

Florida Department of Education

**COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics - Subject Areas
Course Number: 7812010
Course Title: Mathematics: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in mathematics concepts and procedures to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- number systems, including whole numbers, fractions, and decimals
- number operations and computation
- measurement concepts in length, weight, volume, time, and money
- geometric concepts
- algebraic concepts, including problem solving
- probability and chance
- use of calculators

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 mathematics in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Mathematics, Grades 6-8.

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

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- 1.4. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams, identifying odd and even numbers, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ by 2s _____ by 5s _____ by 10s _____ by 100s
- 1.5. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to 10 _____ to 100 _____ to 1000 _____ to 10,000
 _____ to 100,000
- 1.6. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rental rates for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to 10 _____ to 100 _____ to 1000 _____ to 10,000
 _____ to 100,000
- 1.7. Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ first, middle, last _____ to 5th _____ to 10th
 _____ to 100th
- 1.8. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n _____
- 1.9. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.2.In.1, CL.B.2.Su.1)
Specify range: 0-n _____
- 1.10. Identify the meaning of number words when completing functional tasks (e.g., reading a newsletter, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n _____
- 1.11. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner finished in, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: first-nth _____

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Place Value

- 1.12. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, reading and writing large numbers correctly, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.2, CL.B.3.Su.2)

Specify whole numbers: _____ 1s _____ 10s _____ 100s
_____ 1000s _____ 10,000s _____ 100,000s

Specify decimals: _____ tenths _____ hundredths _____ thousandths

- 1.13. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)

Specify whole numbers: _____ 1s _____ 10s _____ 100s
_____ 1000s _____ 10,000s _____ 100,000s

Specify decimals: _____ tenths _____ hundredths _____ thousandths

Fractions/Decimals/Percents

- 1.14. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring $\frac{1}{3}$ cup of milk, cutting a pie into eighths, cutting a piece of wood in half, determining what fraction of the students are girls). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ halves _____ thirds _____ fourths _____ fifths
_____ sixths _____ eighths _____ tenths _____ twelfths
_____ other: _____

- 1.15. Identify the meaning of mixed numbers with fractions to accomplish functional tasks (e.g., measuring the length of an object or area, identifying lapsed time). (CL.B.3.In.1, CL.B.3.Su.1)

- 1.16. Identify the decimal equivalent of a percent (e.g., $98\% = .98$, $32\% = .32$) to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, finding 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)

- 1.17. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ $\frac{1}{2} = 50\%$ _____ $\frac{1}{4} = 25\%$ _____ $\frac{3}{4} = 75\%$
_____ $\frac{1}{3} = 33\%$ _____ $\frac{2}{3} = 67\%$ _____ other: _____

- 1.18. Identify the meaning of numerals with decimals and percents when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)

Specify range: 0-n _____

- 1.19. Write numerals with decimals and percents when completing functional tasks (e.g., listing the cost of items). (CL.B.2.In.1, CL.B.2.Su.1)

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- 1.20. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.21. Write numerals with fractions when completing functional tasks (e.g., writing a recipe, making a building plan). (CL.B.2.In.1, CL.B.2.Su.1)

2. Use estimation in problem solving and computation.

- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |
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- 2.1. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.2. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal of items before purchasing, estimating how much money is needed for gas to fill a gas tank, estimating the hourly rate of automobile speed). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.3. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can be moved through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.4. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the cost of electricity for a year, estimating the total cost of groceries for a week). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.5. Estimate the solution to problems involving time to accomplish functional tasks (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in completing each step of an assignment). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.6. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right-sized bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.7. Estimate the solution to problems involving weight when completing functional tasks (e.g., estimating how much fruit must be purchased, estimating weight of food when dieting, estimating weight that can be lifted when working out). (CL.B.3.In.2, CL.B.3.Su.2)

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3. Add and subtract whole numbers, decimals, and fractions to solve problems related to real world situations.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Addition

3.1. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)

3.2. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)

3.3. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ single digit ___ multiple digits
 ___ decimals ___ fractions, mixed numbers
 ___ without regrouping ___ with regrouping
Specify method: ___ mentally ___ uses a table or chart
 ___ uses counters or tallies ___ uses an abacus
 ___ uses a calculator ___ other: _____

3.4. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ___ single digit ___ multiple digits
 ___ without regrouping ___ with regrouping
Specify method: ___ mentally ___ uses a table or chart
 ___ uses counters or tallies ___ uses an abacus
 ___ uses a calculator ___ other: _____

3.5. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ___ single digit ___ multiple digits
 ___ without regrouping ___ with regrouping
Specify method: ___ mentally ___ uses a table or chart
 ___ uses counters or tallies ___ uses an abacus
 ___ uses a calculator ___ other: _____

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4. Multiply and divide whole numbers, decimals, and fractions to solve problems related to real world situations.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Multiplication

4.1. Identify the meaning of the concept of multiplication (e.g., compound, double, triple, times, multiplication sign [x]). (CL.B.3.In.1, CL.B.3.Su.1)

4.2. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, determining how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)

4.3. Multiply numbers accurately to accomplish a functional task. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ single digit ___ multiple digits
 ___ decimals ___ fractions, mixed numbers
 ___ without regrouping ___ with regrouping
Specify method: ___ uses counters or tallies ___ uses an abacus
 ___ uses a calculator ___ other: _____

4.4. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ___ single digit ___ multiple digits
 ___ without regrouping ___ with regrouping
Specify method: ___ mentally ___ uses a table or chart
 ___ uses counters or tallies ___ uses an abacus
 ___ uses a calculator ___ other: _____

4.5. Multiply numbers with decimals to accomplish functional tasks (e.g., calculating cost of tax, determining amount of tax on an item, determining amount to tip a waiter, determining amount of discount from a sale). (CL.B.3.In.2, CL.B.3.Su.2)

4.6. Multiply numbers with fractions to accomplish functional tasks (e.g., determining amount of discount from a sale, calculating how many square yards for new carpet, determining overtime if salary equals time and a half). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ___ like denominators ___ unlike denominators
 ___ mixed numbers

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5. Demonstrate functional knowledge of ratio, proportion, and percent (e.g., simple interest, composition of liquids, size of objects).

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 5.1. Identify the meaning of the concept of percent (e.g., divided by 100, percent sign [%]). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.2. Identify situations in daily living when percent is used (e.g., calculating grades, sales prices and interest; charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.3. Solve problems with numbers expressed as percents to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
- 5.4. Identify the meaning of the concept of ratio (e.g., relation in number or quantity between things). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.5. Identify situations in daily living when ratio is used (e.g., mixing cleaning solutions). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.6. Solve problems involving ratios to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
- 5.7. Identify the meaning of the concept of proportion (e.g., relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.8. Identify situations in daily living when proportion is used (e.g., scale drawings used in interior design). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.9. Solve problems involving proportions to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

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6. Use measurement concepts involving length, weight, and volume to solve problems related to real world situations.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Linear Measurement

6.1. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ inches ___ feet ___ yards ___ miles
 ___ centimeters ___ meters ___ other: _____

6.2. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ linear—in., ft., yd., mi., cm., m. ___ area—sq. ft., sq. yd., sq. mi.
 ___ other: _____

6.3. Identify the most appropriate tools and equipment for linear measurement to complete functional tasks (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ ruler ___ tape measure ___ yard stick
 ___ other: _____

6.4. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ___ ruler ___ tape measure ___ yard stick
 ___ other: _____

6.5. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining how many feet on a football field, determining if a 4-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ 12 inches = 1 foot ___ 3 feet = 1 yard
 ___ 36 inches = 1 yard ___ other: _____

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- 6.6. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ no conversion _____ conversion

Volume/Capacity

- 6.7. Identify the most appropriate units to measure volume or capacity when completing functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ cup _____ pint _____ quart _____ gallon
 _____ liter _____ teaspoon _____ tablespoon
 _____ other: _____

- 6.8. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ volume—c., tsp., tbs., gal., l. _____ other: _____

- 6.9. Identify the most appropriate tools or equipment to measure volume or capacity when completing functional tasks (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ measuring cups and spoons _____ containers marked by volume
 _____ other: _____

- 6.10. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of liquid medicine). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ cup _____ pint _____ quart _____ gallon
 _____ liter _____ teaspoon _____ tablespoon
 _____ other: _____

- 6.11. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water are needed for two quarts of lemonade, determining how many tablespoons it takes to fill 1/4 cup, determining how many pint jars are needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 3 teaspoons = 1 tablespoon _____ 4 cups = 1 quart
 _____ 4 quarts = 1 gallon _____ other: _____

- 6.12. Solve problems involving capacity or volume to accomplish functional tasks (e.g., determining how many glasses can be filled from a one-liter bottle of soda, getting the right size of can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ no conversion _____ conversion

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Weight

6.13. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, weighing chemicals in science class, buying produce at a store).

(CL.B.3.In.1, CL.B.3.Su.1)

Specify: ounce pound ton
 gram kilogram
 other: _____

6.14. Identify abbreviations for weight measurement units when completing functional tasks (e.g., filling out a weight chart, writing a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: weight—oz., lb., g., kg. other: _____

6.15. Identify the most appropriate tools and equipment to measure weight to complete functional tasks (e.g., capacity, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: bathroom scales postal scales produce scales
 other: _____

6.16. Measure weight accurately using the appropriate tool when completing functional tasks (e.g., weighing yourself, weighing the tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: bathroom scales postal scales produce scales
 other: _____

6.17. Identify equivalents for units of weight when completing functional tasks (e.g., determining cost for mailing a box, determining if truck is strong enough to carry load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: 16 ounces = 1 pound 2000 pounds = 1 ton
 other: _____

6.18. Solve problems involving weight (e.g., determining how many pounds of gravel are needed for a walkway, determining how many ounces of cocoa are needed to make hot chocolate).

(CL.B.3.In.2, CL.B.3.Su.2)

Specify: no conversion conversion

7. Use measurement concepts involving time, temperature, and money to solve problems related to real world situations.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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Time

- 7.1. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ seconds, minutes, hours _____ days, weeks, months, years
 _____ seasons of the year _____ now, later, future, past
 _____ today, tomorrow _____ other: _____
- 7.2. Identify abbreviations for units of time when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ time—min., hr., wk., mo., yr., Tues., Dec.
 _____ other: _____
- 7.3. Identify equivalent units of time when accomplishing functional tasks (e.g., determining how many hours to allow for a 90-minute activity). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 60 seconds = 1 minute _____ 60 minutes = 1 hour
 _____ 24 hours = 1 day _____ 7 days = 1 week
 _____ other: _____
- 7.4. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, estimating time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock: _____ analog _____ digital
Specify interval: _____ hour/half hour _____ minutes
- 7.5. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)
- 7.6. Determine the elapsed time between events to accomplish functional tasks (e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish the test, determining if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ conversion _____ no conversion
- 7.7. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ conversion _____ no conversion

Temperature

- 7.8. Identify the most appropriate units to measure temperature to accomplish functional tasks (e.g., understanding the weather report from a country that uses the metric system, describing a fever, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ degrees Fahrenheit _____ degrees Celsius

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- 7.9. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ freezing and boiling points of water _____ normal body temperature
 _____ comfortable room temperature _____ other: _____
- 7.10. Identify the time and temperature as represented on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)
- 7.11. Identify the most appropriate equipment to measure temperature when completing functional tasks (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ thermometers—weather, oral, cooking
 _____ thermostat—furnace, car, motor
 _____ other: _____
- 7.12. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ thermometer—weather, oral, cooking
 _____ thermostat—furnace, car, motor
 _____ other: _____
- 7.13. Solve problems involving temperature to accomplish functional tasks (e.g., checking the oven temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

Money

- 7.14. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for a cab fare). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$20.00
 _____ to \$100.00 _____ other: _____
- 7.15. Count coins and bills to accomplish functional tasks (e.g., making penny rolls to take to a bank, using quarters to pay for a \$2.00 item, paying for the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$20.00
 _____ to \$100.00 _____ other: _____
- 7.16. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)
- 7.17. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting a hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$20.00
 _____ to \$100.00 _____ other: _____

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- 7.18. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$20.00
 _____ to \$100.00 _____ other: _____
- 7.19. Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.20. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.21. Calculate correct change to accomplish functional tasks (e.g., making sales of items, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$10.00
 _____ to \$20.00 _____ to \$100.00 _____ other: _____
- 7.22. Solve problems involving purchases with a discount to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.23. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.24. Identify purposes and functions of banks and credit unions (e.g., financial transactions, maintaining a savings account, establishing credit for future loans). (IF.A.2.In.1, IF.A.2.Su.1)

8. Demonstrate functional knowledge of basic concepts of geometry and spatial relationships related to activities of daily living (e.g., use of two- and three-dimensional shapes, changes in shapes and forms, relationship among objects in space).

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 8.1. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ square _____ rectangle _____ triangle _____ circle

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- 8.2. Identify three-dimensional shapes to accomplish functional tasks (e.g., selecting a tube for packaging a poster for shipping, making a cone for frosting a cake). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ cube _____ sphere _____ cylinder _____ cone
- 8.3. Use points, lines, and line segments to accomplish functional tasks (e.g., making a scale drawing of a room, identifying the distance between two points on a map). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.4. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, hanging a bulletin board, folding a napkin in a triangle, identifying angle of release when shooting a basketball). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.5. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing parallel lines on a paper to write a letter, drawing a map that shows the intersection of two streets). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.6. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of coordinates when traveling on a boat). (CL.B.3.In.1, CL.B.3.Su.1)
- 8.7. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance around a mall or a block for exercising, determining the area of a room to purchase carpet). (CL.B.3.In.2, CL.B.3.Su.2)

9. Apply functional algebraic problem-solving strategies in real world situations (e.g., classification schemes, formulas, patterns, graphs).

- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Algebraic Thinking

- 9.1. Identify patterns and relationships among numbers when accomplishing functional tasks (e.g., finding the odd numbers, estimating the height of a flight of stairs). (CL.B.3.In.1, CL.B.3.Su.1)

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- 9.2. Apply a pattern or relationship to explain how a change in one quantity results in a change in another when accomplishing functional tasks (e.g., doubling a recipe doubles all ingredients). (CL.B.3.In.2, CL.B.3.Su.2)
- 9.3. Identify the variables and operations expressed in an equation by a formula to accomplish functional tasks (e.g., determining tip for a restaurant bill—total bill \times 15%; centering a picture—length/2; calculating unit costs—price is 3 lbs./\$1). (CL.B.3.In.1, CL.B.3.Su.1)
- 9.4. Use a formula or equation to solve a problem involving mathematical concepts (e.g., to determine the area of a room— $l \times w$; to determine the overdue book fine—days \times fine each day; to determine amount of time it will take to travel to a different city—distance divided by rate = time). (CL.B.3.In.2, CL.B.3.Su.2)
- 9.5. Find the value of an unknown variable in a formula or equation to accomplish functional tasks (e.g., calculating the rate of travel—given the distance and time— $r = d/t$; calculating salary—given hourly wage and hours worked—wage \times hours = salary). (CL.B.3.In.2, CL.B.3.Su.2)
- 9.6. Substitute variables in a formula or equation to accomplish functional tasks (e.g., comparing Centigrade to Fahrenheit temperature readings, doubling a recipe, converting square feet to square yards when measuring carpet for a room). (CL.B.3.In.2, CL.B.3.Su.2)

Solving Mathematical Problems

- 9.7. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)
- Specify: determine nature of the problem
 select correct technique
 make reasonable estimate of results
 apply operation or procedures to obtain result
 check results for accuracy
 explain results
 other: _____
- 9.8. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)
- 9.9. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.2, CL.B.4.Su.2)
- Specify: drawing pictures or diagrams using concrete objects
 paraphrasing using models
 other: _____

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10. Demonstrate awareness of concepts of probability and chance in activities of daily living (e.g., predict likelihood, use drawings to display possible outcomes, identify patterns in objects or events).

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

10.1. Identify the meaning of basic concepts of chance and probability (e.g., How likely? What are the odds? What do you predict will happen? Can you count on it? What is the possibility? How do you know?). (CL.B.3.In.1, CL.B.3.Su.1)

10.2. Identify situations in daily life when the concepts of chance and probability are used (e.g., in weather forecasts—a 30% chance of rain; in winning the lottery—a million-to-one chance to win; in a playoff series for a championship). (CL.B.3.In.1, CL.B.3.Su.1)

10.3. Make a reasonable prediction of the likelihood of a simple event occurring (e.g., chance of meeting the President, likelihood of your football team winning the next game). (CL.B.3.In.2, CL.B.3.Su.2)

10.4. Determine the odds for and the odds against a given situation (e.g., raining on a particular day, winning the lottery). (CL.B.3.In.2, CL.B.3.Su.2)

11. Interpret graphs, tables, and other types of data displays to solve problems related to daily living.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

11.1. Identify functional situations when it is useful to gather and organize data (e.g., calculating a bowling average, keeping track of monthly expenditures, charting the growth of a child, preparing to file a tax return). (CL.B.3.In.1, CL.B.3.Su.1)

11.2. Identify the meaning of measures of central tendency to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ mean (average)—estimating the average cost of school supplies
 ___ mode (most frequent)—determining when a restaurant has the most customers

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- 11.3. Solve problems using measures of central tendency to accomplish functional tasks (e.g., determining the most frequent exam scores, determining the average number of customers for a paper route). (CL.B.3.In.2, CL.B.3.Su.2)
- 11.4. Identify the meaning of information that is displayed graphically in various forms (e.g., locate the team with the highest scores, locate high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ charts _____ graphs _____ tables
 _____ other: _____
- 11.5. Solve problems using information displayed in charts and tables to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time the student spends sleeping, determining the class's favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)

12. Use calculators and other electronic tools to assist with computation.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 12.1. Identify the most appropriate electronic tool to use in solving selected mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.C.2.In.2, CL.C.2.Su.2)
- 12.2. Identify situations when it is appropriate to use electronic tools to assist with calculations (e.g., balancing checkbook, working as a cashier, making out a budget). (CL.C.2.In.2, CL.C.2.Su.2)
- 12.3. Demonstrate skills needed to use a calculator correctly. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ turning on and off
 _____ entering a number
 _____ entering a function—add, subtract, multiply, divide
 _____ getting a total
 _____ using percent
 _____ clearing the display
 _____ correcting a mistake
 _____ other: _____
- 12.4. Use a calculator to assist with computation to accomplish functional tasks (e.g., balancing a checkbook, determining purchase price of a 30% off sale, determining the average of five grades, determining the tax on a hotel room). (CL.C.2.In.2, CL.C.2.Su.2)