

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area:	Academics: Subject Areas
Course Number:	7912050
Course Title:	Math: 9-12
Previous Course Title:	Applied Math: Comprehensive
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in math concepts and procedures to enable students with disabilities who are functioning at independent levels to prepare to participate effectively in post-school adult living and in the world of work.

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 data analysis
- use of calculators
- applications in personal life
- applications in the workplace

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.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent levels who are generally capable of working and living independently and may need occasional

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assistance. 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 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 for adult living and employment specified in the Transition Individual Educational Plan.

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 multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate understanding of number concepts and systems, including whole numbers, fractions, and decimals.

CL.B.3.In.1 identify mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

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

Numbers

- 1.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)
- 1.2. *Distinguish between all, some, and none. (Mathematics A 1: III)*
- 1.3. *Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)*
- 1.4. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a house, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: ___ to 10 ___ to 100 ___ to 1000
 ___ to 10,000 ___ to 100,000
- 1.5. *Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)*
- 1.6. *Reproduce numerals from 0 to 10. (Mathematics B 10: IV)*
- 1.7. *Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)*

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- 1.8. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game; workplace—counting screws to assemble a product, identifying how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to 10 _____ to 100 _____ to 1000
- 1.9. *Count from 1 to 5. (Mathematics B 8: III)*
- 1.10. 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
- 1.11. *Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)*
- 1.12. 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
- 1.13. 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
- 1.14. *Identify one and one more. (Mathematics A 2: III)*
- 1.15. 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
- 1.16. *Identify the first and last member in a group of objects. (Mathematics A 3: III)*
- 1.17. *Demonstrate understanding the concept of middle. (Mathematics A 4: IV)*
- 1.18. 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)
- 1.19. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.2.In.1, CL.B.2.Su.1)

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- 1.20. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.21. 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 a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.22. *Read number words, zero to ten. (Mathematics B 11: V)*
- 1.23. *Read number words from eleven to one hundred. (Mathematics B 14: VI)*

Place Value

- 1.24. 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
- 1.25. 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

- 1.26. 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: _____
- 1.27. *Identify halves and fourths of an area. (Mathematics J 74: V)*
- 1.28. 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)
- 1.29. 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, determining 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)

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- 1.30. 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: _____ $1/2 = 50\%$ _____ $1/4 = 25\%$ _____ $3/4 = 75\%$
 _____ $1/3 = 33\%$ _____ $2/3 = 67\%$ _____ other: _____
- 1.31. *Identify simple fraction and percent equivalents (e.g., $1/2 = 50\%$, $1/4 = 25\%$).*
(Mathematics J 75: VI)
- 1.32. 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)
- 1.33. Write numerals with decimals and percents when completing functional tasks (e.g., listing the cost of items). (CL.B.1.In.2, CL.B.1.Su.2)
- 1.34. 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)
- 1.35. Write numerals with fractions when completing functional tasks (e.g., writing a recipe). (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.

Indicate guidance and support necessary for mastery at supported level:

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

- 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 before purchasing, estimating how much money is needed to fill a gas tank, estimating the average 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 fit 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)

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- 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 size of 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 many pounds of fruit must be purchased or how many ounces of cheese to buy for a pizza, estimating how much weight you can lift when working out). (CL.B.3.In.2, CL.B.3.Su.2)

3. Add and subtract whole numbers, decimals, and fractions to solve problems related to personal life and the workplace.

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

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. *Add two sets of objects, sums through 12. (Mathematics C 15: IV)*
- 3.5. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)*
- 3.6. *Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)*

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- 3.7. *Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)*
- 3.8. *Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)*
- 3.9. 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: _____
- 3.10. *Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: III)*
- 3.11. *Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)*
- 3.12. *Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VII)*
- 3.13. 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: _____
- 3.14. Solve problems involving addition of numbers with fractions to accomplish functional tasks (e.g., determining how much fencing is needed for a garden, determining how much border is needed to fit the wall space, doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ like denominators _____ unlike denominators _____ mixed numbers
- 3.15. *Use addition and subtraction to solve applied problems involving simple fractions and percents. (Mathematics J 76: VII)*

Subtraction

- 3.16. Identify the meaning of the concept of subtraction (e.g., deducting, taking away, withdrawal, loss, minus sign [-]). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.17. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to deliver, comparing the difference in sizes of classes, determining how many hours are left to work, determining how many miles are left to drive). (CL.B.3.In.1, CL.B.3.Su.1)

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- 3.18. Subtract 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: _____
- 3.19. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*
- 3.20. *Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)*
- 3.21. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)*
- 3.22. *Subtract a 2 or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)*
- 3.23. *Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics D 28: VI)*
- 3.24. *Subtract a 3-digit number from a 3-digit number with regrouping. (Mathematics D 29: VII)*
- 3.25. *Use subtraction skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics D 30: VII)*
- 3.26. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (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: _____
- 3.27. Solve problems involving subtraction of numbers with decimals to accomplish functional tasks (e.g., subtracting the value of outstanding checks when balancing a checkbook, determining the amount of change to give to a customer). (CL.B.3.In.2, CL.B.3.Su.2)

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- 3.28. Solve problems involving subtraction of numbers with fractions to accomplish functional tasks (e.g., determining how much fabric will be left when you cut off a half a yard). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ like denominators _____ unlike denominators _____ mixed numbers

4. Multiply and divide whole numbers, decimals, and fractions to solve problems related to personal life and the workplace.

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

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., 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. (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: _____
- 4.4. *Identify products of multiplication facts through 81. (Mathematics H 67: VI)*
- 4.5. *Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)*
- 4.6. 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: _____
- 4.7. *Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)*

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

Division

- 4.10. Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign [\div]). (CL.B.3.In.1, CL.B.3.Su.1)
- 4.11. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing amount owed for a large purchase into monthly payments). (CL.B.3.In.1, CL.B.3.Su.1)
- 4.12. Divide 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: _____
- 4.13. *Identify basic division facts products through 81. (Mathematics I 71: VI)*
- 4.14. Solve problems involving division of whole numbers to accomplish functional tasks (e.g., determining how much profit was made per job, determining how long a trip would take if a car traveled at a given speed, determining cost per person for expenses on a trip). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ single digit _____ multiple digits
 _____ without remainders _____ with remainders
Specify method: _____ mentally _____ uses a table or chart
 _____ uses counters or tallies _____ uses an abacus
 _____ uses a calculator _____ other: _____
- 4.15. *Use division to solve one-step applied problems. (Mathematics I 72: VII)*
- 4.16. Divide numbers with decimals to accomplish functional tasks (e.g., budgeting monthly expenses, determining the package that has the lowest cost per unit). (CL.B.3.In.2, CL.B.3.Su.2)

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4.17. Divide numbers with fractions to accomplish functional tasks (e.g., determining how many bows you can make from $1\frac{3}{4}$ yards of ribbon, if each takes $\frac{1}{2}$ yard). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: like denominators unlike denominators mixed numbers

4.18. Solve problems involving averages to accomplish functional tasks (e.g., calculating final grade using test scores, calculating the batting average of a baseball player, calculating the average amount of sales per day). (CL.B.3.In.2, CL.B.3.Su.2)

5. Use ratio, proportion, and percents to solve problems related to personal life and the workplace (e.g., calculating rate of interest, combining liquids, creating scale drawings).

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

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 or interest rates, charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)

5.3. Solve problems involving percent to accomplish functional tasks (e.g., calculating interest, determining amount used). (CL.B.3.In.2, CL.B.3.Su.2)

5.4. Identify the meaning of ratio (e.g., relation in amount, size, 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. Identify the meaning of proportion (e.g., distribution, relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)

5.7. 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)

5.8. Solve problems involving ratio and proportion to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

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6. Select and use measurement concepts and tools involving length, weight, and volume to solve problems related to personal life and the workplace.

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

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 or 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. *Determine which of three or more objects is smallest, largest, shortest, tallest. (Mathematics A 5: IV)*

6.5. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*

6.6. 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: _____

6.7. *Measure an object to the nearest inch. (Mathematics F 50: V)*

6.8. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*

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6.9. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining the length of 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: _____

6.10. 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

6.11. *Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)*

Volume/Capacity

6.12. 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: _____

6.13. 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: _____

6.14. 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: _____

6.15. *Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full). (Mathematics A 6: IV)*

6.16. 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.1, CL.B.3.Su.1)

Specify: cup pint quart
 gallon liter teaspoon
 tablespoon other: _____

6.17. *Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)*

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- 6.18. 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 a 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: _____
- 6.19. *Determine capacity by measuring to the nearest cup, quart, or gallon. (Mathematics F 51: VI)*
- 6.20. Solve problems involving capacity or volume to accomplish functional tasks (e.g., determining how many glasses can be filled from a 1-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

Weight

- 6.21. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ounce _____ pound _____ ton
 _____ other: _____
- 6.22. 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.
 _____ other: _____
- 6.23. Identify the most appropriate tools or equipment to measure weight when completing functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ bathroom scales _____ postal scales _____ produce scales
 _____ other: _____
- 6.24. Measure weight accurately using the appropriate tool when completing functional tasks (e.g., weighing yourself, weighing 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: _____
- 6.25. *Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)*
- 6.26. 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: _____
- 6.27. Solve problems involving weight (e.g., determining how many pounds of gravel are needed for a walkway, determining how many ounces of cocoa to buy to make hot chocolate for a party). (CL.B.3.In.2, CL.B.3.Su.2)

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Specify: _____ no conversion _____ conversion

7. Select and use measurement concepts involving time, temperature, and money to solve problems related to personal life and the workplace.

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

Indicate guidance and support necessary for mastery at supported level:

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

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. Associate activities with morning, afternoon, and night (e.g., eating breakfast, going to bed). (Mathematics G 56: III)

7.4. Tell which day of the week comes before and after a given day. (Mathematics G 60: V)

7.5. Identify the days of the week. (Mathematics G 58: IV)

7.6. Indicate the date by month, day, and year in numerical form (e.g., 5/13/88). (Mathematics G 64: VI)

7.7. Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)

7.8. 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: _____

7.9. Identify time equivalencies (e.g., 12 months = 1 year, 60 minutes = 1 hour, 24 hours = 1 day, 30 minutes = half hour, and 1 week = 7 days). (Mathematics G 63: VI)

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- 7.10. 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
- 7.11. *Tell time to the hour. (Mathematics G 57: IV)*
- 7.12. *Tell time to the hour and half hour. (Mathematics G 59: V)*
- 7.13. *Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)*
- 7.14. 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)
- 7.15. *Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)*
- 7.16. 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
- 7.17. 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
- 7.18. *Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)*

Temperature

- 7.19. Identify the most appropriate units to measure temperature to accomplish functional tasks (e.g., understanding the weather report from another country, reading an oral thermometer, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ degrees Fahrenheit _____ degrees Celsius
- 7.20. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to identify 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: _____
- 7.21. 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)
- 7.22. 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

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- _____ thermostat—furnace, car, motor
_____ other: _____

- 7.23. *Identify tools to measure temperature (e.g., thermometer, thermostat).* (Mathematics F 48: IV)
- 7.24. 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: _____
- 7.25. *Determine the temperature using Fahrenheit thermometers.* (Mathematics F 53: VI)
- 7.26. Solve problems involving temperature to accomplish functional tasks (e.g., checking the oven's temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

Money

- 7.27. 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: _____
- 7.28. *Identify coins as money.* (Mathematics E 31: III)
- 7.29. *Identify the coins: penny, nickel, dime, and quarter.* (Mathematics E 32: IV)
- 7.30. *Identify the cent (¢) sign and the dollar (\$) sign.* (Mathematics E 33: IV)
- 7.31. *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through \$10.* (Mathematics E 35: V)
- 7.32. *Identify money values not to exceed \$100 (e.g., \$62.43).* (Mathematics E 42: VI)
- 7.33. 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 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: _____

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- 7.34. 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)
- 7.35. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting one 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: _____
- 7.36. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 7.37. *Determine equivalent amounts not to exceed \$10 using coins and paper currency. (Mathematics E 41: VI)*
- 7.38. 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: _____
- 7.39. *Write money values not to exceed \$10. (Mathematics E 38: V)*
- 7.40. 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)
- 7.41. 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)
- 7.42. *Identify which costs more or less through \$5, given the cost of two items. (Mathematics E 36: V)*
- 7.43. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 7.44. Calculate correct change to accomplish functional tasks (e.g., selling 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: _____
- 7.45. *Determine the change to be received from a \$5 bill after a purchase (with a calculator, if needed). (Mathematics E 40: VI)*
- 7.46. Solve problems involving discounts 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)
- 7.47. 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)

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- 7.48. 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)
- 7.49. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)
- 7.50. Identify the purposes of a checking and savings account. (Mathematics E 39: V)
- 7.51. Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)
- 7.52. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)
- 7.53. Complete forms associated with a savings account. (Mathematics E 45: VI)

8. Apply concepts of geometry and spatial relationships in situations related to personal life and the workplace (e.g., using blueprints, diagrams, maps, models).

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

Indicate guidance and support necessary for mastery at supported level:

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

- 8.1. Identify 2-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
 ___ other: _____
- 8.2. Identify 3-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
 ___ other: _____
- 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 a map that shows the intersection of two streets). (CL.B.3.In.2, CL.B.3.Su.2)

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- 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 traveled around 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 effective algebraic problem-solving strategies in situations related to personal life and the workplace (e.g., classification schemes, formulas, patterns, graphs).

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

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

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)
- 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). (CL.B.3.In.2, CL.B.3.Su.2)
- 9.3. Identify the variables and operations expressed in a formula or equation 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)

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- 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: _____

10. Apply concepts of probability and data analysis in situations related to personal life and the workplace (e.g., predicting likelihood, interpreting average and percent).

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

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 a team is favored 2-1 to win a game). (CL.B.3.In.1, CL.B.3.Su.1)

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- 10.3. Make a reasonable prediction of the likelihood of a simple event occurring (e.g., 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 in situations related to personal life and the workplace.

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

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
- 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 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 a student spends sleeping, determining the class's favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)

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

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

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 tools to use in solving selected mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.C.2.In.1, CL.C.2.In.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.B.3.In.2, CL.B.3.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)

12.5. *Use a calculator to perform complex addition computations. (Mathematics C 18: VI)*

12.6. *Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)*

12.7. *Use a calculator to perform complex division computations. (Mathematics I 73: VII)*

12.8. *Use a calculator to perform complex multiplication computations. (Mathematics H 69: VII)*