to assist in writing

One-one assistance when appropriate

Verbal prompting and natural supports

Tiered materials for various learning levels

Materials read to students when appropriate.

Allow students use illustrations as a response when appropriate.

Summative Assessments:

Students will demonstrate the ability to read and follow a recipe, measure all ingredients accurately setting the oven to proper time and temperature.

Accommodations/Modifications:

Extra time given when needed.

Manipulatives and hands on practice to reinforce math concepts

Additional processing time to complete assessments.

Use of chromebooks/other technology to assist in writing.

Individual help by teacher or classroom aides for redirection and clarification of directions.

Verbal prompting and natural supports.

Tiered materials for various learning levels

Materials read to students when appropriate.

Allow students use illustrations as a response when appropriate.

Performance Assessments:

Students will demonstrate the ability to use a tape measure to see if the size or shape of a piece of furniture can fit through a particular doorway.

Accommodations/Modifications:

Extra time given when needed.

Manipulatives and hands on practice to reinforce math concepts

Additional processing time to complete assessments.

Use of chromebooks/other technology to assist in writing.

Individual help by teacher or classroom aides for redirection and clarification of directions.

Verbal prompting and natural supports.

Tiered materials for various learning levels

Materials read to students when appropriate.

Allow students use illustrations as a response when appropriate.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Life Skills Math

Course Number: 153000

(5)PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Life Skills Math/Basic Math calculating and Word Problems	Unit Summary: This unit will focus on maintaining and reinforcing basic mathematics and computation skills as applied to word problems and everyday life situations.
Grade Level(s): 18-21 year old Job Transition II Program	
Essential Question(s): Why do I need to improve and maintain my basic math facts? What do I need to learn in order to read and comprehend a word problem. How can understanding how to set up word problems make me more of an independent adult?	Enduring Understanding(s): Students need to recognize key words when reading word problems that will enable them to choose which function to use to solve the problem . Students must find a personal way to compute basic math facts whether it be memorization, using Touch Math or a calculator. Students need to learn to properly use a calculator for all functions (+,-,x,/) Students must be able to decipher a word problem and set it up as a mathematical equation. Students need to be able to pose and solve 2 step math problems related to life skills.

(5)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Students will recognize key words that will enable them to solve mathematical problems	1. 2.OA
2. Students will formulate and solve an equation created from a word problem	2. 4.OA
3. Students will choose the proper function in order to solve a word problem.	
4. Students will apply mathematical problem solving strategies to various types of everyday life skills.	.The standards a base on basic math skills
5. Students will choose a manner to solve problems that meets their educational abilities whether it is using Touch Math, a calculator or pen and paper with memorization of math facts.	needed for functional math especially related to life skill situations.

Inter-Disciplinary Connections:

Financial literacy

FACS

English: Reading Comprehension and writing to solve word problems

Economics Banking and Consumer Math

Students will engage with the following text:

TOUCH MATH Program

Teacher made materials

Calculators

Online Resources

Students will write:

Students will use writing in do now or warm-up activities.

Students will use writing to complete various math problems.

Students will use writing to set up word problems

(5)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.



Whole class discussions about mathematical applications to daily life skills.

- Various hands-on activities**
- use of chromebooks for interactive activities**
- Pair/share word problem activities**
- Classroom games to reinforce basic math concepts**
- Teacher made practice worksheets**
- Modeling accurate use of the calculator through oral directions and teacher observation**
- Project/assignment practical applications of basic math skills using grocery ads, menu items, etc.**

(5)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:

Assessments through:

Participation in class discussion and answering word problems.
Frequent checks of understanding by asking questions related to function..
Observation during independent activities.
Observation and completion of pair and share activities on solving problems.
Observation during classroom games.
Student completion of various teacher made writing assignments and worksheets.
Quizzes, tests, homework, class discussion, individual conferences

Accommodations/Modifications:

Extra time given when needed
Preferential seating
Use of a large button calculator
Modeling and examples on how to set up problems.
Additional processing time during activities and class discussions
Use of chromebooks/other technology to assist in writing
One-one assistance when appropriate
Verbal prompting and natural supports
Tiered materials for various learning levels
Materials read to students when appropriate.
Manipulatives used to reinforce abstract math concepts.
Allow students use illustrations as a response when appropriate.

Summative Assessments:

Students will make a personal poster depicting the *key words* to look for in order to be able to use the appropriate function and solve daily life skill math problems.
Students will be given word problems related to shopping, banking, meal preparation, and various everyday situations and select appropriate function in order to properly solve the problems.

Accommodations/Modifications:

Extra time given when needed.

Additional processing time to complete assessments.

Use of a larger calculator

Use of chromebooks/other technology to assist in final project/assignment.

Individual help by teacher or classroom aides for redirection and clarification of directions.

Verbal prompting and natural supports.

Tiered materials for various learning levels

Materials read to students when appropriate.

Allow students use illustrations as a response when appropriate

Performance Assessments:

Students will be given word problems related to shopping, banking, meal preparation, and various everyday situations and select appropriate function in order to properly solve the problems.

Accommodations/Modifications:

Extra time given when needed.

Additional processing time to complete assessments.

Use of a larger calculator.

Individual help by teacher or classroom aides for redirection and clarification of directions.

Verbal prompting and natural supports.

Tiered materials for various learning levels

Materials read to students when appropriate.

Allow students use illustrations as a response when appropriate.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Transition Math

Course Number: 153002

(1)PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Transition Math/ Solving everyday math problems	Unit Summary: This unit will assist students in applying basic math skills to everyday life situations and/or on the job. They will refresh and revisit skills necessary for various job site and everyday living.
Grade Level(s): 18-21 year old Job Transition II Program	
Essential Question(s): Why is it important to be efficient in basic math skills for post-school life? As an employee, why is it important to know how to add and subtract? How will knowing how to properly use a calculator help me on the job and everyday life? As an employee why is it important to be able to calculate money amounts with decimals? Why is it important to understand measurements and how does it apply to the workplace?	Enduring Understanding(s): Students need to revisit and practice basic math skills to support life skills and vocational skills. Students must learn how to apply basic math skills to vocational situations for job site and career readiness.

(1)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Calculate basic math problems accurately with or without using a calculator.	1. 2.OA.B.2,3
2. Demonstrate the proper use of a calculator and the ability to choose the correct operation symbol.	2. 4.MD.A.1
3. Utilize proper tools of measurements: ruler, scale, and thermometer as it applies to the workplace.	3. 2.MD.C.6,7, 8
4. Using decimals as it relates to percentages, taxes, tips, and measurements.	4. 4.MD.A.3
	5. 2.NBT.A.2
	The standards a base on basic math skills needed for functional math especially related to work situations.

Inter-Disciplinary Connections:

Reading: Reading of measuring tools

Writing: Expressing numerical values in written form, record measurements.

Science: Using measurement tools, reading a thermometer, using/reading liquid measuring tool

Students will engage with the following text:

TOUCH MONEY and TOUCH MATH program

Teacher made materials

Students will write:

- Students will use writing in do now or warm-up activities.
- Students will use writing to complete various math problems.
- Students will use writing to record measurements.

(1)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Whole class discussions about mathematical applications to workplace and everyday life.
- Various hands-on activities
- use of chromebooks for interactive activities
- Pair/share measurement activities
- Classroom games to reinforce basic math concepts
- Teacher made practice worksheets
- Modeling accurate use of the calculator though oral directions and teacher observation
- Project/assignment practical applications of basic math skills using grocery ads, menu items, etc.

(1)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:

Assessments through:

- Participation in class discussion and answering application questions.
- Frequent checks of understanding by asking questions related to objectives.
- Observation during independent activities.
- Observation and completion of pair and share activities on measurements.
- Observation during classroom games.
- Student completion of various teacher made writing assignments and worksheets.

Accommodations/Modifications:

- Extra time given when needed
- Preferential seating
- Additional processing time during activities and class discussions
- Use of chromebooks/other technology to assist in writing
- One-one assistance when appropriate
- Verbal prompting and natural supports
- Tiered materials for various learning levels
- Materials read to students when appropriate.
- Use of a larger calculator
- Manipulatives used to reinforce abstract math concepts.
- Allow students use illustrations as a response when appropriate.

Summative Assessments:

- Benchmark:** Using a menu, order a complete meal, calculate the total including tax and tip, using a calculator.
- Final:** Using the chromebook/internet, shop or new winter wardrobe from various online stores, calculate the total including discounts, tax, and shipping using a calculator.

Accommodations/Modifications:

- Extra time given when needed.
- Additional processing time to complete assessments.
- Use of a larger calculator
- Use of chromebooks/other technology to assist in final project/assignment.
- Individual help by teacher or classroom aides for redirection and clarification of directions.
- Verbal prompting and natural supports.
- Tiered materials for various learning levels
- Materials read to students when appropriate.
- Allow students use illustrations as a response when appropriate

Performance Assessments:

Completion of final project with accurate calculations.

Accommodations/Modifications:

Extra time given when needed.

Additional processing time to complete assessments.

Use of a larger calculator.

Individual help by teacher or classroom aides for redirection and clarification of directions.

Verbal prompting and natural supports.

Tiered materials for various learning levels

Materials read to students when appropriate.

Allow students use illustrations as a response when appropriate.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Transition Math

Course Number: 153002

(2)PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Transition Math/Money	Unit Summary: This unit will continue the learning and practice of accurately and efficiently counting money as it applies to the workplace and basic life skills. Students will become comfortable with handling money, such as making change at a cash register.
Grade Level(s): 18-21 year old Job Transition II Program	
Essential Question(s): Why is it important to know how to accurately count money? What money skills are needed to become an independent adult? When it comes to making a purchase, why is it important to know if I have enough money and if I received the correct amount of change?	Enduring Understanding(s): Students must know how to accurately identify and count money for post-school life and as a job readiness skill.

(2)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Identify values of coin and paper currency.	1. 2.G.A.3
2. Demonstrate counting coins up to a dollar.	2. 2.NBT.A.2
3. Recognize math equivalents relating to money.	3. 2.MD.C.8
4. Applying the value of money when it comes to making a purchase. (Do I have enough?)	4. CRP11
5. Demonstrate the ability to make change from a dollar	The standards a base on basic math skills needed for functional math especially related to work situations.
6. Apply counting skills using a register.	

Inter-Disciplinary Connections:

Reading: Reading/comprehending word problems

Writing: writing money amounts in proper form.

Career Prep/Job Transition: Applying money skills to using a register using Quickbooks program.

Students will engage with the following text:

TOUCH MONEY

Quickbooks register program

PCI purchasing workbooks

Money box

Real coins

Teacher made materials

Students will write:

Students will use writing to express money in written form.

Students will use writing to completing written math problems.

Students will use writing to complete worksheets and workbook pages.

(2)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Whole class discussions about mathematical applications to workplace and everyday life
- Various hands-on activities
- use of chromebooks for interactive activities
- Pair/share practice purchasing activities on making change
- Classroom activities to practice recognizing and counting money
- Teacher made practice worksheets
- Modeling and practice making change for a dollar

(2)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:

Assessments through:

- Participation in class discussion and answering application questions.**
- Frequent checks of understanding by asking questions related to objectives.**
- Observation during independent activities.**
- Observation and completion of pair and share activities on making change.**
- Observation during classroom games.**
- Student completion of various teacher made writing assignments and worksheets.**

Accommodations/Modifications:

- Extra time given when needed**
- Preferential seating**
- Additional processing time during activities and class discussions**
- Use of chromebooks/other technology to assist in writing**
- One-one assistance when appropriate**
- Verbal prompting and natural supports**
- Tiered materials for various learning levels**
- Materials read to students when appropriate.**
- Use of a larger calculator**
- Manipulatives used to reinforce abstract math concepts**
- Allow students use illustrations as a response when appropriate**
- Counting chart used to assist counting by fives**

Summative Assessments:

- Students will use the money box to pull the correct amount of money to make a purchase.**
- Students will use the money box to pull the correct amount of change to complete a classmate's purchase.**

Accommodations/Modifications:

- Extra time given when needed.**
- Additional processing time to complete assessment**
- Use of a calculator when appropriate**
- Use of chromebooks/other technology to assist in final project/assignment**
- Individual help by teacher or classroom aides for redirection and clarification of directions**
- Verbal prompting and natural supports**
- Tiered materials for various learning levels**
- Materials read to students when appropriate**

Performance Assessments:

Successfully demonstrating the ability to count money and make change for purchases using a cash register.

Accommodations/Modifications:

Additional processing time to complete assessments.

Individual help by teacher or classroom aides for redirection and clarification of directions.

Verbal prompting and natural supports.

Tiered materials for various learning levels

Materials read to students when appropriate.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Transition Math

Course Number: 153002

(3)PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Transition Math/ Banking and Budgeting	Unit Summary: This unit will teach students about planning short term and long term goals and budgeting, and keeping track of their income and expenses using various banking procedures.
Grade Level(s): 18-21 year old Job Transition II Program	
Essential Question(s): Why is budgeting an important skill to learn in order to attain short and long term goals? What is the difference between fixed and variable expenses and how does that affect my budget? How do I keep accurate financial records in order to be organized and keep track of my income and expenses? How does proper budgeting ensure financial security? Why must I often reevaluate my weekly and monthly spending habits? What does it mean to pay myself first in order to save?	Enduring Understanding(s): It is important for students to understand that keeping good financial records is a good tool for attaining financial goals. Students need to know that short term decisions will be important steps in having long term successes or failures. Students need to be able to demonstrate how keeping accurate records is a good way to learn about their spending and saving habits. Students must learn how to explore how budgeting can impact their life and family. Students must be able to determine the difference between fixed and variable expenses. Students must learn the basics of banking such as using an ATM card making deposits and keeping accurate records on a register

(3)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Identify financial goals to plan assist in planning for post-school life.	1. 9.2.12.A.7
2. Calculate their own income based hours worked and rate.	2. 9.2.8.10
3. Demonstrate understanding of checking paycheck accuracy.	3. 9.2.8.C.1
4. Explain why keeping a budget is necessary to attain financial goals.	4. 9.1.8.B.9
5. Recognize that budgets need to be adjusted to meet needs first.	5. 9.1.12.B.8
6. Demonstrate basics of banking filling out deposit slips, write a check , use an ATM card and keep a bank register.	6. 9.1.4.C.3,4,6* 7. 9.1.8.C.1,3,4**
7. Recognize the advantages, disadvantages, and dangers of credit card use.	* In Transition Program students have different levels of learning. This indicates the goals for 4th grade level learning targets. ** In Transition Program students have different levels of learning. This indicate the goals for 8th grade level learning targets.

Inter-Disciplinary Connections:

English Students will write long and short term financial goals

Students will complete a bank register using proper expression of all money amounts

Business- Students will keep accurate records of income and expenses

ART: collages comparing needs and wants, posters depicting financial goals

Students will engage with the following text:

Use of chromeBooks for checking and comparing prices for needs and wants
Sale papers showing weekly deals for necessary and frivolous spending
Teacher made materials
TD Bank materials used for teaching deposit slips and checking.
Various magazines

Students will write:

Students will use writing to complete warm up and do now activities
Students will use writing to properly fill out a check and deposit slip
Students will use writing to complete an excel worksheet showing income and expenses
Students will use writing to express financial goals
Students will use writing to discover differences between needs and wants

(3)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Whole class discussions about needs and wants.
- group discussions
- Various hands-on activities teacher made materials and magazines comparing prices
- use of chromebooks for interactive activities
- Pair/share budgeting activities
- Classroom games to reinforce basic budgeting concepts
- Teacher made practice worksheets
- Project/assignment practical applications of basic math skills using magazines, grocery ads, menus, and online stores etc

(3)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:

Assessments through:

Participation in class discussion and answering application questions
Frequent checks of understanding by asking questions related to objectives
Observation during small group discussion
Observation during independent activities
Observation and completion of pair and share activities
Observation during classroom games
Student completion of various teacher made writing assignments and worksheets
Participation in banking simulation
Completion of individual monthly bank register online

Accommodations/Modifications:

Extra time given when needed
Preferential seating
Additional processing time during activities and class discussions
Use of chromebooks/other technology to assist in writing
One-one assistance when appropriate
Verbal prompting and natural supports
Tiered materials for various learning levels
Materials read to students when appropriate.
Use of a larger calculator
Manipulatives used to reinforce abstract math concepts
Allow students use illustrations as a response when appropriate

Summative Assessments:

Use simulated, individual paycheck earned to explain and demonstrate the ability to check one's paycheck for accuracy.

Group project creating a collage demonstrating the understanding of needs and wants.

Accommodations/Modifications:

Extra time given when needed.
Additional processing time to complete assessment
Use of a calculator when appropriate
Use of chromebooks/other technology to assist in final project/assignment

Individual help by teacher or classroom aides for redirection and clarification of directions
Verbal prompting and natural supports
Tiered materials for various learning levels
Materials read to students when appropriate

Performance Assessments:

Demonstrate budgeting needs and wants by completing online bank register each month accurately.

Accommodations/Modifications:

Additional processing time to complete assessments.
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Tiered materials for various learning levels
Materials read to students when appropriate.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Transition Math

Course Number: 153002

(4)PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Transition Math/Time management	Unit Summary: This unit will assist student in time management as they prepare for entering the workforce in life after school.
Grade Level(s): 18-21 year old Job Transition II Program	
Essential Question(s): Why is telling time a life skill? Why is it important job readiness skill to be able to tell time? What time management skills to I need to learn to be a productive employee?	Enduring Understanding(s): It is important for students to be able to demonstrate how to accurately read both an analog and a digital clock to assist in time management skills. Students must learn time management skills to be successful employees to obtain and keep a job.

(4)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Targets:

1. Demonstrate accurately telling time to the hour, half quarter and minute.
2. Recognize time on analog clock vs digital clock.
3. Describe the difference between AM and PM.
4. Recognize assistive technology to support time management.
5. Understand time lapse as it relates to following a schedule at work and how it applies to taking breaks.

NJSLS:

1. CPR11
2. 4.MD.A.1*
3. CRP2

*The standards a base on basic math skills needed for functional math especially related to work situations.

Inter-Disciplinary Connections:

Math: Using basic math skills to tell time

Independent living: Using time management as it relates to post-school life and as a job skill

Students will engage with the following text:

Various internet resources

Teacher made materials

Students will write:

- Students will use writing to complete warm-up or Do-Now
- Students will use writing to record the time
- Students will use writing to complete various teacher made materials and worksheets

(4)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.



- Whole class discussions
- Group discussions
- Various hands-on activities
- Teacher made materials
- use of chromebooks for interactive activities
- Pair/share time management activities
- Classroom games to reinforce accurately telling time and understanding time lapse
- Practice application on SLE job site
- Project/assignment practical applications of using clocks and cell phones
- Using cellphone as time management tool
- Practice understanding of time lapse as it relates to taking medication

(4)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:

Assessments through:

Participation in class discussion and answering application questions
Frequent checks of understanding by asking questions related to objectives
Observation during small group discussion
Observation during independent activities
Observation and completion of pair and share activities
Observation during classroom games
Student completion of various teacher made writing assignments and worksheets
Participation in practice assignments at the SLE job site

Accommodations/Modifications:

Extra time given when needed completing assignments
Preferential seating
Additional processing time during activities and class discussions
Use of chromebooks/other technology to assist in writing
One-one assistance when appropriate
Verbal prompting and natural supports
Tiered materials for various learning levels
Materials read to students when appropriate.
Use of cell phone as assistive technology
Manipulatives used to reinforce abstract math concepts
Allow students use illustrations as a response when appropriate

Summative Assessments:

Students will accurately complete an hour log for one week based on their individual SLE job site; must include correct time clocked in, lunch break, and time clocked out.

Accommodations/Modifications:

Extra time given when needed.
Additional processing time to complete assessment
Use of chromebooks/other technology to assist in final project/assignment
Individual help by teacher or classroom aides for redirection and clarification of directions
Verbal prompting and natural supports
Tiered materials for various learning levels
Materials read to students when appropriate

Performance Assessments:

Demonstration of independent time management when given a specific amount of time to take a break at the SLE job site.

Accommodations/Modifications:

Additional processing time to complete skill.

Individual help by teacher or classroom aides/job coach for redirection and clarification of directions.

Verbal prompting and natural supports when appropriate.