



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Special Education

COURSE: Functional Math

Curriculum Development Timeline

School: OTHS

Course: Functional Math - 18-21 Program

Department: Special Education

Board Approval	Supervisor	Notes
August 2023	Kelly McHale	New Course
August 2025	Greg Colon	Standards Alignment

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Numeracy Skills	21	Measurement & Estimation
2	Numeracy Skills	22	Measurement & Estimation
3	Numeracy Skills	23	Measurement & Estimation
4	Numeracy Skills	24	Measurement & Estimation
5	Numeracy Skills	25	Measurement & Estimation
6	Numeracy Skills	26	Measurement & Estimation
7	Numeracy Skills	27	Measurement & Estimation
8	Numeracy Skills	28	Measurement & Estimation
9	Numeracy Skills	29	Measurement & Estimation
10	Numeracy Skills	30	Measurement & Estimation
Week	Marking Period 2	Week	Marking Period 4
11	Personal Finance	31	Geometry & Spatial Reasoning
12	Personal Finance	32	Geometry & Spatial Reasoning
13	Personal Finance	33	Geometry & Spatial Reasoning
14	Personal Finance	34	Geometry & Spatial Reasoning
15	Personal Finance	35	Geometry & Spatial Reasoning
16	Personal Finance	36	Geometry & Spatial Reasoning
17	Personal Finance	37	Geometry & Spatial Reasoning
18	Personal Finance	38	Geometry & Spatial Reasoning
19	Personal Finance	39	Geometry & Spatial Reasoning

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20	Personal Finance	40	Geometry & Spatial Reasoning
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Time Frame	10 cycles ~ 30 (56 minute) days
Topic	
Numeracy Skills	
Alignment to Standards	
DLM Essential Element - M.EE.HS.N.CN.2.b - Solve real-world problems involving addition and subtraction of decimals, using models when needed. • Grade Level Standard - M.N.CN.2.b - Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	
5.NBT.A.1 Under the place value system Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left	
5.NBT.A.4 Under the place value system Use place value understanding to round decimals to any place	
DLM Essential Element - M.EE.HS.N.CN.2.c - Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed. • Grade Level Standard - M.N.CN.2.c Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. •	
5.NBT.B.5 Perform operations with multi-digit whole numbers and with decimals to hundredths Fluently multiply multi-digit whole numbers using the standard algorithm	
5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths 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	
6.NS.B.3 Compute fluently with multi-digit numbers and find common factors and	

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multiples

Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Learning Objectives and Activities

Learning Objectives:

- Basic arithmetic operations
- Fractions, decimals, and percentages
- Mental math strategies
- Working with numerical data
- Budgeting and money management
- Income and expenses calculations
- Banking and financial transactions
- Pricing, discounts, and sales tax

Activities:

- [Math Activity Folder](#)

Assessments

Formative Assessments:

- In-class assignments and quizzes
- Real-life application tasks and projects
- Problem-solving exercises
- Group discussions and presentations
- Performance-based assessments (e.g., measuring, calculating, interpreting data)

Summative Assessments:

- Portfolios
- ReThink Ed data
- Benchmarks
- Vocational Reviews/Rubrics

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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Technology Integration

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specific task
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Time Frame

10 cycles ~ 30 (56 minute) days

Topic

Personal Finance

Alignment to Standards

DLM Essential Element - M.EE.2.MD.8. Recognize that money has value.

- **Grade Level Standard - 2.MD.8.** Solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

DLM Essential Element - M.EE.4.MD.2.d. Identify coins (penny,nickel, dime, quarter) and their values.

- **Grade Level Standard - 4.MD.2.** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

2.MD.C.8 Work with time and money

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

4.MD.A.2 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit

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Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale

Learning Objectives and Activities

Learning Objectives:

- Basic arithmetic operations
- Fractions, decimals, and percentages
- Mental math strategies
- Working with numerical data
- Budgeting and money management
- Income and expenses calculations
- Banking and financial transactions
- Pricing, discounts, and sales tax
- Practical applications of measurement

Activities:

- [Math Activity Folder](#)

Assessments

Formative Assessments:

- In-class assignments and quizzes
- Real-life application tasks and projects
- Problem-solving exercises
- Group discussions and presentations
- Performance-based assessments (e.g., measuring, calculating, interpreting data)

Summative Assessments:

- Portfolios
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Interdisciplinary Connections

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Students will use knowledge of money management to gain understanding of personal finances: budgeting, differentiating income and expense, and shopping skills to identify price, discounts, and sales tax.

Financial Health:

- An individual's financial traits and habits affect his/her finances.
- Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
- Not all financial information is accurate or truthful.

Financial Institutions:

- People can choose to save money in many places such as home in a piggy bank, bank or credit union. There are a variety of factors that influence how well suited a financial institution and/or service will be in meeting an individual's financial needs.
- There are ways to manage your accounts that provide you maximum benefits and protection.
- There are factors you can use to select financial institutions and professionals that are best suited for your needs.

Technology Integration

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- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Time Frame	10 cycles ~ 30 (56 minute) days
Topic	
Measurement & Estimation	
Alignment to Standards	

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COURSE: Functional Math

DLM Essential Element - M.EE.HS.N.Q.1-3 Express quantities to the appropriate precision of measurement.

- **Grade Level Standards:**

- M.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- M.N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.
- M.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities

N.Q.A.1 Reason quantitatively and use units to solve problems.

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N.Q.A.2 Reason quantitatively and use units to solve problems.

Define appropriate quantities for the purpose of descriptive modeling

N.Q.A.3 Reason quantitatively and use units to solve problems.

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Learning Objectives and Activities

Learning Objectives:

- Pricing, discounts, and sales tax
- Practical applications of measurement
- Estimating quantities and distances
- Units of measurement and conversions
- Reading measurements on scales and rulers
- Shapes and their properties
- Area and perimeter calculations
- Reading maps and floor plans
- Collecting and organizing data

Activities:

- [Math Activity Folder](#)

Assessments

Formative Assessments:

- In-class assignments and quizzes
- Real-life application tasks and projects

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COURSE: Functional Math

- Problem-solving exercises
- Group discussions and presentations
- Performance-based assessments (e.g., measuring, calculating, interpreting data)

Summative Assessments:

- Portfolios
- ReThink Ed data
- Benchmarks
- Vocational Reviews/Rubrics

Interdisciplinary Connections

Social Studies: Students will engage in understanding and applying map skills. *Geography, People and the Environment: Spatial Views of the World*-Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

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Time Frame	10 cycles ~ 30 (56 minute) days
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Topic

Geometry & Spatial Reasoning

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COURSE: Functional Math

Alignment to Standards

DLM Essential Element - M.EE.G.CO.1. Know the attributes of perpendicular lines, parallel lines, and line segments; angles; and circles.

- **Grade Level Standard: G.CO.1.** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

DLM Essential Element - M.EE.G.CO.4–5. Given a geometric figure and a rotation, reflection, or translation of that figure, identify the components of the two figures that are congruent.

3.MD.D.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters

G.CO.A.1 Experiment with transformations in the plane

Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G.CO.A.4 Experiment with transformations in the plane

Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments

G.CO.A.5 Experiment with transformations in the plane

Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another

G.CO.B.6 Understand congruence in terms of rigid motions

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent

Learning Objectives and Activities

Learning Objectives:

- Practical applications of measurement
- Estimating quantities and distances
- Units of measurement and conversions
- Reading measurements on scales and rulers
- Shapes and their properties
- Area and perimeter calculations
- Reading maps and floor plans

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- Collecting and organizing data

Assessments

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Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

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ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

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- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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