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Curriculum for At Risk Students

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Curriculum for At Risk Students

By

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Abstract

This curriculum project reviews the research on

students who have been labeled drop-outs and/or low-

achievers. Several different types of teaching models

were reviewed to determine the best model to be used

for drop-out and/or low-achieving students.

The project includes curriculum materials that

correspond to the Minimum Level Skills objectives for

the General Math II course designated by the Duval

County School System in Florida. The curriculum also

corresponds to the required textbook for the General

Math II course. This project strives to increase the

ability of the students in the Graduation Enhancement

Program to pass the Minimum Level Skills Test and

increase their knowledge in the area of basic and

common sense mathematic concepts.

Chapter 1

Introduction

Considerable evidence exists indicating that many students who enter high school do not understand basic math concepts and cannot perform basic math problems. Some students cannot perform the standard operations of adding, subtracting, multiplying, and dividing of whole numbers, decimals and fractions, and percent conversions. While these students have been working with these concepts since elementary school, many of them reach high school without knowing how to solve these types of problems.

When high-school mathematics teachers face classes of 30-35 students, it is nearly impossible to work everyday with every student who may need individual help. Further, there are many interruptions throughout the year that delay plans and put the students behind. Frustration increases when a teacher realizes that another year has gone by in the students' lives and they still cannot perform the basic concepts.

The question, however, still remains: if students cannot perform basic mathematical operations by the

time they leave high school, how are they going to survive in the everyday world? To even work in a fast food restaurant, for example, they have to be able to count change correctly. Unfortunately, some teenagers cannot do this. They must have a cash register that tells them how much change to give back, but they still cannot count it back so that it adds up to the amount of money the customer gave them.

Another example of using basic math skills in the everyday world is figuring grocery prices and what might be the best buy of a product. These things involve fractions and decimals. If students do not understand fractions, they will have a difficult time understanding decimals and percents. When people buy something on credit, they need to understand how to work with percents to calculate finance charges. Most people have checking accounts which involve working with decimals. Even cooking involves math because of the work with measurements in a recipe. All people use basic math concepts in everyday life, whether they realize it or not. Therefore, it is very important for students to understand these concepts and be able to perform basic math operations if they plan on surviving

in this world.

Smaller classes make it possible for teachers
to work with more students on a one-to-one basis. The
smaller classes of students in a special Florida
program called "Graduation Enhancement" for potential
at-risk students and low achievers provide environments
where the teacher is able to give more one-on-one
instruction. Even in a small class, however, there are
varying ability levels among the students. Some
students are able to work at a normal pace, while
others need more practice on certain concepts. Because
of this, additional resources for reemphasizing and
retesting students in problem areas are needed. While
there are plenty of resources available, such as
workbooks, other textbooks, and computer programs, they
are often not readily available to teachers nor
applicable for all concepts.

Brophy (1986), Peterson (1986), and Stallings
(1980) believe that effective programs for at-risk
students should include the following characteristics:
greater structure and support than a traditional
program, active teaching, instruction emphasizing
student engagement, frequent feedback, small steps with

continuous redundancy and a high success rate.

John B. Carroll (1963) derived a model of school learning to help explain the many variables that affect learning rates. Carroll's model also includes many of the above mentioned characteristics. One of the most important variables was time: "People take different amounts of time to achieve a given level of proficiency." (Fisher & Berliner, 1985, p. 31). Two other important variables included in the model were opportunity to learn and quality of instruction. From Carroll's model of school learning came the basis for the model of mastery learning.

Mastery learning is a method of teaching that has well defined learning objectives, checks student learning on a regular basis, and gives students immediate feedback so that students who do not master a given skill or concept can be given corrective instruction. Mastery learning allows students to master a concept before going on to another concept. It also allows students to work by themselves or in groups. It allows the students who do master the concepts to go on and not to be held back by students who may have difficulty with a concept.

Mastery learning also gives structure to a class. Mastery learning seems to incorporate more of the characteristics of an effective program for at-risk students than the other models of teaching such as cooperative learning, individualization, computer assisted instruction, ability grouping, and teams-games-tournaments. A mastery learning curriculum offers potential for helping the at-risk, low-achieving students to master the Minimum Level Skill (MLS) objectives for the General Math II course and pass the MLS test.

A mastery learning curriculum developed for each Minimum Level Skill (MLS) objective set by the Duval County Florida Public Schools would be an excellent resource for the teachers of these mathematics students. Such a curriculum would be used with students who need more practice on certain concepts. The high achievers would not have to be kept back or be given additional or trivial work while the low achievers master a concept. The low achievers would not have to be left behind and remain lost when the class went on to a new concept. Teachers could give more one-on-one instruction. Students could also

receive immediate feedback on a concept with the use of quizzes instead of having to wait a week or two to find out if they understand a concept. If students wait too long for feedback on quizzes and exams, more concepts may have been introduced which could confuse and frustrate students further if they did not master the previous concepts.

The mastery learning model was chosen for this project to help the at-risk, low-achieving student master the Minimum Level Skill objectives because it seemed to be the most appropriate for this type of student. It incorporates more of the characteristics of an effective program for at-risk students than the other models reviewed.

The mastery learning curriculum developed in this project is intended to be used as supplemental material and not by itself. The students still will receive instruction by the teacher on new concepts, will use peer tutoring techniques, and will use the available computer programs. The curriculum is intended to help students at the secondary level in General Math II master the Duval County (Florida) Minimum Level Skills objectives for the course and succeed in passing the

MLS exam by using strategies involving high structure and immediate feedback.

Chapter 2

Defining At-Risk Students

The review of the related literature shows that there are many models of instruction that will benefit at-risk and low-achieving students. The models may be used by themselves or in combination with another. Several of these models will be discussed in order to indicate why they do work for at-risk and low-achieving students.

Slavin, Karweit, and Madden (1989) believe that virtually every child is capable of attaining an adequate level of achievement in the basic skills. Why is it, then, that so many students reach high school and cannot perform basic skills? And if they cannot perform basic skills, how are they going to survive in this world?

When students leave high school with poor basic skills, many times they are headed for a life of poverty and dependence (Slavin, Karweit, & Madden, 1989). Students who lack basic skills cannot easily find jobs and so become a problem for the U.S. economy. Recent studies of cities with very high growth rates

indicate that even when there are many entry-level

jobs, such as fast-food jobs, there are many workers

who cannot qualify for them because of poor basic

skills. The type of student mentioned above has been

labeled by the literature as an "at-risk student."

> Students who are at-risk are those who,
>
> on the basis of several risk factors, are
>
> unlikely to graduate from high school. Among
>
> these factors would be low achievement, retention
>
> in grade, behavior problems, poor attendance,
>
> low socioeconomic status, and attendance at
>
> schools with large numbers of poor students.
>
> (Slavin, Karweit, & Madden, 1989, p. 5)

These students have normal intelligence but they are

failing to achieve the basic skills necessary for

success in school and in life. The challenge continues

to be to teach, and even to overteach, such basic

skills which students have been repeatedly taught but

about which they could really care less (DeVries &

Slavin, 1978).

DeVries and Slavin (1978) state that there are

three factors that contribute to the challenge of

teaching in a primary or secondary school. They are

"student values which are placed on events outside the classroom, an increasing diversity of student skill levels, and a need to teach basic skills even after repeated exposure by students to these skills" (p. 29).

What can educators do for students who are at-risk for failing school? What type of programs are there for at-risk students? What programs work best for at-risk students? These are questions to which this review of related literature will respond.

Slavin and Madden (1989) believe that one of the most frequently used methods to deal with at-risk students is the least effective--that is by failing them. Failing students gives them lower self-esteem than they already have and puts them even further behind their classmates.

Another widely used program is the traditional diagnostic or prescriptive "pullout" program. In pullout programs, students are taken out of their homeroom classes for thirty-to-forty-minute periods, during which time they receive remedial instruction in a subject with which they are having difficulty (Slavin, Karweit, & Madden, 1989). Pullout programs are the most widely used programs under Chapter 1.

Pullout programs may keep at-risk students from falling further behind their classmates, but this effect is limited to the early grades and works better in mathematics than in reading (Slavin & Madden, 1989).

Pullout programs have been criticized because the instruction that is provided is said to be poorly integrated with students' regular classroom work. These programs disrupt students' regular classroom schedule and label students, an outcome which also decreases students' self-esteem (Slavin & Madden, 1989).

Because of the drawbacks of pullout programs, in-class models have been developed. In an in-class model, a Chapter 1 teacher or special education researcher or aide works with the identified students right in the regular classroom. These models were found to be no more effective than the pullout programs (Slavin & Madden, 1989).

Instructional Techniques That Work For At-Risk Students

Teachers of at-risk students need to do what they do better and not necessarily perform their tasks differently. Brophy (1986), Peterson (1986), and

Stallings (1980) identify effective instructional
procedures for at-risk students:

1)   Greater structure and support--Course
expectations need to be clearly laid out and
assignments and grades need to be designed to
encourage achievement.

2)   Active teaching--The teacher needs to carry
the content to students personally through
interactive teaching rather than depending upon
curricular materials (e.g., the text, workbooks)
to do so.

3)   Instruction emphasizing student engagement--
Interactive teaching with high questioning levels
invites students to participate in lessons.

4)   More frequent feedback--Student progress
should be monitored frequently through classroom
questions, quizzes and assignments.

5)   Smaller steps with more redundancy--Content
should be broken down into smaller steps and
student mastery should be insured before moving on
to the next step. Constant review of earlier
materials provides for overlearning.

6)   Higher success rates--Classroom questions,

assignments and quizzes should be designed to

maximize opportunities for success.

Slavin and Madden (1989) conducted a thorough

review of the research on "every imaginable approach

designed to increase student reading and mathematics

achievement in the elementary grades" (p. 5). They

found the effective programs fell into three broad

categories: prevention, classroom change, and

remediation.

Because prevention programs usually are intended

for the preschool, kindergarten, or first grade, they

are thus outside the scope of this review of the

literature which focuses on the secondary school.

Remediation programs are also outside the scope of this

review since Slavin and Madden (1989) state that one of

the best ways to reduce the number of students who need

to remediate, is to provide the best possible classroom

instruction in the first place. "Teachers should use

instructional methods with a demonstrated capacity to

accelerate student achievement, especially that of

students at-risk" (p. 9). Therefore, the programs to

be discussed fall under their category of classroom

change programs.

Slavin and Madden (1989) identify some general features which characterize effective programs for students at-risk of school failure. Effective programs are comprehensive and well-planned alternatives to traditional methods. Effective preventive and remedial programs are intensive and use either one-to-one tutoring or individualized computer-assisted instruction. Effective programs also assess a student's progress frequently and change the instruction to meet the student's needs.

The problem with traditional methods used with students at-risk of school failure is that schools wait until students are far behind and then bring in remedial programs. However, when students are one or more years behind in school, even the best remedial programs have little effect (Slavin & Madden, 1989). But any effect is better than none, and there are programs that do have a positive effect on at-risk, low-achieving students.

Programs That Work for At-Risk Students

Continuous Progress and Cooperative Learning Models. In Slavin and Madden's (1989) search for programs to review, the most effective ones fell into

two categories: continuous progress models and certain

forms of cooperative learning. "In continuous progress

models, students proceed at their own pace through a

sequence of well-defined instructional objectives.

They are taught in small groups composed of students at

similar skill levels" (p. 9).

Several of the best evaluated continuous progress

programs are DISTAR, U-SAIL, and PEGASUS (Slavin &

Madden, 1989). All of these programs use similar

flexible groupings and adapt the hierarchies of skills

to the current curriculum and teaching methods.

> In cooperative learning, students work in small
> learning teams to master material initially
> presented by the teacher. When the teams are
> rewarded based on the individual learning of all
> team members, cooperative learning methods can be
> consistently effective in increasing student
> achievement compared to traditionally taught
> control groups. (Slavin & Madden, 1989, p. 10)

Many studies have shown that students in

cooperative learning groups learn more than do students

in traditional programs (Slavin & Karweit, 1984). Two

successful cooperative learning methods combine the use

of cooperative teams with forms of continuous progress.
In Team Accelerated Instruction (TAI) and Cooperative
Integrated Reading and Composition (CIRC), students
first learn in small, same ability groups and then work
in mixed ability groups (Slavin & Madden, 1989).

Computer-Assisted Instruction. A supplementary
model of instruction that helps to meet the needs of
at-risk students is computer-assisted instruction
(CAI). Slavin and Madden (1989) note that there has
not been much research done on computer-assisted
instruction and what has been done is not consistent
with positive effects. The best evaluated and most
consistently effective CAI models have been forms of
the Computer Curriculum Corporation's (CCC) drill-and-
practice programs. Students spend about 10 minutes per
day in addition to regular class time using CCC
programs. Slavin and Madden summarize that
successful CAI programs tend to be very

> expensive and their positive effects are moderate
> in size, so there is some question about the cost-
> effectiveness of this approach. As software
> continues to improve and hardware becomes less
> expensive, computers can become an important part

of a remedial strategy. (p. 11)

Ability Grouping. Another common method that has

shown positive results with at-risk students and which

deals with heterogeneity is ability grouping. Borg and

Prpich (1966) compared the two-year performance of slow

learning tenth-grade students assigned either to

ability-grouped English classes or to random group

English classes.

In the first year there were no significant

differences in English achievement, but during the

second year the ability-grouped students made

significantly greater gains on an essay test. It was

also found that students in the ability-grouped classes

"participated more and made contributions of better

quality" (Borg & Prpich, 1966, p. 238). The attitude

of ability-grouped students toward English was

significantly more favorable than that of students in

regular classes during the first year, but this

difference was not significant during the second year.

There was also some evidence that students who were in

ability groups had better self-concepts during both

years.

There have been studies comparing within-class

ability grouping to whole-class ability grouping that have found greater learning in the within-class ability-grouped classes, although a few studies have failed to find significant differences between the two groups (Slavin & Karweit, 1985). There is disagreement between the achievements of within-class and whole-class ability grouping. One reason for this may be that low ability classes are sometimes difficult to teach because of behavior problems, students' low morale, and a lack of concern for learning. On the other hand, low ability students in a heterogenous class may perform at a higher level because they are still members of a class that has fewer behavior problems, reflects higher morale, and values learning more highly (Slavin & Karweit, 1985).

    Teams-Games-Tournaments. A classroom program called Teams-Games-Tournaments (TGT) positively addresses the problems of student values, the variety of student abilities in a typical class, and the need for basic skills to be taught (DeVries & Edwards, 1978). The learning games of TGT are "activity structures in which players use a body of knowledge or set of skills as resources in their competition with

other players" (p. 308). Using a learning game in the classroom provides students with immediate feedback because students are informed immediately after each game whether they won or lost and why.

TGT is not meant to replace regular classroom instruction but to be used as a supplement. It takes about half the class time per week and the skills taught by the teacher are being reinforced during this time. TGT can be used to enhance learning in any subject.

In TGT, students are assigned to teams, each of which has a high achiever, a low achiever, and a few average achievers. There are practice sessions in which teammates help each other with reviewing skills taught by the teacher. There are tournaments in which the students compete individually against students of their own level from other teams.

"Team competition seems to be one way to redirect student values--to support, not oppose, achievement in the classroom" (DeVries & Slavin, 1978, p. 30). It also allows the high achievers to help the low achievers. The use of TGT appears promising for improving student attitudes, handling students of

varying abilities, and reinforcing basic skills.
Furthermore, students are more willing to continue to
work on basic skills because TGT gives them an
opportunity to show their skills in front of their
peers.

The research on TGT has found that the program has
increased achievement significantly more than control
classes, specifically in basic math, language arts, and
reading and that these positive effects have been
replicated. "TGT took students who were apathetic
toward academic work, which most at-risk students are,
and made them interested in how they themselves and
their classmates were doing" (DeVries & Slavin, 1978,
p. 36).

Low Attainers Mathematics Project. In 1987 a
curriculum development study based on the Low Attainers
Mathematics Project (LAMP) was carried out at the
Mathematics Curriculum Development Centre at the West
Sussex Institute of Higher Education in England
(Backhouse, 1989). The project was aimed at developing
good practice in the teaching of low achievers in
mathematics. The basic concept of the project was
teachers working together to develop strategies and

resources for teaching mathematics.

The project showed that low attainers were able to achieve more in mathematics than they could previously. It also changed teachers' ideas about mathematics and their classroom methods. The results here reinforce what was said earlier by Slavin--that the best way to reduce the number of students who need remediation is to provide the best possible classroom instruction in the first place.

Individualized Instruction. Miller (1976) defines individualized instruction as that in which

> each pupil participates in setting his own goals, works at his own rate (either alone or as a member of a small group) . . . and participates in evaluating his own progress. Traditional instruction is defined as all methods in which pupils are taught as a class. It includes homogeneous or heterogeneous grouping, does not preclude the use of audio-visual aids, committee work, or any other techniques traditionally used by teachers to help students learn. (p. 345)

Individualization has been seen as a way to meet the needs of a group of students with different ability

levels, especially in mathematics, because so many
concepts build on previous concepts. Individualization
offers instruction appropriate to each student's needs
(Slavin, 1987a).

As other instructional programs have developed
over the years, the use of individualized instruction
has diminished because it was difficult for the teacher
to manage and because it required a lot of assistance
with the paperwork. Students in individualized
programs usually receive little direct instruction from
the teacher. Yet, mathematical ideas must be
explained, shown, and experienced--things which need to
be done by a teacher. For this reason and others,
research on the individualized mathematics programs of
the 1960s and 1970s generally failed to find consistent
benefits for students' achievement (Horak, 1981;
Miller, 1976; Schoen, 1976; Schoen, 1986).

Miller's 1976 review of research on individualized
programs found that the individualized approach is just
as effective in promoting mathematics achievement as
the traditional approach but that it does not have a
distinct advantage over the traditional. The
individualized approach also seemed to have little

effect on students' attitude toward mathematics. His review found that motivation in such programs is difficult to maintain over long periods of time. Achievement gains also tend to be very small when compared to traditional methods. The research showed that individualized instruction did benefit low-ability students and than self-concepts were also significantly changed for these students. Individualized programs are not successful with all types of students since some students require the structure of a traditional program and others need high motivation. Miller therefore recommends that both individualized and traditional programs be offered.

Slavin (1987a) feels that the ideas of individualized instruction were promising but they failed because "they overlooked students' needs for conceptual instruction from the teacher and their capacity to take responsibility for the management of the individualized programs. Teamed up with cooperative learning, individualized instruction may fulfill its once-bright promise" (p. 16).

Team Assisted Individualization (TAI) which uses cooperative learning teams and teacher-led instruction

has been found in three recent studies to be effective

in increasing mathematics achievement more than

traditional group-paced instructional methods (Slavin,

Leavey, & Madden, 1984; Slavin, Madden, & Leavey, 1984;

Slavin & Karweit, 1985). TAI has also been designated

as an exemplary program by the U.S. Department of

Education's National Diffusion Network because of its

achievement effects (Slavin, 1987a).

Slavin and Karweit (1985) reviewed three different

teaching methods of mathematics instruction used in two

different experiments. The first experiment involved

urban, integrated untracked schools and the second

experiment involved rural, mostly white, tracked

schools. The first model was a whole-class grouped-

paced mathematics program. The second model involved

within-class ability grouping, and the third model used

Team Assisted Instruction (TAI). A control group in

which traditional classroom teaching was done was also

used in the second experiment.

The results found that computations of basic

skills for TAI and the ability-grouped models were

higher than for the whole-class model, but all three

models were significantly better on basic skill

computations than the control group. TAI students also scored higher on attitude measures than any of the other models.

These results also show that TAI and the ability-grouped model, which were designed for use with students of varying ability levels, work for all students.

> The fact that the positive effects of TAI and the ability-grouped model were equal for all students might suggest that they are effective not because they accommodate heterogeneity in student preparation and learning rate, but because they provide more effective instruction in general.
>
> (Slavin & Karweit, 1985, p. 364)

What Slavin and Karweit's study shows is that if management and motivation problems in a heterogeneous class can be overcome, then these methods may increase student achievement.

Schoen (1986) feels that individualized instruction should supplement effective teacher-led instruction and should not be the sole source of instruction. This combination of instructional approaches has the best chance of meeting the diverse

needs of individual students while still maintaining a
high level of achievement among the entire class.

A supplemental program of individualization should
have the following general characteristics:

(1) it should be manageable, that is, the
individualized activities should not detract
from the quality and quantity of on-task time
for all students; (2) it should include ample
opportunities for the teacher to interact with
all students concerning the mathematical content,
and (3) it should provide sufficient direction for
all students so that they rarely wait for feedback
or wonder what to do next (p. 44).

Bradley (1968) found that individualized daily
assignments provided students with remediation and
enrichment as well as reinforcement on each days'
concepts. Students who received individualized
assignments yielded higher gains on achievement tests
when compared to students who received traditional
assignments.

Another study done in California (Broussard, 1968)
compared the achievement in mathematics of inner-city
students who were involved in an individualized program

using various activities with that of students who received instruction in the traditional textbook, class-group method of instruction. The results found that the students in the individualized program achieved significantly higher gains in computational skills than did the students in the class-group program. This study also shows that personalizing and individualizing instruction can make a significant difference in improving the learning of all students.

Mastery Learning. The theory of mastery learning was developed from Carroll's (1963) model of school learning. Mastery learning is based on the simple belief that all children can learn when provided with conditions that are appropriate for their learning (Guskey & Gates, 1986).

The main characteristics of mastery learning methods are that learning objectives are well defined and appropriately sequenced, student learning is regularly checked and immediate feedback is given so that students who do not master a given skill or concept can be given corrective instruction. These characteristics coincide with the characteristics for effective programs for at-risk students. Mastery

learning stresses that student learning should be
evaluated in terms of criterion-referenced rather than
norm-referenced standards (Guskey & Gates, 1986).
"What defines mastery learning approaches is the
organization of time and resources to ensure that most
students are able to master instructional objectives"
(Slavin, 1987a, p. 14).

In a mastery learning program, there is a
"feedback-corrective process about every two or three
weeks in which a formative test is given to students,
followed by corrective instruction, and then by a
parallel formative test" (Bloom, 1987, p. 507). The
first step in the feedback-corrective process begins
with the teacher identifying the common errors of the
students. Then, the teacher explains the ideas
involved using a different form of instruction from
what was originally used in teaching these ideas to the
class. A second step in this feedback-corrective
process is for groups of two or three students to help
each other on the items they missed on the test. A
third step is for individual students to refer to the
instructional material keyed to the test items that
they are not sure they understand. This three-step-

process should be used after each two-or-three-week
learning unit before the students take the parallel
formative test.

Mastery learning as a model has certain
characteristics. It is usually a

> group-based teacher-paced approach to instruction
> in which students learn, for the most part, in
> cooperation with their classmates. Mastery
> learning is designed for use in typical classroom
> situations where instructional time and curriculum
> are relatively fixed, and the teacher has charge
> of 25 or more students. (Guskey & Gates, 1986, p.
> 74)

Generally, teachers set the pace for instruction in a
mastery learning model because it is assumed that
students in elementary grades and lower-achieving
students lack the motivation necessary to pace
themselves successfully.

A form of mastery learning is the continuous
progress program where students work on individualized
units entirely at their own rates. In continuous
progress programs, a sequence of well-defined
instructional objectives is established for unit tests,

after which students receive corrective activities if
they do not meet the set criteria the first time
(Slavin & Madden, 1989). However, students are taught
in small groups composed of students at similar skill
levels. Slavin and Madden's review of research
indicates that the continuous progress model is one of
the most effective models for the at-risk student.

Group-based mastery learning is the most commonly
used form of mastery learning in elementary and
secondary schools (Slavin, 1987b). In group-based
mastery learning, the teacher instructs the class at
one pace. A "formative test" is given at the end of
each unit. A mastery level is usually set and any
students who do not meet that level will receive
corrective instruction. This instruction may be
tutoring by other students or the teacher, small group
sessions led by the teacher, or alternative activities
or material for students to work on by themselves.
Alternative activities or materials should be different
from the original instruction. After the corrective
instruction, the students take a parallel formative or
"summative" test.

As previously stated, mastery learning theorists

believe that given enough time all students can learn
(Slavin, 1987b). If some students take much longer
than others to learn a particular concept, then one of
two things must happen. Either the corrective
instruction must be given outside of the class time, or
students who have already mastered the concept will
spend time waiting for their classmates to catch up.
This is a problem that all teachers face at some time
in their careers. It is too expensive and difficult to
arrange extra time for students who need it; further,
giving enrichment or other activities to the students
who have already mastered the concept may or may not be
beneficial for those students. So mastery learning
does present a problem, a choice between coverage and
content mastery. Even for low achievers, it may not be
beneficial for them to try and master each objective.
On the other hand, Anderson and Burns (1987) offer the
challenge that if mastery teachers are pacing their
instruction so slowly that the students are being
hindered, it is the fault of the teacher and not the
program.

Slavin (1987b) points out that the mastery
learning theorists, e.g., Block (1972), Bloom (1976),

Guskey and Gates (1985), argue that the "extra time" is
not as much of a problem as it seems because the time
needed for corrective instruction should diminish over
time. By ensuring that all students have mastered the
prerequisite skills for each new unit, the amount of
corrective instruction on each successive unit will
diminish. It is true that under mastery learning some
students spend a great deal more time on a particular
subject than they would ordinarily. But without this
additional time, there would be little improvement
beyond that gained from frequent testing with feedback
(Guskey, 1987).

When mastery learning is implemented well, results
are usually very impressive (Guskey, 1987). In
programs with attractive, well-designed corrective
activities and also exciting, challenging, high-level
enrichment activities, the results are likely to be
better still.

Block and Burns (1976) reviewed the results of
studies on group-based mastery learning programs. They
found that these programs did not yield the large
effects on student achievement that mastery learning
theorists believed were possible, but the results were

consistently positive. Nearly all programs led to greater student learning than non-mastery programs. Group-based mastery learning programs also produced positive effects on how the students felt about the subject they were taking and on their own self-esteem. None of the studies showed greater student learning by the control groups. Group-based mastery learning programs also appear to have a positive effect on retention of material although not quite as large an effect as on achievement.

Bloom (1987) suggested that mastery learning might be one way to offer a majority of students more appropriate instructional conditions. He also believed that through a program such as mastery learning, students' learning rates could be changed and that slow learners could be helped to learn faster. Two studies (Anderson, 1975) suggest that "differences between fast and slow learners do decrease under mastery learning. That is, learning rate does appear to be alterable, and mastery learning procedures may be one way slow learners can be helped to increase their learning rate" (p. 77).

Several benefits have been mentioned for group-

based mastery learning (Guskey & Gates, 1986).

Students can organize their learning better, respond to

feedback, pace themselves and correct their errors.

They cooperate with one another and help one another

more frequently. The techniques can be implemented

into a regular classroom without a lot of necessary

revisions in instructional procedures, class

organization or school policy.

In spite of Slavin's (1987b) pessimistic view of

mastery learning--based on the particular set of

studies he selected--there is evidence that mastery

learning in some form can be helpful in improving

education for the majority of the students. Bloom

(1987) readily admits that "the top 10% of the students

in a class will probably get less out of a mastery

learning program than the other 90% of the students"

(p. 508). But he believes that the schools need to

improve the chances for success for the majority of the

students which include the at-risk and low-achieving

students.

Chapter 3

Curriculum Development Procedures

The purpose of this project was to develop
supplementary curriculum materials for the General Math
II course at the secondary level at one's high school
in Duval County, Florida. So that students might more
likely pass the MLS exam, the curriculum corresponds
to the Minimum Level Skills (MLS) Objectives of the
General Math II course in the Duval County (Florida)
School System.

The MLS objectives were established by the Duval
County School System as the minimum skills that a
student should acquire in order to pass an academic
class. Students must take a Minimum Level Skills
Test at the end of the school year in each academic
class to determine whether or not they have mastered
the skills required for that course. They must receive
a score of 75% or above to pass the test and class.

The need for this curriculum was based on
classroom experience, teacher observations, lack of
available material for some of the MLS objectives, and
documentation of the efficiency of mastery learning.

The need was identified by observing that students do
well when one concept at a time is presented, but they
tend to forget previously taught concepts if they are
not continuously reinforced.

There are two worksheets for each MLS objective.
These are to be used with the required textbook and
computer programs. Experience indicates that after
this amount of exposure, students are likely to master
the concepts before being tested on them. The
worksheets may be used individually or with groups.
Two 5-to-10 problem quizzes for each objective are also
included.

Worksheets and quizzes help give structure to a
class and give students frequent feedback--
characteristics for effective programs for at-risk
students and mastery learning according to research
literature. With worksheets and quizzes, a teacher
would be able to give feedback and provide corrective
instruction. This type of instruction is the group-
based mastery learning model of teaching reviewed from
Slavin (1987b) and Guskey and Gates (1986).

A cumulative chapter examination exists at the end
of each chapter. The majority of the exam tests the

concepts from the chapter. The remainder of the exam tests previously taught MLS objectives. With each exam being cumulative, students are given a greater opportunity to master the MLS concepts before taking the MLS and final exams. The objectives will have been reviewed and reinforced continuously throughout the year.

The curriculum is organized according to the chapters in the required textbook. The corresponding MLS objective numbers are on all worksheets and quizzes.

The curriculum was evaluated by ten teachers in Duval County who teach the General Math II course. A sample of the curriculum materials for chapters 6 and 7 of the General Math II course textbook were sent to mathematics teachers in four high schools in the county. They reviewed the curriculum materials and completed an evaluation checklist (See Appendix C).

Chapter 4

Results

Survey forms and a sample of the curriculum
materials for textbook chapters 6 and 7 of the General
Math II course were sent to mathematics teachers in
four high schools in Duval County. Only materials
relating to two chapters of the textbook were sent so
as to make the feedback task manageable for the
teachers. The survey results are summarized in Table
4.1.

Table 4.1 Curriculum Survey Results

	Yes	No
1. Each worksheet, quiz, and test gives the Minimum Level Skill Objective number. Do you feel this is beneficial?	10	0
2. Would you use this curriculum for your General Math II course?	10	0
3. Do you like having worksheets and quizzes for each objective?	10	0
4. Do you like having cumulative tests?	10	0
5. Is there a sufficient number	10	0

of exercises for each objective
in this project?

6.	Is there a need for this material?	10	0
7.	Do you have students who would benefit from this curriculum?	10	0
8.	Would you use this curriculum in a mastery learning program?	10	0
9.	Would you use this curriculum in a traditional teaching program?	10	0
10.	Would you change any of the exercises?	0	10

The ten teachers who responded all indicated a need for this material and felt that their students would benefit from this curriculum. They all agreed that they would use this curriculum for their General Math II course and they liked the idea of having worksheets, quizzes and cumulative tests. They also agreed that having the Minimum Level Skill (MLS) objective number on the worksheets, quizzes, and tests was beneficial. It was felt that there were sufficient numbers of exercises for each objective and all responded that they would use the curriculum in either a mastery learning program or a traditional program. No one wanted to change any of the exercises.

It was suggested that the State objective
number might also be included on the curriculum to show
the student that this objective was required by
Florida. One teacher said she would like someone to
do this for all the courses that she teaches. Another
comment indicated that having the MLS objective number
on everything enabled teachers to be sure that all
objectives had been covered. Another teacher said
that providing worksheets and quizzes was most
appropriate for this level of student. This same
teacher said that he was currently using the
curriculum and had experienced good results. It was
suggested that a different method of evaluating the
curriculum might be more beneficial. All survey
results were favorable.

Chapter 5

Conclusions

The survey responses indicate a need for the
curriculum prepared for this project. The students
need the material to reinforce each Minimum Level
Skill (MLS) objective. The teacher needs the material
because the exercises in the required textbook are
limited. There are also several MLS objectives
that are not covered in the text. Therefore,
the material may serve as another resource for the
General Math II teacher in Duval County.

The format of the material and the inclusion of
the MLS objective number on each activity appeared to
be acceptable to the teachers surveyed.

This curriculum is designed to help the classroom
teacher in the instruction of the MLS objectives for
the General Math II course. It is also designed to
help the students master the skills necessary to pass
the MLS test that is presently required.

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Appendix A

Survey Form

Curriculum Evaluation

Duval County Minimum Level Skill Objectives for General Math II

Please circle your response.

Yes   No   1. Each worksheet, quiz, and test gives the Minimum
                 Level Skill Objective number. Do you feel this is
                 beneficial?

Yes   No   2. Would you use this curriculum for your General Math
                 II course?

Yes   No   3. Do you like having worksheets and quizzes for each
                 objective?

Yes   No   4. Do you like having cumulative tests?

Yes   No   5. Is there a sufficient number of exercises for each
                 objective in this project?

Yes   No   6. Is there a need for this material?

Yes   No   7. Do you have students who would benefit from this
                 curriculum?

Yes   No   8. Would you use this curriculum in a mastery learning
                 program?

Yes   No   9. Would you use this curriculum in a traditional
                 teaching program?

Yes   No   10. Would you change any of the exercises?

                 If yes, how? _____

                 _____

                 _____

Comments: _____

                 _____

                 _____

Thank you for your assistance in my Master's Project.   Please
return this form to me by February 1st.

                              Pamela W. Bean
                              Math Teacher
                              N. B. Forrest High School, #241

Appendix B

Course Outline

COURSE OUTLINE

GENERAL MATHEMATICS II

* Indicates Minimum Level Skills
& Indicates State Student Assessment Skills
E Indicates State Standard of Excellence
@ Indicates State Performance Standards

1.0 Whole Numbers
     1.1 Read/Write Large Numbers
&* 1.2 Order Numbers
&* 1.3 Round Numbers
@ 1.4 Add (no more than four digits)
@ 1.5 Subtract (no more than five digits)
@ 1.6 Multiply
     1.6.1 3-digit numbers by 2-digit numbers
& 1.6.2 3-digit numbers
     1.6.3 Multiples of 10, 100, 1000
@ 1.7 Divide
     1.7.1 3-digit numbers by 1-digit numbers
     1.7.2 3-digit numbers by 2-digit multiples of 10
     1.7.3 5-digit numbers by 1-digit numbers
& 1.7.4 5-digit numbers by 2-digit numbers
     1.7.5 5-digit numbers by multiples of 10, 100, 1000

2.0 Word Problems/Whole Numbers
     2.1 Select Number Sentences for Word Problems
     2.2 Translate Word Problems to Number Sentences
& 2.3 Determine Whether Sufficient Information Exists
@&* 2.4 Estimate Solutions: Rounding
@&* 2.5 Estimate Solutions: Addition
@&* 2.6 Estimate Solutions: Subtraction
@& 2.7 Estimate Solutions: Multiplication
@& 2.8 Estimate Solutions: Division
&* 2.9 Find Solutions: One or Two-step Problems
@&* 2.10 Find Averages

3.0 Decimals
     3.1 Read/Write Decimals
     3.2 Order Decimals

       3.3 Round Decimals to Whole Numbers
&* 3.4 Round Decimals to Designated Places
@ 3.5 Add (no more than two decimal places)
@ 3.6 Subtract (no more than two decimal places)
@ 3.7 Multiply
      3.7.1 Whole numbers, decimals
& 3.7.2 Two decimals
      3.7.3 Decimals by 10, 100, 1000
@ 3.8 Divide
      3.8.1 Decimals by whole numbers
& 3.8.2 Decimals
      3.8.3 Decimals by 10, 100, 1000

4.0 Word Problems/Decimals
    4.1 Translate Word Problems to Numbers Sentences
& 4.2 Find Solutions to Problems

5.0 Factors/Multiples
    5.1 Find Factors
    5.2 Find Multiples
    5.3 Distinguish between Primes, Composites
    5.4 Find GCF
    5.5 Find LCM

6.0 Fractions
    6.1 Read and Write Fractions
    6.2 Write Equivalent Fractions
& 6.3 Improper Fractions to Mixed Numbers
& 6.4 Mixed Numbers to Improper Fractions
& 6.5 Round Mixed Numbers to Whole Numbers
& 6.6 Multiply Fractions
      6.6.1 Proper
      6.6.2 Improper
@ 6.7 Multiply Fractions, Whole Numbers
@& 6.8 Multiply Whole Numbers, Mixed Numbers
@ 6.9 Multiply Mixed Numbers
@ 6.10 Divide Whole Numbers by Fractions
@ 6.11 Divide Fractions
@ 6.12 Divide Mixed Numbers
    6.13 Write Equivalent Fractions
      6.13.1 Identify LCD
      6.13.2 Write with LCD
    6.14 Order Fractions, Mixed Numbers
@ 6.15 Add Proper Fractions
@& 6.16 Add Mixed Numbers
@ 6.17 Subtract Proper Fractions

@& 6.18 Subtract Whole Numbers, Mixed Numbers
@& 6.19 Subtract Mixed Numbers
&* 6.20 Identify Decimals Equivalent to Proper
         Fractions

7.0 Word Problems/Fractions
     7.1 Translate Word Problems to number Sentences
  &* 7.2 Addition/Subtraction: Like Denominators
  &* 7.3 Addition/Subtraction: Unlike denominators
   * 7.4 Multiplication: Proper Fractions

8.0 Ratios/Proportions/Percents
   @ 8.1 Equal Ratios
   @ 8.2 Find Cross-products
   @ 8.3 Ratios and Proportions
   @ 8.4 Find Missing Terms, Proportions
     8.5 Fractions to Percents
   & 8.6 Percents to Fractions
     8.7 Decimals to Percents
     8.8 Percents to Decimals
   & 8.9 Percents to Decimals or Fractions
  &* 8.10 Find Percents
          8.10.1 Whole numbers
          8.10.2 Decimals
  @* 8.11 Find What Percent One Number is of Another
   @ 8.12 Find a Number When a Percent of it is Known

@9.0 Word Problems/Percents
      9.1 Translate Word Problems to Number Sentences
   &* 9.2 Find Solutions to Word Problems

10.0 Values of Coins/Bills
      10.1 Read and Write Money Values
   & 10.2 Determine Equivalent Amounts of Money

11.0 Word Problems/Money
      11.1 Determine Change after Purchase
  @&*11.2 Solve Problems, Comparison Shopping
  @&*11.3 Solve Problems, Simple Interest
  @&*11.4 Solve Problems, Rate of Discount
  @&*11.5 Solve Problems, Sales Tax
   @*11.6 Solve Problems, Wages

12.0 Measurement
  @&*12.1 Elapsed Time Between Events
   &12.2 Measure Lengths/Widths/Heights

Appendix C

Curriculum

Introduction

This curriculum has been developed to assist
in the teaching of the Duval County Minimum Level Skill
(MLS) Objectives for the General Math II course. It
was designed to be used by classroom teachers as
supplementary material to the required text. The
curriculum contains worksheets that can be integrated
with the county-adopted textbook or used alone on an
individual or group basis. The quizzes can be used at
any time to check students' progress. If the students'
progress is unacceptable, there is a second worksheet
and quiz for each MLS objective. The curriculum
also correlates to the chapters in Stein's Refresher
Mathematics textbook. The tests were designed as end-
of-chapter tests. Each test contains problems from
previous chapters. Each worksheet and quiz has the MLS
objective number on it for easy reference.

Chapter 1

Rounding Numbers
MLS: 1.3

Round each number to the nearest ten.

   1.   39   2.   52   3.   65   4.   473

   5.   655   6.   207   7.   9038   8.   4262

Round each number to the nearest hundred.

   9.   389   10.   428   11.   944

   12. 8553   13.   4265   14.   8537

   15. 25,874   16.   59,797   17.   9513

Round each number to the nearest thousand.

   18. 7301   19.   2753   20.   3400

   21. 2500   22.   6100   23.   9600

   24. 13,638   25.   84,507   26.   36,312

Round each number to the nearest ten thousand.

   27. 36,312   28.   83,459   29.   40,573

   30. 71,900   31.   97,326   32.   52,002

   33. 26,715   34.   73,128   35.   60,458

Round each number to the nearest hundred thousand.

   36. 498,022   37.   312,856   38.   789,623

   39. 573,322   40.   199,474   41.   877,344

Round each number to the nearest million.

   42. 5,498,022   43.   26,676,311   44.   217,683,325

   45. 13,099,456 46.   49,654,122   47.   934,546,734

General Math II   Name _____
Worksheet #2
                                                         Date _____

Rounding Numbers
MLS: 1.3

Round each number to the nearest ten.

  1. 28   2. 63   3. 55   4. 362

  5. 545   6. 108   7. 8047   8. 3141

Round each number to the nearest hundred.

  9. 467   10. 319   11. 853

  12. 7664   13. 3154   14. 9648

  15. 14,763   16. 60,808   17. 8402

Round each number to the nearest thousand.

  18. 8402   19. 1642   20. 2300

  21. 3611   22. 5099   23. 8500

  24. 12,527   25. 73,406   26. 25,203

Round each number to the nearest ten thousand.

  27. 25,201   28. 72,348   29. 39,402

  30. 60,900   31. 86,215   32. 41,001

  33. 15,604   34. 62,019   35. 59,349

Round each number to the nearest hundred thousand.

  36. 215,604   37. 423,967   38. 890,734

  39. 653,322   40. 187,474   41. 966,344

Round each number to the nearest million.

  42. 6,398,022 43. 17,576,311 44. 328,783,325

  45. 25,299,456 46. 58,454,122 47. 845,046,734

General Math II

Answer Sheet

Name _____

Date _____

1. _____   2. _____

3. _____   4. _____

5. _____   6. _____

7. _____   8. _____

9. _____   10. _____

11. _____   12. _____

13. _____   14. _____

15. _____   16. _____

17. _____   18. _____

19. _____   20. _____

21. _____   22. _____

23. _____   24. _____

25. _____   26. _____

27. _____   28. _____

29. _____   30. _____

31. _____   32. _____

33. _____   34. _____

35. _____   36. _____

37. _____   38. _____

39. _____   40. _____

41. _____   42. _____

43. _____   44. _____

45. _____   46. _____

47. _____   48. _____

49. _____   50. _____

General Math II
Quiz #1

Name _____

Date _____

Rounding Numbers
MLS: 1.3

Round to the nearest:

    Ten:

1.   49   2.   713   1. _____

                                          2. _____

    Hundred:

3.   3,874   4.   14,943   3. _____

                                          4. _____

    Thousand:

5.   317,941   6.   725,407   5. _____

                                          6. _____

    Ten Thousand:

7.   556,314   8.   122,879   7. _____

                                          8. _____

    Million:

9.   9,437,021 10.   23,842,317   9. _____

                                        10. _____

General Math II
Quiz #2

Rounding Numbers
MLS: 1.3

Round to the nearest:

Ten:

1. 68   2. 824

1. _____

2. _____

Hundred:

3. 4,567   4. 3,819

3. _____

4. _____

Thousand:

5. 428,732   6. 813,495

5. _____

6. _____

Ten Thousand:

7. 678,417   8. 833,935

7. _____

8. _____

Million:

9. 7,506,328   10. 34,039,817

9. _____

10. _____

General Math II
Quiz #1

Name _____ '

Date _____

Ordering & Rounding Numbers
MLS: 1.2 & 1.3

1. Write, using commas, the numeral that   1. _____
    names thirty-six thousand, two
    hundred fifty-six.

2. Write, using commas, the numeral that   2. _____
    names seven million, eight hundred
    twenty-one thousand, seven hundred
    forty-three.

3. Write in words: 416,076.

    _____

4. Write in words: 4,756,132.

    _____

5. Arrange the following numbers from largest to smallest:

    683,679   683,976   683,967   683,697

    _____

6. Arrange the following numbers from smallest to largest:

    6,763,218   6,736,128   6,763,281   6,673,128

    _____

Round each of the following numbers to the nearest:

7. ten: 7,798   7. _____

8. hundred: 1,896   8. _____

9. thousand: 732,516   9. _____

10. ten thousand: 24,119   10. _____

11. hundred thousand: 539,455,322   11. _____

12. million: 17,438,679   12. _____

General Math II   Name _____
Quiz #2
                                         Date _____

Ordering & Rounding Numbers
MLS: 1.2 & 1.3

1. Write, using commas, the numeral that   1. _____
    names four hundred eighty-seven
    thousand, forty-two.

2. Write, using commas, the numeral that   2. _____
    names sixty-three million, five hundred
    fifty-two thousand, six hundred nine.

3. Write in words: 581,254.

    _____

4. Write in words: 43,032,198.

    _____

5. Arrange the following numbers from largest to smallest:

    834,619   834,916   834,169   834,196

    _____

6. Arrange the following numbers from smallest to largest:

    1,769,185   1,679,185   1,796,185   1,697,185

    _____

Round each of the following numbers to the nearest:

7. ten: 1,654   7. _____

8. hundred: 3,449   8. _____

9. thousand: 56,211   9. _____

10. ten thousand: 44,298   10. _____

11. hundred thousand: 539,455   11. _____

12. million: 71,438,679   12. _____

General Math II   Name _____
Worksheet
                                         Date _____

Word Problems
MLS: 2.4, 2.5, 2.6, 2.9, & 2.10

    1. There are 752 boys and 651 girls at Blaine Elementary School.
        Estimate to the nearest hundred, how many students attend the
        school.

        _____

    2. Ajax warehouse received 132 cases of pens. Each case cost $7.
        Estimate by rounding to the nearest ten, the total cost of the
        pens.

        _____

    3. The Forestry Club planted 381 shrubs. If there are 14 club
        members, estimate by rounding to the nearest ten, the number
        of trees each member planted.

        _____

    4. One standard refrigerator with a freezer uses 1,137 kilowatt
        hours of electricity a year. A frost-free model uses 1,829
        kilowatt hours. Estimate by rounding to the nearest hundred,
        how much more electricity the frost-free model uses.

        _____

    5. The Crescent Citrus Grove has 234 rows of orange trees with
        each row containing 87 trees. Estimate by rounding to the
        nearest hundred, the number of trees there are in the grove.

        _____

    6. During the arts festival, 3,896 people attended on Friday,
        5,250 on Saturday, and 5,500 on Sunday. Estimate by rounding
        to the nearest thousand, the number of people who attended all
        together.

        _____

    7. A crate contains 157 eggs. Estimate by rounding to the
        nearest ten, the number of egg cartons there are in the crate
        if each egg carton contains 12 eggs.

        _____

    8. The Lairds are planning to buy a car which costs $8,895. So
        far they have saved $4,245 toward this purchase and they plan
        to borrow the rest. Estimate by rounding to the nearest
        thousand, the amount of money they need to borrow.

        _____

                              OVER

9. Susan bought a purse for $49, a shirt for $33, a skirt for $45, and a pair of shoes for $27. Estimate by rounding to the nearest ten, how much she spent altogether.

_____

10. Forrest has 1,832 students, Ed White has 1,756, and Paxon has 893. Estimate to the nearest thousand, how many students attend the three schools.

_____

Name _____

Date _____

Word Problems
MLS: 2.4, 2.5, 2.6, 2.9, & 2.10

1. There were 1,326 people at the varsity football game. If 93 people left at halftime, estimate by rounding to the nearest ten, the number of people remaining.

_____

2. Every day during the last year Ted jogged 825 meters. Estimate by rounding to the nearest hundred, how far Ted jogged last year (365 days).

_____

3. The social studies classes are going on a field trip by bus. Each bus holds 45 passengers. If 554 people are going, estimate by rounding to the nearest ten, the number of busses that should be chartered.

_____

4. A batch of rolls takes 875 milliliters of unbleached flour, and a recipe for bread needs 457 milliliters of unbleached flour and 430 milliliters of whole wheat flour. Estimate by rounding to the nearest hundred milliliters the amount of unbleached flour needed to make both.

_____

5. The Martins average 88 kilometers per hour when driving on the interstate. Estimate by rounding to the nearest ten kilometers, how long it will take them to drive 543 kilometers.

_____

6. The distance around the earth is 40,075 kilometers. The distance around the moon is 10,927 kilometers. Estimate by rounding to the nearest thousand kilometers, the difference between the two distances.

_____

7. Jane spent $17 for a fishing rod, $11 for a reel, and $6 for assorted tackle. Estimate by rounding to the nearest $10 how much she spent altogether.

_____

8. Estimate by rounding to the nearest ten, the cost of providing each of 32 classrooms with a television set priced at $189.

_____

Name _____

Date _____

MLS: 1.2 & 1.3

Write each of the following numerals in words:

1. 73,468 _____

_____

2. 7,021,743 _____

_____

Write the number for each of the following:

3. Four hundred five thousand eighty-four   _____

4. Five hundred fourteen thousand one hundred seventy-five

_____

5. Seven million fifty-five thousand nine hundred twenty-one

_____

Round to the nearest:

Ten:

6. 485   7. 13,513   6. _____

                                         7. _____

Hundred:

8. 677   9. 42,732   8. _____

                                         9. _____

Thousand:

10. 21,479   11. 56,781   10. _____

                                         11. _____

Ten thousand:

12. 365,174   13. 474,015   12. _____

                                         13. _____

Hundred thousand:

14. 780,243   15. 946,707   14. _____

                                                   15. _____

Million:

16. 5,409,783   17. 84,909,146   16. _____

                                                   17. _____

18. Arrange the following numbers from largest to smallest:

     472,568   472,658   472,586   472,685

_____

19. Arrange the following numbers from smallest to largest:

     8,985,439   8,958,439   8,985,349   8,958,349

_____

Do the indicated operations:

20. 637 + 3,985 + 14,189   20. _____

21. 7,863 + 437 + 13,921   21. _____

22. 50,381 - 7,064   22. _____

23. 103,841 - 69,497   23. _____

24. 36 X 84   24. _____

25. 804 X 700   25. _____

26. 72,976 ÷ 8   26. _____

27. 234 ÷ 12   27. _____

28. 20,776 ÷ 212   28. _____

29. What is the total number of students if there are 944
     seniors, 637 juniors, and 791 sophomores?   _____

30. The enrollment at Forrest increased from 1,698 to 1,862. What
     was the amount of increase?   _____

31. If donuts sell for $.16 each, how much would a dozen donuts
     cost?   _____

32. Wayne bought 8 gallons of gas for $7.52. What was the price
    per gallon? _____

33. What was the average number of points scored per game when the
    football team scored 13 points, 20 points, 19 points, 23
    points, and 28 points in the first five games?

    _____

34. There were 478,312 people in Jacksonville last year and
    527,498 people this year. Estimate by rounding to the nearest
    thousand how many more people were in Jacksonville this year
    than last year. _____

MLS: 1.2 & 1.3

Write each of the following numerals in words:

1. 86,063 _____

_____

2. 10,719,651 _____

_____

Write the number for each of the following:

3.   Nine hundred eight thousand seventeen   _____

4.   Three hundred twenty-two thousand seven hundred sixty-nine

_____

5.   Four million seventy-five thousand eight hundred thirty-six

_____

Round to the nearest:

Ten:

6.   571   7.   24,669   6. _____

7. _____

Hundred:

8.   788   9.   53,843   8. _____

9. _____

Thousand:

10.   32,560   11.   45,383   10. _____

11. _____

Ten thousand:

12.   476,285   13.   583,921   12. _____

13. _____

Hundred thousand:

14. 890,352   15. 547,818   14. _____

                                                   15. _____

Million:

16. 6,508,894   17. 94,409,256   16. _____

                                                   17. _____

18. Arrange the following numbers from largest to smallest:

     361,457   361,547   361,475   361,574

     _____

19. Arrange the following numbers from smallest to largest:

     4,465,721   4,564,721   4,465,271   4,564,712

     _____

Do the indicated operations:

20. 712 + 4,837 + 21,212   20. _____

21. 8,954 + 548 + 14,847   21. _____

22. 61,473 - 8,095   22. _____

23. 207,956 - 78,587   23. _____

24. 47 x 93   24. _____

25. 903 x 800   25. _____

26. 81,729 ÷ 9   26. _____

27. 3,024 ÷ 14   27. _____

28. 12,087 ÷ 153   28. _____

29. What is the total number of high school students on the
     Westside if Forrest has 1,793 students, Ed White has 1,654
     students, Lee has 895 students, and Paxon has 691 students?

     _____

30. The number of cars in Jacksonville increased from 4,093,718 to
     5,116,781. What was the amount of increase?

     _____

31. If candy bars sell for $.45 a piece, how much would a dozen candy bars cost?

    _____

32. Ted bought 5 pair of socks for $10.95. What was the cost per pair?

    _____

33. What was the average number of runs scored per inning if the baseball team scored 2 runs, 0 runs, 4 runs, 3 runs, 1 run, 3 runs, and 1 run per inning?

    _____

34. There are 759 sophomores, 563 juniors, and 478 seniors at Forrest High School. Estimate to the nearest ten how many students attend school at Forrest.

    _____

Chapter 2

General Math II   Name _____
Worksheet #1

                                         Date _____

Rounding Decimals
MLS: 3.4

Round each number to the nearest place as indicated:

                 Tenth   Hundredth   Thousandth

1.   12.684   _____   _____   _____

2.   5.271   _____   _____   _____

3.   13.882   _____   _____   _____

4.   17.5039   _____   _____   _____

5.   47.973   _____   _____   _____

6.   126.1293   _____   _____   _____

7.   320.709   _____   _____   _____

8.   97.005   _____   _____   _____

9.   100.084   _____   _____   _____

10. 10.002   _____   _____   _____

Round each to the nearest whole number:

11. 12.684   _____

12. 5.271   _____

13. 13.882   _____

14. 17.5039   _____

15. 47.973   _____

Round each number to the nearest place as indicated:

                 cent   dollar

16. $6.035   _____   _____

17. $15.183   _____   _____

18. $26.852   _____   _____

19. $98.789 _____   _____

20. $124.374 _____   _____

General Math II   Name _____
Worksheet #2
                                         Date _____

Rounding Decimals
MLS: 3.4

Round each number to the nearest place as indicated:

		Tenth	Hundredth	Thousandth
1.	23.755	_____	_____	_____
2.	6.382	_____	_____	_____
3.	31.633	_____	_____	_____
4.	81.6048	_____	_____	_____
5.	53.899	_____	_____	_____
6.	214.3219	_____	_____	_____
7.	431.806	_____	_____	_____
8.	85.008	_____	_____	_____
9.	202.095	_____	_____	_____
10.	20.003	_____	_____	_____

Round each to the nearest whole number:

11. 23.755   _____

12. 6.382   _____

13. 31.633   _____

14. 81.6048 _____

15. 53.899   _____

Round each number to the nearest place as indicated:

		cent	dollar
16.	$7.049	_____	_____
17.	$21.563	_____	_____
18.	$34.963	_____	_____

19. $89.879 _____ _____

20. $214.465 _____ _____

General Math II
Quiz #1

Name _____

Date _____

Rounding Decimals
MLS: 3.4

Round to the nearest:

   Tenth:

1. 4.8369   2. 15.4532   1. _____

                                         2. _____

   Hundredth:

3. 5.9217   4. 7.0359   3. _____

                                         4. _____

   Thousandth:

5. 10.4609   6. 8.0299   5. _____

                                         6. _____

   Cent:

7. $13.4853   8. $24.5349   7. _____

                                         8. _____

   Whole Number:

9. 36.781   10. 52.199   9. _____

                                        10. _____

General Math II
Quiz #2

Rounding Decimals
MLS: 3.4

Round to the nearest:

Tenth:

1. 5.7477   2. 22.3844

Hundredth:

3. 6.8328   4. 3.0467

Thousandth:

5. 11.2719   6. 9.1302

Cent:

7. $24.5932   8. $11.8166

Whole Number:

9. 45.532   10. 63.299

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

General Math II Test A   Name _____

MLS: 3.4   Date _____

        Match the following:

1. .6   A. six-thousandths   1. _____

2. .415   B. ninety-three thousandths 2. _____

3. .93   C. four hundred fifteen   3. _____
                  thousandths

4. .960   D. ninety-six hundredths   4. _____

5. .006   E. six-tenths   5. _____

6. .06   F. ninety-three hundredths   6. _____

7. .96   G. six-hundredths   7. _____

8. .930   H. nine hundred sixty   8. _____
                  thousandths

Write the following in order from largest to smallest:

9.   3.7   3.74   3.47   9. _____

10. 234.21   243.12   243.21   10. _____

Write the following in order from smallest to largest:

11. 888.8   887.9   878.9   11. _____

12. 567.54   576.54   576.45   12. _____

Round the following decimals to the designated place:

13. 39.762 to the nearest tenth   13. _____

14. 0.596 to the nearest hundredth   14. _____

15. 2.68 to the nearest whole number   15. _____

16. 5.405 to the nearest hundredth   16. _____

17. 28.041 to the nearest tenth   17. _____

18. 43.499 to the nearest whole number   18. _____

19. 16.387 to the nearest tenth   19. _____

20. 88.591 to the nearest hundredth   20. _____

General Math II Test B
Decimal Test

Name _____

MLS: 3.4

Date _____

Match the following:

1. .023   A. twenty-three hundredths   1. _____

2. .702   B. eighty thousandths   2. _____

3. .004   C. four hundredths   3. _____

4. .23   D. seven hundred two   4. _____
                    thousandths

5. .80   E. twenty-three thousandths   5. _____

6. .72   F. seventy-two hundredths   6. _____

7. .080   G. four thousandths   7. _____

8. .40   H. eighty hundredths   8. _____

Write the following in order from largest to smallest:

9. 7.23   7.32   7.3   9. _____

10. 2.40   0.42   2.04   10. _____

Write the following in order from smallest to largest:

11. 3.09   3.90   3.39   11. _____

12. 1000   999.9   999.99   12. _____

Round the following decimals to the designated place:

13. 0.35 to the nearest tenth   13. _____

14. 7.349 to the nearest hundredth   14. _____

15. 18.041 to the nearest tenth   15. _____

16. 5.87 to the nearest whole number   16. _____

17. 99.951 to the nearest tenth   17. _____

18. 39.49 to the nearest whole number   18. _____

19. 21.378 to the nearest hundredth   19. _____

20. 72.184 to the nearest hundredth   20. _____

General Math II   Name _____
Chapters 1 & 2 Test A
                                         Date _____

Write the numeral naming each:

1. Three hundred five thousand seventy-   1. _____
    nine

2. Eight million twenty thousand six   2. _____
    hundred eleven

Round 34,918 to the nearest:

3. ten   3. _____

4. hundred   4. _____

5. thousand   5. _____

Round 178,566,303 to the nearest:

6. ten thousand   6. _____

7. million   7. _____

Round $19.5437 to the nearest:

8. dollar   8. _____

9. cent   9. _____

Do the indicated operation:

10.   637   11.   51,381   10. _____
      3,985   -7,064
    + 4,189   11. _____

12.   306   13. 12$\overline{)234}$ 12. _____
    x 14
                                               13. _____

14. The enrollment at Forrest increased   14. _____
     from 1,743 to 1,922. What was the
     amount of increase?

15. If donuts sell for $.20 each, how   15. _____
     much would a dozen donuts cost?

OVER

Write each of the following as decimals:

16. forty-three hundredths   16. _____

17. eight thousandths   17. _____

18. twenty-seven and five tenths   18. _____

Write in words:

19. .014 _____

20. 7.48 _____

Round:

21. .55 to the nearest tenth   21. _____

22. 16.4936 to the nearest hundredth   22. _____

23. 58.4729 to the nearest thousandth   23. _____

Do the indicated operation:

24. 2.7 + .45 + 19   24. _____

25. .739 - .2   25. _____

26. 21 - .19   26. _____

27. .019 x .04   27. _____

28. $6 ÷ $.08   28. _____

29. 10 x .94   29. _____

30. 294 ÷ 100   30. _____

31. Which is greater? .37 or .4   31. _____

32. Which is less? .732 or .8   32. _____

33. Find the cost of 15 cases of milk   33. _____
     at $45.84 per case.

General Math II　　　　　　　　　　　　　　Name _____
Chapters 1 & 2 Test B
　　　　　　　　　　　　　　　　　　　　　Date _____

Write the numeral naming each:

1. Two million seven hundred thirteen　　　1. _____
   thousand four hundred twenty-five

2. Nine hundred seven thousand eight　　　　2. _____
   hundred eighty-nine

Round 4,603,517 to the nearest:

3. ten　　　　　　　　　　　　　　　　　3. _____

4. hundred　　　　　　　　　　　　　　　4. _____

5. thousand　　　　　　　　　　　　　　　5. _____

Round 4,603,517 to the nearest:

6. ten thousand　　　　　　　　　　　　　6. _____

7. million　　　　　　　　　　　　　　　7. _____

Round $5.4937 to the nearest:

8. dollar　　　　　　　　　　　　　　　　8. _____

9. cent　　　　　　　　　　　　　　　　　9. _____

Do the indicated operation:

10.   789　　　　11. 47,209　　　　10. _____
　　　7,023　　　　　　　-8,193
　　+ 5,256　　　　　　　　　　　　　　11. _____

12. 407　　　　　　　13. 24$\overline{)7,824}$　　　12. _____
　 x 25
　　　　　　　　　　　　　　　　　　　13. _____

14. Lance scored a 96 on 18 holes of golf.　14. _____
    What was his average score per hole
    (round to the nearest whole number)?

15. Casey bought a half dozen apples for　　15. _____
    $.78. What was the cost of each apple?

Write each of the following as decimals:

16.   Thirteen thousandths   16. _____

17.   Eighty-seven hundredths   17. _____

18.   Eleven and seven tenths   18. _____

Write in words:

19. .8   _____

20. 9.31 _____

Round:

21.   .64 to the nearest tenth   21. _____

22.   47.0363 to the nearest hundredth   22. _____

23.   64.5618 to the nearest thousandth   23. _____

Do the indicated operation:

24.   11.7 + 21.9 + 22   24. _____

25.   4.39 - .18   25. _____

26.   34 - .21   26. _____

27.   .09 x .7   27. _____

28. $9 ÷ $.06   28. _____

29.   10 x .86   29. _____

30.   75.2 ÷ 1,000   30. _____

31.   Which is greater? .5 or .49   31. _____

32.   Which is less? .9 or .933   32. _____

33.   Find the cost of 7 cases of coke   33. _____
      at $5.99 per case.

Chapter 3

Changing Decimals to Fractions

Unless directed otherwise when converting a decimal to an equivalent fraction, always reduce the fraction to its lowest form.

EXAMPLE: $\quad .6 = \dfrac{6}{10} = \dfrac{3}{5} \qquad .25 = \dfrac{25}{100} = \dfrac{3}{4} \qquad .200 = \dfrac{200}{1000} = \dfrac{1}{5}$

Change the following decimals to equivalent fractions.

.43 _____	.7 _____	.08 _____	.0080 _____
.250 _____	.6 _____	.482 _____	.80 _____
.48 _____	.4 _____	.125 _____	.070 _____
.5 _____	.54 _____	.8 _____	.165 _____
.444 _____	23.625 _____	.08 _____	.08 _____
7.2 _____	.006 _____	.600 _____	1.24 _____
1.375 _____	.24 _____	.78 _____	.48 _____

Changing Fractions to Decimals

Change the following fractions (that have denominators which are factors of some power of ten) to equivalent decimals.

$\dfrac{2}{5} = $ _____	$\dfrac{3}{5} = $ _____	$\dfrac{9}{10} = $ _____
$\dfrac{4}{5} = $ _____	$\dfrac{17}{100} = $ _____	$\dfrac{0}{5} = $ _____
$\dfrac{1}{5} = $ _____	$\dfrac{15}{20} = $ _____	$\dfrac{19}{100} = $ _____
$\dfrac{19}{20} = $ _____	$\dfrac{29}{100} = $ _____	$\dfrac{20}{20} = $ _____
$\dfrac{13}{20} = $ _____	$\dfrac{8}{10} = $ _____	$\dfrac{0}{10} = $ _____
$\dfrac{11}{20} = $ _____	$\dfrac{16}{20} = $ _____	$\dfrac{10}{10} = $ _____
$\dfrac{14}{20} = $ _____	$\dfrac{31}{100} = $ _____	$\dfrac{79}{100} = $ _____
$\dfrac{18}{20} = $ _____	$\dfrac{12}{20} = $ _____	$\dfrac{99}{100} = $ _____
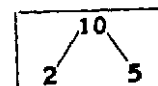
FACTOR TREE

DECIMALS

General Math II   Name _____
Worksheet #2

                                             Date _____

Identify decimals equivalent to proper fractions.
MLS: 6.20

Write the following fractions as decimals to the nearest hundredth:

1. 3/10 _____   2. 2.5 _____

3. 67/100 _____   4. 1/4 _____

5. 11/20 _____   6. 3/16 _____

7. 7/12 _____   8. 157/100 _____

9. 44/50 _____   10. 11/12 _____

11. 2/3 _____   12. 3/8 _____

13. 21/25 _____   14. 49/100 _____

15. 100/100 _____   16. 3/7 _____

17. 35/40 _____   18. 48/64 _____

19. 7/9 _____   20. 8/15 _____

Write the following decimals as common fractions or mixed numbers
in lowest terms:

21. .7 _____   22. .4 _____

23. .09 _____   24. .68 _____

25. .64 1/2 _____   26. 4.8 _____

27. .025 _____   28. .775 _____

29. .0015 _____   30. .0564 _____

31. .825 _____   32. .75 _____

33. 2.34 _____   34. 15.755 _____

General Math II   Name _____

Fractional Word Problems Worksheet #1   Date _____

MLS: 7.2, 7.3, 7.4

1. Each day Mr. Ward drives 8 2/5 miles to work round trip. How
   many miles does he drive in five days?
   _____

2. Grandma Rose bought a turkey that weighed 12 3/4 pounds.
   After she stuffed it, the turkey weighed 14 1/3 pounds. How
   much stuffing was in the turkey?
   _____

3. Lena wanted to put 4 shelves in her room. Each shelf would be
   3 7/8 feet long. How much total shelving would Lena have in
   her room?
   _____

4. Mary painted 2/5 of the fence and Nancy painted 1/3 of the
   fence. How much of the fence has been painted?

   _____

5. If a board 15 1/4 feet long was cut into 6 pieces of equal
   length, what would the length of each piece be? Disregard
   waste.
   _____

6. Mark spends 2/5 of his salary on car expenses and Ted spends
   3/8 of his salary on car expenses. What fraction more does
   Mark spend than Ted?
   _____

7. Kim decided to increase her deductions for savings from 1/6 of
   her salary to 1/5 of her salary. As a fraction, how much more
   is being deducted?
   _____

8. A sewing class is making costumes for the school play. If
   each costume requires 4 2/5 yards of material, how many yards
   are needed to make 25 costumes?
   _____

9. Paul wishes to buy a stereo system priced at $480. He pays
   1/5 of the price in cash and charges the rest. How much did
   he pay in cash?
   _____

10. Three months ago Ilene weighed 134 3/4 pounds. Now she weighs
    123 1/4 pounds. How many pounds did she lose?
    _____

General Math II   Name _____

Fractional Word Problems Worksheet #2   Date _____

MLS: 7.2, 7.3, 7.4

1. Lance has mowed 1/4 of the yard and Jim has mowed 1/3 of the
    yard. How much of the yard has been mowed?

                                        _____

2. At Thanksgiving, Lisa weighed 116 3/4 pounds. After Christmas
    she weighed 121 1/4 pounds. How much weight did she gain?

                                        _____

3. The running time of a train from Chicago to San Francisco was
    changed to 49 1/3 hours. If this schedule saves 13 3/4 hours,
    how long did the trip take before the change was made?

                                        _____

4. A plumber in installing water pipes, used pieces measuring 5
    3/8 feet, 3 1/8 feet, and 1 5/8 feet. If they were cut from
    a 15 foot length of pipe, how many feet of pipe remained?
    Disregard waste.

                                        _____

5. How much wood is needed to make 15 shelves each 6 2/3 feet
    long?

                                        _____

6. If each costume for the school show requires 3 1/3 yards of
    material, how many costumes can be made from a 30 yard bolt of
    material?

                                        _____

7. Mr. Kahn needed 2 1/4 cups of flour to make a plain cake and
    1 1/2 cups for a pineapple sponge cake. Find the total amount
    of flour he needed.

                                        _____

8. A merchant sold 8 3/8 yards of cloth to a customer. If it was
    cut from a bolt that contained 21 2/3 yards, what length
    remained on the bolt?

                                        _____

9. A house worth $31,500 is assessed at 2/3 of its value. What
    is the assessed value of the house?

                                        _____

10. A bus is scheduled to go a distance of 87 1/2 miles in 2 1/2
    hours. What average speed must be maintained to arrive on
    schedule?

                                        _____

General Math II
Chapter 3 Review Worksheet #1

Name _____

Date _____

Express in lowest terms.

1. 4/24 _____

2. 15/45 _____

3. 16/64 _____

4. 40/60 _____

5. 18/36 _____

6. 250/1000 _____

Rewrite each as a whole number or a mixed number.

7. 18/3 _____

8. 36/9 _____

9. 41/6 _____

10. 34/7 _____

Simplify.

11. 6 4/4 _____

12. 12 32/4 _____

13. 6 21/24 _____

14. 7 8/6 _____

Express as equivalent fractions having denominators as specified.

15. 1/6 = ?/42 _____

16. 3/8 = ?/40 _____

17. 9/32 = ?/96 _____

18. 7/9 in 36ths _____

Reduce each to lowest terms and then tell whether they are equivalent fractions.

19. 6/16 and 15/40 _____

20. 28/35 and 35/42 _____

21. 21/27 and 24/33 _____

Change each pair to equivalent fractions with common denominators and tell which fraction is greater.

22. 2/3 or 3/4 _____

23. 4/5 or 3/7 _____

24. 6/7 or 8/9 _____

Round to the nearest whole number.

25. 2 7/12 _____

26. 6 2/5 _____

27. 17 3/4 _____

28. 23 3/7 _____

Round to the nearest cent.

29. $6.82 4/9 _____

30. $13.45 8/11 _____

31. $31.57 5/8 _____

32. $48.13 1/3 _____

Change each fraction to equivalent fractions with a common denominator and then arrange in size (greatest first):

33. 1/2, 1/5, and 1/3 _____

34. 5/8, 2/3, and 3/5 _____

ADD - Reduce answers to lowest terms.

35.   7/8
    + 5/6

36.   12 2/3
     +5 1/4

37.   15 2/3
    + 9 5/6

SUBTRACT - Reduce answers to lowest terms.

38.   7/8
    - 1/5

39.   6
    - 2 3/4

40.   9 1/3
    -3 3/4

MULTIPLY - Reduce answers to lowest terms.

41. 11/24 x 24 _____

42. 3 1/3 x 3/5 _____

43. 9/16 x 1 1/3 _____

44. 2 2/3 x 3 3/8 _____

45. 1/5 of $285 _____

46. 3/8 of $2.58 _____

DIVIDE - Reduce answers to lowest terms.

47. 2/5 ÷ 5/8 _____

48. 7/8 ÷ 3 _____

49. 2 1/2 ÷ 3/4 _____

50. 8 ÷ 2 4/5 _____

51. 2 3/16 ÷ 1 1/4 _____

52. 9/16
     3/8

53. Ava has 1 1/2 sacks of flour. Each sack weighs 5 pounds. How many pounds of flour does Ava have?

    _____

54. Ralph had 2 1/2 pounds of candy. He wanted to share it equally among him and his three friends. How much of a pound of candy would each boy receive?

    _____

General Math II
Chapters 1 - 3 Review

Name _____

Date _____

1. Write 5,723,019 in words. _____

_____

2. Round 52,783,556 to the nearest hundred thousand. _____

3. 62,094
    8,437
    59,285
    14,077
  + 70,282

4. 940,037
  - 677,154

5. 6,408
  x   32

6. 14⟌112

7. Round $45.938 to the nearest cent. _____

8. $.14 + $17.63 + $49 _____

9. $126 - $82.16 _____

10. .04 x .4 _____

11. .25⟌7.5

Reduce to lowest terms.

12. 49/63 _____

13. 36/48 _____

14. 55/35 _____

15. 120/260 _____

Express each as an equivalent fraction having the denominator as specified.

16. 2/9 = ?/54 _____

17. 3/10 = ?/80 _____

18. 4/7 = ?/28 _____

19. 4/15 = ?/45 _____

20. Express 3/8 in 64ths. _____

Do the indicated operation. Reduce all answers to lowest terms.

21. 7/9
   + 2/3

22. 3 3/4
     4 1/2
   + 2 1/3

23.   4/5
       2 3/10
     + 1 1/2

24. 9/10
   - 3/10

25. 6/7
   - 3/8

26. 7
   - 2 1/4

27. 3 2/5 - 1 7/10 _____

28. 2/3 x 2/3 _____   29. 4/5 x 15/16 _____

30. 1/2 x 2/3 x 3/4 _____

31. 12 x 7 1/2 _____   32. 1 4/5 x 3 1/3 _____

33. 4/5 ÷ 5/6 _____   34. 7/8 ÷ 3/10 _____

35. 12 ÷ 1 1/8 _____   36. 4 2/3 ÷ 1 1/6 _____

37. Katie had ribbons the following lengths: 18 1/2 inches, 16
     3/4 inches, and 20 2/5 inches. How much ribbon did she have
     altogether?

     _____

38. Lynne's mom bought 15 feet of material. She used 3 7/8 feet
     for a skirt. How much material was left?

     _____

39. If 80 oz. of kool aid was poured into 16 cups, how much would
     each cup receive?

     _____

40. How much rope is needed for 15 jump ropes if each rope is to
     be 10 3/4 feet long?

     _____

General Math II   Name _____
Chapter 3 Test A
                                         Date _____

Express in lowest terms.

1. 18/36   1. _____

2. 24/48   2. _____

3. 65/75   3. _____

Rewrite as a whole number or mixed number.

4. 36/9   4. _____

5. 53/8   5. _____

6. 18/10   6. _____

Express each as an equivalent fraction having the denominators as specified.

7. 2/9 = ?/63   7. _____

8. 4/15 = ?/30   8. _____

9. Express 5/8 in 64ths.   9. _____

Change each fraction to having a common denominator and then arrange in order (greatest first).

10. 3/4, 3/8, 5/16   10. _____

Reduce each to lowest terms and then tell whether they are equal.

11. 12/16 and 25/35   11. _____

12. 30/60 and 18/36   12. _____

Round to the nearest cent.

13. $4.53 2/9   13. _____

14. $21.69 5/10   14. _____

Round to the nearest whole number.

15. 9 8/15   15. _____

16. 34 1/5   16. _____

OVER

Write as improper fractions.

17. 3 7/8   17. _____

18. 10 5/7   18. _____

19. 8 3/4   19. _____

Do the indicated operation. Reduce all answers to lowest terms.

20. 6 7/8   21. 24 3/4   20. _____
    + 2 3/5   +19 5/8
                                                      21. _____

22.   18   23. 17 3/7   22. _____
    + 20 5/9   +19 1/6
                                                      23. _____

24. 7/8   25. 10   24. _____
   - 1/4   - 2 9/10
                                                      25. _____

26. 14 6/7   27. 9 1/5   26. _____
   - 6 3/8   - 5 2/3
                                                      27. _____

28. 3/8 x 10/27   28. _____

29. 15 x 3/5   29. _____

30. 2 1/3 x 24/35   30. _____

31. 5 1/3 x 3/3/8   31. _____

32. 7/8 ÷ 2/3   32. _____

33. 7 ÷ 1/8   33. _____

34. 4 2/3 ÷ 14   34. _____

35. 7 1/2 ÷ 1 1/4   35. _____

36. Round $13.4718 to the nearest dollar   36. _____

Round 25.1382 to the nearest place as indicated:

37. tenth   37. _____

38. hundredth   38. _____

39. whole number   39. _____

OVER

40. Mary bought ribbons in these lengths: 2 5/8 ft., 1 3/8 ft., and 2 1/8 ft. What was the total amount of ribbon Mary bought?

_____

41. The crew of the Seagull caught 290 1/2 pounds of fish. It was to be split amoung 10 crewmen. How much fish would each person receive?

_____

42. Susan wants to put a border around her dining room. Two walls are 10 1/2 ft. and the other two walls are 12 3/4 ft. How much border does Susan need to go around the four walls?

_____

43. Mrs. Wells needed 25 pieces of rope each 2 1/2 feet long. How much rope did she need altogether?

_____

General Math II
Chapter 3 Test B

Name _____

Date _____

Express in lowest terms.

1. 72/81

2. 36/48

3. 18/24

Rewrite as a whole number or mixed number.

4. 63/7

5. 47/6

6. 38/4

Express each as an equivalent fraction having the denominators as specified.

7. 1/5 = ?/15

8. 11/15 = ?/45

9. Express 7/8 in 64ths.

Change each fraction to having a common denominator and then arrange in order (greatest first).

10. 4/15, 2/5, and 1/3

Reduce each to lowest terms and then tell whether they are equal.

11. 10/14 and 15/25

12. 24/48 and 16/32

Round to the nearest cent.

13. $2.76 3/5

14. $13.43 2/7

Round to the nearest whole number.

15. 7 7/12

16. 12 4/9

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

OVER

Write as improper fractions.

17. 2 7/20   17. _____

18. 10 8/9   18. _____

19. 9 5/9   19. _____

Do the indicated operation. Reduce all answers to lowest terms.

20. 7/9   21. 3 3/4   20. _____
     + 2/3   + 4 1/2
                                               21. _____

22.   4/5   23. 11 3/7   22. _____
     +2 3/10   + 9 2/5
                                               23. _____

24. 2/3   25. 7   24. _____
     - 1/8   - 2 1/4
                                               25. _____

26. 3 4/5   27. 9 1/3   26. _____
     - 1 3/10   - 3 5/6
                                               27. _____

28. 3/10 x 8/9   28. _____

29. 1 4/5 x 3 1/3   29. _____

30. 8/9 x 7 1/5   30. _____

31. 1 4/5 x 9   31. _____

32. 7/8 ÷ 3/10   32. _____

33. 12 ÷ 1 1/8   33. _____

34. 4 2/3 ÷ 1 1/6   34. _____

35. 2 1/4 ÷ 6   35. _____

36. Round 4,683,211 to the nearest thousand 36. _____

Round 14.0637 to the nearest place as indicated:

37. tenth   37. _____

38. hundredth   38. _____

39. whole number   39. _____

OVER

40. How many shelves can be cut from a 14 foot piece of wood if each shelf is to be 3 1/2 feet?

    _____

41. Les weighed 117 3/4 pounds last month. This month he weighs 109 3/8 pounds. How much weight did Les lose?

    _____

42. Tracy bought 6 bags of fertilizer each weighing 5 3/4 pounds. What was the total weight of the 6 bags?

    _____

43. Leslie wanted shelves for her garage the following lengths: 15 2/5 feet; 13 1/5 feet; and 10 4/5 feet. What was the total amount of shelving needed?

    _____

Chapter 4

General Math II   Name_____
Worksheet #1
                                         Date_____

Finding Percents of Whole Numbers and Decimals
MLS: 8.10 & 9.2

Example: 43% of 77 is _____.
          Change 43% to .43
          Multiply: .43 x 77 = 33.11

Complete the following:

1. 50% of 84 is _____.   2. 7% of 63 is _____.

3. 23% of 191 is _____.   4. 75% of 840 is _____.

5. 6.5% of 980 is _____.   6. 8.4% of 1800 is _____.

7. 97% of 28.5 is _____.   8. 100% of 65.7 is _____.

9. 25% of 30 is _____.   10. 50% of 62 is _____.

11. 75% of 64 is _____.   12. 40% of 36 is _____.

13. 30% of .9 is _____.   14. 95% of 3.6 is _____.

15. 42% of 6.7 is _____.   16. 6% of 4.2 is _____.

17. 48% of 78.2 is _____.   18. 150% of 3.46 is _____.

19. 65% of 7.34 is _____.   20. 10% of 44.51 is _____.

Word Problems:

21. Bob's team won 75% of their baseball games. They played 16
     games in all. How many games did they win? _____

22. A factory is operating at 80% of capacity. The capacity is
     300 cases per hour. How many cases are being produced each
     hour? _____

23. Of the 160 base hits a baseball player made last season, 35%
     were for extra bases. How many extra base hits did the player
     make last season? _____

24. Of the 240 trees the park department planted last month, 25%
     were maples. How many maple trees did they plant last month?

     _____

25. A salesman's commission is 3% of his total sales. His total
     sales last month were $24,000. How much was his commission
     last month? _____

General Math II   Name_____
Worksheet #2
                                         Date_____

Finding Percents of Whole Numbers and Decimals
MLS: 9.2 & 8.10

Example: 57% of 85 is _____.
          Change 57% to .57
          Multiply: .57 X 85 = _____.

Complete the following:

1.   40% of 80 is _____.   2.   35% of 200 is _____.

3.   50% of 23 is _____.   4.   25% of 63 is _____.

5.   7.4% of 800 is _____.   6.   9.6% of 700 is _____.

7.   30% of 90 is _____.   8.   17% of 34 is _____.

9.   65% of 35 is _____.   10. 25% of 64 is _____.

11. 75% of .6 is _____.   12. 80% of .4 is _____.

13. 5% of 7.4 is _____.   14. 85% of 1,700 is _____.

15. 68% of 24.8 is _____.   16. 100% of 345 is _____.

17. 150% of 90 is _____.   18. 30% of 42.66 is _____.

19. 80% of 7.2 is _____.   20. 5% of 1.20 is _____.

Word Problems:

21. On a typical day, 6% of the students at Wills School are
     absent. There are 650 students enrolled. How many students
     would be absent on a typical day? _____

22. During a sale Mrs. Cook purchased a blender for 75% of the
     regular price. The regular price was $36. What was the sale
     price? _____

23. A parking lot that has 120 spaces is 80% filled. How many
     cars are in the parking lot? _____

24. A truck can hold 1,800 cases. It is 95% filled. How many
     cases are on the truck right now? _____

25. How many questions out of 28 may a student miss and still get
     a grade of 75%? _____

General Math II
Quiz #1

Name _____

Date_____

Finding Percents of Whole Numbers and Decimals
MLS: 8.10 & 9.2

Complete:

1.   50% of 74 is _____.

2.   8% of 96 is _____.

3.   96% of 34.8 is _____.

4.   125% of 75 is _____.

5.   Ned's commission is 4% of his total sales. His total sales
     last month were $36,000. How much was his commission last
     month? _____

General Math II   Name _____
Quiz #2
                                        Date_____

Finding Percents of Whole Numbers and Decimals
MLS: 8.10 & 9.2

Complete:

1.   60% of 54 is _____.

2.   3% of 33 is _____.

3.   86% of 54.6 is _____.

4.   150% of 85 is _____.

5.   After testing 2,000 transistors, an inspector found that 2%
     were defective. How many of the transistors were defective?
     _____

General Math II
Worksheet #1

Finding What Percent One Number is of Another
MLS: 8.11 & 9.2

Example: 3 is _____% of 25?   Use: $\dfrac{IS}{OF} = \dfrac{\%}{100}$

$\dfrac{3}{25} = \dfrac{x}{100}$

$25x = 300$ $25\overline{)300}$

$x = 12\%$

Complete:

1. 35 is _____% of 140?

2. 150 is _____% of 240?

3. 55 is _____% of 66?

4. 108 is _____% of 90?

5. .5 is _____% of 1.6?

6. .32 is _____% of 1.6?

7. 42 is _____% of 56?

8. 84 is _____% of 70?

9. 7 is _____% of 16?

10. 57 is _____% of 60?

11. 16 is _____% of 80?

12. 85 is _____% of 170?

13. 52 is _____% of 78?

14. 24 is _____% of 64?

15. _____% of 48 is 7.2.

16. _____% of 60 is 2.1.

17. Some Boy Scouts want to collect 1000 pounds of old papers. After they collect 350 pounds, what percent of their goal will have been collected? _____

18. There are 48 spaces in a parking lot. When 42 of those spaces are filled, what percent of the spaces are filled? _____

19. Jackie has 75 papers to sell. He has sold 45. What percent of the total number of papers has he sold? _____

20. Tim had a new ignition system installed in his car. The total bill was $120, which included a $40 charge for labor. What percent of the total bill was the charge for labor? (Round to the nearest whole percent)._____

General Math II   Name _____
Worksheet #2
                        Date_____

Finding What Percent One Number is of Another
MLS: 8.11 & 9.2

Example: 18 is _____% of 72   Use: $\dfrac{IS}{OF} = \dfrac{\%}{100}$

                                       $\dfrac{18}{72} = \dfrac{x}{100}$

                                       $72x = 1800$ $72\overline{)1800}$

                                       $x = 25\%$

Complete:

1. 25 is _____% of 125?   2. 75 is _____% of 200?

3. .5 is _____% of .625?   4. 50 is _____% of 60?

5. 63 is _____% of 70?   6. .375 is _____% of .75?

7. 37.5 is _____% of 50?   8. 5 is _____% of 4?

9. 350 is _____% of 200?   10. _____% of 60 is 20.

11. _____% of 180 is 30.   12. _____% of 20 is 15.

13. _____% of 64 is 40.   14. _____% of 25 is 2.

15. 12 is what percent of 80?   16. 21 is what percent of 350?
     _____   _____

17. Twenty-four of the 30 students invited to a party were able to
     attend. What percent of the students were able to attend?
     _____

18. During a basketball game, Scottie attempted 15 baskets and
     made 6. What percent of the baskets that he attempted did he
     make? _____

19. Thomas answered 33 test questions correctly. There were 40
     questions in all. What percent of the questions did he answer
     correctly? _____

20. Out of 216 votes for class president, Jack received 135 votes.
     What percent of the votes did he receive? _____

General Math II   Name _____

Quiz #1   Date_____

Finding What Percent One Number is of Another
MLS: 8.11 & 9.2

Complete: (SHOW ALL WORK)

1.   25 is _____% of 275?

2.   57 is _____% of 380?

3.   21 is _____% of 70?

4.   33 is _____% of 99?

5.   The sales tax on a $100 purchase was $5.   The sales tax is
      what percent of the regular price? _____

General Math II   Name _____
Quiz #2
                                    Date _____

Finding What Percent One Number is of Another
MLS: 8.11 & 9.2

Complete: (SHOW ALL WORK)

1.   95 is _____% of 190?

2.   72 is _____% of 60?

3.   24 is _____% of 96?

4.   8 is _____% of 20?

5.   Out of a total of 400 votes, Elly received 252 votes.   What
     percent of the votes did she receive? _____

General Math II
Worksheet

Percent Review

Write as a percent.

1. 0.15_____   2. 0.65_____

3. 10.0_____   4. 7   _____

5. 0.255_____   6. 0.166_____

7. 2.5_____   8. 5.75_____

Write as a decimal.

9. 10%_____   10. 5%_____

11. 75%_____   12. 100%_____

13. .58%_____   14. 1.5%_____

15. 1.075%_____   16. 10.8%_____

Write as a fraction in lowest terms. SHOW WORK.

17. 10%_____   18. 50%_____

19. 18%_____   20. 98%_____

21. 150%_____   22. 102%_____

Write as a percent. SHOW WORK.

23. 1/2_____   24. 3/4_____

25. 5/6_____   26. 3/8_____

27. 7/10_____   28. 7/50_____

29. 4/5_____   30. 9/25_____

Find: SHOW WORK.

31. 10% of 100 = _____   32. 14% of 50 = _____

33. 50% of 75 = _____   34. 75% of 16 = _____

35. _____% of 30 = 3.   36. _____% of 75 = 25.

37. _____% of 100 is 80.   38. _____% of 48 is 9.60

Word Problems:

39. Kim's team won 75% of their softball games. They played 12 games in all. How many games did they win? _____ .

40. A factory is operating at 85% capacity. The capacity is 450 cases per hour. How many cases are being produced each hour.
_____

41. Of the 300 trees the park department planted last month, 15% were oaks. How many oak trees did they plant last month?
_____

42. Some Girl Scouts want to collect 500 pounds of cans. They have collected 300 pounds. What percent of their goal have they collected? _____

43. Eighteen of the 24 students in Mr. Smith's zoology class were present.   What   percent   of   students   were   present?
_____

44. Lana bought a dress for $75. The sales tax was $4.50. What percent of sales tax did Lana pay? _____

General Math II Test A   Name_____

Chapter 4 - Percents   Date _____

MLS: 8.10, 8.11, & 9.2

Write each of the following as a percent, decimal, and fraction.

  1. Nine hundredths   1. _____

  2. Forty-three hundredths   2. _____

                                               3. _____

Express each as a decimal.

  3. 2%   4. 23%   4. _____

  5. 213%   6. 102 2/6%   5. _____

  7. 3.4%   8. .9%   6. _____

Express each as a percent.   7. _____

  9. .04   10. .7   8. _____

11. 2.26   12. .814   9. _____

13. .15 1/3   14. 8   10. _____

Express each as a mixed number or fraction in lowest terms.

15. 27%   16. 8 1/3%   11. _____

17. 16%   18. 4%   12. _____

19. 375%   13. _____

                                            14. _____

                                            15. _____

                                            16. _____

                                            17. _____

                                            18. _____

                                            19. _____

Express each as a percent.

20. 9/10   21. 23/25   20. _____

22. 11/8   23. 94/94   21. _____

24. 7 1/4   25. 1/6   22. _____

Find the following: SHOW ALL WORK.   23. _____

26. 60% of 80 is _____.   24. _____

27. 92% of 4,000 is _____.   25. _____

28. 8 1/2% of $45.82 is _____.   26. _____

29. What percent of 400 is 36?   27. _____

30. 7 is what percent of 10?   28. _____

Round 72,931,475 to the nearest   29. _____

31. ten thousand   30. _____

32. hundred   31. _____

Round 13.4067 to the nearest   32. _____

33. tenth   33. _____

34. hundredth   34. _____

35. whole number   35. _____

36. Round $27.5296 to the nearest cent. 36. _____

Do the indicated operations.   37. _____

37. .459 + 5.88 + 127.6 + 7   38. _____

38. $30 - $6.21   39. _____

39. .48 x .007   40. _____

40. .8 ÷ .08   41. _____

41. 10 1/8 + 5 1/2 + 7 3/4   42. _____

42. 13 1/7 - 9 5/6   43. _____

43. 3 2/3 x 4 1/2   44. _____

44. 18 ÷ 2 1/4

45. Lynn wants to buy a sofa which costs $869, a chair for $357 and 2 end tables at $169 each. Estimate by rounding to the nearest ten what Lynn's total cost would be. _____

46. Find the average (to the nearest whole number) for Ted's test scores: 75, 77, 83, 70, 69, and 87. _____

47. Mrs. Ritter stored her fur coat for the summer and was charged 2% of its value. If the coat is valued at $750, how much was she charged? _____

General Math II Test B   Name_____

Chapter 4 - Percents   Date _____

MLS: 8.10, 8.11, & 9.2

Write each of the following as a percent, decimal, and fraction.

1. Eighteen hundredths   1. _____

2. Seventy-six hundredths   2. _____

                                     3. _____

Express each as a decimal.

3. 8%   4. 53%   4. _____

5. 119%   6. 316 1/7%   5. _____

7. .6%   8. 4.7%   6. _____

Express each as a percent.   7. _____

9. .06   10. .9   8. _____

11. 1.12   12. .37 1/2   9. _____

13. .625   14. 2   10. _____

Express each as a mixed number or fraction in lowest terms.

15. 75%   16. 2%   11. _____

17. 89%   18. 125%   12. _____

19. 16 2/3%   13. _____

                                   14. _____

                                   15. _____

                                   16. _____

                                   17. _____

                                   18. _____

                                   19. _____

Express each as a percent.

20. 3/4   21. 2/3   20. _____

22. 3/100   23. 19/50   21. _____

24. 7/4   25. 18/18   22. _____

Find the following: SHOW ALL WORK.   23. _____

26. 18% of 46 is _____.   24. _____

27. 6% of 24 is ____.   25. _____

28. 4 1/2% of $22.50 is ____.   26. _____

29. What percent of 15 is 6?   27. _____

30. 150 is what percent of 500?   28. _____

Round 36,476,543 to the nearest   29. _____

31. million   30. _____

32. ten   31. _____

Round 27.5162 to the nearest   32. _____

33. tenth   33. _____

34. hundredth   34. _____

35. whole number   35. _____

36. Round $35.1431 to the nearest cent.   36. _____

Do the indicated operations.   37. _____

37. 6.03 + 3.49 + 14 + 0.078   38. _____

38. $10 - $2.47   39. _____

39. 1.9 x .27   40. _____

40. 2.7 ÷ .09   41. _____

41. 14 2/3 + 5 3/5   42. _____

42. 8 1/4 - 3 1/3   43. _____

43. 3 1/7 x 4 2/3   44. _____

44. 9 1/2 ÷ 8 3/4

45. Forrest had 387 sophomores, 268 juniors and 33 seniors in summer school. Estimate by rounding to the nearest ten what the total summer school enrollment was. _____

46. Find the average (to the nearest whole number) for Leslie's test scores: 82, 97, 88, 75, 92, and 89. _____

47. Mr. Becker bought a house for $39,500 and made a down payment of 20%. What is the amount of the down payment? _____

Chapter 6

General Math II
Worksheet #1

Name _____

Date _____

Hourly and Overtime Wages
MLS: 11.6

Find the weekly wage for the following. Time and a half is paid for all hours worked over 40.

Number of hours worked	Rate per hour		Weekly wages
1. 33	$4.20		1._____
2. 27	$3.90		2._____
3. 37	$5.10		3._____
4. 40	$5.75		4._____
5. 38	$4.65		5._____
6. 29	$6.15		6._____
7. 35 1/2	$6.20		7._____
8. 37 1/4	$7.72		8._____

Number of hrs. worked	Hourly rate	Regular wages	Overtime rate	Overtime wages	Total Wages
9. 43	$5.40	_____	_____	_____	_____
10. 47	$6.10	_____	_____	_____	_____
11. 54	$5.80	_____	_____	_____	_____
12. 45	$5.15	_____	_____	_____	_____
13. 48	$6.32	_____	_____	_____	_____
14. 50 1/2	$5.60	_____	_____	_____	_____
15. 44 1/4	$6.40	_____	_____	_____	_____
16. 46 1/2	$6.15	_____	_____	_____	_____

17.   Alicia worked 37 hours last week and earned $4.75 an hour. What was her total pay for the week? _____

18. Fred worked 40 hours last week and earns $5.15 an hour. How much did Fred earn last week? _____

19. Nelson earns $5.70 an hour. He worked 43 hours this week. What will be his total pay? _____

20. Last summer Nancy earned $5.20 an hour. One week she worked 54 hours. What was her total pay? _____

General Math II
Worksheet #2

Name _____

Date _____

Hourly and Overtime Wages
MLS: 11.6

Find the weekly wage for the following.   Time and a half is paid for all hours worked over 40.

Number of hours worked	Rate per hour		Weekly wages
1. 29	$3.95		1._____
2. 36	$4.30		2._____
3. 32	$3.75		3._____
4. 40	$5.65		4._____
5. 32 1/2	$6.80		5._____
6. 38 1/2	$10.00		6._____
7. 25 1/2	$9.20		7._____
8. 18 1/4	$8.25		8._____

Number of hrs. worked	Hourly rate	Regular wages	Overtime rate	Overtime wages	Total Wages
9. 43	$4.90	_____	_____	_____	_____
10. 42	$8.40	_____	_____	_____	_____
11. 48	$3.85	_____	_____	_____	_____
12. 50	$7.85	_____	_____	_____	_____
13. 53	$4.15	_____	_____	_____	_____
14. 43 1/2	$4.30	_____	_____	_____	_____
15. 46 1/2	$9.28	_____	_____	_____	_____
16. 49 1/ 4	$6.75	_____	_____	_____	_____

17.   Kemecia worked 38 hours last week and earned $4.30 an hour.
      What was her total pay for the week? _____

18. Ned worked 40 hours last week and earns $5.25 an hour. How much did Ned earn last week? _____

19. Jessica earns $4.90 an hour. She worked 44 hours this week. What will be her total pay? _____

20. Last summer Abby earned $3.95 an hour. One week she worked 25 hours. What was her total pay? _____

General Math II
Quiz #1

Name _____

Date _____

Hourly and Overtime Wages
MLS: 11.6

Find the weekly wage for the following. Time and a half is paid
for all hours worked over 40.

Number of hours worked	Rate per hour		Weekly wages
1. 40	$5.90		1. _____
2. 35	$5.55		2. _____
3. 39 1/2	$4.80		3. _____
4. 44	$5.20		4. _____
5. 47	$5.75		5. _____

General Math II
Quiz #2

Name _____

Date _____

Hourly and Overtime Wages
MLS: 11.6

Find the weekly wage for the following. Time and a half is paid
for all hours worked over 40.

Number of hours worked	Rate per hour	Weekly wages
1. 40	$4.70	1._____
2. 38	$6.12	2._____
3. 34 1/2	$3.80	3._____
4. 43	$6.20	4._____
5. 51	$4.95	5._____

Find the weekly wages for the following. Time and a half is paid for all hours worked over 40.

Number of hrs. worked	Rate per hour	
1. 37	$5.30	1. _____
2. 39	$5.75	2. _____
3. 40	$6.15	3. _____
4. 38 1/2	$6.20	4. _____
5. 35 1/4	$7.15	5. _____
6. 44	$6.10	6. _____
7. 48	$7.25	7. _____
8. 45 1/2	$8.50	8. _____

9.   Jennie worked 36 hours last week and earned $4.95 an hour. What was her total pay?   _____

10. Lisa worked 47 hours this week and earns $5.10 an hour. What will be her total pay?   _____

11. Arrange the following numbers in order (largest first):
     8,463,792   8,463,729   8,364,792   8,364,729

     _____

     Round 17,647,391 to the nearest

12. hundred   12. _____

13. ten thousand   13. _____

14. million   14. _____

     Round 38.4609 to the nearest

15. tenth   15. _____

16. whole number   16. _____

17. thousandth   17. _____

Change to equivalent fractions.

18. .7   18. _____

19. .39   19. _____

20. .215   20. _____

21. 15% of 80 is _____.   21. _____

22. 6 is what percent of 18?   22. _____

Do the indicated operations.

23. 13.4 + .097 + 28   23. _____

24. 113 - .42   24. _____

25. 7.9 x .081   25. _____

26. 3.28 ÷ .4   26. _____

27. 14 2/5 + 9 1/2 + 11 3/10   27. _____

28. 17 - 8 3/7   28. _____

29. 4 1/5 x 3 2/7   29. _____

30. Jenco Office Products bought 17 adding machines at $129 each.
     Estimate by rounding to the nearest ten the total cost of the
     machines.   _____

31. The temperatures in Jacksonville for the past week have been:
     99°, 97°, 98°, 99°, 100°, 96°, and 99°. Find the average
     temperature for the past week (round to the nearest whole
     degree).   _____

32. Lindsay needed a piece of lace 24 inches long. Her mother had
     a piece 18 3/8 inches. How much too short was the piece her
     mother had?   _____

33. Shane earned $320 last week. He always puts 20% of his
     earnings into his savings account. How much did he put into
     savings?   _____

General Math II Test B   Name _____

Chapter 6 - Wages   Date _____

MLS: 11.6

Find the weekly wages for the following. Time and a half is paid
for all hours worked over 40.

Number of   Rate per
hrs. worked   hour

1.   33 $4.80   1. _____

2.   40 $5.95   2. _____

3.   38 $4.75   3. _____

4.   32 1/2 $5.80   4. _____

5.   29 1/4 $7.23   5. _____

6.   45 $7.20   6. _____

7.   52 $8.15   7. _____

8.   47 1/2 $6.50   8. _____

9.   Becky worked 38 hours last week and earned $5.27 an hour.
     What was her total pay?   _____

10. Anne worked 49 hours this week and earns $6.20 an hour. What
     will be her total pay?   _____

11. Arrange the following numbers in order (largest first):
     6,546,324   6,546,432   6,456,324   6,456,432

     _____

     Round 96,356,485 to the nearest

12. hundred   12. _____

13. ten thousand   13. _____

14. million   14. _____

     Round 49.5718 to the nearest

15. tenth   15. _____

16. whole number   16. _____

17. thousandth   17. _____

Change to equivalent fractions.

18. .9   18. _____

19. .67   19. _____

20. .155   20. _____

21. 25% of 90 is _____.   21. _____

22. 8 is what percent of 48?   22. _____

Do the indicated operations.

23. 27.5 + .186 + 46   23. _____

24. 427 - .58   24. _____

25. 8.3 x .096   25. _____

26. 9.027 ÷ .03   26. _____

27. 26 3/4 + 13 1/2 + 17 5/6   27. _____

28. 35 - 9 4/9   28. _____

29. 2 5/8 x 2 2/5   29. _____

30. The Chorale presented three performances this year. 1,079 persons attended the first performance, 785 the second performance, and 981 the third performance. Estimate by rounding to the nearest hundred, the total attendance of the three performances. _____

31. What was the average daily temperature for a week if the temperatures were as follows: Monday, 15°; Tuesday, 16°; Wednesday, 19°; Thursday, 14°; Friday, 18°; Saturday, 14°; and Sunday, 16°? _____

32. A 4 1/4 pound chicken weighed 3 1/8 pounds when dressed. Find the loss in weight. _____

33. A certain plane used 175.2 gallons of gasoline per hour. If its flight lasted 4.5 hours, how many gallons of gasoline were used? _____

Chapter 7

General Math II   Name_____
Worksheet #1
                                         Date_____

Comparison Shopping
MLS: 11.2

Find the cost of:

1.   1 lb. of flour if 2 lbs. cost $1.79.   1._____

2.   1 orange if 6 oranges cost $.99   2._____

3.   3 jars of mustard if 1 jar cost $.54   3._____

4.   4 cans of tuna if 2 cans cost $.75   4._____

5.   6 boxes of pudding if 2 boxes cost $.48   5._____

6.   16 oz. of vegetable oil if 64 oz. cost
     $5.12.   6._____

7.   1/2 lb. of cookies if 1 lb. costs $1.89   7._____

8.   18 cupcakes if 1 dozen costs $1.69   8._____

9.   3 1/2 lbs. of ground beef if 1 lb.
     costs $1.79   9._____

10. Find the cost of 3 dozen eggs, 1/2 lb.
     of butter, 2 lbs. of flour and 1/2 gal.
     of milk if 1 dozen eggs cost $.85; 1 lb.
     of butter cost $.79; 1 lb. of flour
     cost $1.35; and 1 gal. of milk cost $1.79. 10._____

Find the unit price (cost per single item) to the nearest cent:

11. 8 jars of baby food costing $1.84   11._____

12. 12 apples costing $.72   12._____

13. 2 dresses costing $64.82   13._____

Which is the better buy?

14. Peaches: 6 for $.68 or 3 for $.35   14._____

15. Donuts: 12 for $2.19 or 4 for $.55   15._____

16. Soup: 8 cans for $2.00 or 3 cans for
     $.99   16._____

17. Onions: 3 lbs. for $1.28 or 2 lbs. for
     $.89   17._____

18. Pears: 2 for $.35 or 5 for $.59   18._____

19. Tapes: 3 for $4.99 or 2 for $3.19   19._____

20. Icicles: 2 pkgs. for $.69 or 1 pkg. for
        $.45   20._____

General Math II   Name_____
Worksheet #2
                                                   Date_____

Comparison Shopping
MLS: 11.2

Find the cost of:

1. 1 can of peaches if 2 cans cost $1.34   1._____

2. 1 lb. of coffee if 5 lbs. cost $3.37   2._____

3. 1 pkg. of cookies if 3 pkgs. cost $1.88   3._____

4. 5 loaves of bread if 1 loaf cost $1.19   4._____

5. 3 cans of fruit juice if 4 cans cost $2.00   5._____

6. 3 gallons of milk if 1 gallon costs $2.25   6._____

7. 5 lbs. of onions if 2 lbs. costs $.66   7._____

8. 1 1/2 doz. brownies if 6 brownies cost
    $.75   8._____

9. 2 lbs. of chicken if 1 lb. cost $1.29   9._____

10. Find the cost of 4 bunches of carrots,
    1 head of lettuce, 4 1/2 lbs. of chicken,
    and 1 1/2 lbs. of string beans if carrots
    cost 2 bunches for $.51; lettuce cost 2
    heads for $.95; chicken cost $.79 a lb.;
    and string beans cost $.40 a lb.   10._____

Find the unit price (cost per single item) to the nearest cent:

11. 4 tires costing $328   11._____

12. 10 ears of corn costing $2.69   12._____

13. 3 tapes costing $10.97   13._____

Which is the better buy?

14. Pears: 2 for $.35 or 5 for $.59   14._____

15. Plums: 4 for $.39 or 10 for $.89   15._____

16. Donuts: 4 for $.95 or 12 for $3.09   16._____

17. Grass seed: 5 lbs. for $7.25 or 25 lbs.
    for $29.75   17._____

18. Soap: 4 bars for $1.29 or 6 bars for
    $1.43   18._____

19. Tissue: 2 boxes for $1.89 or 6 boxes for
    $5.00   19._____

20. Muffin mix: 4 boxes for $1.00 or $.33 for
    1 box   20._____

General Math II
Quiz #1

Comparison Shopping
MLS: 11.2

Find the cost of the following:

1.   1 can of punch if 2 cans cost $2.29   1._____

2.   3 cans of beans if 1 can cost $.49   2._____

3.   6 bags of chips if 2 bags cost $.89   3._____

4.   4 1/2 lbs. of steak at $4.69 a lb.   4._____

5.   1/2 lb. of butter if 1 lb. cost $1.19   5._____

Find the unit price (cost per single item) to the nearest cent:

6.   5 oranges at $.70   6._____

7.   2 pair of sandals at $8.94   7._____

Which is the better buy?

8.   Apples: 12 for $1.68 or $.15 a piece   8._____

9.   Donuts: 12 for $3.09 or $.35 a donut   9._____

10. Candy: 4 bags for $1.96 or 2 for $1.00   10._____

General Math II   Name _____
Quiz #2
                                       Date _____

Comparison Shopping
MLS: 11.2

Find the cost of the following:

1. 1 can of beans if 3 cans cost $1.00   1._____

2. 4 cans of corn if 5 cans cost $2.00   2._____

3. 10 lbs. of potatoes if 5 lbs. cost $1.89   3._____

4. 3 3/4 lbs. of chicken at $1.59 a lb.   4._____

5. 1/2 gal. of milk if 1 gal. cost $2.29   5._____

Find the unit price (cost per single item) to the nearest cent:

6. 3 grapefruits cost $.69   6._____

7. 2 video tapes cost $7.50   7._____

Which is the better buy?

8. Oranges: 10 for $1.56 or $.12 a piece   8._____

9. Donuts: 6 for $1.89 or $.35 a donut   9._____

10. Coke: 12 cans for $2.69 or 6 cans for
    $1.59   10._____

Name_____

1. Which is the better buy?

PENCILS	PENCILS	PENCILS
12 for 96¢	10 for 75¢	24 for $1.74
A	B	C

2. A 15 oz jar of orange juice costs 63¢ and a 1 quart 4 ounce jar costs $1.56. Which costs less per ounce?

3. A 1.5 liter jar of peanut butter costs $2.10. What is the cost per liter?

4. A 16 ounce coke costs 24¢. A quart bottle of coke cost 35¢. Which costs less per ounce?

5. Which costs less per ounce?
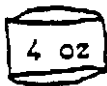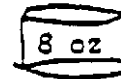
4 oz	6 oz	8 oz
65¢	90¢	$1.30

6. Which store has the better deal?

Big B Store Clock radio	Little A Store Clock radio
Reg. Price $32.50 $\frac{1}{3}$ off	Reg. Price $32.50 25%

7. A 9 ounce jar of jelly costs 69¢. Find the cost per ounce to the nearest tenth of a cent.

8. A dress that regularly sells for $16 is marked 25% off. Another dress that regularly sells for $24 is marked 1/3 off. On which dress would you save the most?

9. A 1-pound 12-ounce bag of flour costs a quarter while a 5 pound bag cost 68¢ Which costs less per ounce?

10. Which is the better buy?

Napkins	Napkins	Napkins
200 for 59¢	150 for 48¢	450 for 72¢
A	B	C

General Math II
Worksheet #1

Name _____

Date _____

Discounts
MLS: 11.4

Find the amount of discount and sale price for each.

	List Price	Discount Rate	Amount of Discount	Sale Price
1.	$300.00	25%	_____	_____
2.	$75.00	20%	_____	_____
3.	$37.50	30%	_____	_____
4.	$349.50	45%	_____	_____
5.	$499.98	40%	_____	_____
6.	$775.00	50%	_____	_____
7.	$49.25	30%	_____	_____
8.	$99.50	60%	_____	_____
9.	$1,550	25%	_____	_____
10.	$960	33 1/3%	_____	_____

11. West Lumber Co. offers a discount of 15% to retail buyers. How much would Mr. Smith save if he bought fencing which normally sells for $550?

_____

12. An organ was originally priced at $1250 and was sold at a discount of 25%. Find the amount of the discount and the sale price.

_____

13. Bill found a sale on stereo systems where the sale price was 1/4 off the regular price. How much did he pay for the stereo if the regular price was $776?

_____

14. At the end-of-summer sale, Kim found a $50 swim suit marked 30% off. How much would she save if she bought this suit?

_____

15. Patti bought a sofa which was marked 1/3 off the original price. How much did she save if the sofa was originally priced $945?

_____

General Math II   Name _____
Worksheet #2
                                         Date _____

Discounts
MLS: 11.4

Find the amount of discount and sale price for each.

	List Price	Discount Rate	Amount of Discount	Sale Price
1.	$250.00	25%	_____	_____
2.	$125.00	15%	_____	_____
3.	$48.50	30%	_____	_____
4.	$85.50	45%	_____	_____
5.	$159.75	40%	_____	_____
6.	$985.00	45%	_____	_____
7.	$33.23	50%	_____	_____
8.	$109.50	60%	_____	_____
9.	$2,770	25%	_____	_____
10.	$1,230	33 1/3%	_____	_____

11. Mike's Hardware Co. offers a discount of 10% to retail buyers. How much would Mr. White save if he bought piping which normally sells for $125?
_____

12. A piano was originally priced at $975 and was sold at a discount of 30%. Find the amount of the discount and the sale price.
_____

13. Tedd found a sale on car accessories where the sale price was 1/4 off the regular price. How much would he pay for car assessories that totaled $88?
_____

14. At a clearance sale, Dana found a suit marked 25% off. How much would she save if the original price was $120?
_____

15. Lenny bought a chair which was marked 1/3 off the original price. How much did he save if the chair was originally priced $630?
_____

General Math II   Name _____
Quiz #1
                                               Date _____

Discount
MLS: 11.4

1.   A dishwasher was originally priced at $350. It was sold at a
      discount of 25%. What was the amount of the discount?

                                                    _____

2.   If a video tape listed at $24.95 and was sold at a discount of
      15%, how much is the discount?

                                                    _____

3.   During a 1/3 off sale, Mrs. Brown bought a sofa that had
      originally been marked $684. How much did she pay for the
      sofa?

                                                    _____

4.   Mrs. White bought a VCR that was on sale for 20% off. If the
      original price was $399, what was the sale price?

                                                    _____

5.   Bernie was able to purchase a swing set listed at $249.99 at
      a discount of 35%. How much did he have to pay for the swing
      set?

                                                    _____

General Math II   Name _____
Quiz #2
                                         Date _____

Discount
MLS: 11.4

1.   A dryer was originally priced at $425.   It was sold at a
      discount of 25% What was the amount of the discount?

                                                    _____

2.   If a lamp listed at $89.97 and was sold at a discount of 15%,
      how much was the discount?

                                                    _____

3.   During a 1/4 off sale, Lettie bought a 14K gold chain that had
      originally been marked $172.   How much did she pay for the
      chain?

                                                    _____

4.   Mrs. Wade bought two end tables that were on sale for 20% off.
      If the original price was $240 each, what was the sale price
      for the two end tables?

                                                    _____

5.   Gary was able to purchase a lawn mower listed at $449.99 at a
      discount rate of 30%.   How much did he have to pay for the
      lawn mower?

                                                    _____

General Math II   Name _____

                                    Date _____

Discount Word Problems Worksheet
MLS: 11.4

_____ 1. A piano that was originally priced for $1260 was
              sold at a discount of 25%. Find the amount of the
              discount and the sale price.

_____ 2. If a book listed at $4.50 and is sold at a
              discount of 12%, how much is the discount?

_____ 3. A dress regularly costing $25 is on sale for
              $17.50. How much is the discount and the discount
              rate?

_____ 4. School supplies are listed in a catalog at $425,
              but are sold to the school at a discount of 13%.
              What was the cost of the school supplies to the
              school?

_____ 5. A piano is marked to sell for $600 is sold for
              $400. What is the rate of discount received?

_____ 6. During a 1/3 off sale, Jack's mother bought a
              chair that had originally been marked $135. How
              much did she pay for the chair?

_____ 7. Mr. Ponder bought a typewriter that was on sale
              for 20% off. If the original price was $329, what
              was the sale price?

_____ 8. A microphone is put on sale at a discount rate of
              20% off the regular price of $13.95. How much
              will the buyer have to pay for the microphone?

_____ 9. George was able to purchase a hammock listed at
              $14.99 at a discount rate of 40%. How much did he
              have to pay for the hammock?

_____ 10. A baseball glove which lists for $8 is sold for $6
              at a sale. How much is the discount? What is the
              rate of discount?

_____ 11. If a $1.60 tie sells for $1.20 at a sale, find the
              rate of discount.

General Math II   Name _____
Worksheet #1
                                          Date _____

Sales Tax
MLS: 11.5

Find the sales tax and selling price for each of the following:

Item	Regular Price	Sales Tax Rate	Amount of Sales Tax	Total Price
1. dress	$48	6%	_____	_____
2. shoes	$35	7%	_____	_____
3. computer	$899.99	5%	_____	_____
4. lamp	$74	6 1/2%	_____	_____
5. TV	$189	5 1/2%	_____	_____

6. If the sales tax rate is 6%, how much would you pay on $2,500?

    _____

7. Carla bought a typewriter for $85. If there is 6% sales tax,
    how much was her total purchase including tax?   _____

8. Lori bought a coffee pot for $10.90. If there is 5% sales
    tax, how much was her total purchase including tax?

    _____

9. Lois bought a car for $5995. If there is a 4% sales tax rate,
    how much was the total purchase including tax? _____

10. John purchased a bat for $10.50, a ball for $5.50, and a glove
    for $25.45. The sales tax is 7% so how much was his total
    purchase including tax?   _____

11. Lawrence bought a chair for $95 and a coffee table for $64.
    If there is a 5% sales tax, how much was his total purchase
    including tax?   _____

12. Sam bought a tire for $25.95 and a muffler for $39.40. If
    there is a 4% sales tax, how much was his total purchase
    including tax?   _____

13. Randy bought a basketball for $22.95 and a pair of tennis
    shoes for $26.95. If there is a 5% sales tax, how much was
    the total purchase including tax?   _____

14. You have been saving quarters, dimes and nickels. You have 14 quarters, 32 dimes and 42 nickels. How much do you have?

_____

15. Sally has 4 five dollar bills, 32 one dollar bills and 15 quarters. How much money does she have?

_____

16. How many dimes are there in $2.47?

_____

17. How much money would you have if you had 3 twenty dollar bills, 5 ten dollar bills, 4 five dollar bills, 14 one dollar bills, 4 quarters, 5 dimes, 13 nickels, and 21 pennies?

_____

Find the exact number of each denomination of bills and coins which could be used to make change for each sales ticket. Write the bills and coins in the space below each ticket. Write the amount of change in the space provided.

18. KMART		19. TOP VALUE		20. LACY'S	
px	3.76	mt	4.29	mn	29.95
px	.43	mt	1.29	mn	4.45
co	3.79	pr	.23	wm	45.59
su	1.34	tx	1.69	wm	1.29

TOTAL tax 5%	_____	TOTAL tax 6%	_____	TOTAL tax 7%	_____
TOTAL Cash Change	15.00 _____	TOTAL Cash Change	10.00 _____	TOTAL Cash Change	100.00 _____

	18	19	20
$20 bills	_____	_____	_____
$10 bills	_____	_____	_____
$ 5 bills	_____	_____	_____
$ 1 bills	_____	_____	_____
quarters	_____	_____	_____
dimes	_____	_____	_____
nickels	_____	_____	_____
pennies	_____	_____	_____

FIGURING SALES TAX (from Gawronski, Prigge, & Vos)

When the Chaparros buy clothes, they must pay the purchase price plus a 6% sales tax.

Men's Selected Spring Suits

109⁹⁷

Find the sales tax and the total amount paid for the suit advertised at $109.97.

$6\% = \frac{6}{100}$ or 0.06

$109.97	Cost
×0.06	Multiply to find 6%
$6.5982	Sales tax (round off to $6.60)

$109.97	Cost
+6.60	Sales tax
$116.57	Total amount paid

Purchase	Tax	Total
1. $45.60		
2. $5.68		
3. $76.30		
4. $104.50		
5. $350.20		
6. $20.00		

Purchase	Tax	Total
7. $78.50		
8. $135.00		
9. $2.88		
10. $44.75		
11. $49.33		
12. $15.63		

SAVE $1! Pullover Shirts

Reg. $4.99

Comfortable roundneck style tops are great for summer activities. Assorted solids and fashion patterns. Sizes S, M, L, XL.

3⁹⁹ ea.

Using the newspaper ad on the left, answer the following questions.

13. What is the sales tax on the regular price of the shirts? _____

14. What is the sales tax on the sale price of the shirts? _____

15. What is the difference in the sales tax on the regular price and the sales tax on the sale price? _____

16. Orlando bought two shirts on sale. How much was the sales tax, and what was the total that he had to pay? _____

4

FIGURING SALES TAX (from Gawronski, Prigge, & Vos)

74⁸⁸   6³⁷   34⁸⁴   24⁸⁷   178⁸⁸   17⁸⁷   14⁴⁷
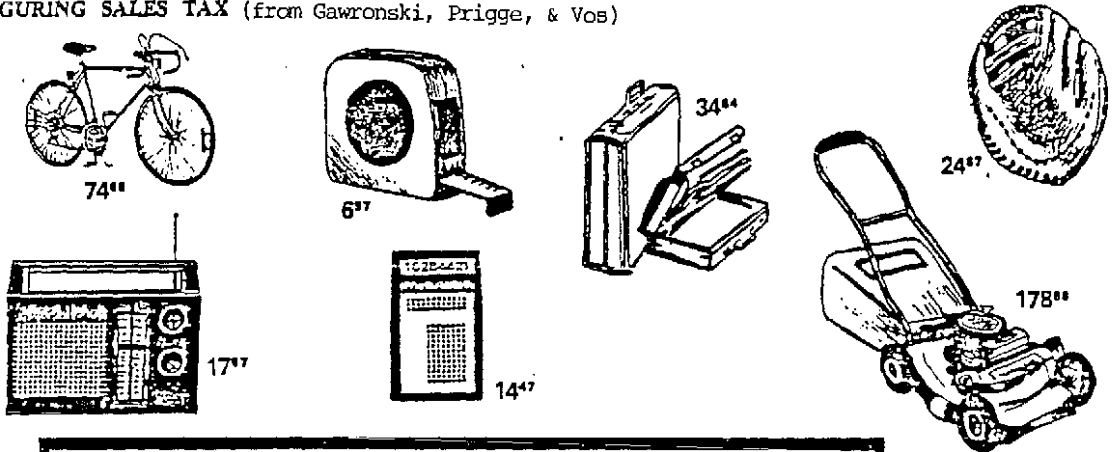
You are required to pay a sales tax on your purchase.

The sales tax on all items bought is 3%.

How much is the sales tax on a $126.38 purchase?

What is the total cost?

Purchase	$126.38	
Sales tax	× .03	(remember 3% = .03)
	$3.7914	
Purchase	$126.38	
Sales tax	+ 3.79	
Total cost	$130.17	

Complete the following table.

Item	Sale Price	Sales Tax %	Sales Tax	Total Cost
1. Tapedeck	$126.38	3%	$3.79	$130.17
2. Mower				
3. Glove				
4. Radio				
5. Tape				
6. Briefcase				
7. Bike				
8. Calculator				

9. Kathy Hall bought a suitcase for $127.30. The sales tax was 7%. What was the total cost? _____

10. Tom Vos bought a dictionary for $58.95. The sales tax was 4%. What was his total cost? _____

3

SHOPPING FOR PERSONAL CARE ITEMS (from Gawronski, Prigge, & Vos)

se the ads to complete each sales slip below. Calculate the cost of each item and find the total cost including 6% sales tax.

1. Item	. Cost
4 bars of soap	_____
Mouthwash	_____
Shampoo	_____
2 toothbrushes	_____
Subtotal	_____
6% sales tax	_____
Total cost	_____

2. Item	Cost
2 boxes cotton swabs	_____
2 stick deodorants	_____
3 tubes toothpaste	_____
Subtotal	_____
6% sales tax	_____
Total cost	_____

Item	Cost
3 shampoos	_____
2 creme rinse/conditioners	_____
Subtotal	_____
6% sales tax	_____
Total cost	_____

4. Item	Cost
Deodorant spray	_____
Shampoo	_____
2 bars of soap	_____
Mouthwash	_____
Toothpaste	_____
Subtotal	_____
6% sales tax	_____
Total cost	_____

5. Item	Cost
Cotton swabs	_____
2 baby powders	_____
3 bars of soap	_____
Subtotal	_____
6% sales tax	_____
Total cost	_____

CLEAN Shampoo
8 oz. bottle
Reg. 1.49   99¢
Save 50¢

1.09   Cotton Swabs
PKG. OF 300

CLEAN Creme Rinse/ Conditioner
8 oz. bottle
Reg. 1.37   79¢
Save 48¢
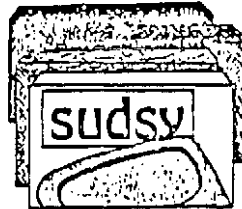
4 bars $1
5 oz. soap. Sold in packs of 4 bars.

Baby Powder

99¢
COOL Mouthwash and Gargle for a fresh breath. 18 oz.
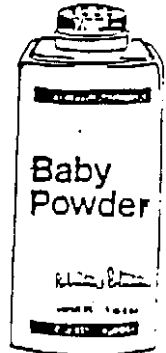
1.78 BABY POWDER
24 ounce shaker

Stick Deodorant
2.5 oz.
89¢
Reg. 1.49 Save 50¢
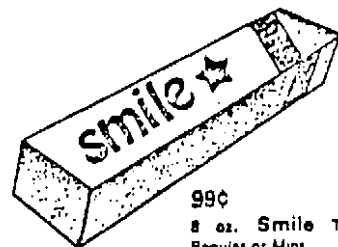
99¢
8 oz. Smile Toothpaste
Regular or Mint

97¢
SURF
Spray Deodorant
4 oz. Reg. or Unscented
Reg. 1.39 Save 42¢

3 for 79¢
TOOTH BRUSH
Reg. 48¢ Save 65¢

General Math II   Name _____
Quiz #1
                                             Date _____

Sales Tax & Money
MLS: 11.5

1.   Mark bought a motorcycle for $798.   What is the amount of
     sales tax Mark will have to pay if the rate is 6%?

                                                        _____

2.   Lynne bought a lamp for $79.99 and a chair for $567.97.   What
     is the total purchase price including a 6% sales tax?

                                                        _____

3.   Susan bought 3 nightshirts at $11.99 each.   If the sales tax
     rate is 7%, how much sales tax would Susan have to pay on the
     three nightshirts?   _____

4.   Sam bought 2 pair of slacks at $29.99 each.   The sales tax
     rate was 5%.   What was the total purchase price including tax?

                                                        _____

5.   Edie bought 5 bags of chips at $2.45 each. What was the total
     purchase price including a 6 1/2% sales tax? How much change
     would Edie receive back from a $20 bill?

                                                        _____

                                                        _____

General Math II
Quiz #2

Name _____

Date _____

Sales Tax & Money
MLS: 11.5

1. Mike bought a pair of boots for $95. What is the amount of
    sales tax Mike will have to pay if the rate is 6%?

    _____

2.   Gloria bought 2 clocks at $49.99 each.   What is the total
     purchase price including a 6% sales tax?

    _____

3. Norma bought 3 skirts at $27.97 each. If the sales tax rate
    is 7%, how much sales tax would Norma have to pay on the 3
    skirts?   _____

4. Courtnay bought 1 pair of shoes for $59.99 and another pair
    for $65.97. The sales tax rate was 5%. What was Courtnay's
    total purchase price including tax?

    _____

5. Kerri bought 2 bags of cookies at $2.19 each, a loaf of bread
    at $1.29 and a jar of peanut butter at $4.35. What was the
    total purchase price including a 6 1/2% sales tax?

    _____

    How much change would Kerri receive back from $20?

    _____

General Math II   Name _____
Worksheet
                                         Date _____

Comparison Shopping, Discount, and Sales Tax Review
MLS: 11.2, 11.4, 11.5

1. If the sales tax rate is 4%, how much tax would you pay on a
    lamp costing $69.49?

    _____

2. If blankets that cost $13.50 each are sold for 20% less, how
    much would you save?

    _____

3. David bought a chair costing $169. What is his total cost
    including a 6% sales tax?

    _____

4. Mrs. Green bought a vacuum cleaner for $89.99 and a package of
    replacement bags for $2.69. Find her total purchase including
    a 5% sales tax.

    _____

5. Joe paid $75 for a rug that regularly sells for $100. Find
    the rate of discount.

    _____

6. Mr. Bullock bought a car for $6900. Find the amount of sales
    tax that he must pay using 5%.

    _____

7. A furniture store advertises 1/4 off all items in the store.
    What is the sale price of a chair that originally cost $96?

    _____

8. Matt bought items costing as follows: $.69, $.89, $1.19,
    $.45, $.25, and $1.29. Find the total of his purchase
    including 6% sales tax.

    _____

9. Jack bought a cap at 30% off. The cap's original price was
    $5. Find the total amount that Jack will have to pay
    including a 4% sales tax.

    _____

10. George works in a department store that gives employees a 15%
    discount on all purchases. If George buys a watch marked
    $150, what is his discount?

    _____

11. Find the sale price of a table whose list price is $800 if it
    is reduced by 20%.

12. Karen bought a rug for $7.49. Find her total purchase price including a 5% sales tax.

_____

13. Joey paid $15 for a pair of shoes marked $20. Find the rate of discount.

_____

14. Jan bought a sofa listed at $400 at a sale advertising 30% off. If her city has a 4% sales tax, find the total amount she paid for the sofa including tax.

_____

15. A camera listed at $150 was sold at a discount of 15%. What is the amount of savings?

_____

16. At 1/3 off, what is the sale price of a chair that is marked $135?

_____

17. Randy saved $5 on a book marked $15. Find the rate of discount.

_____

18. Find the Florida sales tax on a motorcycle costing $2600.

_____

19. John bought a tennis racket for $59.95. If there is a 6% sales tax, find the total cost including tax.

_____

20. An instrument listed at $500 is on sale at 25% off. Find the total cost including a 5% sales tax.

_____

21. Which is the better buy: 3 bars of soap for $.89 or 4 bars of soap for $1.15?

_____

22. Sharon sells bananas at the price of 3 lbs. for $.56. What is the price for one lb?

_____

23. Fried chicken is priced at 21 pieces for $8.25. A bucket with 16 pieces sells for $6.85. Which is the better buy?

_____

24. One can of tomato juice costs $.12. How much would you save by buying 10 cans for $1?

_____

25. Which is the better buy: 5 lbs. of flour for $.45 or 3 lbs.
    for $.29?

    _____

Determine the better buy of the following:

26. a. 14 oz. can of tomatoes for $.30
     b. 18 oz. can of tomatoes for $.43

     _____

27. a. 4 lb. bag of potatoes for $.45
     b. 10 lb. bag of potatoes for $1.18

     _____

Comparison Shopping, Discount, and Sales Tax
MLS: 11.2, 11.4, 11.5

1. How much Florida sales tax is there on a pair of shoes costing $25?

   _____

2. What is the Florida sales tax on an item costing $17.95?

   _____

3. John bought a bicycle for $150.   What is the total cost including 4% sales tax?

   _____

4. What is the sales tax on $21.95 if the rate is 5%?

   _____

5. Sam bought a tire for $25.95 and a muffler for $39.40.   If there is a 4% sales tax, how much was his total purchase including tax?

   _____

6. Lori bought a coffee pot for $10.90.   If there is a 5% sales tax, how much was her total purchase including tax?

   _____

7. If the sales tax rate is 3%, how much would your total bill be on a purchase of $64.99?

   _____

8. There is a 40% close out sale on all stereo components.   How much would you save by buying a $450 amplifier at the reduced price?

   _____

9. A store gives a 5% discount on cash sales.   If the total bill comes to $10.39, what is the amount saved by paying cash?

   _____

10. A store gives a 12% discount on all clothes and a 25% discount on all accessories.   What would be the total amount of your discounts on a sweater marked $30 and a $5 belt?

   _____

11. A radio cost $60.   Jackie bought it on sale for $45.   Find the rate of discount.

   _____

12. Athletic equipment for the school team lists for $364.29. If a 13% discount is allowed, how much will the school pay for the equipment?

_____

13. Mr. Sameuls received a 12% discount on a radio that had been priced at $80. How much did he pay for the radio?

_____

14. Mr. Kelly bought a shirt that was marked $10 at a 1/5 off sale. How much did he pay for the shirt?

_____

15. Rod sells cherries at 2 pounds for $.85. What is the price of one pound?

_____

16. Which is a better buy - a 12 oz. can of tuna for $1.19 or a 6 oz. can of tuna for $.55?

_____

17. Scott wants to buy 15 gallons of gas. At the full-service pump it costs $1.21 per gallon. At the self-service pump, it costs $1.16 per gallon. How much will Scott save by buying at the self-service pump?

_____

18. A grocer wanted to test his customers' buying habits. On one stack he placed a small sign which said, "8-oz. boxes of soap powder for $.15 a box". The second stack was marked with a large sign that said, "Large economy size, 3 pounds for only $.99". Which is the better buy?

_____

19. Cleanser costs $.17 a can or 4 cans for $.65. How much will you save by buying 8 cans at the cheaper price?

_____

20. A 24 oz. can of vegetable juice costs $.30 while a 36 oz. can of the same brand costs $.45. Which is the better buy?

_____

21. If an item is marked 3/$.95, what is the price of a single item?

_____

22. A bottle of 100 aspirins costs $1.45 while a dozen aspirins cost $.27. How much is saved in the purchase of 300 tablets at the cheaper price?

_____

Determine the better buy of the following:

23. a. three seven oz. cans of tuna fish for $.98
     b. two nine oz. cans of tuna fish for $.79 _____

24. a. five 6 oz. cans of juice for $1
     b. three 12 oz. cans of juice for $1.08 _____

25. a. 3 lbs. of grapes for $1.79
     b. 5 lbs. of grapes for $2 _____

General Math II   Name _____
Chapter 7 Test
                                   Date _____

1. Arrange the following numbers from smallest to largest:
    9,768,346   9,786,346   9,876,643   9,786,643
    _____

    Round 3,467,059 to the nearest:
2. thousand   _____

3. million   _____

4. hundred   _____

    Round 26.0396 to the nearest:
5. tenth   _____

6. thousandth   _____

7. whole number   _____

    Change the following to fractions:
8. .5   _____

9. .38   _____

10. 3.08   _____

    Do the indicated operations.
11. 14 4/7 + 7 1/6   _____

12. 25 - 9 4/9   _____

13. 4 2/5 x 10 1/2   _____

14. 5 2/3 ÷ 1 7/27   _____

15. Find 45% of 99.   _____

16. What percent of 60 is 45?   _____

    Find the cost of:

17. 1 can of tomatoes if 2 cans cost $.86   _____

18. 3 apples if 6 apples cost $.90   _____

19. 2 jars of pickles if 1 jar cost $.57   _____

20. 3 cans of fruit juice if 5 cans cost $1.55   _____

21. 1/2 lb. of cookies if 1 lb. costs $2.34   _____

Find the amount of discount and sale price of each:

	Item	Regular Price	Discount Rate	Amount of Discount	Sale Price
22.	Dress	$16.50	25%	_____	_____
23.	TV	$320	33%	_____	_____
24.	Toaster	$35.99	15%	_____	_____

Find the amount of change and the number of pieces of each denomination to be given back.

	Amount Received	Amount of sale	Amount of Change	1¢	5¢	10¢	25¢	$1	$5	$10
25.	$10.00	$5.26								
26.	$5.00	$.73								
27.	$20.00	$11.14								

Find the amount of tax and total cost for each:

	Item	Price	Tax Rate	Amount of Tax	Total Cost
28.	shoes	$39.97	6%	_____	_____
29.	stereo	$595	5%	_____	_____
30.	lamp	$95	7%	_____	_____

Which is the better buy?

31. a. 3 cans of soup for $.87
     b. 7 cans of soup for $2   _____

32. a. 12 donuts for $2.99
     b. 6 donuts for $1.55   _____

33. a. 20 oz. box of cereal for $2.54
     b. 14 oz. box of cereal for $1.82 _____

34. a. 2 heads of lettuce for $.89
     b. 1 head of lettuce for $.50   _____

35. Ross spent $215 on a suit, $67 on a pair of shoes, and $143 on a coat. Estimate by rounding to the nearest $10 how much he spent altogether.

_____

36. In 10 football games Lance scored 7 touchdowns (6 points each). What is his average points per game?

_____

37. Mike worked 33 1/4 hours last week. He earned $5.10 an hour. What was Mike's total pay?

_____

38. Lynne worked 47 hours last week and earned $6.25 an hour. What was Lynne's total pay?

_____

39. David had pipe pieces the following lengths: 10 1/2 in., 15 3/4 in., and 18 2/3 in. What was the total amount of pipe that David had?

_____

40. Mary has 3 feet of material and needs 5 1/4 feet to make a dress. How much more material does Mary need?

_____

Name _____

Date _____

1. Arrange the following numbers from smallest to largest:
   8,678,543   8,768,543   8,876,453   8,768,453

   _____

   Round 8,503,941 to the nearest:
2. thousand   _____

3. million   _____

4. hundred   _____

   Round 37.0487 to the nearest:
5. tenth   _____

6. thousandth   _____

7. whole number   _____

   Change the following to fractions:
8. .3   _____

9. .54   _____

10. 5.16   _____

   Do the indicated operations.
11. 26 5/8 + 13 3/4   _____

12. 37 - 12 5/6   _____

13. 6 2/7 x 4 5/11   _____

14. 10 1/2 ÷ 1 1/4   _____

15. Find 23% of 85.   _____

16. What percent of 24 is 16?   _____

   Find the cost of:

17. 1 can of corn at 4 for $1.19   _____

18. 3 cans of beans at 6 for $2.24   _____

19. 2 cans of peaches at 3 for $1.56   _____

20. 2 loaves of bread at 1 for $1.29   _____

21. 1/2 lb. of cookies at $3.50 a lb.   _____

Find the amount of discount and sale price of each:

	Item	Regular Price	Discount Rate	Amount of Discount	Sale Price
22.	Dress	$59.00	20%	_____	_____
23.	VCR	$350	30%	_____	_____
24.	Jacket	$72.50	25%	_____	_____

Find the amount of change and the number of pieces of each denomination to be given back.

	Amount Received	Amount of sale	Amount of Change	1¢	5¢	10¢	25¢	$1	$5	$10
25.	$10.00	$6.37								
26.	$5.00	$1.46								
27.	$20.00	$8.21								

Find the amount of tax and total cost for each:

	Item	Price	Tax Rate	Amount of Tax	Total Cost
28.	shoes	$43.55	6%	_____	_____
29.	TV	$229	5%	_____	_____
30.	table	$115	7%	_____	_____

Which is the better buy?

31. a. 2 pkg. of popcorn for $.89
    b. 6 pkg. of popcorn for $1.97   _____

32. a. 1 tape for $3.97
    b. 3 tapes for $10.59   _____

33. a. 8 oz. pkg. of potato chips for $1.29
    b. 12 oz. pkg. of potato chips for $1.89   _____

34. a. 6 cans of coke for $1.99
    b. 12 cans of coke for $3.19   _____

OVER

35. Ms. Watson earns $1565 a month. Estimate by rounding to the nearest hundred what Ms. Watson's annual salary is.

_____

36. The total attendance at the Bartram Jr. High School for the 21 school days in March was 19,467. Find the average daily attendance.

_____

37. Steve worked 36 1/2 hours last week. He earned $4.80 an hour. What was Steve's total pay?

_____

38. Leesa worked 43 hours last week and earned $5.10 an hour. What was Leesa's total pay?

_____

39. Leslie had ribbon pieces the following lengths: 15 1/4 in., 12 1/8 in, and 8 2/3 in. What was the total amount of ribbon that Leslie had?

_____

40. Dean has 13 feet of wood and needs 33 1/2 feet to make some shelves. How much more wood does Dean need?

_____

Chapter 8

Interest
MLS: 11.3

     Interest Formulas. The principal multiplied by the rate gives the interest for one year.

     Principal x Rate = Interest for 1 year

     Interest for a period other than one year is found by multiplying the interest for 1 year by the time in years.

     Principal x Rate x Time = Interest

      P   x   R x T   =   I

     In this way, the interest on $1,000 at 6% for 3 years is $180;

     $1,000 x 0.06 x 3 = $60 x 3 = $180

     For 1/2 of a year, the interest would be $30;

     $1,000 x 0.06 x 1/2 = $60 x 1/2 = $30

Find the interest on the following: SHOW ALL WORK ON YOUR PAPER!

1. $500 @ 6% for 1 yr.   _____

2. $100 @ 6% for 4 yrs.   _____

3. $300 @ 6% for 1/2 yr.   _____

4. $200 @ 6% for 1 1/2 yrs.   _____

5. $400 @ 6% for 1/4 yr.   _____

6. $700 @ 8% for 1 yr.   _____

7. $300 @ 7% for 2 yrs.   _____

8. $200 @ 13% for 2 yrs.   _____

9. $1500 @ 11% for 3 yrs.   _____

10. $2000 @ 9% for 5 yrs.   _____

OVER

11. Find the interest Mrs. Dupont owes if she borrows $730 on her life insurance policy at 6% for 2 years.

_____

12. Mr. Sanchez owns a $1,000 bond bearing 7.95% interest. How much interest does he receive every 6 months?

_____

13. Les invested $2,500 in a savings account. How much interest will he receive after 2 years at 8% interest?

_____

What will be the total amount in Les's savings account at the end of the two years?

_____

14. Karen borrowed $1,575 at 11% for 1 1/2 years. How much interest will Karen owe?

_____

What will be the total amount that Karen will owe?

_____

General Math II   Name _____
Worksheet #2
                                         Date _____

Interest - Months
MLS: 11.3

       Interest for Time in Months. When the time of a note is in
months, you show it as a common fraction with the denominator 12.
For example, 3 months is 3/12 or 1/4 of a year. So, the interest
on $500 at 8% for 3 months would be:

       $500 x 0.08 x 1/4 = $40 x 1/4 = $10 interest for 3 months

Find the interest on the following:

   1. $300 @ 6% for 6 months   _____

   2. $600 @ 8% for 3 months   _____

   3. $900 @ 5% for 4 months   _____

   4. $400 @ 9% for 9 months   _____

   5. $750 @ 4% for 5 months   _____

   6. $1,200 @ 7% for 2 months   _____

   7. $3,450 @ 10% for 8 months   _____

   8. $2,400 @ 8% for 1 month   _____

   9. $1,500 @ 6% for 10 months   _____

  10. $2,000 @ 8 1/2% for 6 months   _____

  11.   In order to pay a hospital bill, Linda Russell borrowed $1,200
        at 6% from a business partner. She repaid the loan 8 months
        later. - How much interest did Linda have to pay?

                                         _____

  12.   To pay her taxes on time and avoid a penalty, Joyce Bell
        borrowed $800 on a 9 month note bearing interest at 8 1/2%.
        How much interest did Joyce have to pay?

                                         _____

  13.   To buy tools for his auto repair shop, Ned Aldo borrowed $400
        for 4 months at 11% interest. How much interest did Ned owe?

                                         _____

        What was the total amount Ned had to pay back? _____

14. James Burke borrowed $1,750 from his aunt to buy a used car to drive to work. The note James gave to his aunt was for 3 years and bore 9% interest. How much interest did James owe?

_____

What was the total amount James had to pay his aunt?

_____

General Math II
Worksheet #3

Name _____

Date _____

Simple Interest
MLS: 11.3

Find the interest on the following: SHOW ALL WORK ON YOUR PAPER!

1. $200 @ 15% for 1 yr.   _____

2. $2,800 @ 10.25% for 1 yr.   _____

3. $1,450 @ 14% for 8 yrs.   _____

4. $2,000 @ 9 3/4% for 6 yrs.   _____

5. $900 @ 10% for 7 yrs.   _____

6. $1,600 @ 11% for 2 1/4 yrs.   _____

7. $500 @ 15% for 1 1/2 yrs.   _____

8. $400 @ 8% for 3 yrs.   _____

9. $2,100 @ 6.5% for 4 yrs.   _____

10. $350 @ 9 1/2% for 5 1/2 yrs.   _____

11. $700 @ 11% for 3 months   _____

12. $4,800 @ 9% for 11 months   _____

13. $760 @ 9% for 6 months   _____

14. $750 @ 8% for 2 months   _____

15. $700 @ 6% for 10 months   _____

Interest - Days
MLS: 11.3

Banker's Interest for Time in Days. Banker's or ordinary interest is used by some banks and other businesses. In this method of figuring interest, a year has only 360 days. The 360-day year has 12 months of 30 days each and is known as the commercial year or banker's year. Of course, there really is no such year. It is used because it is easier to figure with than a 365-day year.

You will use a 360-day year for all further interest problems unless you are told otherwise.

Using this method, the interest for 30 days is 30/360, or 1/12, of the interest for 1 year. The interest for 60 days is 60/360, or 1/6 of the interest for 1 year, and so on.

For example, 72 days is 72/360, or 1/5 of a year. So, the interest on $1,000 at 6% for 72 days would be

$1,000 x 0.06 x 1/5 = $60 x 1/5 = $12 interest for 72 days.

Find the interest on the following: SHOW ALL WORK ON YOUR PAPER!

1. $300 @ 6% for 60 days   _____

2. $600 @ 8% for 90 days   _____

3. $900 @ 5% for 120 days   _____

4. $400 @ 9% for 180 days   _____

5. $750 @ 4% for 270 days   _____

6. $1,200 @ 7% for 36 days   _____

7. $3,450 @ 10% for 240 days   _____

8. $2,400 @ 8% for 20 days   _____

9. $1,500 @ 6% for 45 days   _____

10. $2,000 @ 8 1/2% for 300 days   _____

11. Find the banker's interest on a loan of $450 at 8% for 60 days.

                                          _____

12. Kitty James borrowed $960 from a bank for 120 days. She paid banker's interest at an annual rate of 9%. How much interest did she pay on the loan?

                                          _____

13. Kent Goldstone signed a 180-day note for $3,650 at the Pontiac National Bank. Interest was charged at the annual rate of 8%. He paid the note with interest on the due date.
    (a) How much interest did he pay? _____

    (b) What total amount did he pay? _____

14. Adam Shuler needed a short-term loan of $650 to pay his taxes. His credit was good, so his bank loaned him the money. They required him to sign a note, with interest at 8 1/2%. If he repaid the loan in 90 days, how much interest did he have to pay?

    _____

15. Bill Lally borrowed $1,000 at 5% for 180 days from the student loan program at his college. How much interest did Bill have to pay on the loan?

    _____

16. Karen Dorman borrowed $3,000 for 270 days. She paid interest at an annual rate of 8%.
    (a) What amount of interest did she have to pay?

    _____

    (b) What total amount did she have to repay? _____

General Math II
Worksheet #5

Name _____

Date _____

Interest Review
MLS: 11.3

Find the interest on the following: SHOW ALL WORK ON YOUR PAPER!

	(P)Principal	(R)Rate	(T)Time	(I)Interest
1.	$ 500	10%	90 days	_____
2.	$ 5,000	9%	180 days	_____
3.	$ 7,000	6%	30 days	_____
4.	$ 2,000	12%	240 days	_____
5.	$10,000	6%	300 days	_____
6.	$ 8,000	5%	120 days	_____
7.	$ 500	10%	2 yrs.	_____
8.	$ 800	9%	3 yrs.	_____
9.	$ 1,000	10%	1 1/2 yrs.	_____
10.	$ 2,000	12%	1/2 yr.	_____
11.	$ 5,000	12%	6 yrs.	_____
12.	$ 1,000	15%	2 yrs.	_____
13.	$ 5,000	11%	6 mo.	_____
14.	$ 1,000	10%	9 mo.	_____
15.	$ 4,000	9%	3 mo.	_____
16.	$ 3,000	6%	10 mo.	_____

General Math II   Name_____
Quiz #1
                                         Date _____

Simple Interest
MLS: 11.3

Find the interest on the following: SHOW ALL WORK!

1. $300 @ 14% for 1 year   _____

2. $725 @ 9 1/2% for 4 years   _____

3. $3,000 @ 6% for 6 months   _____

4. $1,500 @ 5% for 9 months   _____

5. $5,000 @ 8% for 5 1/2 years   _____

General Math II
Quiz #2

Simple Interest
MLS: 11.3

Find the interest on the following: SHOW ALL WORK!

1. $2,500 at 6% for 3 years   _____

2. $2,000 at 7 1/2% for 1 year   _____

3. $400 at 9% for 9 months   _____

4. $1,200 @ 7% for 2 months   _____

5. $1,400 @ 10% for 180 days   _____

General Math II
Interest Test A

Name _____

Date _____

SHOW ALL WORK FOR ENTIRE TEST!

Find the interest on each:

1. $800 @ 12% for 1 year   _____

2. $1,500 @ 9% for 3 years   _____

3. $2,000 @ 8% for 1 1/2 years   _____

4. $600 @ 15% for 9 months   _____

5. $1,200 @ 10% for 6 months   _____

6. $900 @ 12% for 10 months   _____

7. $1,200 @ 10% for 120 days   _____

8. $1,000 @ 12% for 180 days   _____

Find the cost of each:

9. 1 can of peaches at 3 for $1.29   _____

10. 4 cans of tuna at 2 for $.59   _____

11. 2 cans of beans at 3 for $.79   _____

12. 3 1/2 lbs. of hamburger at $1.19 a lb. _____

Which is the better buy?

13. (a) 6 pkg. of popcorn for $1.96
    (b) 2 pkg. of popcorn for $.77   _____

14. (a) 5 lb. bag of sugar for $1.29
    (b) 10 lb. bag of sugar for $2.45   _____

Find the amount of discount and sale price for each:

Item	Regular Price	Rate of Discount	Amount of Discount	Sale Price
15. Shirt	$24.99	25%	_____	_____
16. Dryer	$459.97	20%	_____	_____

OVER

Find the amount of change and the number of pieces of each denomination to be given back.

	Amount Received	Amount of Sale	Amount of Change	1¢	5¢	10¢	25¢	$1	$5	$10
17.	$10.00	$ 5.19								
18.	$20.00	$11.43								

Find the sales tax and total purchase price of each:

	Price	Sales Tax Rate	Amount of Sales Tax	Total Price
19.	$54.50	6%	_____	_____
20.	$137.24	7%	_____	_____
21.	$69.20	6 1/2%	_____	_____

22. Leesa worked 35 hours last week. She earned $4.40 an hour. What was Leesa's gross pay?

_____

23. Jenni worked 48 hours last week and earned $4.90 an hour. What was her gross pay?

_____

24. Arrange the following numbers from smallest to largest:
13,965,783   13,956,873   13,695,873   13,695,738

_____

Round 9,608,713 to the nearest:

25. ten thousand   _____

26. million   _____

27. hundred   _____

Round 34.5068 to the nearest:

28. whole number   _____

29. tenth   _____

30. hundredth   _____

OVER

31. A service club planted 488 flower plants. If there are 21 club numbers, estimate by rounding to the nearest 10, the number of plants each member planted.

_____

32. Find the average daily attendance at school if 1,703 were present on Monday; 1,695, Tuesday; 1,751, Wednesday; 1,776, Thursday; and 1,674, Friday.

_____

Do the indicated operations.

33. 27 5/6 + 19 1/4   _____

34. 36 1/5 - 12 2/7   _____

35. 18 x 9 3/4   _____

36. 27 ÷ 18/25   _____

37. $257 - $53.07   _____

38. 4.07 x 13.8   _____

39. 50.70 ÷ .15   _____

40. Find 46% of 84.   _____

General Math II
Interest Test B

SHOW ALL WORK FOR ENTIRE TEST!

Find the interest on each:

1. $900 @ 7% for 1 year   _____

2. $1,600 @ 8% for 2 years   _____

3. $3,000 @ 6% for 2 1/2 years   _____

4. $800 @ 12% for 9 months   _____

5. $1,000 @ 11% for 6 months   _____

6. $500 @ 15% for 10 months   _____

7. $500 @ 12% for 90 days   _____

8. $300 @ 10% for 60 days   _____

Find the cost of each:

9. 1 grapefruit at 5 for $.89   _____

10. 6 candy bars at 3 for $1.00   _____

11. 2 notepads at 3 for $1.29   _____

12. 2 1/4 lbs. of chicken at $1.59 a lb.   _____

Which is the better buy?

13. (a) 32 oz. bottle of catsup at $1.49
    (b) 28 oz. bottle of catsup at $1.25   _____

14. (a) 5 lb. box of Tide for $3.72
    (b) 10 lb. box of Tide for $7.26   _____

Find the amount of discount and sale price for each:

	Item	Regular Price	Rate of Discount	Amount of Discount	Sale Price
15.	Dress	$89.95	15%	_____	_____
16.	VCR	$349.97	20%	_____	_____

OVER

Find the amount of change and the least number of pieces of each denomination to be given back.

	Amount Received	Amount of Sale	Amount of Change	1¢	5¢	10¢	25¢	$1	$5	$10
17.	$15.00	$10.56								
18.	$30.00	$23.13								

Find the sales tax and total purchase price of each:

	Price	Sales Tax Rate	Amount of Sales Tax	Total Price
19.	$69.87	6%	_____	_____
20.	$213.56	7%	_____	_____
21.	$89.55	5 1/2%	_____	_____

22. Frank worked 33 hours last week. He earned $4.60 an hour. What was Frank's gross pay?

_____

23. Chuck worked 50 hours last week and earned $6.10 an hour. What was his gross pay?

_____

24. Arrange the following numbers from smallest to largest:
25,796,452   25,796,542   25,697,452   25,697,542

_____

Round 13,939,651 to the nearest:

25. hundred thousand   _____

26. million   _____

27. ten   _____

Round 27.1673 to the nearest:

28. whole number   _____

29. tenth   _____

30. hundredth   _____

OVER

31. An orange grove had 131 rows of trees with 52 trees in each row. Estimate by rounding to the nearest 10 how many trees were in the grove.

_____

32. The temperatures in Jacksonville for the past 5 days were 89°, 93°, 97°, 94°, and 95°. Find the average temperature for the five days.

_____

Do the indicated operations.

33. 55 1/2 + 23 4/9   _____

34. 28 1/4 - 14 2/5   _____

35. 12 2/3 x 27   _____

36. 4 2/5 ÷ 11   _____

37. $169 - $47.89   _____

38. 51.6 x 3.09   _____

39. 49.13 ÷ 1.7   _____

40. Find 3.4% of 96.   _____

Chapter 9

Name_____   **Score**_____

The ruler below measures **centimeters** and **millimeters.**

```
|||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||
0    1    2    3    4    5    6    7    8    9   10   11   12   13
centimeters (cm)
```

Centimeters: Each numbered space stands for 1 centimeter.
               There are 10 smaller spaces between each pair of numbers.

Millimeters: Each small space stands for 1 millimeter.
               10 millimeters equal 1 centimeter.

Write the measurement of the arrow at each letter in centimeters.

```
      A              D      F   B        E    C    H    G
|||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||
0    1    2    3    4    5    6    7    8    9   10   11   12   13
centimeters (cm)
```
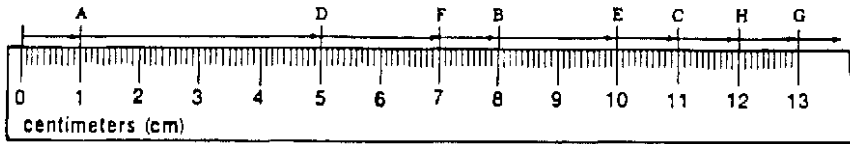
1. A is _____ **2.** B is _____ **3.** C is _____ **4.** D is _____

5. E is _____ **6.** F is _____ **7.** G is _____ **8.** H is _____

Write the measurement of the arrow at each letter in millimeters.

```
      M         J    N    Q        K    P    L        O
|||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||
0    1    2    3    4    5    6    7    8    9   10   11   12   13
centimeters (cm)
```

9. J is _____ **10.** K is _____ **11.** L is _____ **12.** M is _____

13. N is _____ **14.** O is _____ **15.** P is _____ **16.** Q is _____

Use a metric ruler to draw lines having these lengths.

17. 1 centimeter   **18.** 10 millimeters

19. 42 millimeters
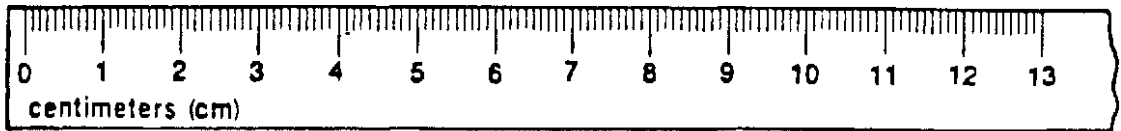
20. 9 centimeters

Name _____   **Score** _____

Find each missing number.

1. 6 km = _____ m

2. 48 m = _____ cm

3. 864 mm = _____ cm

4. 4.2 m = _____ km

5. 6.4 cm = _____ m

6. 884 cm = _____ mm

7. 86 mm = _____ m

8. 54 g = _____ cg

9. 86 kg = _____ g

10. 8487 g = _____ kg

11. 52 cg = _____ mg

12. 164 cg = _____ g

13. 48 mg = _____ cg

14. 72 L = _____ mL

15. 964 g = _____ mg

16. 787 m = _____ mm

17. 792 mL = _____ L

18. 649 mg = _____ g

19. 4.8 km = _____ m

20. 8495 g = _____ kg

21. 24 mL = _____ L

22. 83 mm = _____ m

23. 63 m = _____ cm

24. 7805 mg = _____ g

25. 85 g = _____ mg

26. 9842 m = _____ km

27. 4.2 cm = _____ m

28. 85 L = _____ mL

29. 48 kg = _____ g

30. 19 cm = _____ mm
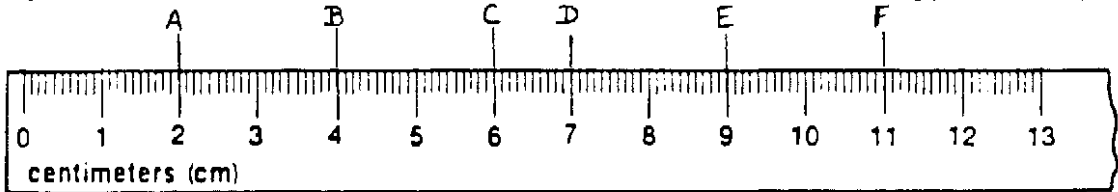
31. 74.6 mm = _____ cm

32. 75.4 m = _____ mm

Name _____

Date _____

Metric Measurement
MLS: 13.9 & 13.11

The ruler below measures centimeters and millimeters.

```
|‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖|
 0   1   2   3   4   5   6   7   8   9  10  11  12  13  )
 centimeters (cm)
```

Centimeters: Each numbered space stands for 1 centimeter.
               There are 10 smaller spaces between each pair of
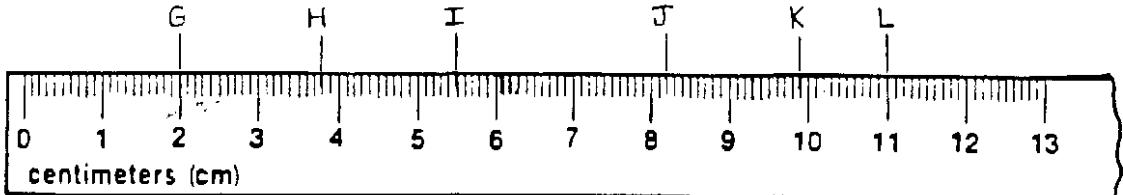   numbers.

Millimeters: Each small space stands for 1 millimeter.
               10 millimeters equal 1 centimeter.

Write the measurement of the arrow at each letter in centimeters.

```
        A        B        C   D         E         F
        |        |        |   |         |         |
|‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖|
 0   1   2   3   4   5   6   7   8   9  10  11  12  13  )
 centimeters (cm)
```

1. A is _____   2. B is _____   3. C is _____

4. D is _____   5. E is _____   6. F is _____

Write the measurement of the arrow at each letter in millimeters.

```
        G        H        I         J        K   L
        |        |        |         |        |   |
|‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖|
 0   1   2   3   4   5   6   7   8   9  10  11  12  13  )
 centimeters (cm)
```

7. G is _____   8. H is _____   9. I is _____

10. J is _____   11. K is _____   12. L is _____

Use a metric ruler to draw lines having these lengths.

13.   2 centimeters

14.   53 millimeters

15.   7 centimeters

16.   22 millimeters

In each pair of measurements below, draw a ring around the measurement for the greater length.

17.   3 km; 3 dm   18.   4 dm; 4 cm   19.   2 km; 2 mm

20.   7 dm; 7 mm   21.   6 km; 6 cm   22.   10 mm; 10 cm

Complete the following:

23.   1 m = _____ cm   24.   1 m = _____ mm

25.   1 m = _____ dm   26.   .01 m = _____ cm

27.   .001 m = _____ mm   28.   .1 m = _____ dm

29.   1000 m = _____ km   30.   1 m = _____ km

31.   49 mm = _____ m   32.   45 cm = _____ mm

33.   785 mm = _____ dm   34.   4.35 dm = _____ mm

35.   875 mm = _____ m   36.   8.7 m = _____ mm

37.   8.9 dm = _____ cm   38.   75 cm = _____ dm

39.   67 m = _____ cm   40.   937 cm = _____ m

41.   735 dm = _____ m   42.   95 m = _____ dm

43.   108 m = _____ km   44.   7.3 km = _____ m

45.   9.3 m = _____ cm   46.   6.48 mm = _____ cm

47.   4.73 dm = _____ mm   48.   73.4 mm = _____ m

49.   879 cm = _____ dm   50.   9.73 dm = _____ m

Metric Measurement
MLS: 13.9 & 13.11

Complete the following:

1.   13 m = _____ cm

2.   2.5 cl = _____ l

3.   1,405 km = _____ m

4.   957 dg = _____ g

5.   7.6 cg = _____ mg

6.   1,400 mm = _____ m

7.   57 l = _____ kl

Circle the correct answer.

8.   Which is larger?   1 kl or 1 l

9.   Which is smaller?   1 cm or 1 mm

10.   The metric unit for length is the _____.

General Math II   Name _____
Quiz #2
                                         Date _____

Metric Measurement
MLS: 13.9 & 13.11

Complete the following:

1.   27 cm = _____ m

2.   3.8 l = _____ cl

3.   248 m = _____ km

4.   7.8 g = _____ dg

5.   865 mg = _____ cg

6.   34.9 m = _____ mm

7.   9 kl = _____ l

Circle the correct answer.

8.   Which is larger? 25 m or 25 cm

9.   Which is smaller? 16 g or 16 mg

10. The metric unit for volume is the _____.

General Math II
Metric Measurement Test A

Name _____

Date _____

1. The metric unit of length is the _____.

2. The metric unit of weight is the _____.

3. The metric unit of volume is the _____.

Write the name that each symbol represents.

4. m   _____

5. l   _____

6. g   _____

7. mg   _____

8. dl   _____

9. dkg   _____

Complete the following:

10. 85 mm = _____ cm   _____

11. 4.7 km = _____ m   _____

12. 375 g = _____ kg   _____

13. 15.6 cg = _____ mg   _____

14. 10.4 l = _____ cl   _____

15. 392 ml = _____ dl   _____

16. 48 cm = _____ mm   _____

17. 23,900 m = _____ km   _____

18. 821 g = _____ mg   _____

19. 34,000 mg = _____ kg   _____

20. .3 cl = _____ ml   _____

21. 23.09 l = _____ kl   _____

22. 5 m = _____ hm   _____

OVER

Use a metric ruler to draw lines having these lengths.

23. 5 cm

24. 17 mm

In each pair of measurements below, tell which one is the larger measurement.

25. 5 km or 5 dm   _____

26. 7 kg or 7 mg   _____

27. 10 cm or 10 mm   _____

28. 25 cl or 25 l   _____

Do the indicated operations.

29. 4.7 + 53.98 + 34   _____

30. 15 - 4.56   _____

31. 3.4 x .017   _____

32. 19.55 ÷ .5   _____

33. 14 3/4 + 22 1/8   _____

34. 35 - 19 2/5   _____

35. 5 1/3 x 27   _____

36. 10 ÷ 2 2/5   _____

37. Change .7 to a fraction   _____

38. Change .49 to a fraction   _____

39. Find 40% of 95.   _____

40. 20.7 is what percent of 90?   _____

General Math II   Name _____
Metric Measurement Test B
                                                   Date _____

1. The metric unit of length is the   _____.

2. The metric unit of weight is the   _____.

3. The metric unit of volume is the   _____.

Write the name that each symbol represents.

4. m   _____

5. l   _____

6. g   _____

7. cl   _____

8. mm   _____

9. kg   _____

Complete the following:

10. 79 mm = _____ cm   _____

11. 3.8 km = _____ m   _____

12. 433 g = _____ kg   _____

13. 23.7 cg = _____ mg   _____

14. 65.9 l = _____ cl   _____

15. 561 ml = _____ dl   _____

16. 96 cm = _____ mm   _____

17. 25,750 m = _____ km   _____

18. 732 g = _____ mg   _____

19. 5,670 mg = _____ kg   _____

20. 7.6 cl = _____ ml   _____

21. 47.12 l = _____ kl   _____

22. 9 m = _____ hm   _____

OVER

Use a metric ruler to draw lines having these lengths.

23. 8 cm

24. 23 mm

In each pair of measurements below, tell which one is the larger measurement.

25. 7 km or 7 dm   _____

26. 3 kg or 3 mg   _____

27. 25 cm or 25 mm   _____

28. 17 cl or 17 l   _____

Do the indicated operations.

29. 3.4 + 47.13 + 15   _____

30. 27 - 3.44   _____

31. 1.7 x .024   _____

32. 34.65 ÷ .5   _____

33. 21 2/3 + 17 2/5   _____

34. 31 - 22 3/7   _____

35. 6 3/4 x 32   _____

36. 15 ÷ 3 5/6   _____

37. Change .3 to a fraction   _____

38. Change .67 to a fraction   _____

39. Find 60% of 36.   _____

40. 25.84 is what percent of 76?   _____

Chapter 10

General Math II
Worksheet #1

Name _____

Date _____

Customary Measurement
MLS: 13.9 & 13.11

Complete the following:

   Length

1. 1 ft. = _____ in.   _____

2. 1 yd. = _____ ft.   _____

3. 1 yd. = _____ in.   _____

4. 1 mi. = _____ ft.   _____

   Weight

5. 1 lb. = _____ oz.   _____

6. 1 ton = _____ lbs.   _____

   Liquid Measure

7. 1 cup = _____ oz.

8. 1 pt. = _____ cups = _____ oz.

9. 1 qt. = _____ pt. = _____ cups = _____ oz.

10. 1 gal = _____ qt. = _____ pt. = _____ oz.

Find the number of ounces in each:

11. 9 pt. _____   12. 5 1/2 pt. _____

13. 5 qt. _____   14. 4/5 qt. _____

15. 7 gal. _____   16. 39 gal _____

17. 2 pt. 8 oz._____

Find the number of pints in each:

18. 3 qt. _____   19. 4 1/4 qt. _____

20. 6 gal. _____   21. 7 1/2 gal. _____

22. 5 qt. 1 pt. _____   23. 9 qt. 2 pt. _____

24. 48 oz. _____   25. 256 oz. _____

Liquid Measure. Complete.

26.   8 gal. = _____ qt.   _____

27.   17 1/2 gal. = _____ qt.   _____

28.   14 pt. = _____ qt.   _____

29.   1 gal. 2 qt. = _____ qt.   _____

30.   27 pt. = _____ qt.   _____

31.   4 cups = _____ oz.   _____

32.   64 oz. = _____ cups   _____

33.   8 cups = _____ pt.   _____

34.   20 qt. = _____ gal.   _____

35.   24 pt. = _____ gal.   _____

Weight. Complete.

36.   6 lbs. = _____ oz.   _____

37.   5 3/4 lbs. = oz.   _____

38.   1 lb. 2 oz. = _____ oz.   _____

39.   7 tons = _____ lbs.   _____

40.   4 1/2 T = _____ lbs.   _____

41.   64 oz. = _____ lbs.   _____

42.   6,000 = _____ T   _____

Length. Complete.

43.   8 ft. = _____ in.   _____

44.   3 1/2 ft. = _____ in.   _____

45.   9 yd. = _____ in.   _____

46.   5 ft. 7 in. = _____ in.   _____

47.   6 yd. = _____ ft.   _____

48.   8 mi. = _____ ft.   _____

49.   192 in. = _____ ft.   _____

50. 5 yd. 2 ft. = _____ ft.   _____

51. 15,840 ft. = _____ mi.   _____

52. 57 ft. = _____ yd.   _____

53. 180 in. = _____ yd.   _____

Time. Complete.

54. 1 min. = _____ sec.   _____

55. 1 hr. = _____ min.   _____

56. 1 day. = _____ hrs.   _____

57. 1 week = _____ days   _____

58. 1 week = _____ hrs.   _____

59. 1 year = _____ days   _____

60. 1 year = _____ months   _____

61. 5 1/2 min. = _____ sec.   _____

62. 2 min. 14 sec. = _____ sec.   _____

63. 3 hr. 40 min. = _____ min.   _____

64. 3 1/2 hr. = _____ min.   _____

65. 72 min. = _____ hr.   _____

66. 36 months = _____ yr.   _____

67. 96 hr. = _____ days   _____

68. 5 hr. 16 min. = _____ min.   _____

69. 1,140 sec. = _____ min.   _____

70. 3 days = _____ hr.   _____

General Math II
Worksheet #2

Name _____

Date _____

Customary Measurement
MLS: 13.9 & 13.11

Complete the following:

1.   1 ft. = _____ in.

2.   1 yd. = _____ ft.

3.   1 yd. = _____ in.

4.   1 mi. = _____ ft.

5.   1 lb. = _____ oz.

6.   1 ton = _____ lbs.

7.   1 cup = _____ oz.

8.   1 pt. = _____ cups

9.   1 qt. = _____ pt.

10. 1 gal. = _____ qt.

11. 7 pt. = _____ oz.

12. 6 1/2 pt. _____ oz.

13. 8 qt. = _____ oz.

14. 3 gal. = _____ oz.

15. 4 pt. 10 oz. = _____ oz.

16. 5 qt. = _____ pt.

17. 6 1/2 qt. = _____ pt.

18. 5 gal. = _____ pt.

19. 3 qt. 2 pt. = _____ pt.

20. 64 oz. = _____ pt.

21. 48 in. = _____ ft.

22. 5 ft. 4 in. _____ in.

23. 7 ft. = _____ in.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

24. 6 yd. 1 ft. = _____ ft.

25. 42 ft. = _____ yd.

26. 2 yd. 9 in. = _____ in.

27. 5 yd. = _____ ft.

28. 72 in. = _____ yd.

29. 5 yd. 2 ft. = _____ ft.

30. 6 yd. 5 in. = _____ in.

31. 48 oz. = _____ lb.

32. 15 qt. = _____ gal.

33. 5 gal. 3 qt. = _____ qt.

34. 3 qt. 1 pt. = _____ pt.

35. 6 pt. = _____ qt.

36. 6 lb. 5 oz. = _____ oz.

37. 12,000 lbs = _____ T

38. 4 T = _____ lbs.

39. 6 1/2 ft. = _____ in.

40. 8 1/2 lb. = _____ oz.

41. 2 min. = _____ sec.

42. 3 hr. = _____ min.

43. 5 days = _____ hrs.

44. 4 weeks = _____ days

45. 2 weeks = _____ hrs.

46. 3 years = _____ days

47. 6 years = _____ months

48. 3 inches are what part of a foot?

49. 6 inches are what part of a yard?

50. 16 hours are what part of a day?

General Math II
Quiz #1

Customary Measurement
MLS: 13.9 & 13.11

Complete the following:

1.   2 ft. = _____ in.

2.   48 in. = _____ ft.

3.   12 ft. = _____ yds.

4.   5 yds. = _____ in.

5.   4 lbs. = _____ oz.

6.   6,000 lbs. = _____ tons

7.   3 cups = _____ oz.

8.   6 cups = _____ pts.

9.   64 oz. = _____ lbs.

10.   3 yds. = _____ ft.

11.   5 hrs. = _____ sec.

12.   7 days = _____ hrs.

Customary Measurement
MLS: 13.9 & 13.11

Complete the following:

1.   3 ft. = _____ in.

2.   60 in. = _____ ft.

3.   15 ft. = _____ yds.

4.   6 yds. = _____ in.

5.   5 lbs. = _____ oz.

6.   10,000 lbs. = _____ tons

7.   5 cups = _____ oz.

8.   4 cups = _____ pts.

9.   80 oz. = _____ lbs.

10. 4 yds. = _____ ft.

11. 3 hrs. = _____ sec.

12. 4 days = _____ hrs.

General Math II
Customary Measurement Test A
MLS: 13.9 & 13.11

Name _____

Date _____

1 pt. = 2 cups   1 qt. = 2 pts.   1 gal. = 4 qts.

Complete the following:

1.   1 ft. = _____ in.

2.   1 yd. = _____ ft.

3.   1 yd. = _____ in.

4.   1 lb. = _____ oz.

5.   1 cup = _____ oz.

6.   11 ft. = _____ in.

7.   276 in. = _____ ft.

8.   5 yds. = _____ ft.

9.   7 yds. = _____ in.

10.   108 in. = _____ yds.

11.   42 ft. = _____ yds.

12.   3 mi. = _____ ft.

13.   10,560 ft. = _____ mi.

14.   5 T = _____ lbs.

15.   12,000 lbs. = _____ T

16.   2 cups = _____ oz.

17.   4 pts. = _____ cups

18.   5 qts. = _____ pts.

19.   3 gal. = _____ qt.

20.   72 oz. = _____ cups

21.   16 qt. = _____ gal.

22. 8 pt. = _____ qt.

23.   10 cups = _____ pt.

24. 32 oz. = _____ qt.

25. 8 pt. = _____ gal.

26. 1 min. = _____ sec.

27. 1 hour = _____ min.

28. 1 day = _____ hours

29. 1 week = _____ days

30. 1 year = _____ days

31. 1 year = _____ months

32. 7 weeks = _____ days

33. 264 hours = _____ days

34. 9 inches are what part of a foot?   _____

35. 18 inches are what part of a yard?   _____

36. 8 hours are what part of a day?   _____

37. 3 months are what part of a year?   _____

38. 48 cm = _____ mm

39. 154 L = _____ cl

40. 5 kg = _____ g

41. 167 mm = _____ m

42. 15 dl = _____ L

43. 3 km = _____ cm

44. 4.8 g = _____ kg

45. 14 hm = _____ m

Do the indicated operations.

46. 15 2/3 + 8 5/6   _____

47. 33 - 12 5/9   _____

48. 3.9 x .012   _____

49. 34 ÷ 1.36   _____

General Math II   Name_____
Customary Measurement Test B
MLS: 13.9 & 13.11   Date _____

1 pt. = 2 cups   1 qt. = 2 pts.   1 gal. = 4 qts.

Complete the following:

1.   1 ft. = _____ in.

2.   1 yd. = _____ ft.

3.   1 yd. = _____ in.

4.   1 lb. = _____ oz.

5.   1 cup = _____ oz.

6.   23 ft. = _____ in.

7.   156 in. = _____ ft.

8.   9 yds. = _____ ft.

9.   3 yds. = _____ in.

10. 180 in. = _____ yds.

11. 27 ft. = _____ yds.

12. 2 mi. = _____ ft.

13. 5,280 ft. = _____ mi.

14. 3 T = _____ lbs.

15. 6,000 lbs. = _____ T

16. 4 cups = _____ oz.

17. 8 pts. = _____ cups

18. 8 qts. = _____ pts.

19. 5 gal. = _____ qt.

20. 88 oz. = _____ cups

21. 20 qt. = _____ gal.

22. 10 pt. = _____ qt.

23. 14 cups = _____ pt.

24. 64 oz. = _____ qt.

25. 16 pt. = _____ gal.

26. 1 min. = _____ sec.

27. 1 hour = _____ min.

28. 1 day = _____ hours

29. 1 week = _____ days

30. 1 year = _____ days

31. 1 year = _____ months

32. 9 weeks = _____ days

33. 144 hours = _____ days

34. 4 inches are what part of a foot?   _____

35. 24 inches are what part of a yard?   _____

36. 6 hours are what part of a day?   _____

37. 9 months are what part of a year?   _____

38. 53 cm = _____ mm

39. 231 L = _____ cl

40. 7 kg = _____ g

41. 345 mm = _____ m

42. 65 dl = _____ L

43. 8 km = _____ cm

44. 1.3 g = _____ kg

45. 55 hm = _____ m

Do the indicated operations.

46. 21 3/4 + 5 3/8   _____

47. 12 - 4/7   _____

48. .42 x 3.22   _____

49. 12 ÷ .15   _____

General Math II
Worksheet #1

Name _____

Date _____

Elasped Time
MLS: 12.1

EXAMPLE: The departure time on a flight from New York to Miami was 11:20 am. If the flight took 2 hours 25 minutes, what was the arrival time in Miami?
SOLUTION: First add the hours to the departure time. Remember that the first hour after 12:00 noon is 1:00 pm.
        11:20 am + 2 hours = 1:20 pm
    Then add the minutes:
        1:20 pm + 25 minutes = 1:45 pm
    The arrival time was 1:45 pm.

EXAMPLE: Mr. Bedoni left St. Louis at 10:30 am and drove to Chicago. He arrived in Chicago at 5:15 pm. How long did Mr. Bedoni drive?
SOLUTION: First find the number of hours. Remember that the first hour after 12:00 noon is 1:00 pm.
        10:30 am to 4:30 pm = 6 hours
    Then find the number of minutes remaining.
        4:30 pm to 5:15 pm = 45 minutes
    Mr. Bedoni drove 6 hours 45 minutes.

1. 3 hours 15 minutes + 5 hours 20 minutes   _____

2. 2 hours 35 minutes + 7 hours 50 minutes   _____

3. Add 3 hours 20 minutes to 8:15 am.   _____

4. Add 6 hours 5 minutes to 9:25 am.   _____

5. How much time is there from 4:30 pm to 7:40 pm?_____

6. How much time is there from 7:15 am to 3:35 pm?_____

7. Pete and Liz drove to Yosemite National Park. Pete drove 3 hours 20 minutes. Liz drove 4 hours 45 minutes. What was the total driving time?   _____

8. Joe went sailing with some friends. They left at 10:30 am and returned 5 hours 45 minutes later. What time did they return?   _____

9. John checks the clock during Math class. It is 1:20 pm. School is out at 3:45 pm. How long will it be until school is out?   _____

10. On Monday, May 5, Pete's teacher assigns a book report which

will be due Thursday, May 14. How many days are there, including weekends, before the book report is due? _____

11. Marian bought a new car on October 2, 1981, and traded it in on August 2, 1986. How long did she keep the car? _____

12. Coach Johnson was timing runners in the 880 m run. Patricia started at 3:15:22. Her finishing time was 3:17:06. What was her time to the 880? _____

Use the following table for problem #13.

FLT	DEP	FROM	ARV
97	1041a	Atlanta	1123a
121	1016a	Pittsburg	1205p
125	943a	Los Angeles	117p
211	1123a	Dallas	210p
1066	745a	London	321p

13. The flight information console above shows flight number, departure time, point of origin, and arrival time. How long does flight 211 from Dallas take for the flight? _____

14. Tim took off from Craig Airport at 10:42 am to fly to Tampa. If he landed at 12:33 pm, how much time did he fly? _____

15. Jana left her boat at the marina in the morning on February 5, 1987, and left in her boat in the evening on February 19, 1987. How many days should she be charged for using the marina? _____

16. John's bus schedule shows that his bus will pick him up at 4:47 and leave him at his car at 5:12. How long is his bus ride? _____

17. Glenda is making a lunch schedule. If students are to have 25 minutes for lunch, and lunch starts at 11:37 am, when should lunch be over? _____

18. Jerry started work on his senior term paper on September 19, 1986. He completed his final draft on March 2, 1987. How long did it take Jerry to complete his term paper (in months and days)? _____

19. Kim was born May 28, 1981. How old is she in years, months, and days on December 12, 1990? _____

20. Bob and Jane left for a 28 day vacation on June 2. When will they return home? _____

General Math II   Name _____
Worksheet #2
                                         Date _____

Elasped Time
MLS: 12.1

1.   4 hours 25 minutes + 3 hours 55 minutes   _____

2.   5 hours 45 minutes + 5 hours 15 minutes   _____

3.   Add 8 hours 15 minutes to 10:10 pm   _____

4.   Add 12 hours 35 minutes to 12:05 pm   _____

5.   How much time is there from 11:45 am to 6:20 pm?
                                                     _____

6.   How much time is there from 1:30 am to 12:45 pm?
                                                     _____

7.   A car was parked in a parking lot from 8:50 am until 9:20 pm
     the same day. How long was the car parked?   _____

8.   Patti bought her car on February 17, 1983, and sold it on May
     17, 1985. How many months did she own the car?_____

9.   Dana went shopping with some friends. They left at 8:30 am
     and returned 8 hours 20 minutes later. What time did they
     return?   _____

10. Leesa started working on her master's degree on May 5, 1984.
     She finished her degree on February 16, 1991. How long did it
     take Leesa to complete her degree? (years, months, and days).
                                                     _____

11. Ted bought a new car on May 24, 1982, and traded it in on
     November 13, 1990. How long did he keep the car?
                                                     _____

12. Coach Patterson was timing swimmers in the 440 m relay. Sean
     started at 4:13:20. His finishing time was 4:14:05. What was
     his time for the 440?   _____

     Use the following table for Problem #13.

FLT	DEP	FROM	ARV
97	1041a	Atlanta	1123a
121	1016a	Pittsburg	1205p
125	943a	Los Angeles	117p
211	1123a	Dallas	210p
1066	745a	London	321p

13. The flight information console on the front shows flight number, departure time, point of origin, and arrival time. How long does flight 125 from Los Angeles take for the flight? _____

14. Dave's flight left JIA at 9:33 am and arrived in Philadelphia at 11:50 am. How long was Dave's flight to Philadelphia?

    _____

15. Lin left home at 10:20 am and told his mom he would be back in about 4 1/2 hours. What time should Lin return home?

    _____

16. Jenni can pick the bus up at 11:33 am and be at the downtown library at 12:08 pm. How long is Jenni's bus ride?

    _____

17. Jennifer was born on June 9, 1983. How old will she be on December 25, 1990? _____

18. Ms. Bean's class goes to lunch at 11:57 am. They are to return in 30 minutes. What time should they return from lunch? _____

19. June left for a 21 day vacation on July 17. When will she return home? _____

20. Brad started typing on his paper at 9:47 am. He finished typing at 1:00 pm. How long did Brad type? _____

General Math II   Name _____
Quiz #1
                                         Date _____

Elasped Time
MLS: 12.1

1. Glen left home at 7:15 am and did not arrive at work until
    8:47 am because of a car wreck. How long did it take Glen to
    get to work?

                                                    _____

2. Add 4 hours 35 minutes to 10:15 am.   _____

3. How much time is there between 4:10 pm and 11:05 pm?

                                                    _____

4. Lindsay was born September 12, 1985. How old was she on
    December 1, 1990 (years, months, and days)?

                                                    _____

5. John's dad left for overseas duty on August 7, 1990, and came
    home on February 23, 1991. How long was John's dad gone
    (months and days)?

                                                    _____

General Math II   Name _____
Quiz #2
                                   Date _____

Elasped Time
MLS: 12.1

1.   Joe left Jacksonville at 6:30 am and arrived in Atlanta at
     2:10 pm. How long did it take him to make the drive?

                                           _____

2.   Add 6 hours 45 minutes to 9:35 am.   _____

3.   How much time is there between 8:05 am and 6:50 pm?

                                           _____

4.   Leslie bought a new car on November 20, 1987, and traded it in
     on September 13, 1990. How long did she keep the car?

                                           _____

5.   Elementary school begins at 8:55 am and lets out at 3:25 pm.
     How long is an elementary school day?
                                           _____

General Math II
Elasped Time Test A

Name _____

Date _____

MLS: 12.1

Complete the following:

1. 5 hrs. 25 min. + 4 hrs. 40 min.   _____

2. 3 hrs. 10 min. + 8 hrs. 45 min.   _____

3. Add 4 hrs. 20 min. to 9:20 am.   _____

4. Add 7 hrs. 35 min. to 1:40 pm.   _____

5. How much time is there from 10:10 am to 2:25 pm?_____

6. How much time is there from 4:35 pm to 11:15 pm?_____

7. Dennis and Robin drove to Catskill, NY. Dennis drove 2 hrs.
    15 min. and Robin drove 4 hrs. 25 min. What was the total
    driving time?

    _____

8. Leesa and her children left for the beach at 9:30 am and
    returned at 2:55 pm. How long were they gone?

    _____

9. Jennifer went horseback riding at 11:30 am and returned home
    3 hours later. What time did she return?

    _____

10. On Wednesday, January 2, David's teacher assigns a science
     paper which will be due Friday, January 11. How many days are
     there, including weekends, before the paper is due?

     _____

11. John bought a new car on August 25, 1984, and traded it in on
     May 28, 1990. How long in years, months, and days, did John
     keep the car?

     _____

12. Angela was born July 17, 1974. How old is she on January 1,
     1991, in years, months, and days?

     _____

13. Kim left for a 15 day vacation on March 28. When will she
     return from her vacation?

     _____

OVER

Do the indicated operation.

14. 14.7 + .019 + 25   14. _____

15. 43 - 17.07   15. _____

16. 4.5 x .32   16. _____

17. 1.33 ÷ .07   17. _____

18. 9 2/7 + 11 3/4   18. _____

19. 5 - 3 2/5   19. _____

20. 10 1/3 - 5 2/5   20. _____

21. 4 2/3 x 9/35   21. _____

22. 9 1/5 ÷ 23/25   22. _____

Express the following as indicated.

23. .79 as a percent   23. _____

24. 33% as a decimal   24. _____

25. 2/5 as a decimal   25. _____

26. 2/5 as a percent   26. _____

27. 45% as a fraction   27. _____

28. .7 as a fraction   28. _____

29. .39 as a fraction   29. _____

30. Find 30% of 86   30. _____

31. Lin worked 39 hours last week and earned $5.10 an hour. What
    was Lin's gross pay?
                                        31. _____

32. Susan worked 45 hours last week and earned $4.50 an hour.
    What was Susan's gross pay?
                                        32. _____

33. Joe bought a fishing rod for $75.47. There was a 6% sales
    tax. What was the total price for the fishing rod?
                                        33. _____

General Math II
Elasped Time Test B

Name _____

Date _____

MLS: 12.1

Complete the following:

1. 3 hrs. 35 min. + 7 hrs. 40 min.   _____

2. 6 hrs. 15 min. + 4 hrs. 20 min.   _____

3. Add 5 hrs. 30 min. to 7:45 am.   _____

4. Add 8 hrs. 15 min. to 6:30 pm.   _____

5. How much time is there from 9:15 am to 3:25 pm? _____

6. How much time is there from 4:45 pm to 10 pm? _____

7. Chuck and Lynn flew from Jacksonville to Cleaveland, OH. The
    flight from Jacksonville to Raleigh, NC was 1 hour 50 minutes.
    The flight from Raleigh to Cleaveland was 2 hours 15 minutes.
    What was the total flight time for Chuck and Lynn?

                                            _____

8. Ashley went shopping at 8:30 am and returned home 6 hours
    later. What time did she return home?

                                            _____

9. Dean left for Orlando on July 3 and returned home on July 29.
    How many days was Dean in Orlando?

                                            _____

10. Paul bought a new car on February 15, 1974, and traded it in
    on July 3, 1981. How long did Paul keep the car?

                                            _____

11. Pam and her children left for Summer Waves at 9:15 am and
    returned home at 8 pm. How long were they gone?

                                            _____

12. Alicia was born November 22, 1973. How old is she in years,
    months, and days on January 1, 1991?

                                            _____

13. Jacqui left for an 8 day vacation on December 26. When will
    she return home?

                                            _____

OVER

Do the indicated operation.

14. 23.9 + 4.87 + 17   14. _____

15. 25 - .238   15. _____

16. .28 x 4.82   16. _____

17. 2.16 ÷ .08   17. _____

18. 13 3/5 + 9 1/4   18. _____

19. 9 - 6 4/7   19. _____

20. 12 1/5 - 6 2/3   20. _____

21. 6 2/3 x 18/45   21. _____

22. 7 3/7 ÷ 2/21   22. _____

Express the following as indicated.

23. 8.5 as a percent   23. _____

24. 4% as a decimal   24. _____

25. 3/8 as a decimal   25. _____

26. 3/8 as a percent   26. _____

27. 66% as a fraction   27. _____

28. .3 as a fraction   28. _____

29. .23 as a fraction   29. _____

30. Find 25% of 95   30. _____

31. Jeff worked 31 hours last week and earned $4.75 an hour. What
     was Jeff's gross pay?
                                                         31. _____

32.   Edie worked 46 hours last week and earned $3.50 an hour.
     What was Edie's gross pay?
                                                         32. _____

33. Leslie bought a dress for $69.97. There was a 7% sales tax.
     What was the total price for the dress?
                                                         33. _____

Chapter 11

Name _____

Date _____

Bar Graphs

The length of the bars on the **bar graph** clearly shows that (1) the greatest heating expense (about $250) results when no insulation is present, and (2) the least heating expense results when complete insulation is present. What is the average heating expense when

partial insulation is present? _____

Average Yearly Heating Expense(7-room House)

Insulation: None, Complete, Partial

Cost per year: $0 $50 $100 $150 $200 $250 $300
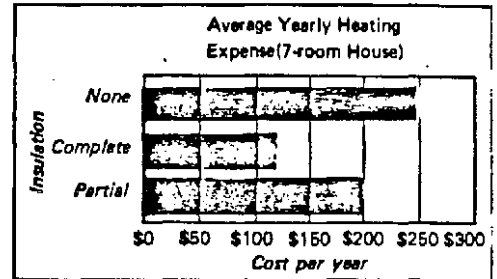
Use the bar graphs to help you complete the following.

Contest Points Earned

Alan, Betty, Carol, Don

Points: 0 10 20 30 40 50 60 70
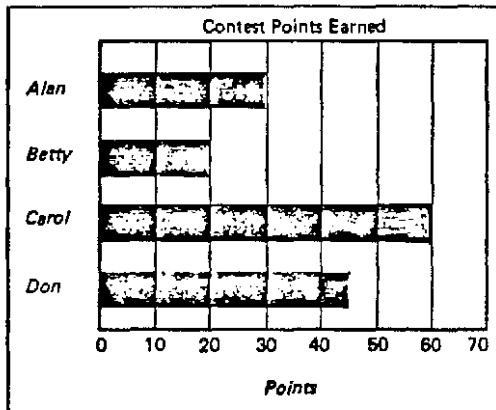
1. Who has the greatest number of points?

_____ The least number? _____

2. How many contest points has Alan

earned? _____ Has Don earned? _____

3. Who has one half as many points as

Carol? _____ One third as many? _____

4. How many points have been earned by

all four persons? _____

5. On which test did Tom receive the highest

score? _____ The lowest score? _____

6. What were Tom's test scores on these

tests: Test 1? _____ Test 3? _____ Test 5? _____

7. On which three tests did Tom improve his

score over the preceding test? _____

8. On which two tests did Tom not improve

his score over the preceding test? _____

9. On which test did Tom receive twice the

score he received on test 1? _____

Tom's Scores on Math Tests

Score: 20, 18, 16, 14, 12, 10, 8, 6, 4, 2, 0

Test: 1 2 3 4 5 6
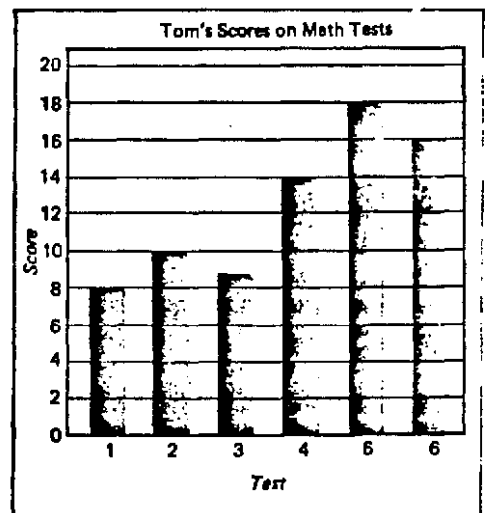
Bar Graphs

Keno County	
Town	*Population*
Ada	3,000
Bay	6,500
Cass	5,000
Dale	2,500

Population of Towns in Keno County

Ada
Bay
Cass
Dale

0   1   2   3   4   5   6
Population (in thousands)
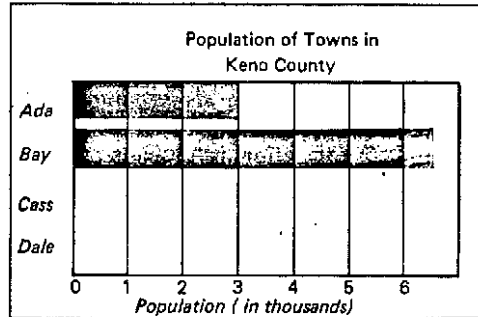
The bar for Ada is drawn to show a population of _____.

The bar for Bay is drawn to show a population of _____.

Complete the graph by drawing bars of proper length after Cass and Dale.

Use the information in each table to help you complete each bar graph.

1.

Membership Record	
Member	*Years*
Ansley	2
Morris	3
Richard	$2\frac{1}{2}$
Roberta	$1\frac{1}{2}$
Sandra	1

Membership Record

Ansley
Morris
Richard
Roberta
Sandra

0   1   2   3   4   5
Years
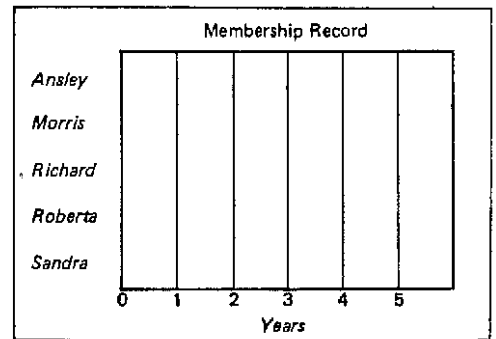
2.

Record of Words Spelled Correctly	
Test	*Number of Words Spelled Correctly*
1	6
2	5
3	8
4	4
5	10

Record of Words Spelled Correctly

10
8
6
4
2
0
Words

1   2   3   4   5
Test
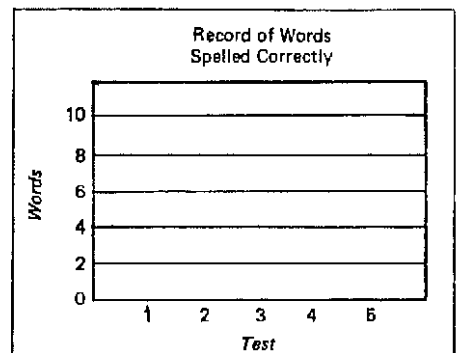
Line Graphs

Study how a line graph is used to show hourly changes in temperature. The temperature at 6 a.m. was 40° and the temperature at 7 a.m. was 45°. What was the temperature

at 8 a.m.? _____ At 11 a.m.? _____ Did the

temperature increase or decrease from 8 to 9?

_____ At what time was the lowest

temperature recorded? _____
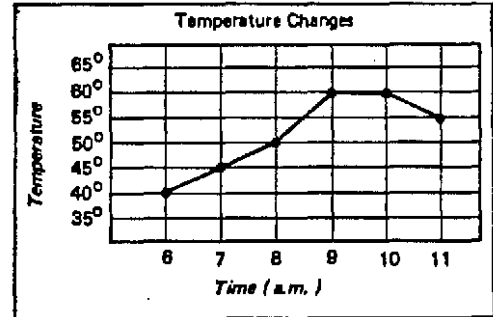
Use the line graphs to help you answer each question.
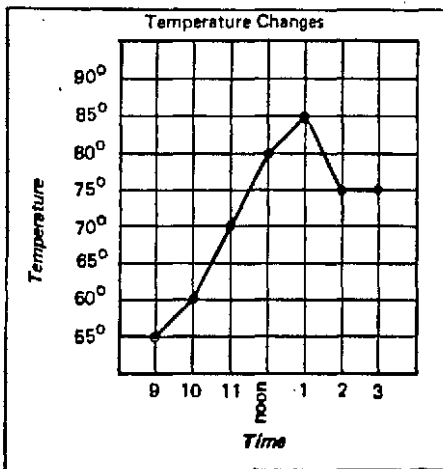
1. What was the temperature at 11 a.m.?

_____ At noon? _____ At 1 p.m.? _____

2. What was the lowest temperature re-

corded? _____ At what time was this? _____

3. What was the highest temperature re-

corded? _____ At what time was this? _____

4. Did the temperature increase or decrease

between 10 and 11? _____ Between 11

and noon? _____ Between 1 and 2? _____

5. In which month was the greatest number

of homes sold? _____ The least num-

ber? _____

6. In which months was the number of sales

the same? _____

7. Did the number of sales increase or de-
crease during the last 3 months of the year?

_____
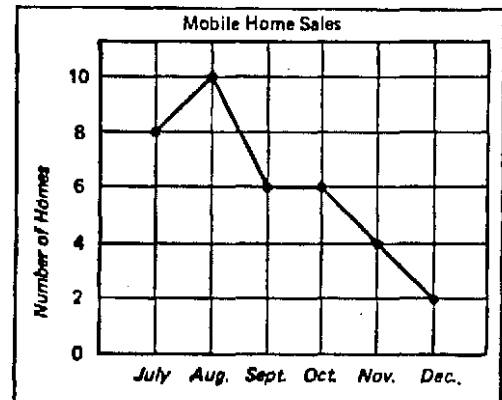
Line Graphs

Average Monthly Rainfall (Galveston, Texas)	
Month	*Inches*
Jan.	$3\frac{1}{2}$
Feb.	3
Mar.	3
Apr.	$2\frac{1}{2}$
May	3
June	$2\frac{1}{2}$

Average Monthly Rainfall
(Galveston, Texas)
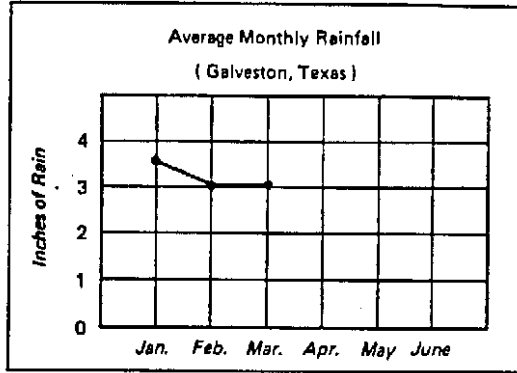
The • for Jan. is drawn to show the average rainfall to be _____ inches.

The • for Feb. represents _____ inches. The • for Mar. represents _____ inches.

Complete the line graph for April, May, and June.

Use the information in each table to help you complete each line graph.

1.

Average Monthly Rainfall (Galveston, Texas)	
Month	*Inches*
July	5
Aug.	$4\frac{1}{2}$
Sept.	5
Oct.	3
Nov.	$3\frac{1}{2}$
Dec.	4

Average Monthly Rainfall
(Galveston, Texas)
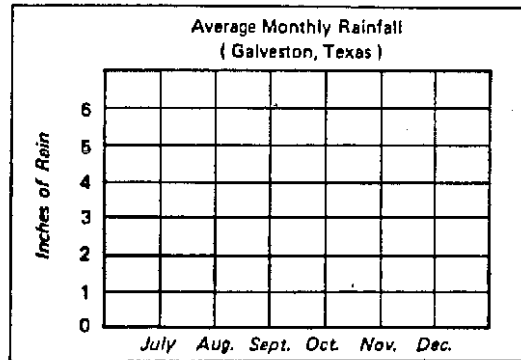
2.

Bev's Scores on Five Math Tests	
Test	*Score*
1	40%
2	75%
3	70%
4	80%
5	95%

Bev's Scores on Five Math Tests
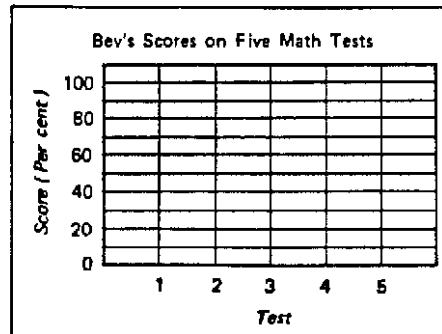
Circle Graphs

Study how a **circle graph** is used to present the following information in a clear and interesting way.

Arlene spends her allowance as follows: 25% for food, 50% for clothing, 15% for entertainment, and 10% for miscellaneous expenses.

Assume Arlene's allowance is $20.

How Arlene Spends
Her Allowance

Miscellaneous

10%

25%
Food

15%
Entertainment

Clothing
50%

On clothing she would spend 50% of $20 or $__10__.

On food she would spend 25% of $20 or $__5__.

On entertainment she would spend 15% of $20 or $_____.

On miscellaneous expenses she would spend 10% of $20 or $_____.
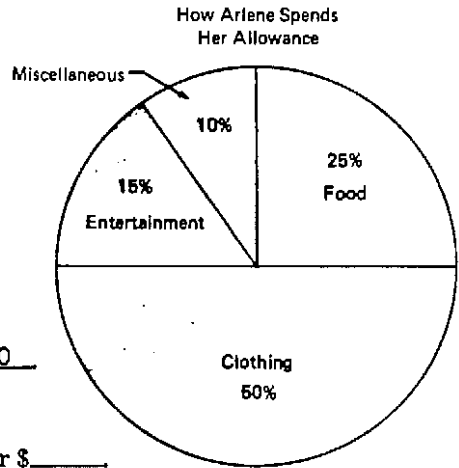
Complete each sentence.

How Lewis Spends
His Allowance

Miscellaneous

10%

40%
Food

20%
Entertainment

30%
Clothing
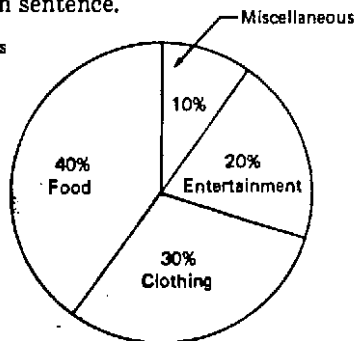
1. Assume Lewis' allowance is $25.

   He would spend $_____ for clothing.

   He would spend $_____ for food.

   He would spend $_____ for entertainment.

   He would spend $_____ for miscellaneous expenses.

2. Assume Mr. Adams' net income is $9000.

   He would spend $_____ for rent.

   He would spend $_____ for household expenses.

   He would spend $_____ for personal expenses.

   He would save $_____.

   He would spend $_____ for miscellaneous expenses.

How Mr. Adams Spends
His Income

Savings

15%
Personal
Expenses

6%

20%
Rent

Miscellaneous
10%

50%
Household
Expenses

General Math II
Worksheet

Name _____

Date _____
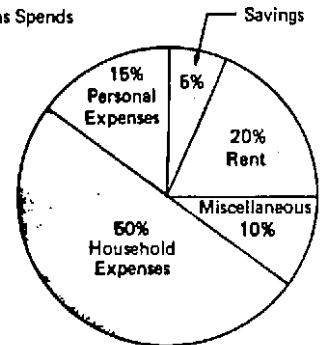
Graphs
MLS: 15.1

BAR GRAPHS

EXAMPLE: Use the bar graph to tell in what country the highest dam
is located and what its approximate height is.

The highest dam is in the USSR. Its height is about 325 m.

Use the graph to answer the following
questions.

1. How many meters does the side of
    one square represent on the vertical
    scale?

    _____

2. Find the approximate height of the
    Oroville Dam.

    _____

3. Find the approximate height of the
    Dartmouth Dam.

    _____

4. Find the approximate height of the
    Vaiont Dam.

    _____

5. Find the approximate height of the
    Luzzone Dam.

    _____

6. Find the approximate height of the
    Bennett WAC Dam.

    _____

**Heights of Some of
World's Highest Dams**

Height in Meters

350
300
250
200
150

Dartmouth, Australia
Bennett WAC, Canada
Vaiont, Italy
Luzzone. Switzerland
Oroville, USA
Rogun, USSR

Name of Dam and Country
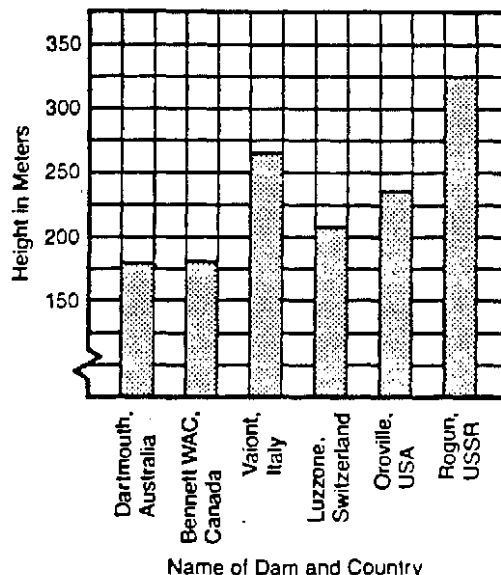
LINE GRAPHS

EXAMPLE: Use the line graph to find which city's mayor earned the least. How much is that salary?

The mayor of Albuquerque earned the least -- about $48,000.

Use the graph to answer the following questions.

7. The mayors of which two cities were paid exactly the same?

_____

8. Which city's mayor was paid the most? How much?

_____

9. How much was the mayor of Washington, D.C., paid?

_____

10. How much was Chicago's mayor paid?

_____

11. How much was the mayor of Los Angeles paid?

_____

12. Which city's mayor earned almost as much as the mayor of Washington, D.C.?

_____

Selected Mayors' Salaries in Recent Year
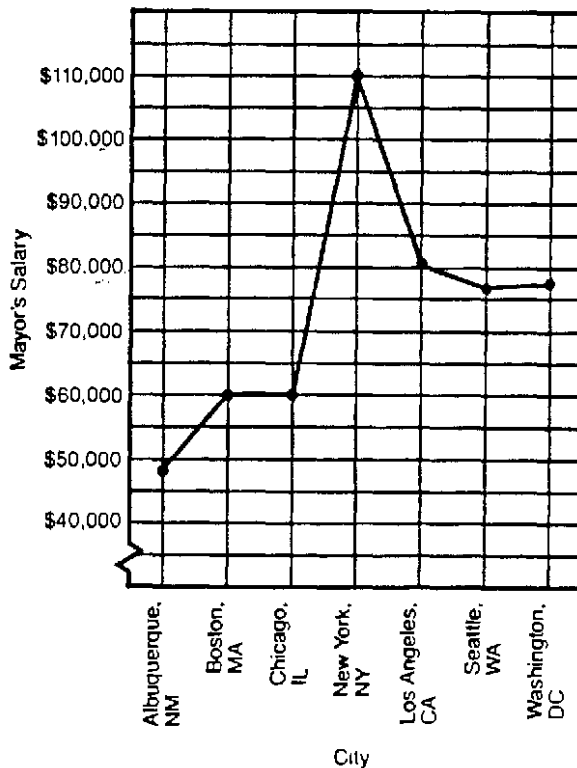
CIRCLE GRAPHS

EXAMPLE: Use the circle graph shown. If 24,110,000 people watched TV during the time period indicated, how many of them were men?

35.5% were men.   24,110,000
                  x   .355
                  8,559,050 men

Use the graph to answer the following questions.

13. Compare the percent of women to the percent of children in the audience.

_____

14. What percent of the people watching are not teens?_____

15.   If 24,110,000 people were watching TV during the period indicated, how many were teens?

_____

16. About 1/10 of the audience is which age group?

_____

17. What percent more women than men were watching TV?

_____

Audience Composition of All Regular
Network Programs, 7–11 P.M.

Women, 46.5%

Teens, 8.3%

Men, 35.5%

Children, 9.7%
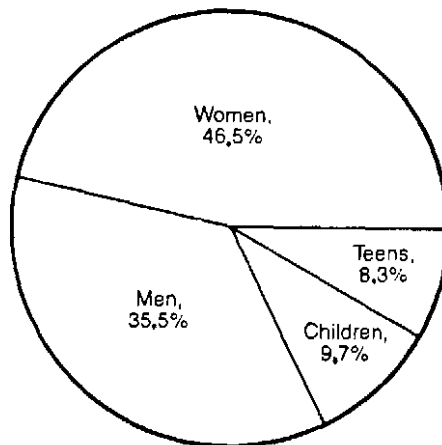
Graphs
MLS: 15.1

The horizontal bar graph shows the number of tons of coal exported from the U.S. in August. Use this graph to answer the following questions.

1. To which country did the U.S. export the most coal?

    _____

2. Which country received the least?

    _____

3. Which country received 1500 tons of coal?

    _____

4. Which country received about 2250 tons of coal?

    _____

5. Which country received about half as much coal as Canada?

    _____

6. Which country received 500 tons more than Holland?

    _____

COAL EXPORTS FROM THE UNITED STATES IN AUGUST

Tons of Coal
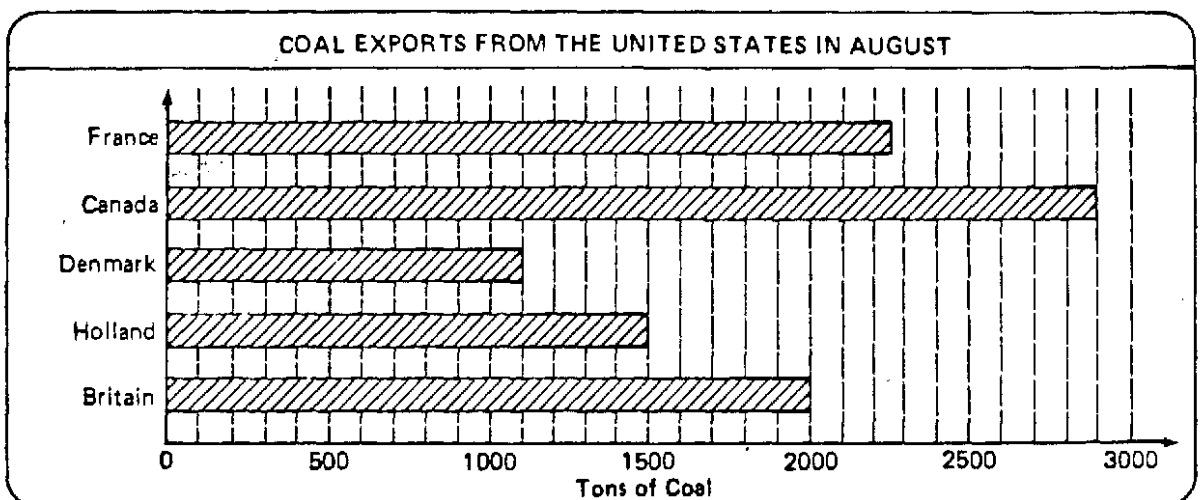
Graphs
MLS: 15.1

The circle graph shows the percentage of the area of the world's oceans. Use this graph to answer the following questions.

1. What ocean makes up about half of the world's water?

    _____

2. The Indian Ocean is 5 times larger than what ocean?

    _____

3. Together the Atlantic and Pacific Oceans make up what per cent of the world's oceans?

    _____

4. The total area of the world's oceans is 140,000,000 square miles. What is the area of the Pacific Ocean?

    _____

5. What is the area of the Atlantic Ocean?

    _____

6. The total area of the world is about 200,000,000 square miles. What per cent of the world's surface is covered with water?

    _____

AREA OF WORLD'S OCEANS
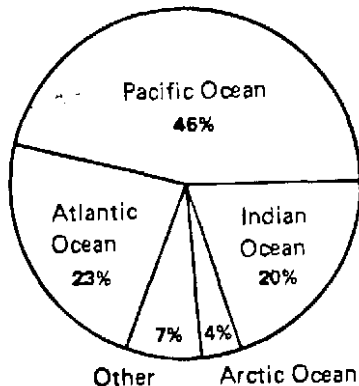
Pacific Ocean
46%

Atlantic
Ocean
23%

Indian
Ocean
20%

7% 4%

Other   Arctic Ocean

Name _____

Date _____

Scale Drawing
MLS: 15.2

If the scale is 1 mm = 15 m, what actual distance is represented by:

1.   6 mm _____   2.   5.1 mm _____

If the scale is 1 cm = 30 km, what actual distance is represented by:

3.   7 cm _____   4.   25 cm _____

If the scale is 1 in. = 48 mi., what actual distance is represented by:

5.   7 in. _____   6.   5 1/2 in. _____

If the scale is 1 in. = 64 mi., how many inches represent:

7.   128 mi. _____   8.   320 mi. _____

Using the diagram shown, find the dimensions of the:

9.   living room _____   10.   bath _____

11.   bedroom 1 _____   12.   bedroom 2 _____

13.   kitchen _____

     scale: 1/4" = 3 ft.

Use a ruler to measure parts of the blueprint for House A below.
Complete this table.

Room	Length in inches	Width in inches	Actual length in feet	Actual width in feet
14. living rm.				
15. dining rm.				
16. kitchen				
17. bath				
18. bedroom 1				
19. bedroom 2				
20. hall				

House A   scale: 1/8" = 2 ft.

General Math II   Name _____
Worksheet #2
                                         Date _____

Scale Drawing
MLS: 15.2

If the scale is 1 mm = 15 m, what actual distance is represented
by:

  1.   15 mm_____   2.   50 mm _____

If the scale is 1 cm = 30 km, what actual distance is represented
by:

  3.   10 cm _____   4.   8 1/2 cm _____

If the scale is 1 in. = 48 mi., what actual distance is represented
by:

  5.   10 in. _____   6.   3 3/4 in. _____

If the scale is 1 in. = 64 mi., how many inches represent:

  7.   224 mi. _____   8.   384 mi. _____

Using the diagram shown, find the dimensions of the:

  9.   living room _____   10. bath _____

  11. bedroom 1 _____   12. bedroom 2 _____

  13. kitchen _____

       scale: 1/4" = 4 ft.

Use a ruler to measure parts of the blueprint for House A below.
Complete this table.

Room	Length in inches	Width in inches	Actual length in feet	Actual width in feet
14. living rm.				
15. dining rm.				
16. kitchen				
17. bath				
18. bedroom 1				
19. bedroom 2				
20. hall				

House A   scale: 1/8" = 3 ft.

Name _____

Date _____

Scale Drawing
MLS: 15.2

If 1/4" = 10' on the drawing above, what actual distance is represented by:

1. 1/2" _____   2. 3/4" _____

3. 1/8" _____   4. 3/8" _____

5. 1 1/4" _____

6. Measure the swimming pool. Its actual dimensions are
    _____ by _____.

7. How big is each cabin? Length _____ Width _____

8. Measure the Lodge and Dining Area:
    Length _____   Width _____

9. How large is the Parking Lot?
    Length _____   Width _____

10. What are the dimensions of the entire camp area?
    _____ X _____

11. Make a scale drawing of a rectangle 20' x 25' below: (Make up your own scale).

12. Use the scale of 1/8" = 10'. Draw of rectangle 120' x 80'.

13. On a map if .5 of an inch represents a mile, draw a line to represent 10 miles.

14. Make a scale drawing of your school room, using the scale of 1/2" = 20'.

General Math II
Quiz #1

Name _____

Date _____

Scale Drawing
MLS: 15.2

Using the diagram below, find the dimensions of the:

1. bedroom 1   _____ x _____

2. kitchen   _____ x _____

3. bedroom 2   _____ x _____

4. living room   _____ x _____

scale: 1/4" = 3 ft.
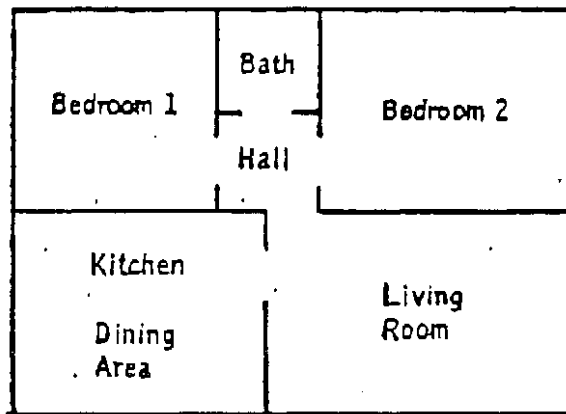
5. If the scale is 1 in. = 250 mi., how many inches represent
    1750 miles?

    _____

Scale Drawing
MLS: 15.2

Using the diagram below, find the dimensions of the:

1.   bedroom 1   _____ X _____

2.   kitchen   _____ X _____

3.   bedroom 2   _____ X _____

4.   hall   _____ X _____

scale: 1/8" = 4 ft.
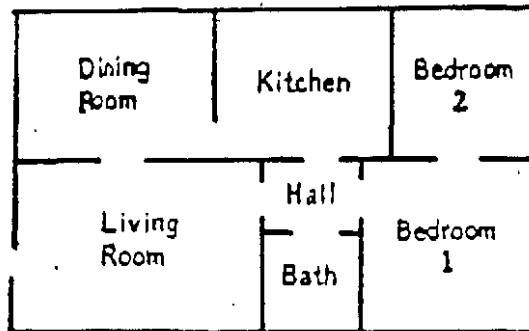
5.   If the scale is 1 in. = 150 mi., how many inches represent
1800 miles?

_____

General Math II
Worksheet #1

Name _____

Date _____

Distance on a Map
MLS: 15.3

    A. Measure each line to the nearest millimeter.
    B. Measure each line to the nearest inch.

1. _____   A. _____

    B. _____

2. _____   A. _____

    B. _____

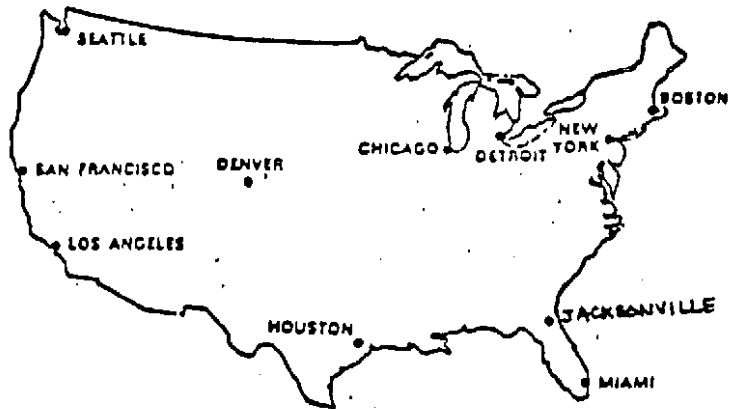3. _____   A. _____

    B. _____

4.   A. _____

    B. _____

5. _____   A. _____

    B. _____

6. _____   A. _____

    B. _____

OVER
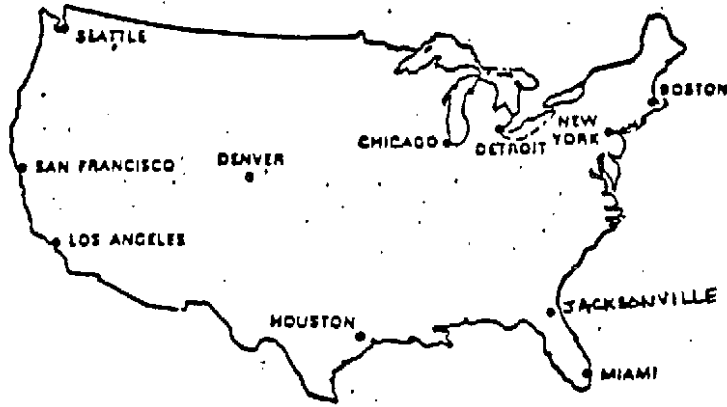
Scale: 1 inch = 880 miles

For every inch on the map, there are 880 real miles.

MEASURE: From the Los Angeles dot to the Detroit dot is 2 1/4 inches.

MULTIPLY: 2 1/4 x 880 = 9/4 x 880 = 7920/4 = 1980.

The distance from Los Angeles to Detroit is 1,980 miles.

A. Determine the distance on the map to the nearest 1/4 inch.
B. Determine the real distance in miles.

 7. Los Angeles to Chicago   A. _____   B. _____

 8. Houston to Detroit   A. _____   B. _____

 9. New York to Miami   A. _____   B. _____

10. Los Angeles to Boston   A. _____   B. _____

11. Seattle to San Francisco   A. _____   B. _____

12. Boston to Chicago   A. _____   B. _____

13. Denver to Houston   A. _____   B. _____

14. Chicago to Seattle   A. _____   B. _____

15. Los Angeles to New York   A. _____   B. _____

16. Denver to Boston   A. _____   B. _____

General Math II
Worksheet #2

Distance on a Map
MLS: 15.3

    A. Measure each line to the nearest millimeter.
    B. Measure each line to the nearest inch.

1. ———————————   A. _____

                                                                B. _____

2. ———————————————————————————   A. _____

                                                                B. _____

3. ————————————————————   A. _____

                                                                B. _____

4. —————   A. _____

                                                                B. _____

5. ——————————————————————————————— A. _____

                                                                B. _____

6.   A. _____

————————————————————————————————————— B. _____

Scale: 1 inch = 880 miles

For every inch on the map, there are 880 real miles.

MEASURE: From the Los Angeles dot to the Detroit dot is 2 1/4 inches.

MULTIPLY: 2 1/4 x 880 = 9/4 x 880 = 7920/4 = 1980.

The distance from Los Angeles to Detroit is 1,980 miles.

A. Determine the distance on the map to the nearest 1/4 inch.
B. Determine the real distance in miles.

		A.	B.
7.	Jacksonville to LA	_____	_____
8.	Houston to Jacksonville	_____	_____
9.	Denver to Jacksonville	_____	_____
10.	New York to Jacksonville	_____	_____
11.	Miami to Houston	_____	_____
12.	Denver to Chicago	_____	_____
13.	Los Angeles to Miami	_____	_____
14.	Seattle to Miami	_____	_____
15.	Boston to New York	_____	_____
16.	Denver to Detroit	_____	_____

General Math II
Quiz #1
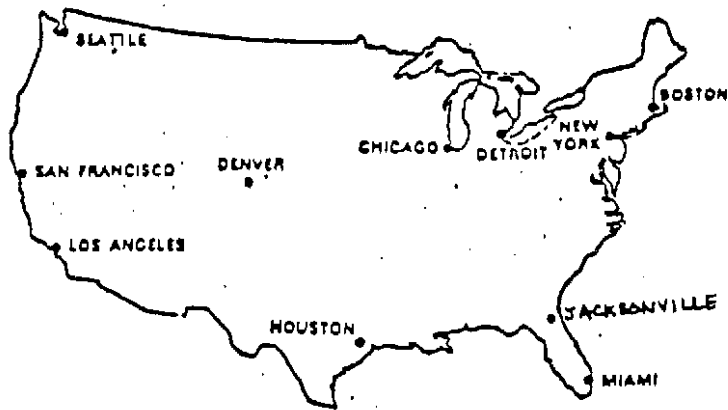
Distance on a Map
MLS: 15.3

A.   Determine the distance on the map to the nearest 1/4 inch.
B.   Determine the real distance in miles.

   1.   Los Angeles to Jacksonville   A. _____   B. _____

   2.   San Francisco to Seattle   A. _____   B. _____

   3.   Denver to Detroit   A. _____   B. _____

   4.   Boston to Miami   A. _____   B. _____

   5.   Houston to Chicago   A. _____   B. _____

Scale: 1 inch = 880 miles
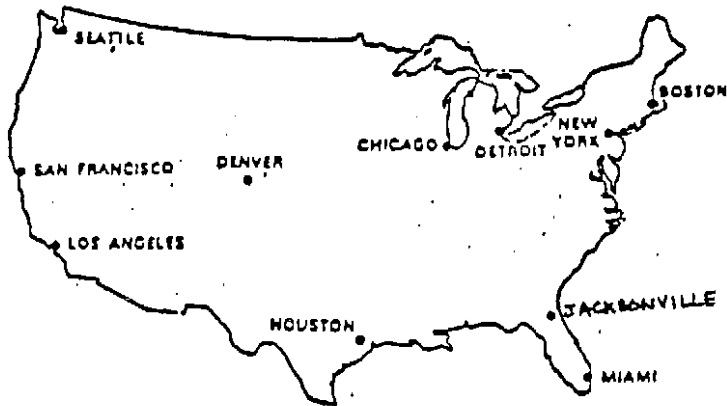
General Math II
Quiz #2

Name _____

Date _____

Distance on a Map
MLS: 15.3

A.   Determine the distance on the map to the nearest 1/4 inch.
B.   Determine the real distance in miles.

1.   Los Angeles to Chicago   A. _____   B. _____

2.   Houston to Jacksonville   A. _____   B. _____

3.   Detroit to New York   A. _____   B. _____

4.   Seattle to Boston   A. _____   B. _____

5.   Denver to San Francisco   A. _____   B. _____

Scale: 1 inch = 880 miles

General Math II   Name _____
Review Worksheet

                                         Date _____

Scale Drawing and Distance on a Map
MLS: 15.2 & 15.3

A.   Measure each line to the nearest millimeter.
B.   Measure each line to the nearest 1/8 inch.

1.   _____   A. _____

                                         B. _____

2.   _____   A. _____

                                         B. _____

3.   _____   A. _____

                                         B. _____

4.   _____   A. _____

                                         B. _____

5.   A. _____
   _____

                                         B. _____

Use a ruler to measure parts of the house below. Complete the
table.

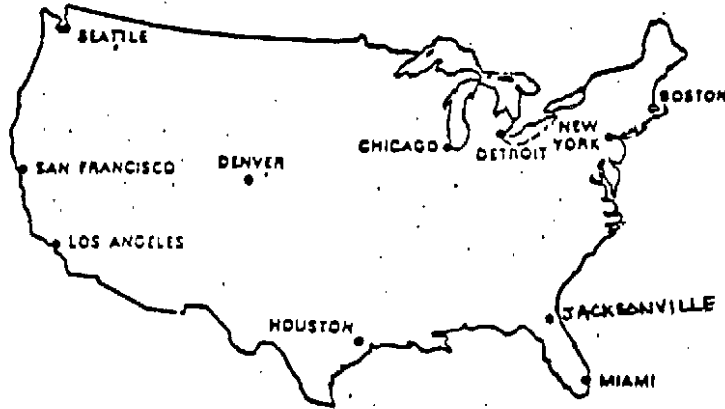| Room	Length in inches	Width in inches	Actual length in feet	Actual width in feet
6. living rm				
7. kitchen				
8. hall				

Scale: 1/8" = 2 ft.
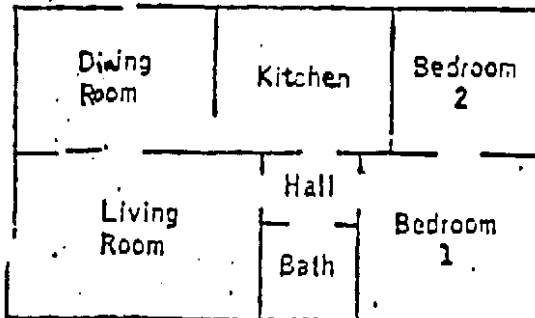
A. Determine the distance on the map to the nearest 1/4 inch.
B. Determine the real distance in miles.

   9. Los Angeles to Chicago   A. _____   B. _____

  10. Seattle to Denver   A. _____   B. _____

  11. New York to Houston   A. _____   B. _____

  12. Detroit to San Francisco   A. _____   B. _____

Scale: 1 inch = 880 miles

If the scale is 1 mm = 25 m, what actual distance is represented by:

13. 8 mm _____   14. 2.9 mm _____

If the scale is 1 inch = 64 miles, what actual distance is represented by:

15. 4 in. _____   16. 6 3/8 in. _____

17. If the scale is 1 cm = 40 km, how many centimeters represent
     280 km? _____

18. If the scale is 1 in. = 32 mi., how many inches represent 144
     mi.? _____

General Math II
Test A

Graphs, Scale Drawing, & Distance on a Map
MLS: 15.1, 15.2, & 15.3

Number of Cars Sold
    per Month

J F M A M J

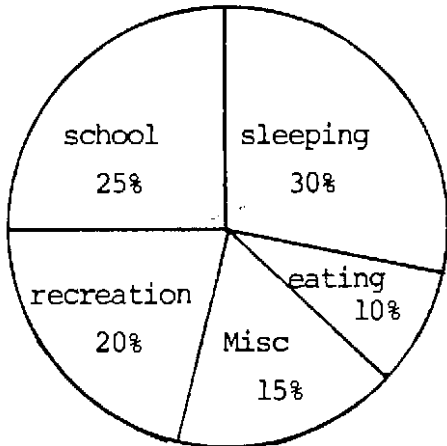1. Which month had the least sales?

    _____

2. Which month had the most sales?

    _____

3. In which month were 17 cars sold?

    _____

4. Between March and April the number of cars sold increased by how much?

    _____

5. Between what 2 months was there the greatest increase in car sales?

    _____

How an Average Teenager
    Spends a 24 hour day

school 25%
sleeping 30%
eating 10%
recreation 20%
Misc 15%

How many hours does a teenager spend:

6. sleeping?   _____

7. in school?   _____

8. eating?   _____

A. Measure each line to the nearest centimeter.
B. Measure each line to the nearest 1/4 inch.

9. _____

OVER

A. _____

B. _____

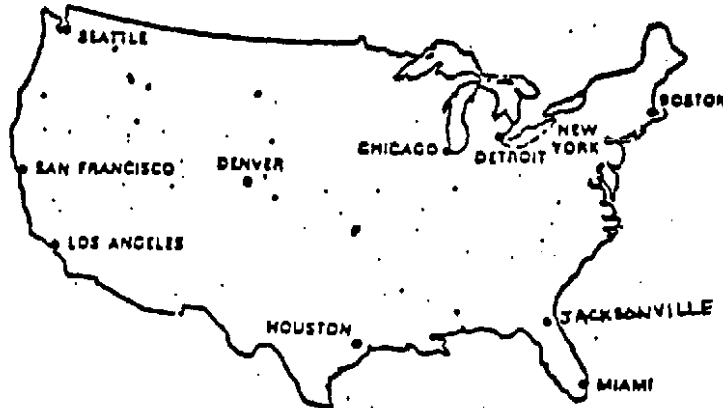10. _____   A. _____

                                       B. _____

A. Determine the distance on the map to the nearest 1/4 inch.
B. Determine the real distance in miles.

11. Seattle to Jacksonville   A. _____   B. _____

12. Denver to Detroit   A. _____   B. _____

Scale: 1 inch = 880 miles

If the scale is 1 mm = 25 m, what actual distance is represented by:

13. 7 mm   _____
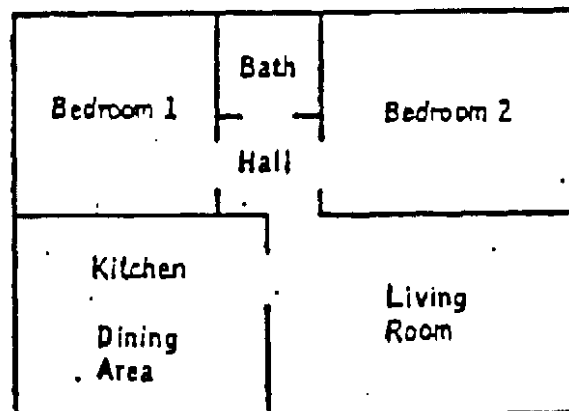
14. 20 mm   _____

Using the diagram below, find the dimensions of the following:

15. living room   _____

16. bedroom 1   _____

Scale: 1/4" = 5 ft.

Complete.

17.   6 ft. = _____ in.

18.   96 in. = _____ ft.

19.   15 ft. = _____ yd.

20.   40 lbs. = _____ oz.

21.   3 cups = _____ oz.

22.   43 m = _____ cm

23.   179 ml = _____ L

24.   7 kg = _____ g

25.   The metric unit for length is the _____

26.   Mary left for work at 7:45 am and returned home at 6:15 pm. How long was she gone from home?

27.   Arnie worked 37 hours last week and earned $4.95 an hour. What was Arnie's total pay?

28.   Anne worked 44 hours last week and earned $5.20 an hour. She receives time and a half for all hours over 40. What was Anne's total pay?

Do the indicated operation.

29.   17 1/2 + 13 5/8

30.   15 1/3 - 9 3/4

31.   3 3/8 x 32/45

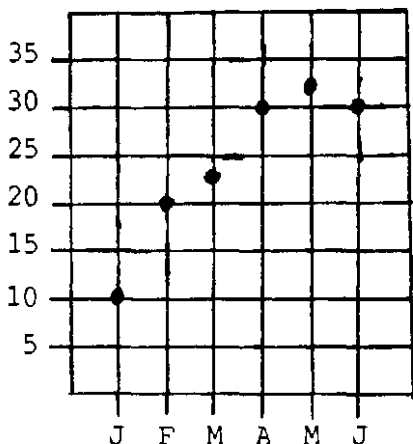32.   18 ÷ 4 1/2

33.   4.8 + 13.09 + 21

General Math II
Test B

Name _____

Date _____

Graphs, Scale Drawing, & Distance on a Map
MLS: 15.1, 15.2, & 15.3

Number of Cars Sold
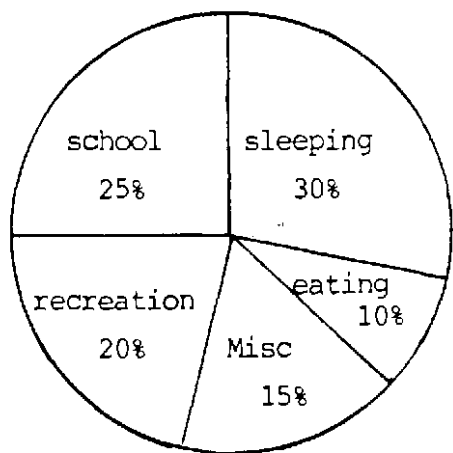   per Month

1. Which month had the least sales?

_____

2. Which month had the most sales?

_____

3. In which month were 17 cars sold?

_____

4.   Between March and April the
     number of cars sold increased by
     how much?

_____

5. Between what 2 months was there
    the greatest increase in car
    sales?

_____

How an Average Teenager
   Spends a 24 hour day

How many hours does a teenager spend:

6. in recreation?   _____

7. in school?   _____

8.   doing misc.
       activities?   _____

A. Measure each line to the nearest centimeter.
B. Measure each line to the nearest 1/4 inch.

9. _____   A. _____

OVER   B. _____
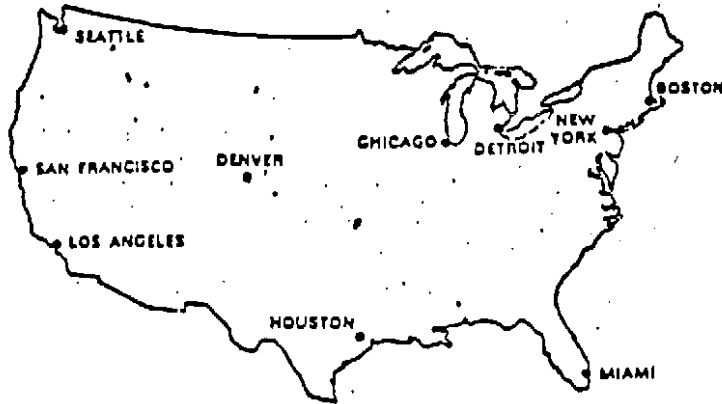
10. _____ A. _____

                                       B. _____

A. Determine the distance on the map to the nearest 1/4 inch.
B. Determine the real distance in miles.

11. Chicago to Jacksonville   A. _____ B. _____

12. Miami to New York   A. _____ B. _____

Scale: 1 inch = 880 miles

If the scale is 1 mm = 25 m, what actual distance is represented
by:

13. 5 mm   _____

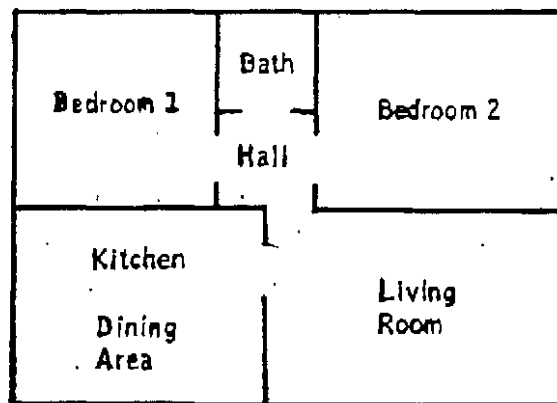14. 15 mm   _____

Using the diagram below, find the dimensions of the following:

15. Dining Area   _____

16. bedroom 2   _____

        Scale: 1/4" = 5 ft.

Complete.

17.   4 ft. = _____ in.   _____

18.   84 in. = _____ ft.   _____

19.   27 ft. = _____ yd.   _____

20.   24 lbs. = _____ oz.   _____

21.   5 cups = _____ oz.   _____

22.   57 m = _____ cm   _____

23.   213 ml = _____ L   _____

24.   9 kg = _____ g   _____

25.   The metric unit for volume is the   _____

26.   Mary left for work at 6:55 am and returned home at 4:45 pm.
      How long was she gone from home?

                                                                     _____

27.   Arnie worked 33 hours last week and earned $3.75 an hour.
      What was Arnie's total pay?

                                                                     _____

28.   Anne worked 46 hours last week and earned $4.80 an hour. She
      receives time and a half for all hours over 40. What was
      Anne's total pay?

                                                                     _____

Do the indicated operation.

29.   13 1/2 + 45 5/6   _____

30.   17 2/3 - 7 3/4   _____

31.   4 1/8 x 32/45   _____

32.   22 ÷ 4 1/2   _____

33.   5.7 + 16.17 + 34   _____

Pamela W. Bean

Home -
Work -

DEGREES

Master of Education
University of North Florida
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Curriculum for At-Risk Students

Bachelor of Science in Business Education
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Business Teacher

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Pi Mu Epsilon National Honorary Mathematics Society