

## New Course Scope and Sequence Template

Course Title: Support Math Morse				
Curriculum Guide Description:				
Scope and Sequence				
Course Content: What will students be expected to know and do? Provide the core knowledge and skills (state standards and/or industry standards) that will be taught and assessed. Organize the content standards by unit, framing question(s), or project title in sequence from the beginning to the end of the course.	Required for Focused Elective Courses Additional Course Content	Student Activities What will students do to demonstrate their learning? What products and/or performances will students complete?	Assessment Tools What assessment criteria or tools will you, the teacher, use to measure student progress and achievement?	Special Education, ELL, & TAG Accommodations How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Unit Topic or Framing Question(s) or Project Topic	Core Academic and Professional Knowledge & Skills	Career Related Learning Standards (CRLS)		
<b>Unit 1 Number System</b>	This unit will cover the following topics: Place value, adding, subtracting, multiplication, division, fractions, (various operations) with positive and negative numbers.	Standards will vary depending on students' needs, and IEP goals.  5.NBT Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NF Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 6.NS Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers. 7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Outcomes for these standards and activities will be based on student abilities and goals.  Students will be able to add, subtract, multiply and divide basic facts.  Students will know multiples and factors to use to simplify fractions.  Students will be able to add, subtract, multiply, and divide multiple digit numbers with regrouping.  Students will add, subtract, multiply, and divide fractions with and without common denominators.	Pre and posttests will be given to students to measure achievements.  Curriculum is designed specifically for students on IEPs.

*\*Each Focused Elective must include at least one Career Related Learning Experience (CRLE). Attach a completed CRLE Teacher Planner (see pages 6 & 7), and also indicate in the Scope and Sequence where instruction regarding the CRLE will occur.*

## New Course Scope and Sequence Template

<p><b>Unit 2 Operations and Algebraic Thinking Along with Expressions and Equations</b></p>	<p>This unit will cover the following topics: Pre-algebra, basic algebra, evaluating expressions, dependent and independent variables, properties of operations, distributive property, radicals, integer exponents, linear equations and proportional relationships.</p>	<p>Standards will vary depending on students' needs, and IEP goals. 5.OA Write and interpret numerical expressions. Analyze patterns and relationships. 6.EE Apply and extend Previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables. 7.EE Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 8.EE Work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations.</p>	<p>Outcomes for these standards and activities will be based on student abilities and goals.</p> <p>Students will be able to solve one-step algebraic equations for the given variable.</p> <p>Students will be able to solve two-step algebraic equations for the given variables.</p> <p>Students will be able to solve multiple step algebraic equations for the given variables.</p> <p>8<sup>th</sup> graders will learn to graph algebraic equations.</p>	<p>Pre and posttests will be given to students to measure achievements.</p>	<p>Curriculum is designed specifically for students on IEPs.</p>
<p><b>Unit 3 Measurement And Geometry</b></p>	<p>This unit will cover the following topics: Money, measuring, Converting measurements, perimeter, area, volume, and surface area.</p>	<p>Standards will vary depending on students' needs, and IEP goals. 5.MD Convert like measurement units within a given measurement system. Represent and interpret data. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 5.G Graph points on the coordinate plane to solve real-world mathematical problems. Classify two-dimensional figures into categories based on their properties. 6.G Solve real-world and mathematical problems involving area, surface area, and volume. 7.G Draw, construct, and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p>	<p>Students will be able to count money to \$100 in various denominations and combinations.</p> <p>Students will be able to make change and count it back between 0-\$100.</p> <p>Students will be able to use a ruler to measure to the nearest <math>\frac{1}{2}</math> inch or <math>\frac{1}{2}</math> mm.</p> <p>Students will be able to convert Inches, feet, and yards, along with mm, cm, and meter.</p> <p>Students will know how to calculate perimeter, area, volume, and surface area</p>	<p>Pre and posttests will be given to students to measure achievements.</p>	<p>Curriculum is designed specifically for students on IEPs.</p>

*\*Each Focused Elective must include at least one Career Related Learning Experience (CRLE). Attach a completed CRLE Teacher Planner (see pages 6 & 7), and also indicate in the Scope and Sequence where instruction regarding the CRLE will occur.*

## New Course Scope and Sequence Template

		8.G Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	of a variety of shapes.  8 <sup>th</sup> graders: will learn to solve using Pythagorean Theorem. Volume of cylinders, cones, and spheres.		
<b>Unit 4 Ratios/Proportional Relationships Statistics/Probability</b>	This unit will cover the following topics: Ratios, proportions, probability.	Standards will vary depending on students' needs, and IEP goals. 6.RP Understand ratio concepts and use ratio reasoning to solve problems. 6.SP Develop understanding of statistical variability. Summarize and describe distributions. 7.RP Analyze proportional relationships and use them to solve real-world and mathematical problems. 7.SP Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models. 8.SP Investigate patterns of association in bivariate data.	Students will learn ratios and proportions.  Students will be able to use statistics and probability.	Pre and posttests will be given to students to measure achievements.	Curriculum is designed specifically for students on IEPs.

*•Each Focused Elective must include at least one Career Related Learning Experience (CRLE). Attach a completed CRLE Teacher Planner (see pages 6 & 7), and also indicate in the Scope and Sequence where instruction regarding the CRLE will occur.*