

Course Outline

High School _____ District - Wide _____

<p>Title: <u>Consumer Math</u></p> <p>Transitional* _____ (Eng. Dept. Only)</p> <p>Sheltered (SDAIE)* _____ Bilingual* _____</p> <p>AP** <u>NA</u> Honors** _____ NA _____</p> <p>Department: _____</p> <p>Grade Level (s): <u>11th</u></p> <p>Semester _____ Year <u>X</u></p> <p>Year of State Framework Adoption _____</p>	<p>This course meets graduation requirements:</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Fine Arts</p> <p><input type="checkbox"/> Foreign Language</p> <p><input type="checkbox"/> Health & Safety</p> <p><input checked="" type="checkbox"/> Math</p> <p><input type="checkbox"/> Physical Education</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Social Science</p> <p><input type="checkbox"/> Elective</p>	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Department/Cluster Approval</th> <th style="text-align: left;">Date</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. **Prerequisite(s):** An active I.E.P (Individualized Education Plan) with this course named or inferred by the I.E.P. team as needed to meet the student in question's individual educational needs or modifications.

2. **Short description of course that may also be used in the registration manual:** This course emphasizes foundational skills necessary for consumer mathematics. Content is based on skills required for the California Alternative Performance Assessment (CAPA).

3. **Describe how this course integrates the schools ESLRS (Expected School-wide Learning Results):** This course integrates the school's ESLR's by allowing students to analyze and use consumer information to promote critical thinking skills in perception, reasoning, analysis and problem solving. It effectively utilizes group and individual work, to model and apply key concepts. Technology is addressed when students attend the Computer Lab to work with computer assisted instruction and Internet research.

4. **Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:** All textbook materials have been modified in reading level and data volume. This means that parts of the AGS Consumer Math textbook may have modified as needed and/or stated in each student's Individualized Education Plan (I.E.P). Visual examples using overhead projection, models, photographs, and/or Audio Visuals materials, note taking support using graphic organizers and/or peer help can be utilized to help meet the needs of the English Language Learner (E.L.L) as well as the Individual needs of each student with an active

Individualized Education Plan (I.E.P.). SDAIE (Specially Designed Academic Instruction in English) strategies will be incorporated into lessons.

Vocabulary development will be emphasized
ELL supplementary materials will be incorporated into the lessons
Glossaries will be used as available
Visuals/manipulatives will be used

5. **Describe the interdepartmental articulation process for this course:** Developing higher order thinking and problem solving, fundamental skills taught in Consumer Math, are applicable to all other academic disciplines. Also, Consumer Math students explore applications of math in personal use as well in career settings. Other Consumer Math concepts and skills taught are an important part of the students' science and technology courses. Vocabulary development relative to Consumer Math will also be emphasized.
6. **Describe how this course will integrate academic and vocational concepts, possible through connecting activities. Describe how this course will address work-based learning/school to career concepts:** Each Special Education student's needs are addressed on an individual basis. Academic and vocational goals may vary from basic life skills to preparing the student for post high school study. As for career concepts, this course will follow the goals and objectives and Individualized Transitional Plan (I.T.P), stated in each student's Individualized Education Plan (I.E.P). Also, word problems will integrate vocational concepts that lead students to critically analyze real world problems.
7. **Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)**

- A. Textbook(s) and Core Reading(s):
AGS Consumer Math
- B. Supplemental Material and Resources:
AGS Consumer Math Student Workbook
- C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:
Maps and graphs,
Calculators
Rulers
Posters,
Projects

A. Objective of Course:

The student is expected to become proficient in consumer and career related mathematics based on the skills for the California Alternate Performance Assessment (CAPA).

By the end of the this course, the student will be able to/be certified to/have the following skills:

- Use basic computational skills in a variety of situations.
- Demonstrate and apply mathematical skills
- Use good study habits needed for success in school
- Use improved problem solving and critical thinking skills
- Work cooperatively in groups of students with better interpersonal and work skills
- Have better awareness of the need for mathematicians and mathematically trained people in various occupations and situations
- Wisely and capably use calculators and other technology for mathematically problem solving
- Model mathematical ideas using concrete materials
- Successfully complete Consumer Math

B. Unit detail including projects and activities including duration of units (pacing plan)

***Estimates of the amount of time to cover each concept. May be shorter or longer depending on mastery.**

- 1. Checking Accounts:** writing checks; deposits; bank statements
- 2. Savings Accounts:** Deposits and withdrawals; account statements; simple and compound interest
- 3. Cash Purchases:** sales tax; sales price; comparison shopping; lay-away
- 4. Charge Accounts and Credit Cards:** account statements; minimum payments, finance charges
- 5. Loans:** installment loans; APR.
- 6. Managing a Household:** renting; buying; computing a down payment; mortgage; utilities
- 7. Improving Your Home:** buying furniture/appliances; perimeter area; painting room buying wall paper; carpeting; building a fence
- 8. Insurance:** Automobile insurance; health insurance; life insurance; homeowners insurance
- 9. Paying Taxes:** Federal budget; Revenue; paying taxes; deductions; dependents, tax table/tax rate, refund or balance due; property taxes
- 10. Vehicle Transportation:** Purchasing a new or used vehicle; vehicle insurance; financing a vehicle; computing mileage; computing travel time
- 11. Traveling:** reading a map; reading a bus schedule; computing bus fare; estimating distances; exchanging currency; renting a car; times zones; traveling by air; package plans; parking expenses

A. Indicate reference to state framework (s) standards:

This course emphasizes foundational skills necessary for consumer mathematics. Content is based on skills required for the California Alternative Performance Assessment (CAPA).

B. Instructional Method: Direct instruction; class discussion; question/answer; cooperative learning; guided practice/modeling; mental math; student's writing.

C. Student performance standards:

Students will complete assignments in class and homework. Individuals and/or group projects may be assigned. Students must have at least 60% of all assignments and projects points to pass. A unit test, end of unit project, and/or portfolios assignment may be given. 60% of the points possible on these assignments must be received to successfully complete this course.

Guidelines for overall grading are:

A	90 – 100%
B	80 – 89 %
C	70 - 79%
D	60 - 69%
F	below 59%

The suggested weight distribution is:

Test and quizzes	40%
Classwork and homework	30%
Attendance and participation	30%

D. Evaluation/Assessments/Rubrics

Tests will be administered at the end of the chapters. Teacher will generate additional tests/quizzes periodically to check for mastery of concepts.

Points are given for classwork, homework, quizzes and tests. Grades will be based on completeness and correctness.

E. Include minimal attainment for student to pass course:

Students must attain at least 50% of the points for homework, class-work, alternative assessments, quizzes and tests, in order to pass this course.