

Florida Department of Education

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

Subject Area:	Academics: Subject Areas
Course Number:	7912340
Course Title:	Life Skills Math: 9-12
Previous Course Title:	Functional Math: Comprehensive
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to develop the fundamental mathematics skills to enable students with disabilities who are functioning at independent and supported 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:

- numeration
- measurement
- money
- time
- computational skills
- geometry
- 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.
- 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. 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.

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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 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.

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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 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. Use whole numbers and common fractions and decimals in situations related to personal life and the workplace.

- CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- 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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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 bus 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)*

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- 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)*
- 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). (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)*

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- 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.1.In.2, CL.B.1.Su.2)
- 1.20. 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)
- 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 1/3 cup of milk, cutting a pie into eighths, cutting a piece of wood in half). (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)*

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- 1.28. 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)
- 1.29. 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: _____
- 1.30. *Identify simple fraction and percent equivalents (e.g., $1/2 = 50\%$, $1/4 = 25\%$). (Mathematics J 75: VI)*
- 1.31. 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)
- 1.32. 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)
- 1.33. 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)
- 1.34. Write numerals with fractions when completing functional tasks (e.g., writing a recipe). (CL.B.1.In.2, CL.B.1.Su.2)

2. Add and subtract whole numbers and decimals to solve problems related to personal life and the workplace.

- 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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Addition

- 2.1. 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)
- 2.2. 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)

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- 2.3. 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: _____
- 2.4. *Add two sets of objects, sums through 12. (Mathematics C 15: IV)*
- 2.5. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)*
- 2.6. *Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)*
- 2.7. *Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)*
- 2.8. *Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)*
- 2.9. 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: _____
- 2.10. *Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: V)*
- 2.11. *Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)*
- 2.12. *Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VII)*
- 2.13. 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: _____

Subtraction

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- 2.14. 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)
- 2.15. 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)
- 2.16. 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: _____
- 2.17. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*
- 2.18. *Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)*
- 2.19. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)*
- 2.20. *Subtract a 2 or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)*
- 2.21. *Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics D 28: VI)*
- 2.22. *Subtract a 3-digit number from a 3-digit number with regrouping. (Mathematics D 29: VII)*
- 2.23. *Use subtraction skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics D 30: VII)*
- 2.24. 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: _____

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2.25. 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)

3. Use a calculator to multiply and divide whole numbers to solve problems related to personal life and the workplace.

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

3.1. 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)

3.2. 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)

3.3. 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: _____

3.4. *Identify products of multiplication facts through 81. (Mathematics H 67: VI)*

3.5. *Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)*

3.6. 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: _____

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3.7. *Apply multiplication skills to solve one-step applied problems.*
(Mathematics H 70: VII)

Division

3.8. 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)

3.9. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of months). (CL.B.3.In.1, CL.B.3.Su.1)

3.10. 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: _____

3.11. *Identify basic division facts products through 81.* (Mathematics I 71: VI)

3.12. 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: _____

3.13. *Use division to solve one-step applied problems.* (Mathematics I 72: VII)

4. 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.

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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Linear Measurement

- 4.1. 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
_____ other: _____
- 4.2. 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., m. _____ area—sq. ft., sq. yd., sq. mi.
_____ other: _____
- 4.3. 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.2, CL.B.3.Su.2)
Specify: _____ ruler _____ tape measure _____ yard stick
_____ other: _____
- 4.4. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*
- 4.5. 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: _____
- 4.6. *Determine which of three or more objects is smallest, largest, shortest, or tallest. (Mathematics A 5: IV)*
- 4.7. *Measure an object to the nearest inch. (Mathematics F 50: V)*
- 4.8. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*
- 4.9. 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
- 4.10. *Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)*

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Volume/Capacity

- 4.11. 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: _____

- 4.12. 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., l., tsp., Tbs., gal.
 _____ other: _____

- 4.13. 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: _____

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

- 4.15. 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: _____

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

- 4.17. *Determine capacity by measuring to the nearest cup, quart, or gallon. (Mathematics F 51: VI)*

- 4.18. 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-sized can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ no conversion _____ conversion _____ addition

Weight

- 4.19. 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: _____

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- 4.20. Identify abbreviations for weight measurement units when completing functional tasks (e.g., recording your weight on a chart, writing a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ weight—oz., lb. _____ other: _____
- 4.21. Identify the most appropriate tools and equipment used to measure weight when completing 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: _____
- 4.22. 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: _____
- 4.23. *Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)*
- 4.24. 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)
Specify: _____ no conversion _____ conversion

5. 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.

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: _____

Time

- 5.1. 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: _____
- 5.2. 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., Mon., Tues., Dec.
_____ other: _____

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- 5.3. Associate activities with morning, afternoon, and night (e.g., eating breakfast, going to bed). (Mathematics G 56: III)
- 5.4. Tell which day of the week comes before and after a given day. (Mathematics G 60: V)
- 5.5. Identify the days of the week. (Mathematics G 58: IV)
- 5.6. Indicate the date by month, day, and year in numerical form (e.g., 5/13/88). (Mathematics G 64: VI)
- 5.7. Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)
- 5.8. Identify equivalent units of time when accomplishing functional tasks (e.g., determining how many hours to allow for a 30-minute activity, recording time worked on a time sheet). (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: _____
- 5.9. 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)
- 5.10. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, counting 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
- 5.11. Tell time to the hour. (Mathematics G 57: IV)
- 5.12. Tell time to the hour and half hour. (Mathematics G 59: V)
- 5.13. Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)
- 5.14. 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)
- 5.15. Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)
- 5.16. 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
- 5.17. 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

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5.18. *Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)*

Temperature

5.19. Identify the most appropriate units to measure temperature to accomplish functional tasks (e.g., understanding the weather report from another country, 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

5.20. 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: _____

5.21. 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)

5.22. 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
_____ thermostat—furnace, motor
_____ other: _____

5.23. *Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)*

5.24. 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: _____

5.25. *Determine the temperature using Fahrenheit thermometers. (Mathematics F 53: VI)*

5.26. 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

5.27. 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: _____

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- 5.28. *Identify coins as money. (Mathematics E 31: III)*
- 5.29. *Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)*
- 5.30. *Identify the cent (¢) sign and the dollar (\$) sign. (Mathematics E 33: IV)*
- 5.31. *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)*
- 5.32. *Identify money values not to exceed \$100 (e.g., \$62.43). (Mathematics E 42: VI)*
- 5.33. Count coins and bills to accomplish functional tasks (e.g., rolling pennies 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: _____
- 5.34. 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)
- 5.35. 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: _____
- 5.36. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 5.37. *Determine equivalent amounts not to exceed \$10 using coins and paper currency. (Mathematics E 41: VI)*
- 5.38. 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: _____
- 5.39. *Write money values not to exceed \$10. (Mathematics E 38: V)*
- 5.40. 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)
- 5.41. 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)
- 5.42. *Identify which costs more or less through \$5, given the cost of two items. (Mathematics E 36: V)*

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6.6. Use essential knowledge and skills when completing productive activities involving managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ using coins and bills to pay for goods and services
_____ selecting desired goods and services based on needs and available funds
_____ evaluating claims in advertisements
_____ understanding sales tactics used by stores and services—discounts, brand names and generic items, bulk packaging
_____ entering into long-term contracts and loans
_____ using ATM and debit cards
_____ using credit cards or charge accounts
_____ maintaining checking and savings accounts at a bank or credit union
_____ other: _____

6.7. 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)

6.8. 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)

6.9. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*

6.10. *Complete forms associated with a savings account. (Mathematics E 45: VI)*

7. Use basic concepts of geometry and spatial relationships in situations related to personal life and the workplace (e.g., room layout, use of models, maps).

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: _____
-

7.1. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying stop and yield signs by their shapes, buying a mat for a picture frame, matching the shape of a tablecloth to a table). (CL.B.3.In.1, CL.B.3.Su.1)

- Specify: _____ square _____ rectangle _____ triangle
_____ circle _____ other: _____

7.2. Identify three-dimensional shapes to accomplish functional tasks (e.g., selecting a tube to package a poster, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)

- Specify: _____ cube _____ sphere _____ cylinder _____ cone
_____ other: _____

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- 7.3. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, folding a napkin in a triangle). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.4. 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)
- 7.5. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., buying a mat for a photograph, determining the area of a room to purchase carpet). (CL.B.3.In.2, CL.B.3.Su.2)

8. Apply appropriate mathematical problem-solving strategies in situations related to personal life and the workplace (e.g., estimation, rounding, checking for accuracy, using electronic devices).

- 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:

- | | | |
|---|--|--|
| <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: _____ |
-

- 8.1. 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)
- 8.2. 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 to buy gas to fill a gas tank, estimating the hourly rate of speed of a car). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.3. 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)
- 8.4. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the cost of electricity for a year—lights, TV, heater; estimating the total cost of groceries for a week). (CL.B.3.In.2, CL.B.3.Su.2)

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- 8.5. 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 getting ready for work). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.6. 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)
- 8.7. 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)

Solving Mathematical Problems

- 8.8. 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: _____

- 8.9. 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)

- 8.10. 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: _____

9. Interpret simple bar graphs and tables in situations related to personal life and the workplace.

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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9.1. 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

9.2. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*

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

10. 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.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace— 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 most appropriate electronic tools 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)

10.2. 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)

10.3. 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: _____

10.4. Use a calculator to assist with computation to accomplish functional tasks (e.g., balancing a checkbook, determining purchase price of a 50 percent off sale, determining the average of five grades, determining the tax on a restaurant bill). (CL.C.2.In.2, CL.C.2.Su.2)

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

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

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

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