

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE Life Skills Math			
DISTRICT COURSE NUMBER (#0774)		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2537	
Rationale:	This course will offer basic math skills to students who have a current IEP. These students are earning a Certificate of Graduation and are not required to pass the High School Exit Exam. These special education students need a wide variety of math skills for success in daily life during and after their high school career. This course will cover skills that lead to the Practical Math course.		
Course Description that will be in the Course Directory:	This class will focus on math-related concepts that are used in daily living tasks. Students will build upon individual math skills as well as work in teams/groups to apply math concepts.		
How Does this Course align with or meet State and District content standards?	Using the state framework, the mathematics content of this course will be presented in five strands: Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis and Probability; and Mathematical Reasoning. Due to the nature of the students' needs written in their Individual Educational Plans (IEP), this math course will focus on the statewide math standards from grades K-2, and selected standards from higher grade levels (up to Grade 5). Emphasis will be on a strong foundation in basic skills using technology and simulations to promote mathematics learning.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Economics <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input checked="" type="checkbox"/> Not Core Subject		
CDE CALPADS Course Descriptors: <small>(See Page 2 for Definitions)</small>	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) <input type="checkbox"/> Tech Prep & ROP (33) <input type="checkbox"/> ROP <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03)	INSTRUCTIONAL LEVEL CODE <input checked="" type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of units: 10 <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements	<input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Career Technical	
	May be repeated for credit.		
Prerequisites:	None		
Department(s):	Special Education		
District Sites:	EDHS, ORHS, PHS, UMHS		
Board of Trustees COS Adoption Date:	May 17, 2011		

Textbooks / Instructional Materials:	Basic Math Practice Series, PCI Education, Kristine Lindsay, 2008-1 st Edition, ISBN: PCI2652
Funding Source:	General Funds
Board of Trustees Textbook Adoption Date:	June 21, 2011

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

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UNIT/STANDARD #: Unit #1: Numbers

LEARNING OUTCOME: Develop math skills using basic math operations. Connect math skills to daily living tasks.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) a. Recognize numerals b. Arrange numerals in numerical order c. Write numerals as dictated	2. Instructional strategies that will be used to engage students. a. Flash cards b. Read numbers on ordinary items (signs, boxes, etc.) c. Write numbers on forms, checks, memos, etc. d. Classroom games and activities e. Calculator and computer keyboard exercises	3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples. a. Skill assessments b. Chapter/Unit tests c. Diagnostic tests d. Alternate forms of assessment per student IEP needs e. Observations	4. What will we do if students don't learn? Reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. 5. What will we do if students already know it? a. Move to next higher level of same standard or skill b. Reassess student skill level and place appropriately

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Number Sense:
 (Grade K: 1.1) Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.
 (Grade K: 1.2) Count, recognize, represent, name, and order a number of objects (up to 30).
 (Grade 1: 1.1) Count, read, and write whole numbers to 100.
 (Grade 1: 1.2) Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).
 (Grade 1: 1.3) Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3).
 (Grade 1: 1.4) Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).
 (Grade 2: 1.1) Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
 (Grade 2: 1.2) Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000).

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UNIT/STANDARD #: Unit #2: Computation

LEARNING OUTCOME: Develop math skills using basic math operations. Connect math skills to daily living tasks.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) a. Add whole numbers b. Subtract whole numbers c. Multiply whole numbers d. Divide whole numbers e. Average whole numbers f. Rounding off numerals	2. Instructional strategies that will be used to engage students. a. Flash cards b. Calculator exercises c. Adding and subtracting totals from receipts, inventories, price lists, catalogs, etc. d. Shopping e. Estimating costs (grocery lists) f. Charts and graphs g. Classroom games and activities	3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples. a. Skill assessments b. Chapter/Unit tests c. Diagnostic tests d. Alternate forms of assessment per student IEP needs e. Observations	4. What will we do if students don't learn? eteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. 5. What will we do if students already know it? a. Move to next higher level of same standard or skill b. Reassess student skill level and place appropriately

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Number Sense:

(Grade K: 2.1) Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

(Grade K: 3.1) Recognize when an estimate is reasonable.

(Grade 1: 1.3) Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) e.g., 8 may be represented as $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$.

(Grade 1: 2.2) Use the inverse relationship between addition and subtraction to solve problems.

(Grade 1: 2.3) Identify one more than, one less than, 10 more than, and 10 less than a given number.

(Grade 1: 2.4) Count by 2s, 5s, and 10s to 100.

(Grade 1: 2.5) Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).

(Grade 1: 2.6) Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).

(Grade 1: 2.7) Find the sum of three one-digit numbers.

(Grade 2: 1.2) Use words, models, and expanded forms (e.g. $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).

(Grade 2: 2.1) Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions.

(Grade 2: 2.2) Find the sum or difference of two whole numbers up to three digits long.

(Grade 2: 3.1) Use repeated addition, arrays, and counting by multiples to do multiplication.

(Grade 2: 3.2) Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

(Grade 3: 1.4) Round off numbers to 10,000 to the nearest ten, hundred, and thousand.

Algebra and Functions:

(Grade 1: 1.1) Write and solve number sentences from problem situations that express relationships involving addition and subtraction.

(Grade 1: 1.2) Understand the meaning of the symbols $+$, $-$, $=$.

(Grade 1: 1.3) Create problem situations that might lead to given number sentences involving addition and subtraction.

(Grade 2: 1.2) Relate problem situations to number sentences involving addition and subtraction.

(Grade 2: 1.3) Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

Mathematical Reasoning:

(Grade K: 1.0, 1: 1.0, 2: 1.0) Students make decisions about how to set up a problem.

(Grade K: 2.0, 1: 2.0, 2: 2.0) Students solve problems and justify their reasoning.

(Grade K: 3.0, 1: 3.0, 2: 3.0) Students note connections between one problem and another.

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UNIT/STANDARD #: Unit #3: Fractions

LEARNING OUTCOME: Develop math skills using basic math operations. Connect math skills to daily living tasks.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) a. Add fractions b. Subtract fractions c. Multiply fractions d. Divide fractions e. Relate fractions to quantity f. Relate fractions to area g. Relate fractions to volume	2. Instructional strategies that will be used to engage students. a. Cooking, following recipes b. Doubling or minimizing recipes c. Dividing amounts (sharing or serving food or other items) d. Calculator exercises e. Sewing f. Measuring activities g. Classroom games and activities	3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples. a. Skill assessments b. Chapter/Unit tests c. Diagnostic tests d. Alternate forms of assessment per student IEP needs e. Observations	4. What will we do if students don't learn? Reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. 5. What will we do if students already know it? a. Move to next higher level of same standard or skill b. Reassess student skill level and place appropriately

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Number Sense

(Grade 2: 4.1) Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.

(Grade 2: 4.2) Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).

(Grade 2: 4.3) Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

(Grade 5: 2.5) Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.

Measurement/Geometry

(Grade K: 1.1) Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).

(Grade 1: 1.1) Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

(Grade 2: 1.1) Measure the length of objects by iterating (repeating) a nonstandard or standard unit.

Mathematical Reasoning:

(Grade K: 1.0, 1: 1.0, 2: 1.0) Students make decisions about how to set up a problem.

(Grade K: 2.0, 1: 2.0, 2: 2.0) Students solve problems and justify their reasoning.

(Grade K: 3.0, 1: 3.0, 2: 3.0) Students note connections between one problem and another.

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UNIT/STANDARD #: Unit #4: Percents

LEARNING OUTCOME: Develop math skills using basic math operations. Connect math skills to daily living tasks.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) a. Comprehends the concept of percentage b. Compare various percents to determine larger and smaller amounts c. Multiply amounts by a variety of percentages	2. Instructional strategies that will be used to engage students. a. Calculating tax, tip and sales prices b. Role plays c. Catalog projects d. Calculator exercises involving money and percents e. Visual aids and pictures f. Classroom games and activities	3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples. a. Skill assessments b. Chapter/Unit tests c. Diagnostic tests d. Alternate forms of assessment per student IEP needs e. Observations	4. What will we do if students don't learn? Reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. 5. What will we do if students already know it? a. Move to next higher level of same standard or skill b. Reassess student skill level and place appropriately

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

UNIT #4: Percents

Number Sense:

(Grade 5: 1.2) Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.

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UNIT/STANDARD #: Unit #5: Measurement

LEARNING OUTCOME: Develop math skills using basic math operations. Connect math skills to daily living tasks.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> a. Tell time on an analog clock b. Tell time on a digital clock c. Be familiar with the calendar (dates, day, weeks, months, seasons) d. Read a ruler (standard and metric) e. Measure the length of an item f. Convert units of measurement g. Measure liquids and solids h. Read a thermometer 	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> a. Read and set times with practice clocks with moveable hands b. Use time clocks and time cards c. Flash cards d. Use calendars, daily planners to identify specific days/dates e. Pictures (visuals) to identify holidays, months, seasons, etc. f. Rulers, yardsticks, meter sticks, tape measure g. Scales (cooking and personal) h. Cook and/or follow a recipe i. Thermometers (room, cooking) j. Classroom games and activities 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> a. Skill assessments b. Chapter/Unit tests c. Diagnostic tests d. Alternate forms of assessment per student IEP needs e. Observations 	<p>4. What will we do if students don't learn? Reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> a. Move to next higher level of same standard or skill b. Reassess student skill level and place appropriately

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

UNIT #5: Measurement

Algebra and Functions

(Grade K: 1.1) Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g. all these balls are green, those are red).

Measurement and Geometry

(Grade K: 1.1) Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).

(Grade K: 1.2) Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g. clock, calendar).

(Grade K: 1.3) Name the days of the week.

(Grade K: 1.4) Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).

(Grade 1: 1.1) Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

(Grade 1: 1.2) Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

(Grade 2: 1.1) Measure the length of objects by iterating (repeating) a nonstandard or standard unit.

(Grade 2: 1.3) Measure the length of an object to the nearest inch and/or centimeter.

(Grade 2: 1.4) Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

(Grade 3: 1.1) Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

(Grade 3: 1.2) Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.

(Grade 3: 1.4) Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

Mathematical Reasoning:

(Grade K: 1.0, 1: 1.0, 2: 1.0) Students make decisions about how to set up a problem.

(Grade K: 2.0, 1: 2.0, 2: 2.0) Students solve problems and justify their reasoning.

(Grade K: 3.0, 1: 3.0, 2: 3.0) Students note connections between one problem and another.

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UNIT/STANDARD #: Unit #6: Math Vocabulary

LEARNING OUTCOME: Develop math skills using basic math operations. Connect math skills to daily living tasks.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> a. Increase basic math vocabulary b. Recognize geometric shapes and concepts 	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> a. Math tile task cards b. Flash cards c. Use manipulatives d. Word problem tasks e. Matching exercises f. Silent math activities g. Classroom games and activities 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> a. Skill assessments b. Chapter/Unit tests c. Diagnostic tests d. Alternate forms of assessment per student IEP needs e. Observations 	<p>4. What will we do if students don't learn? Reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> a. Move to next higher level of same standard or skill b. Reassess student skill level and place appropriately

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

UNIT #6: Math Vocabulary

Algebra and Functions

(Grade K: 1.1) Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

Measurement and Geometry

(Grade K: 1.1) Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).

(Grade K: 1.2) Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).

(Grade K: 1.3) Name the days of the week.

(Grade 1: 2.1) Identify, describe, and compare triangles, squares, circles, including the faces of three-dimensional objects.

(Grade 1: 2.2) Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.

(Grade 1: 2.3) Give and follow directions about location.

(Grade 2: 2.1) Describe and classify plane and geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.

Statistics, Data Analysis, and Probability

(Grade K: 1.2) Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

(Grade 1: 1.1) Sort objects and data by common attributes and describe the categories.

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UNIT/STANDARD #: Unit #7: Money and Finances

LEARNING OUTCOME: Develop math skills using basic math operations. Connect math skills to daily living tasks.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> a. Identify coins b. Identify bills c. Count money d. Identify equivalent amounts e. Read amount of money (written) f. Add money g. Figuring correct change h. Find the total for several same-price items i. Find the price per unit j. Figure and recognize correct change or use "dollar more" technique k. Manage a checking account l. Stay within a budget when making purchases (real or simulated) 	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> a. Manipulate real and "play" money b. Money computations using a regular and/or money calculator c. Flash cards d. Make shopping lists (estimates) e. Compare prices or make purchase (real or simulated) using advertisements and catalogs f. Role play g. Real and simulated shopping activities h. Set up and maintain a checkbook (savings) i. Read and/or make charts and graphs j. Use manipulatives k. Classroom games and activities 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> a. Skill assessments b. Chapter/Unit tests c. Diagnostic tests d. Alternate forms of assessment per student IEP needs e. Observations 	<p>4. What will we do if students don't learn? Reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> a. Move to next higher level of same standard or skill b. Reassess student skill level and place appropriately

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

UNIT #7: Money and Finances

Number Sense

(Grade 1: 1.5) Identify and know the value of coins and show different combinations of coins that equal the same value.

(Grade 2: 5.1) Solve problems using combinations of coins and bills.

(Grade 2: 5.2) Know and use the decimal notation and the dollar and cent symbols for money.

(Grade 3: 2.7) Determine the unit cost when given the total cost and number of units.

(Grade 3: 3.3) Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

Algebra and Functions

(Grade 3: 2.1) Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

Mathematical Reasoning:

(Grade K: 1.0, 1: 1.0, 2: 1.0) Students make decisions about how to set up a problem.

(Grade K: 2.0, 1: 2.0, 2: 2.0) Students solve problems and justify their reasoning.

(Grade K: 3.0, 1: 3.0, 2: 3.0) Students note connections between one problem and another.

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UNIT/STANDARD #: Unit #8: Metrics

LEARNING OUTCOME: Develop math skills using basic math operations. Connect math skills to daily living tasks

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) a. Relate unit name with unit measurement b. Associate unit name with symbol c. Measure line segments and objects	2. Instructional strategies that will be used to engage students. a. Measure items using metric ruler, meter stick b. Identify/measure liquids and solids using metric measurement c. Flash cards d. Matching activities e. Classroom games and activities	3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples. a. Skill assessments b. Chapter/Unit tests c. Diagnostic tests d. Alternate forms of assessment per student IEP needs e. Observations	4. What will we do if students don't learn? Reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. 5. What will we do if students already know it? a. Move to next higher level of same standard or skill b. Reassess student skill level and place appropriately

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

UNIT #8: Metrics

Measurement and Geometry
 (Grade 1: 1.1) Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.
 (Grade 2: 1.1) Measure the length of objects by iterating (repeating) a nonstandard or standard unit.
 (Grade 2: 1.3) Measure the length of an object to the nearest inch and/or centimeter.
 (Grade 3: 1.1) Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.