

Rationale

Everyday math incorporates everyday living skills necessary to achieve independence and interdependence in the community. This course promotes skills necessary for the student to become active participants and contributing members of a global society.

Course Description

In this course, the student's Individualized Education Plan (IEP) goals and objectives are addressed in the classroom as well as in the community. Many of the units taught in these classes are integrated for continuous acquisition and application of skills, which may be assessed through Community-Based Instruction. Utilizing the Mehlville Curriculum, lectures presentations, assignments, materials and community experiences are adapted to create opportunities for the student's success.

Course Objectives

1. The student will understand numbers, ways of representing numbers, relationships among numbers and number systems, through direct instruction, as determined by their IEP. (MA 1; 3.3, 3.4)

- A. Read, write and compare numbers
- B. Represent and use rational numbers
- C. Compose and decompose numbers
- D. Classify and Describe numeric relationships

2. The student will understand meanings of operations and how they relate to one another, through direct instruction, as determined by their IEP. (MA 1; 1.5, 3.4)

- A. Represent operations
- B. Describe effects of operations
- C. Apply properties of operations

3. The student will compute fluently and make reasonable estimates, through direct instruction, as determined by their IEP. (MA 1; 1.6, 3.1, 3.3)

- A. Describe or represent mental strategies
- B. Develop and Demonstrate fluency with basic numbers
- C. Apply strategies to compute
- D. Estimate and justify solutions
- E. Use Proportional reasoning

4. The student will understand patterns, relations and functions, through direct instruction, as determined by their IEP. (MA 4; 1.6, 1.8 3.1, 3.3)

- A. Recognize and extend patterns
- B. Create and analyze patterns
- C. Classify objects and representations

5. The student will represent and analyze mathematical situations and structures using algebraic symbols, through direct instruction, as determined by their IEP. (MA 4, 5; 1.8, 2.1 3.2)

- A. Represent mathematical situations
- B. Describe and use mathematical manipulations

6. The student will use mathematical models to represent and understand quantitative relationships, through direct instruction, as determined by their IEP. (MA 3, 4; 1.6, 1.8, 2.1)

- A. Use mathematical models (ie. pictures, objects, symbols)

7. The student will analyze change in various contexts, through direct instruction, as determined by their IEP. (MA 4; 1.6, 1.8, 1.10)

- A. Analyze quantitative change

8. The student will formulate questions that can be addressed with data and collect, organize and display relevant data to answer them, through direct instruction, as determined by their IEP. (MA 3, 6; 1.8, 2.1, 3.4)

Everyday Math - Grades 6-8

Mehlville School District
Special Education
Grades 6 - 8, Duration 1 Year

- A. Represent and Interpret data
- B. Describe and analyze data
- C. Identify data representation
- D. Develop and evaluate inferences
- E. Apply basic concepts of probability

9. The student will understand measurable attributes of objects and the units, systems and processes of measurement, through direct instruction, as determined by their IEP. (MA 2, 4; 2.1, 3.3, 3.5)

- A. Determine unit of measurement
- B. Tell and use units of time
- C. Count and compute money
- D. Use standard or non-standard measurement

BOE 7-31-08