

Wyoming Department of Education Required Virtual Education Course Syllabus

2201000 - Washakie County School District No. 1

Program Name	Washakie #1 Online	Content Area	MA
Course ID	W02157G0.5022	Grade Level	9 -12
Course Name	WOL-Consumer Math-B	# of Credits	0.5
SCED Code	02157G0.5022	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

In Consumer Math, students study and review arithmetic skills they can apply in their personal lives and in their future careers. The first semester of the course begins with a focus on occupational topics; it includes details on jobs, wages, deductions, taxes, insurance, recreation and spending, and transportation. In the second semester, students learn about personal finances, checking and savings accounts, loans and buying on credit, automobile expenses, and housing expenses. Narrated slideshows help illustrate some of the more difficult content. Throughout the course, students participate in online discussions with each other and their teacher

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
A.REI.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*
F.BF.1	Write a function that describes a relationship between two quantities.*
F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
F.IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*
F.IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
F.LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions.*
F.LE.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*
F.LE.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.*
F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context.*
N.RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $[5^{1/3}]^3 = 5^{[(1/3) \times 3]}$ to hold, so $[5^{1/3}]^3$ must equal 5.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
Unit 6: Personal Finances <ul style="list-style-type: none"> • Section 1 - Graphs and Linear Equations • Section 2 - Net Worth and Purchasing Power • Section 3 - Budgets 	A.REI.11 F.IF.2 F.IF.5 F.IF.6 F.BF.1 F.LE.1	Graphs and linear equations help students understand budgets, net worth, and purchasing power. Graphs and Linear Equations Net Worth and Purchasing Power Budgets
Unit 7: Checking and Savings Accounts <ul style="list-style-type: none"> • Section 1 - Exponential Equations • Section 2 - Checking Accounts • Section 3 - Savings Accounts 	F.IF.4 F.IF.7 F.LE.1	Students review exponential equations, and practice mathematical skills that relate to bank accounts, savings, and interest. Exponential Equations and Graphs Checking Accounts Savings Accounts and Passbooks Simple and Compound Interest Interest Graphs and T-tables
Unit 8: Credit <ul style="list-style-type: none"> • Section 1 - Using Credit Cards • Section 2 - Loans • Section 3 - Installment Buying • Section 4 - Thinking about Credit 	F.IF.4 F.IF.7 F.LE.1 N.RN.1	Students review skills essential to making smart choices about credit. Using Credit Cards and Finance Charges Loans Installment Buying and APR Thinking about Credit
Unit 9: Automobile Expenses <ul style="list-style-type: none"> • Section 1 - Buying an Automobile • Section 2 - Operating Expenses • Section 3 - Automobile Insurance • Section 4 - Other Car Topics 	F.IF.4 N.RN.1 F.LE.1 F.LE.2 F.LE.3	Students use their mathematical skills to investigate the costs of owning a car. Buying an Automobile and Auto Loans Operating Expenses, Maintenance, and Repair Automobile Insurance Car Rental and Comparing Cars
Unit 10: Housing <ul style="list-style-type: none"> • Section 1 - Renting an Apartment • Section 2 - Buying a House • Section 3 - Taxes and Insurance • Section 4 - Decorating and Remodeling 	F.LE.2 F.LE.3 F.LE.5	Students practice skills and investigate the financial considerations of owning or renting a home. Renting an Apartment Buying a House and Mortgages Taxes and Insurance Decorating and Remodeling
Semester Two Final		