Unit 1: Review of Fundamental of Mathematics

Content Area: **Math**
Course(s): **Generic Course, WOOD I**
Time Period: **Marking Period 1**
Length: **40 days**
Status: **Published**

Standards

Math Standards

MA.2.OA.A	Represent and solve problems involving addition and subtraction.
MA.3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
MA.3.OA	Operations and Algebraic Thinking
MA.4.NF.A.2	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 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
MA.4.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
MA.4.NF.C.5	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.
MA.5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
MA.5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, 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.
MA.6.EE.A	Apply and extend previous understandings of arithmetic to algebraic expressions.
MA.6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
MA.6.RP.A.2	Understand the concept of a unit rate □/□ associated with a ratio □:□ with □ ≠ 0, and use rate language in the context of a ratio relationship.
MA.6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
MA.6.RP.A.3c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
MA.7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
MA.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.

MA.7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
MA.7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number.If □ and □ are integers, then –(□/□) = (–□)/□ = □/(–□). Interpret quotients of rational numbers by describing real-world contexts.
MA.7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers.
MA.7.NS.A.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
MA.7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.
MA.7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
MA.7.RP.A.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
MA.7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
MA.7.RP.A.2c	Represent proportional relationships by equations.
MA.7.RP.A.2d	Explain what a point (□, □) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, □) where □ is the unit rate.
TECH.8.1.12.A.CS1	Understand and use technology systems.

Transfer Goals and Career Ready Practices

Transfer Goals

- Students will be able to independently use their learning of adding, subtracting, mutliplying and dividing whole numbers to solve real world applications for this course.
- Students will be able to independently use their learning to solve a variety of problems using basic math skills without the assistance of a calculator.

Concepts

Essential Questions

- How are cross products and unit rates helpful in determining whether two ratios are equivalent?
- How are the order of operation rules used to solve a multi-operational problem?
- How can identifying factors and multiples of denominators help to identify equivalent fractions?
- How can you add and subtract fractions with unlike denominators?
- How do you estimate with whole numbers?
- How is a ratio or rate used to compare two quantities or values?
- How is a ratio or rate used to compare two quantities or values?
- How is multiplying or dividing whole numbers similar to multiplying or dividing fractions?
- If you have two fractions, how do you know which is greater or has more value?
- What are the basic rules for operations with decimals?
- What are the basic rules for operations with fractions?
- What are the four basic arithmetic functions?
- Where can examples of ratios & rates be found?
- How is math used in Real World Settings?

Understandings

Students will understand:

- Add and subtract fractions with common denominators
- Add and subtract fractions with unlike denominators
- Add and subtract mixed numbers
- Add and subtract whole numbers and mixed fractions
- Adding, subtracting, multiplying and dividing decimal numbers.
- Change a mixed number into an improper fraction.
- Change an improper fraction into a mixed number.
- Changing a decimal to a percent
- Changing a fraction to a percent
- Changing a percent to a decimal
- Establish and use the correct method of order of operations.
- Finding unit price
- Identifying proportions
- Identifying the place value of decimal numbers.
- Multiplying and dividing fractions
- Rounding to the appropriate place value for decimal numbers.
- Solving application problems involving percents
- Using proportions to solve application problems
- Writing a fraction as a decimal.

- Writing a fraction in lowest terms
- Writing ratios
- how to add, subtract, multiply and divide fractions.
- how to multiply and divide real numbers
- how to multiply multi-digit numbers
- how to solve problems using percents
- how to solve proportions

Critical Knowledge and Skills

Knowledge

Students will know:

- order of operations
- percent
- properties of operations
- proportion
- proportional relationships
- rational numbers
- ratios
- real numbers
- whole numbers

Skills

Students will be able to:

- add and subtract fractions with unlike denominators
- add and subtract mixed numbers with like denominators
- apply and extend previous understanding of multiplication to multiply a fraction by a whole number
- apply properties of opertions
- compare two fractions with different numerators and different denominators
- convert decimals to a fractions
- convert fractions to a decimal

- decide whether to quantities are in a proportional relationship
- represent and solve problems involving addition and subraction
- represent and solve problems involving multiplication and division
- solve word problems involving addition and subtraction of fractions
- use proportional relationships to solve multi-step ratio and percent problems

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Classwork
- Exit Tickets
- Homework
- Quizzes
- Reflections

School Summative Assessment Plan

- Unit Assessments

Primary Resources

This course is composed of a variety of online resources.

Supplementary Resources

- IXL
- Khan Academy
- Kuta Software
- Quizlet
- Mad Minutes
- Mathdrills.com

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**
    - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
    - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**
    - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❑ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❑ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❑ All assignments have been created in the student's native language.

❑ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❑ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

ENGLISH- Students will be required to keep a math journal throughout the marking period which reflects on their understanding of the concepts being presented.

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION - Students will use skills obtained during the study of percents, proportions and decimals, to replicate a shopping spree with a given amount of money, and numerous items on sale.

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Week 1:

Week 2:

Week 3:

Week 4:

Unit 2: Fundamentals of Algebra Review

Content Area: **Math**
Course(s): **Generic Course, WOOD I**
Time Period: **Marking Period 2**
Length: **40 days**
Status: **Published**

Standards

MA.6.NS.C.7c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
MA.7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number.If □ and □ are integers, then –(□/□) = (–□)/□ = □/(–□). Interpret quotients of rational numbers by describing real-world contexts.
MA.F-BF.A	Build a function that models a relationship between two quantities
MA.F-BF.A.1	Write a function that describes a relationship between two quantities.
MA.F-IF.B	Interpret functions that arise in applications in terms of the context
MA.F-IF.C	Analyze functions using different representations
MA.F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
MA.F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.
MA.A-CED.A	Create equations that describe numbers or relationships
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
MA.A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
MA.A-REI.B.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
MA.A-REI.B.4	Solve quadratic equations in one variable.
MA.A-REI.C	Solve systems of equations
MA.A-REI.C.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
MA.A-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
MA.A-REI.C.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.
MA.A-REI.D	Represent and solve equations and inequalities graphically
MA.A-REI.D.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
MA.G-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

MA.G-GPE.B.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Math Standards

Transfer Goals and Career Ready Practices

Transfer Goals

- Students will be able to independently use their learning of signed numbers to solve real life applications.
- Students will be able to independently use their learning to solve basic algebraic problems without the use of a calculator.

Concepts

Essential Questions

- How can a formula be used in order to find the slope of a line or the distance between two points?
- How do you know if a given set of data is a function? Is it linear or quadratic?
- What method would best be used to solve a given system of equations?
- What methods are used to solve equations and/or inequalities?

Understandings

Students will understand...

- how to find the equation of a line
- how to identify and graph quadratic functions
- how to solve and graph inequalities
- how to solve linear functions
- how to solve single and multi-step equations
- how to solve systems of equations

- how to use a formula to solve for distance
- how to use formulas to solve for slope

Critical Knowledge and Skills

Knowledge

Students will know:

- distance formula
- equation of a line
- inequalities
- quadratic formula
- quadratics
- slope formula
- slope-intercept form
- system of equations

Skills

Students will be able to:

- identify and graph quadratic functions
- identify lines in slope-intercept form
- solve and graph inequalities
- solve linear functions
- solve single and multi-step equations
- solve systems of equations
- use formulas to solve for slope and distance
- write an equation of a line

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Homework
- Classwork
- Quizzes
- Projects
- Reflections

School Summative Assessment Pan

- Unit Assessments

Primary Resources

EnVision Algebra I

Supplementary Resources

- IXL
- Khan Academy
- Kuta
- Quizlet

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**
    - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
    - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay

connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

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Interdisciplinary Connections

ENGLISJ - Students will apply reasoning skills to justify statements. Students will justify statements through oral and written communication.

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - Students will use linear equations to compare wholesale technology prices

BUSINESS EDUCATION -

GLOBAL AWARENESS - Students will learn how recycling can offset carbon dioxide production. They apply their understanding of linear functions to analyze trends in recycling data

Learning Plan / Pacing Guide

Week 1:

Week 2:

Week 3:

Week 4:

Unit 3: Budgeting, Banking, Investing and Personal Finance

Content Area: **Math**
Course(s): **Generic Course, WOOD I**
Time Period: **Marking Period 3**
Length: **44 days**
Status: **Published**

Standards

Math Standards

PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.D.4	Assess factors that influence financial planning.
PFL.9.1.12.E.2	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
PFL.9.1.12.E.3	Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

Transfer Goals and Career Ready Practices

Transfer Goals

- Students will learn how to create and manage financial independence and personal long term wealth.
- Students will learn to live within their "own means" based upon a given income.

Concepts

Essential Questions

- How do taxes benefit us?
- How do you determine different types of interest?
- How is a budget useful?
- What are loans used for?
- What does it mean to "live within your means"?
- What is our "real pay"?
- What is the difference between a person who struggles financially and one who terms long term wealth?
- What is the significance of a w-2 form and how is it used to calculate taxes and tax returns?
- What makes an investment good?
- What type of bank accounts exist? What are the benefits of each?

Understandings

Students will understand...

- how to calculate interest and loan rates (home, student, personal, automobile, use of credit cards)
- how to calculate taxes based upon a given w-2 form
- how to create a personal budget based upon income
- how to identify the properties of a w-2 form
- that saving early and when combined with certain individual values and spending habits will build long term wealth.
- that saving for an emergency fund differs from saving for an investment
- that using decision making strategies and making informed decisions will yield better results
- understand the significance of a w-2 form
- understand the various types of available bank accounts

Critical Knowledge and Skills

Knowledge

Students will know:

- finance charges
- financial wealth
- gross pay vs. net pay

- income and net worth
- interest
- personal budget
- properties of a w-2
- risk/reward relationship
- spending
- taxes
- types of bank accounts (savings and checking)

Skills

Students will be able to:

- allocate resources and make decisions based upon a budget
- calculate interest and loan rates (home, auto, student, personal, and credit cards)
- calculate taxes based on a w-2 form
- compute net pay using payroll deductions and tax tables
- create a personal budget based upon income
- differentiate between savings and investing
- explain the types of benefits provided by employers
- fill out a w-2 form
- identify key terms such as gross pay, net pay, deductions and benefits
- study the various types of bank accounts

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- homework
- classwork
- quizzes
- projects
- reflections
- do nows

School Summative Assessment Plan

- unit assessments

Primary Resources

- www.banking.org
- www.handsonbanking.org
- www.discoveryeducation.com/teachers/free-lesson-plans/money-kids-and-cash.cfm

Supplementary Resources

- youtube
- Microsoft Office (Excel, Outlook, PowerPoint)

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**
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Interdisciplinary Connections

ENGLISH - article analysis, essay reflections, articulation during presentations, professional language in written documents, research, compare/contrast resources and career paths

SCIENCE -

SOCIAL STUDIES - history of debt, credit cards, stock market crash, FDIC and FDR

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Week 1:

Week 2:

Week 3:

Week 4:

Unit 4: Financial Goals and Fiscal Responisiblity

Content Area: **Math**
Course(s): **Generic Course, WOOD I**
Time Period: **Marking Period 4**
Length: **44 days**
Status: **Published**

Standards

Math Standards

MA.7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
MA.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
MA.7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
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MA.7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers.
MA.7.NS.A.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
MA.7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.
MA.7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
MA.7.RP.A.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
MA.7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
MA.7.RP.A.2c	Represent proportional relationships by equations.
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PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.

PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.D.4	Assess factors that influence financial planning.
PFL.9.1.12.E.2	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
PFL.9.1.12.E.3	Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

Transfer Goals and Career Ready Practices

Transfer Goals

- Students will use everyday math to reach financial goals and attain personal property and wealth.

Concepts

Essential Questions

- How can we determine the best "deal" to stay within a given budget?
- What key factors contribute to wealth?
- What steps would be used in order to plan for travel expenses/vacations?
- Why is it important to identify financial/personal goals?

Understandings

Students will understand...

- how to convert measurements in order to complete home improvement projects
- how to determine best values on sale items
- how to plan a vacation within a given budget
- the importance of financial literacy and decision making so that in the long run, they can have a higher income, standard of living, and long term wealth

Critical Knowledge and Skills

Knowledge

Students will know:

- "best" values
- budget
- financial literacy
- itinerary
- long and short term goals
- money management skills
- scarcity
- units of measure

Skills

Students will be able to:

- construct and solve various problems using the decision making grid
- convert measurements in order to complete a home improvement project
- create and itinerary along with costs associated with traveling
- describe how scarcity affects economic choices
- determine sale prices
- develop a portfolio for the course
- explain common decision making strategies
- identify factors that can influence decision making strategies
- identify personal short term and long term goals
- illustrate how sound financial decisions can increase a person's a standard of living and wealth

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- homework
- classwork

- projects
- reflections
- quizzes

School Summative Assessment Plan

- unit assessments

Primary Resources

- Foundations Digital Online Learning www.foundationsdigital.com/app/#/login/
- Knowledge at Wharton High School https://kwhs.wharton.upenn.edu/

Supplementary Resources

- youtube
- Microsoft Office (Excel, Outlook, PowerPoint)

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**
    - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
    - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- **One to One Student's laptop**
    - All students within the West Deptford School District are given a computer, allowing for 21st

century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❑ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❑ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❑ All assignments have been created in the student's native language.

❑ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❑ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❑ All content will be modeled with examples and all essays are built on a step-by-step basis so

modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

ELA - Students will create a digital represenation of their budget along with written explanantions of their budget.

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION - Students will choose a career, research to find the average salary earned in this profession, and then create a budget which fits within the salary boundaries.

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Week 1:

Week 2:

Week 3:

Week 4: