

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Integrated Math 1000

CAC Approval Date: April 29, 2026 Board Approval Date: May 21, 2026	Course Length: 2 Semesters
Grading: Pass/Fail	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: Mathematics Elective Area (if applicable):
Prerequisite(s): Recommendation of an IEP; student qualifies to take the alternative state assessment	Corequisite(s):
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: Yes	
Course Intent: Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org	

916-294-9000 x 104415

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Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

The High School Integrated Math Learning Pathway expands students' mathematical thinking in a general education aligned format that is accessible to the learning level of the student. Through various interactive and hands-on activities, students will learn to work with whole numbers and integers, handle money and decimals, understand time, explore basic algebra, use units effectively, interpret data and probability, and engage with geometry.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Whole Numbers and Integers	How can we recognize and compare whole numbers in real-world contexts? What strategies can we use to add, subtract, multiply, and divide whole numbers effectively? How do integers and their placement on a number line help us understand positive and negative values? How can we solve real-world problems using whole numbers and integers?	*Quick quizzes on adding, subtracting, multiplying, and dividing whole numbers and integers. *Using number lines to perform and explain integer operations during class activities. *Practice problems using manipulatives or interactive tools to visualize addition and subtraction. *Small group tasks where students solve real-world problems involving multiple operations. *Exit tickets that ask students to solve a specific operation or interpret integers on a number line.	*Unit tests with a mix of computational and application-based problems involving whole numbers and integers. *Real-world problem-solving tasks, such as determining temperature changes or bank transactions using integers. *Creating a visual project demonstrating integer operations and real-world applications with step-by-step solutions.
Unit 1 Essential Standards CA Standard: N-RN.3 – Explain why sums and products of rational numbers result in rational numbers. CAA Standard: M.A.RN.3 – Identify sum or product of whole numbers.			
2. Money and Decimals	How can we count and compare different combinations of coins and bills? What strategies can we use to add, subtract, and calculate with decimals in financial contexts? How can we solve real-world money problems involving percentages, tips, discounts, and sale prices?	*Counting coins and bills in small group activities, including comparing different amounts. *Practice exercises adding and subtracting decimals with calculators and by hand. *Peer review of solutions to money-based word problems involving percentages and discounts. *Quick polls or individual tasks on calculating sale prices or tips. *Exit tickets with one or two decimal operations focused on money calculations.	*Written assessments including problems on counting money, adding and subtracting decimals, and solving percentage-based questions. *A performance task requiring students to create a budget, calculate discounts, and make change for purchases. *Projects that simulate shopping experiences where students solve multi-step problems involving money and decimals.

Unit 2 Essential Standards

CA Standard: N-Q.1 – Use units as a way to understand problems and guide solutions.

CAA Standard: M.A.Q.1 – Use money to solve simple one-step problems.

3. Time

How can we read and interpret analog and digital clocks?

What strategies can we use to calculate elapsed time accurately?

How can schedules and calendars help us organize daily events and manage time?

*Practice reading analog and digital clocks during guided activities.

*Group work calculating elapsed time for given events, both forward and backward.

*Small tasks placing events on a daily schedule or calendar.

*Exit tickets asking students to determine elapsed time between two given times.

*A unit test on reading clocks, calculating elapsed time, and organizing schedules.

*A performance task involving planning an event with a daily schedule and calculating time intervals.

*A project where students create a weekly calendar incorporating time calculations and schedules.

Unit 3 Essential Standards

CA Standard: N-Q.3 – Choose a level of accuracy appropriate to limitations of measurement.

CAA Standard: M.A.Q.3 – Use a clock to determine time in whole or half-hour increments.

4. Algebra Expressions

How can we write and simplify variable expressions. using addition, subtraction, multiplication, and division?

How do algebraic expressions help us model and solve real-world problems?

*Writing and simplifying variable expressions during individual or paired practice.

*Quick checks on solving addition, subtraction, multiplication, and division expressions.

*Guided activities where students translate verbal descriptions into variable expressions.

*Exit tickets focused on one type of expression for students to simplify or solve.

*A written test including problems on writing and simplifying algebraic expressions.

*A performance task where students model a real-world scenario using expressions and solve it.

*A project asking students to create and explain their own real-life situations represented by variable expressions.

Unit 4 Essential Standards

CA Standard: A-SSE.1 – Interpret parts of an expression, such as terms, factors, and coefficients.

CAA Standard: M.A.SSE.1 – Match numerical expressions to a given context.

5. Working With Units

How can we use ratios to compare parts to parts and parts to wholes in real-life situations?

What strategies can we use to solve unit rate problems involving money and measurements?

*Group practice writing and comparing part-to-part and part-to-whole ratios.

*Short tasks calculating unit rates for real-world scenarios, such as shopping or travel.

*Hands-on activities reading and using recipes to measure

*A unit test including problems on ratios, unit rates, and conversions.

*A real-world performance task requiring students to calculate ingredients for recipes with adjusted

	How do equivalent units of measure help us in tasks such as cooking and comparing measurements?	and compare quantities. *Quick checks on converting between equivalent units of measure. *Exit tickets asking students to solve one simple ratio or unit rate problem.	serving sizes. *A project where students analyze a scenario involving unit rates, such as comparing prices of items at different stores.
Unit 5 Essential Standards CA Standard: N-Q.2 – Define appropriate quantities for descriptive modeling. CAA Standard: M.A.Q.2 – Compare two measurements using a visual model.			
6. Data and Probability	How can we gather, organize, and display data effectively? What can graphs and measures of central tendency (mean, median) tell us about patterns and trends? How can we use probability to make predictions and understand real-world outcomes?	*Small group activities conducting surveys and displaying the results in bar or line graphs. *Practice reading and interpreting different types of graphs during guided lessons. *Partner tasks comparing data sets and calculating mean and median. *Hands-on activities identifying probabilities of simple events using manipulatives. *Exit tickets asking students to analyze a graph or calculate a measure of central tendency.	*A unit test with questions on gathering, displaying, and analyzing data, as well as calculating mean, median, and probabilities. *A performance task requiring students to conduct a survey, create a graph, and write a summary analyzing the results. *A project where students design and interpret a probability game, explaining likely and unlikely outcomes.
Unit 6 Essential Standards CA Standard: S-ID.1 – Represent data with plots on the real number line. CAA Standard: M.A.ID.1 – Sort and compare objects by attributes (e.g., size, shape, color).			
7. Geometry (Lines and Angles)	How can we identify and use points, lines, and line segments in geometric contexts? How can we classify angles and measure their relationships in different shapes and situations?	*Activities identifying and drawing points, lines, and line segments. *Practice measuring angles using a protractor during hands-on lessons. *Quick tasks classifying angles as right, acute, obtuse, or straight. *Group exercises solving problems involving complementary and supplementary angles. *Exit tickets where students measure or classify a given angle.	*A written assessment covering points, lines, angles, and angle relationships. *A performance task requiring students to use a protractor to measure angles and explain relationships. *A project where students design a geometric figure and identify and measure its angles.

Unit 7 Essential Standards

CA Standard: G-CO.1 – Know precise definitions of points, lines, and angles.

CAA Standard: M.A.CO.1 – Identify basic geometric shapes.

8. Geometry (Shapes)	How can we identify and analyze the properties of 2D and 3D shapes in the real world? • What do the parts of a circle tell us about its geometry and measurements? • How can we apply the Pythagorean Theorem to solve problems involving right triangles?	Hands-on activities identifying 2D and 3D shapes using real-world objects. • Guided practice labeling parts of a circle, such as radius, diameter, and chord. • Partner tasks solving problems involving right triangles using the Pythagorean Theorem. • Small group discussions comparing angles and sides of different triangles. • Exit tickets asking students to identify parts of a circle or classify a triangle.	A test including questions on identifying shapes, parts of a circle, and applying triangle theorems. • A performance task where students analyze the geometry of real-world structures and label their parts. • A project creating and presenting a model that uses 2D and 3D shapes, explaining their properties.
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Unit 8 Essential Standards

CA Standard: G-GMD.3 – Use volume formulas for cylinders, pyramids, cones, and spheres.

CAA Standard: M.A.GMD.3 – Recognize volume as space within a container.

9. Geometry (Transformations, Congruence and Similarity)	How can transformations like slides, turns, and flips help us understand geometric relationships? What does it mean for shapes to be congruent or similar, and how can we determine these relationships? How do dilations and scale factors help us analyze and create similar figures?	*Practice problems analyzing and drawing similar and congruent shapes. *Guided activities on performing transformations, such as slides, turns, and flips, on a coordinate plane. *Partner tasks identifying and calculating dilations with given scale factors. *Group exercises classifying shapes as similar or congruent using criteria like angle-angle similarity. *Exit tickets focused on one type of transformation or similarity problem.	*A test on transformations, congruence, similarity, and dilations. *A performance task involving transformations of a figure on the coordinate plane and explaining the changes. *A project where students create a series of similar shapes, explaining the transformations used.
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Unit 9 Essential Standards

CA Standard: G-CO.5 – Given a geometric figure, describe transformations.

CAA Standard: M.A.CO.5 – Match two similar shapes after a transformation.

10. Geometry (Perimeter, Area and Volume)	How can we calculate and compare the perimeter, area, and volume of various geometric shapes?	*Practice calculating the perimeter and area of basic shapes during individual or group work.	*A written test with problems on perimeter, area, and volume calculations.
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	How can the properties of circles help us solve measurement problems involving circumference, arc length, and sector area? How can understanding volume and its comparisons help us solve real-world problems?	*Guided tasks finding the area of sectors and arc lengths using given formulas. *Partner activities solving problems involving the volume of various 3D shapes. *Small group discussions comparing volumes of different objects. *Exit tickets where students solve a single problem involving area, perimeter, or volume.	*A performance task requiring students to calculate measurements for real-world objects, such as determining the area of a garden or the volume of a container. *A project where students design a model of a geometric figure and calculate its perimeter, area, and volume.
Unit 10 Essential Standards CA Standard: G-GPE.7 – Use coordinates to compute perimeter and area of geometric figures. CAA Standard: M.A.GPE.7 – Use visual aids to compare areas of simple shapes.			

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandarAug2013.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/CI/ma/cf/index.asp>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/ta/tg/ca/documents/ncscmath.doc>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

Not applicable

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
	<i>High School Algebra I Learning Pathway</i>	Unique Learning System	Everway	