

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Kindergarten Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>BIG IDEA 1: Represent, compare, and order whole numbers and join and separate sets.</b>	
MA.K.A.1.In.a Represent quantities to 5 using sets of objects and number names. MA.K.A.1.Su.a Represent quantities to 3 using sets of objects and number names.	M-1 Kindergarten Placement Test A-18 Counts Objects A-21 Numeral Comprehension N-1 Counts and Writes Whole Numbers Through 20*
MA.K.A.1.In.b Use one-to-one correspondence to count and compare sets of objects to 5. MA.K.A.1.Su.b Use one-to-one correspondence to count sets of objects to 3.	M-1 Kindergarten Placement Test N-4 Compares Sets of Objects N-5 Compares and Orders Whole Numbers Through 999*
MA.K.A.1.In.c Solve problems with up to 5 objects, involving simple joining (putting together) and separating (taking away) situations. MA.K.A.1.Su.c Solve problems with up to 3 objects involving simple joining (putting together) situations.	A-20 Joins Sets N-11 Addition and Subtraction with Concrete Models
MA.K.A.1.Pa.a Indicate desire for more of an action or object. MA.K.A.1.Pa.b Indicate desire for no more of an action or object. MA.K.A.1.Pa.c Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more.	Utilize existing materials/manipulatives Complete task analysis
<b>BIG IDEA 2: Describe shapes and space.</b>	
MA.K.G.2.In.a Sort objects by single attributes, including shape and size. MA.K.G.2.Su.a Sort common objects by size.	M-1 Kindergarten Placement Test R-1 Sorts Objects
MA.K.G.2.In.b Match and name two-dimensional shapes, including circle and square. MA.K.G.2.Su.b Identify square objects or pictures when given the name. MA.K.G.2.Pa.a Recognize a common object with a two-dimensional object.	M-1 Kindergarten Placement Test P-1 Identifies Plane Figures Orally P-2 Identifies and Describes Plane Figures in Writing*
MA.K.G.2.In.c Match examples of three-dimensional objects, such as balls (spheres) and blocks (cubes). MA.K.G.2.Su.c Identify three-dimensional objects, such as a block (cube) or ball (sphere). MA.K.G.2.Pa.b Recognize a common three-dimensional object.	P-10 Identifies Solid Figures Orally P-11 Solid Figures with the Same Shape
MA.K.G.2.Pa.c Recognize a movement that reflects a spatial relationship, such as up and down. MA.K.G.2.In.e Identify spatial relationships, including in, out, up, down, top, bottom, on, and off. MA.K.G.2.Su.e Identify spatial relationships, including on, off, up, and down.	N-6 Positional and Directional Concepts Complete Task Analysis
MA.K.G.2.In.d Identify shapes, including circle and square, in the environment. MA.K.G.2.Su.d Identify square shapes in the environment when given the name.	Utilize existing materials/manipulatives Complete Task Analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Kindergarten Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>BIG IDEA 3: Order objects by measurable attributes.</b>	
MA.K.G.3.In.a Compare overall size and length of objects and describe using terms such as big, small, long, and short. MA.K.G.3.Su.a Identify size of objects using terms, such as big and little.	A-17 Understands Quantitative Concepts R-1 Sorts Objects Q-1 Compares and Orders by Size Q-2 Compares and Orders Lengths
MA.K.G.3.Pa.a Recognize differences in size of objects.	R-1 Sorts Objects Q-1 Compares and Orders by Size
<b>SUPPORTING IDEAS</b>	
<b>Algebra</b>	
MA.K.A.4.In.a Match two-element repeating patterns of sounds, physical movements, and objects. MA.K.A.4.Su.a Match identical sounds, physical movements, and objects.	M-1 Kindergarten Placement Test O-6 Repeating Patterns O-7 Number Patterns* Utilize existing materials/manipulatives Complete task analysis
MA.K.A.4.Pa.a Recognize two objects that are identical to each other.	M-1 Kindergarten Placement Test P-6 Identifies Congruent Figures
<b>SUPPORTING IDEAS</b>	
<b>Geometry and Measurement</b>	
MA.K.G.5.In.a Identify concepts of time, including day, night, morning, and afternoon, by relating activities to a time period. MA.K.G.5.Su.a Identify concepts of time, including day and night, by relating daily events to a time period. MA.K.G.5.Pa.a Recognize common activities that occur every day.	Utilize existing materials/manipulatives Complete task analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 1 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>BIG IDEA 1: Develop understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.</b>	
MA.1.A.1.In.a Identify the meaning of addition as adding to and subtraction as taking away from. MA.1.A.1.Su.a Demonstrate understanding of the meaning of joining (putting together) and separating (taking apart) sets of objects.	M-2 First-Grade Placement Test A-20 Joins Sets N-11 Addition and Subtraction with Concrete Models N-12 Addition Facts to 18* N-15 Subtraction Facts to 18*
MA.1.A.1.Pa.a Recognize when an object or person is added to (addition) or is taken away from (subtraction) a situation.	Utilize existing materials/manipulatives Complete Task Analysis
MA.1.A.1.In.b Use counting and one-to-one correspondence as strategies to solve addition facts with sums to 10 and related subtraction facts represented by numerals with sets of objects and pictures.	N-11 Addition and Subtraction with Concrete Models Utilize existing materials/manipulatives Complete Task Analysis
MA.1.A.1.Su.b Use one-to-one correspondence as a strategy for solving simple number stories involving joining (putting together) and separating (taking apart) with sets of objects to 5.	A-20 Joins Sets
MA.1.A.1.Pa.b Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more.	Utilize existing materials/manipulatives Complete Task Analysis
<b>BIG IDEA 2: Develop an understanding of whole number relationships, including grouping by tens and ones.</b>	
MA.1.A.2.In.a Compare and order numbers 1 to 10. MA.1.A.2.Pa.a Associate quantities with language, such as many, a lot, or a little.	Utilize existing materials/manipulatives Complete Task Analysis
MA.1.A.2.Su.a Use one-to-one correspondence to compare sets of objects to 5.	N-4 Compares Sets of Objects
MA.1.a.2.In.b Use one-to-one correspondence to count sets of objects or pictures to 10. MA.1.a.2.Su.b Use one-to-one correspondence to count sets of objects to 5 arranged in a row. MA.1.a.2.Pa.b Recognize rote counting 1 to 3. MA.1.A.2.In.c Represent numbers to 10 using sets of objects and pictures, number names, and numerals. MA.1.A.2.Su.c Represent quantities to 5 using sets of objects and number names.	A-18 Counts Objects Utilize existing materials/manipulatives Complete Task Analysis
<b>BIG IDEA 3: Compose and decompose two-dimensional and three-dimensional geometric shapes.</b>	
MA.1.G.3.In.a Sort and describe two-dimensional shapes by single attributes, such as number of sides and straight or round sides. MA.1.G.3.Su.a Match common two-dimensional objects by shape, including square and circle.	M-2 First-Grade Placement Test R-1 Sorts Objects P-2 Identifies and Describes Plane Figures in Writing* P-6 Identifies Congruent Figures P-11 Solid Figures with the Same Shape

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 1 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.1.G.3.Pa.a Recognize common objects with two-dimensional shapes, such as circle or square.	M-2 First-Grade Placement Test R-1 Sorts Objects Utilize existing materials/manipulatives Complete Task Analysis
MA.1.G.3.In.b Combine two shapes to make another shape and identify the whole part relationship.	P-4 Combines Figures
MA.1.G.3.Su.b Sort common two and three-dimensional objects by size including big and little.	Q-1 Compares and Orders by Size
MA.1.G.3.Pa.b Recognize common three-dimensional objects, such as balls (spheres) or blocks (cubes).	P-10 Identifies Solid Figures
<b>SUPPORTING IDEAS</b>	
<b>Algebra</b>	
MA.1.A.4.In.a Match a two-element repeating visual pattern.	O-6 Repeating Patterns
MA.1.A.4.Su.a Match objects by single attributes such as color, shape, or size.	P-1 Identifies Plane Figures R-1 Sorts Objects
MA.1.A.4.Pa.a Recognize two objects that are the same size or color.	R-1 Sorts Objects P-6 Identifies Congruent Figures Utilize existing materials/manipulatives Complete Task Analysis
<b>SUPPORTING IDEAS</b>	
<b>Geometry and Measurement</b>	
MA.1.G.5.In.a Measure length of objects using nonstandard units of measure and count the units. MA.1.G.5.Su.a Measure length of objects using nonstandard units of measure.	Q-7 Measures Capacities in Nonstandard Units
MA.1.G.5.Pa.a Recognizes similarities and differences of common objects.	Utilize existing materials/manipulatives Complete Task Analysis
MA.1.G.5.In.b Compare objects by concepts of length, using terms like longer, shorter, and same - and capacity, using terms like full and empty. MA.1.G.5.Su.b Compare objects by length using terms like long and short.	A-17 Understands Quantitative Concepts Q-1 Compares and Orders by Size Q-2 Compares and Orders Lengths Q-3 Nonstandard Units of Length Q-6 Compares and Orders Capacities

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 1 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>SUPPORTING IDEAS</b>	
<b>Number and Operations</b>	
MA.1.A.6.In.a Solve real-world problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of objects and pictures. MA.1.A.6.Su.a Solve real-world problems involving simple joining (putting together) and separating (taking apart) situations with sets of objects to 5.	N-11 Addition and Subtraction with Concrete Models N-14 Word Problems with Addition of Whole Numbers N-17 Word Problems with Subtraction of Whole Numbers
MA.1.A.6.Pa.a Solve simple problems involving putting together and taking apart small quantities of objects.	A-20 Joins Sets Utilize existing materials/manipulatives Complete Task Analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 2 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>BIG IDEA 1: Develop an understanding of base-ten numerations system and place-value concepts.</b>	
MA.2.A.1.In.a Apply the concept of grouping to create sets of tens and ones to 20 as a strategy to aid in counting.	M-3 Second-Grade Placement Test * N-3 Place-Value Concepts with Tens, Ones, and Hundreds* Utilize existing materials/manipulatives Complete Task Analysis
MA.2.A.1.Su.a Use one-to-one correspondence to count, compare, and order sets of objects to 5 or more. MA.2.A.1.Pa.a Match one object to a designated space to show one-to-one correspondence.	Utilize existing materials/manipulatives Complete Task Analysis
MA.2.A.1.In.b Represents to 20 using sets of objects and pictures, number names, and numerals. MA.2.A.1.Su.b Represents to 5 using sets of objects and pictures, number names, and numerals.	A-18 Counts Objects A-19 Reads Numerals Utilize existing materials/manipulatives Complete task analysis
MA.2.A.1.Pa.b Associate quantities 1 and 2 with number names.	Utilize existing materials/manipulatives Complete task analysis
MA.2.A.1.In.c Identify and use ordinal numbers to fifth.	N-7 Ordinal Numbers
MA.2.A.1.In.d Use one-to-one correspondence to count, compare, and order whole numbers 0 to 20.	A-16 Counting Utilize existing materials/manipulatives Complete task analysis
<b>BIG IDEA 2: Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.</b>	
MA.2.A.2.In.a Identify the meaning of the +, -, and = signs in addition and subtraction problems. MA.2.A.2.Su.a Identify the meaning of addition as adding to and subtraction as taking away from, using sets of objects.	Utilize existing materials/manipulatives Complete task analysis
MA.2.A.2.Pa.a Compare quantities to 3 using language, such as more, less, or the same.	N-4 Compare Sets of Objects Utilize existing materials/manipulatives Complete task analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 2 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<p>MA.2.A.2.In.b Use counting and one-to-one correspondence as strategies to solve problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of pictures.</p> <p>MA.2.A.2.Su.b Use counting and one-to-one correspondence as strategies to solve number stories involving addition facts with sums to 5 and related subtraction facts using sets of objects.</p>	<p>A-20 Joins Sets            N-4 Compare Sets of Objects            N-11 Addition and Subtraction with Concrete Models</p>
<p>MA.2.A.2.Pa.b Solve simple real-world problems involving joining or separating small quantities of objects.</p>	<p>Utilize existing materials/manipulatives            Complete Task Analysis</p>
<p>MA.2.A.2.In.c Solve real-world problems involving addition facts with sums to 10 and related subtraction facts, including money, measurement, geometry, and other problem situations.</p> <p>MA.2.A.2.Su.c Solve real-world problems involving addition facts with sums to 5 and related subtraction facts using sets of objects.</p>	<p>M-3 Second-Grade Placement Test            N-11 Addition and Subtraction with Concrete Models            N-14 Word Problems with Addition of Whole Numbers*            N-17 Word Problems with Subtraction of Whole Numbers*</p>
<p><b>BIG IDEA 3: Develop an understanding of linear measurement and facility in measuring lengths.</b></p>	
<p>MA.2.G.3.In.a Use standard units of whole inches to measure the length of objects.</p> <p>MA.2.G.3.Su.a Measure the length of objects using nonstandard units of measure and count to 5 or more units.</p>	<p>M-2 First-Grade Placement Test            Q-3 Nonstandard Units of Length            Q-4 Estimates and Measures Length in Customary Units            Utilize existing materials/manipulatives            Complete task analysis</p>
<p>MA.2.G.3.Pa.a Recognize length of real objects, such as big, little, or short.</p>	<p>Q-1 Compares and Orders by Size            Q-2 Compares and Orders Lengths and Heights            Utilize existing materials/manipulatives            Complete task analysis</p>
<p>MA.2.G.3.In.b Compare and order objects of different lengths.</p> <p>MA.2.G.3.Su.b Compare lengths of objects to solve real-world problems.</p> <p>MA.2.G.3.In.c Select and use a ruler to measure and compare lengths to solve problems.</p>	<p>Utilize existing materials/manipulatives            Complete task analysis</p>

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 2 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>SUPPORTING IDEAS</b>	
<b>Algebra</b>	
MA.2.A.4.In.a Identify two-element repeating visual patterns and extend with one repetition. MA.2.A.4.In.b Fill in missing items in two-element repeating visual patterns.	M-1 Kindergarten Placement Test** O-6 Repeating Patterns
MA.2.A.4.Su.a Match two-element repeating patterns of sounds, physical movements, and objects. MA.2.A.4.Pa.a Recognize a repeated pattern of stimuli, such as sound or lights. MA.2.A.4.Su.b Use the rule, 1 more, to identify the next number with numbers 1 to 5. MA.2.A.4.Pa.b Use one-to-one correspondence to identify sets of objects with the same amount to 2.	M-1 Kindergarten Placement Test Utilize existing materials/manipulatives Complete task analysis
MA.2.A.4.In.c Identify equal and unequal sets of objects and pictures to 20.	N-4 Compares Sets of Objects Utilize existing materials/manipulatives Complete task analysis
MA.2.A.4.Su.c Use one-to-one correspondence to identify sets of objects with the same number to 5. MA.2.A.4.In.d Recognize rules for addition functions, including 1 more and 2 more.	Utilize existing materials/manipulatives Complete task analysis
<b>SUPPORTING IDEAS</b>	
<b>Geometry and Measurement</b>	
MA.2.G.5.In.a Match parts with the whole using geometric shapes. MA.2.G.5.Su.a Identify part and whole of geometric shapes.	P-4 Combines Figures
MA.2.G.5.In.b Identify concepts of time, including before, after, yesterday, today, tomorrow, first, and next, by relating activities with the time period. MA.2.G.5.Su.b Identify the concepts of time, including morning, afternoon, before, after, and next, by relating activities with the time period.	Utilize existing materials/manipulatives Complete task analysis
MA.2.G.5.In.c Identify the days of the week in relation to the calendar.	Q-18 Uses Calendars
MA.2.G.5.In.d Identify analog and digital clocks as tools for telling time.	Q-17 Tells Time
MA.2.G.5.Su.c Identify coins as money. MA.2.G.5.In.e Identify the purpose of coins and bills.	N-20 Identifies Coins and the Dollar Bill N-21 Describes Relationships Among Coins N-22 Values of Coin Collections

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 2 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.2.G.5.In.f Compare objects by weight - using terms including heavy and light - and capacity, using terms including holds more and holds less. MA.2.G.5.Su.d Compare weight of objects using the concepts of heavy and light.	A-17 Understands Quantitative Concepts Q-6 Compares and Orders Capacities Q-11 Compares and Orders Weights Q-27 Customary units of weight*
MA.2.G.5.Pa.a Recognize parts of common objects. MA.2.G.5.Pa.b Recognize common activities that occur at regular times, such as lunch, bedtime, or going to school. MA.2.G.5.Pa.c Associate giving an action or object with receiving an action or object.	Utilize existing materials/manipulatives Complete task analysis
MA.2.G.5.Pa.d Recognize differences in sizes of containers that hold liquids (capacity).	Q-6 Compares and Orders Capacities Q-7 Measures Capacities in Nonstandard Units Utilize existing materials/manipulatives Complete task analysis
<b>SUPPORTING IDEAS</b>	
<b>Number and Operations</b>	
MA.2.A.6.In.a Solve problems involving addition of the same number, such as 1+1 or 2+2 with sums to 10.	Utilize existing materials/manipulatives Complete Task Analysis
MA.2.A.6.Su.a Solve problems involving combining sets with the same number of objects with sums to 4 using one-to-one correspondence and counting. MA.2.A.6.Pa.a Solve simple problems involving joining sets of objects with the same quantity to 2.	A-20 Joins Sets

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
July 2010

<b>Grade 3 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>BIG IDEA 1: Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts.</b>	
MA.3.A.1.In.a Solve problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals.	N-43 The Meaning of Multiplication and Division Utilize existing materials/manipulatives Complete task analysis
MA.3.A.1.In.b. Solve addition facts with sums to 18 and related subtraction one-digit fact families using the formal algorithm with numerals and signs (+,-,=).	N-12 Addition Facts to 18 N-15 Subtraction Facts to 18
MA.3.A.1.In.c. Use one-to-one correspondence, grouping and counting as strategies to solve real-world problems involving addition facts with sums to 18 and related subtraction facts.	N-11 Addition and Subtraction with Concrete Models N-14 Word Problems with Addition of Whole Numbers N-17 Word Problems with Subtraction of Whole Numbers Utilize existing materials/manipulatives Complete task analysis
MA.3.A.1.In.d. Use objects and pictures to represent the inverse relationship between addition and subtraction facts.	N-11 Addition and Subtraction with Concrete Models** O-4 Addition and Subtraction Fact Families* Utilize existing materials/manipulatives Complete task analysis
MA.3.A.1.Su.a Solve problems that involve combining (multiplying) equal sets with sums to 9 using objects and pictures. MA.3.A.1.Su.b Solve addition facts with sums to 9 and related subtraction facts numerals with objects and pictures.	Utilize existing materials/manipulatives Complete task analysis
MA.3.A.1.Su.c Use one to one correspondence and counting as strategies to solve real-world problems with addition and subtraction facts with sums to 9 and related subtraction facts.	O-1 Addition and Subtraction Sentences for Number Stories (sums to 8)
MA.3.A.1.Pa.a. Solve simple problems involving joining or separating sets of objects to 3 MA.3.A.1.Pa.b. Recognize when 1 or 2 items have been added to or removed from sets of 3.	Utilize existing materials/manipulatives Complete task analysis
<b>BIG IDEA 2: Develop an understanding of fractions and fraction equivalence.</b>	
MA.3.A.2.In.a Represent half and whole using area and sets of objects. MA.3.A.2.In.b Identify part and whole of objects.	M-4 Third-Grade Placement Test N-24 Reads and Writes Fractions Utilize existing materials/manipulatives Complete task analysis
MA.3.A.2.Su.a Recognize part and whole using area and sets of objects MA.3.A.2.Pa.a Recognize parts of whole objects and parts of sets of objects.	Utilize existing materials/manipulatives Complete task analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
July 2010

<b>Grade 3 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>BIG IDEA 3: Describe and analyze properties of two-dimensional shapes.</b>	
MA.3.G.3.In.a Identify attributes, including number of sides, curved or straight sides, and number of corners (angles), in two-dimensional shapes. MA.3.G.3.Su.a Sort two-dimensional shapes by single attributes, including numbers of sides and curved or straight sides.	P-16 Identifies and Defines Angles P-17 Identifies and Describes Polygons P-18 Classifies Triangles P-19 Classifies Quadrilaterals P-21 Parts and Properties of a Circle
MA.3.G.3.In.b Combine (compose) and separate (decompose) two-dimensional shapes to make other shapes. MA.3.G.3.Su.b Combine (compose) two shapes to make other shapes.	P-4 Combines Figures P-5 Subdivides Composite Figures
MA.3.G.3.In.c Identify two-dimensional shapes that are the same shape and size (congruent) MA.3.G.3.Su.c Match two-dimensional shapes that are the same shape and size (congruent).	P-6 Identifies Congruent Figures
MA.3.G.3.Pa.a Recognize common objects with two-dimensional shapes, such as circle and square	Utilize existing materials/manipulatives Complete task analysis
MA.3.G.3.Pa.b Recognize two-dimensional shapes, including circle and square, that are the same shape and size (congruent)	R-1 Sorts Objects
<b>SUPPORTING IDEAS</b>	
<b>Algebra</b>	
MA.3.A.4.In.a Complete growing visual and number patterns. MA.3.A.4.Su.a Match a two-element repeating visual pattern using objects and pictures.	O-11 Repeating Patterns M-1 Kindergarten Placement Test
MA.3.A.4.Pa.a Recognize the next step in a simple pattern or sequence of activities.	Utilize existing materials/manipulatives Complete task analysis
<b>SUPPORTING IDEAS</b>	
<b>Geometry and Measurement</b>	
MA.3.G.5.In.a Use a ruler to solve problems involving the length of sides of squares and rectangles.	Utilize existing materials/manipulatives Complete task analysis
MA.3.G.5.Su.a Use nonstandard measurement units to solve problems for length of sides of squares.	Q-3 Nonstandard Units of Length

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 3 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.3.G.5.In.b Identify half and whole of the length objects. MA.3.G.5.Su.b Recognize part and whole of the length of objects MA.3.G.5.In.c Identify time to hour and half hour using analog and digital clocks MA.3.G.5.Su.c Identify concepts of time, including yesterday, today, and tomorrow, by relating activities to the time period.	Utilize existing materials/manipulatives Complete task analysis
MA.3.G.5.In.d Identify the months of the year in relation to calendars. MA.3.G.5.Su.d Identify days of the week using a calendar.	Q-18 Uses Calendars Q-32 Uses Calendars
MA.3.G.5.Pa.a Recognize the sides of a square or rectangle MA.3.G.5.Pa.b Recognize part of a day, such as morning or afternoon, associated with a common activity	Utilize existing materials/manipulatives Complete task analysis
<b>Number and Operations</b>	
MA.3.A.6.In.a Express, represent, and use cardinal numbers 0 to 30 and ordinal numbers to tenth using sets of objects or pictures, number names, and numerals. MA.3.A.6.Su.a Express and represent numbers to 10 using sets of objects and pictures, number names, and numerals. MA.3.A.6.Pa.a Recognize quantities 1 to 3 using sets of objects, pictures, or number names.	A-18 Counts Objects A-21 Numeral Comprehension Utilize existing materials/manipulatives Complete task analysis
MA.3.A.6.Pa.b Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 3	Utilize existing materials/manipulatives Complete task analysis
MA.3.A.6.In.b Apply the concepts of counting and grouping to create sets of tens and ones to identify the value of whole numbers to 30.	N-2 Multiple Representations of Whole Numbers Through 999
MA.3.A.6.Su.b Use one-to-one correspondence to count sets of objects to 10.	A-18 Counts Objects
<b>SUPPORTING IDEAS</b>	
<b>Data Analysis</b>	
MA.3.S.7.In.a Sort and count objects and pictures into three designated (labeled) categories and display data in an object graph or pictograph. MA.3.S.7.Su.a Sort objects representing data into two labeled categories and count the number in each category. MA.3.S.7.Pa.a Identify items that belong together to complete a set (data)	M-1 Kindergarten Placement Test R-1 Sorts Objects R-2 Constructs a Pictograph

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 4 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>BIG IDEA 1: Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.</b>	
MA.4.A.1.In.a Solve problems involving combining (multiplying) or separating into (dividing) equal sets with quantities to 30 using objects and pictures with numerals.	N-43 The Meaning of Multiplication and Division Utilize existing materials/manipulatives Complete task analysis
MA.4.A.1.In.b Solve real-world addition and subtraction problems with two-digit numbers to 30 without regrouping and check for accuracy MA.4.A.1.Su.a Solve problems that involve combining (multiplying) and separating (dividing) equal sets with quantities to 15 using objects and pictures MA.4.A.1.Su.b Solve real-world problems involving addition facts to 15 and related subtraction facts using numerals with sets of pictures and the +,-, and = signs	Utilize existing materials/manipulatives Complete task analysis
MA.4.A.1.Pa.a Solve simple problems involving joining or separating sets of objects to 4 MA.4.A.1.Pa.b Recognize when items have been added to or removed from sets of objects to 4	A-20 Joins Sets
<b>BIG IDEA 2: Develop an understanding of decimals, including the connection between fractions and decimals.</b>	
MA.4.A.2.In.a Apply the concepts of counting, grouping, and place value with whole numbers to create sets of tens and ones to identify the value of whole numbers to 50. MA.4.A.2.Su.a Apply the concept of grouping to create sets of tens and ones to 18 as a strategy for counting objects.	N-3 Place-Value Concepts with Hundreds, Tens, and Ones
MA.4.A.2.In.b Express and represent fractions, including halves and fourths, as parts of a whole and parts of a set using objects, pictures, and number names.	N-24 Reads and Writes Fractions* N-27 Converts Among Fractions, Mixed Numbers, and Decimals Through Thousandths* Utilize existing materials/manipulatives Complete task analysis
MA.4.A.2.Su.b Represent half and whole using area and sets of objects MA.4.A.2.Su.c Identify half as part of a whole MA.4.A.2.Pa.a Match objects to a marked spaces to show one-to-one correspondence for quantities 1 to 4 MA.4.A.2.Pa.b Distinguish parts of objects from whole projects MA.4.A.2.Pa.c Recognizes a half of an object as part of the whole object	Utilize existing materials/manipulatives Complete task analysis
MA.4.A.2.In.c Identify differences between halves, fourths, and a whole.	N-9 Halves

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 4 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>BIG IDEA 3: Develop an understanding of area and determine the area of two-dimensional shapes.</b>	
MA.4.G.3.In.a Identify examples of the distance around all sides (perimeter) and area of squares and rectangles in the environment. MA.4.G.3.Su.a Identify examples of the concept of area in the environment.	Utilize existing materials/manipulatives Complete task analysis
MA.4.G.3.In.b Find the length of the sides and the area of rectangular and square objects using square units. MA.4.G.3.Su.b Count the number of square units of a rectangle marked with a grid to determine its area	Q-23 Area
MA.4.G.3.In.c Measure whole inches and feet using a ruler to solve real-world linear measurement problems MA.4.G.3.Su.c Measure the length of sides of rectangles using whole inches	Q-4 Estimates and Measures Lengths in Customary Units
MA.4.G.3.Pa.a Identify the sides of a square or rectangle MA.4.G.3.Pa.b Recognize differences in the length of the sides of rectangles	Utilize existing materials/manipulatives Complete task analysis
<b>SUPPORTING IDEAS</b>	
<b>Algebra</b>	
MA.4.A.4.In.a Identify and extend growing visual and number patterns using strategies, such as skip counting.	O-11 Repeating Patterns O-12 Addition and Subtraction Patterns O-13 Multiplication and Division Patterns
MA.4.A.4.Su.a Identify and copy two-element repeating visual patterns using objects and pictures.	O-11 Repeating Patterns
MA.4.A.4.In.b Describe equal and unequal sets using terms including greater than, less than, and equal to.	N-4 Compares Sets of Objects N-5 Compares and Order Whole Numbers Through 999*
MA.4.A.4.Su.b Determine if the number in two sets of objects to 10 are same or different (equal or unequal).	N-4 Compares Sets of Objects
MA.4.A.4.In.c Identify the rule, including 1 less, 2 less, and 3 less, represented in number pairs.	O-12 Addition and Subtraction Patterns* Utilize existing materials/manipulatives Complete task analysis
MA.4.A.4.Su.c Use the rule 1 more to identify the next number with numbers 1 to 20. MA.4.A.4.Pa.a Indicate the next step in a pattern or sequence of activities MA.4.A.4.Pa.b Use one-to-one correspondence to compare sets of objects to 4 and determine if they are the same or different (equal or unequal). MA.4.A.4.Pa.c Recognize the quantity of a set of objects to 3 and add 1 more	Utilize existing materials/manipulatives Complete task analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

Grade 4 Access Points: Mathematics	CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)
<b>SUPPORTING IDEAS</b>	
<b>Geometry and Measurement</b>	
MA.4.G.5.In.a Locate angles in two-dimensional shapes including triangles and rectangles. MA.4.G.5.Su.a Locate angles within a triangle.	P-16 Identifies and Defines Angles* P-18 Classifies Triangles* Utilize existing materials/manipulatives Complete task analysis
MA.4.G.5.In.b Identify examples of two-dimensional figures that are the same shape and size (congruency) and figures that are visually the same on both sides of a central dividing line (symmetry) in the environment. MA.4.G.5.Su.b Identify two-dimensional figures that are visually the same on both sides of central dividing line (symmetry).	P-6 Identify Congruent Figures P-8 Line Symmetry
MA.4.G.5.In.c Sort three-dimensional objects, such as cubes, cylinders, cones, rectangular prisms, and spheres.	Utilize existing materials/manipulatives Complete task analysis
MA.4.G.5.Su.c Match three-dimensional objects with models, such as a cube, cylinder, cone, and sphere	P-11 Solid Figures with the Same Shape
MA.4.G.5.Pa.a Recognize corners (angles) in common objects with two-dimensional shapes, such as a or rectangle MA.4.G.5.Pa.b Recognize the two sides of a two-dimensional figure created by a central dividing line (symmetry) MA.4.G.5.Pa.c Recognize three-dimensional objects, such as ball (sphere), block (cube), or tube (cylinder).	Utilize existing materials/manipulatives Complete task analysis
<b>SUPPORTING IDEAS</b>	
<b>Number and Operations</b>	
MA.4.A.6.In.a Express, represent, and use whole numbers 0 to 50 in various contexts. MA.4.A.6.Su.a Express, represent, and use whole numbers to 25 using sets of objects and pictures, number names, and numerals in various contexts.	N-2 Multiple Representations of Whole Numbers Through 999
MA.4.A.6.In.b Use the inverse relationship of addition and subtraction as a strategy to solve problems.	O-4 Addition and Subtraction Fact Families
MA.4.A.6.In.c Identify the relationship between halves, fourths, and a whole. MA.4.A.6.Su.d Identify the relationship between half and whole.	N-9 Halves N-24 Reads and Write Fractions N-25 Multiple Representations of Fractions and Mixed Numbers

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 4 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.4.A.6.In.e Use strategies such as comparing and grouping to estimate quantities to 20.	N-18 Estimates Quantities Utilize existing materials/manipulatives Complete task analysis
MA.4.A.6.In.d Use skip counting by 5's and 10's to determine amounts to 50 MA.4.A.6.Su.b Use ordinal numbers, including first and second, in real-world problems MA.4.A.6.Su.c Use objects and pictures to represent the relationship between addition with sums to 15 and related subtraction facts MA.4.A.6.Su.f Use strategies such as comparing and grouping to estimate quantities to 10 MA.4.A.6.Pa.a Use quantities to 4 represented by objects, pictures, or number names in various contexts MA.4.A.6.Pa.b Separate groups of objects to 4 with the same quantity MA.4.A.6.Pa.c Match parts to whole objects	Utilize existing materials/manipulatives Complete task analysis
MA.4.A.6.Su.e Separate quantities to 25 into equal sets and identify the total number of sets and the number in each set	N-43 The Meaning of Multiplication and Division

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 5 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>BIG IDEA 1: Develop an understanding of and fluency with division of whole numbers.</b>	
MA.5.A.1.In.a Use a grouping strategy to separate (divide) quantities to 50 into equal sets using objects, coins, and pictures with numerals. MA.5.A.1.Su.a Use counting and grouping to separate (divide) quantities to 25 into equal sets using objects and pictures with numerals.	M-6 Fifth-Grade Placement Test N-43 The Meaning of Multiplication and Division N-46 Division with Divisors Through 12* N-47 Division with Up to Five-Digit Dividends by Two-Digit Divisors* N-48 Word Problems with Multiplication and Division of Whole Numbers*
MA.5.A.1.In.b Solve problems that involve multiplying or dividing equal sets with quantities to 50 into equal sets using objects and pictures with numerals. MA.5.A.1.Su.b Solve problems that involve combining (multiplying) or separating (dividing) equal sets with quantities to 25 into equal sets using objects and pictures with numerals.	N-43 The Meaning of Multiplication and Division
MA.5.A.1.Pa.a Separate groups of objects to 4 into sets with the same quantity and recognize how many are in each set. MA.5.A.1.Pa.b Solve simple problems involving joining or separating sets of objects to 5.	Utilize existing materials/manipulatives Complete task analysis
<b>BIG IDEA 2: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.</b>	
MA.5.A.2.In.a Express, represent, and use fractions - including halves, fourths, and thirds - as parts of a whole and as parts of a set, using number names. MA.5.A.2.Su.a Express, represent, and use fractions - including halves and fourths - as parts of a whole and as parts of a set, using number names.	M-6 Fifth-Grade Placement Test N-25 Multiple Representations of Fractions and Mixed Numbers N-37 Addition of Fractions* N-38 Subtraction of Fractions* N-39 Word Problems with Addition and Subtraction of Fractions and Mixed Numbers*
MA.5.A.2.In.b Express, represent, and use whole numbers to 100 in various contexts MA.5.A.2.Su.b. Express, represent, and use whole numbers to 30 and ordinal numbers first to fifth in various contexts.	N-2 Multiple Representations of Whole Numbers Through 999 N-7 Ordinal Numbers
MA.5.A.2.In.c Compare fractional parts of objects of equal size, including halves, fourths, and thirds. MA.5.A.2.Su.c Compare fractional parts of objects of equal size, including halves and fourths. MA.5.A.2.In.e Compare fractional parts of objects of equal size, including halves, fourths, and thirds.	N-30 Compares and Orders Fractions

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 5 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.5.A.2.In.d Identify place value of two-digit numbers to 99 in terms of tens and ones. MA.5.A.2.Su.d Apply the concepts of counting and grouping by tens and ones to identify the value of whole numbers to 30.	N-3 Place-Value Concepts with Hundreds, Tens, and Ones
MA.5.A.2.Pa.a Identify parts of a whole using a set of objects or whole object. MA.5.A.2.Pa.b Distinguish half from whole using objects or visual models. MA.5.A.2.Pa.c Compare sets of objects to 5 and determine if they have same or different quantities.	Utilize existing materials/manipulatives Complete task analysis
<b>BIG IDEA 3: Describe three-dimensional shapes and analyze their properties, including volume and surface area.</b>	
MA.5.G.3.In.a Identify properties, including number of edges, curved or straight sides, and faces; and match two-dimensional shapes with three-dimensional solids, including circle with sphere, square with cube, and triangle with cone.	M-6 Fifth-Grade Placement Test P-2 Identifies Plane Figures P-14 Identifies Faces of Solid Figures P-28 Identifies Faces of Solid Figures* P-44 Identifies and Describes Solid Figures*
MA.5.G.3.Su.a Identify properties, including number of edges, curved or straight sides, and number of corners (angles) in two- and three-dimensional shapes.	P-2 Identifies Plane Figures
MA.5.G.3.Pa.a Recognize differences in features related to the shape of two- and three-dimensional objects. MA.5.G.3.In.b Identify the six faces of a three-dimensional rectangular prism or cube using a real object or physical model. MA.5.G.3.Pa.b Recognize differences in size of two- and three-dimensional objects.	Utilize existing materials/manipulatives Complete task analysis
MA.5.G.3.Su.b Recognize the faces of a three-dimensional object.	P-14 Identifies Faces of Solid Figures
<b>SUPPORTING IDEAS</b>	
<b>Algebra</b>	
MA.5.A.4.In.a Use the concept of equality as a strategy to solve problems. MA.5.A.4.Su.a Identify and compare the relationship between two same or different (equal or unequal) sets to 25 using physical and visual models.	Utilize existing materials/manipulatives Complete task analysis
MA.5.A.4.In.b Describe the meaning of information in a pictograph or bar graph that shows change over time. MA.5.A.4.Su.b Identify information displayed on an object graph or pictograph.	R-13 Constructs a Pictograph R-14 Constructs a Bar Graph R-22 Analyzes Data in a Pictograph R-23 Analyzes Data in a Bar Graph

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 5 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.5.A.4.Pa.a Identify items that belong together to form two or more sets with the same quantity (equal). MA.5.A.4.Pa.b Recognize an object graph or pictograph.	Utilize existing materials/manipulatives Complete task analysis
<b>SUPPORTING IDEAS</b>	
<b>Geometry and Measurement</b>	
MA.5.G.5.In.a Indicate the relative position, before or after, of whole numbers on a 0 to 100 number line. MA.5.G.5.Su.a Indicate the relative position, before or after, of whole numbers on a 1-10 number line.	Utilize existing materials/manipulatives
MA.5.G.5.Pa.a Count from 1 to 5 using objects or pictures.	A-18 Counts Objects
MA.5.G.5.In.b Solve real-world problems involving length and weight using tools with standard units. MA.5.G.5.Su.b Solve real-world problems by using tools and comparing the measurement including length and weight.	Q-19 Customary Units of Length Q-20 Metric Units of Length Q-27 Customary Units of Weight Q-28 Metric Units of Mass
MA.5.G.5.Pa.b Identify differences in features of objects, such as shape and size, to solve simple problems. MA.5.G.5.In.c Identify time to the minute. MA.5.G.5.Pa.c indicate the next activity in a daily schedule.	Utilize existing materials/manipulatives
MA.5.G.5.Su.c Identify time to the hour and half-hour.	Q-17 Tells Time
MA.5.G.5.In.d Find the area of rectangles and squares using a visual model, such as grid. MA.5.G.5.Su.d Identify the distance around all the sides (perimeter) of squares and rectangles. MA.5.G.5.Pa.d Recognize differences in a size of large and small areas. MA.5.G.5.Su.e Compare the size of two square areas using physical models.	Utilize existing materials/manipulatives Complete Task Analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

Grade 5 Access Points: Mathematics	CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)
<b>SUPPORTING IDEAS</b>	
<b>Number and Operations</b>	
<p>MA.5.A.6.In.a Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100.</p> <p>MA.5.A.6.In.b Use the associative property as a strategy to solve addition problems with three or more numbers.</p> <p>MA.5.A.6.In.c Compare and order numbers to 100 using a number line.</p> <p>MA.5.A.6.In.d Solve real-world addition and subtraction problems with one-digit numbers by estimating and checking for accuracy.</p> <p>MA.5.A.6.In.e Select the operation and solve one-step problems involving addition and subtraction of two-digit numbers without regrouping and check for accuracy.</p> <p>MA.5.A.6.In.f Solve for an unknown number in addition and subtraction number sentences with numbers to 18.</p> <p>MA.5.A.6.Su.a Use skip counting by 5s to 30.</p> <p>MA.5.A.6.Su.b Use the commutative property as a strategy to check the accuracy of solutions to addition problems.</p> <p>MA.5.A.6.Su.c Compare and order whole numbers to 30 using objects, pictures, number names, numerals, and a number line.</p> <p>MA.5.A.6.Su.d Solve real-world problems involving addition facts with sums to 25 and related subtraction facts using numerals with pictures.</p> <p>MA.5.A.6.Pa.a Demonstrate one-to-one correspondence to count from 1 to 5 using objects or pictures.</p> <p>MA.5.A.6.Pa.b Recognize when items have been added to or taken away from sets of objects to 5.</p> <p>MA.5.A.6.Pa.c Solve simple problems involving small quantities using language, such as more, less, and same.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete task analysis</p>

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 5 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>SUPPORTING IDEAS</b>	
<b>Data Analysis</b>	
MA.5.S.7.In.a Sort and count data into three designated categories, and display data on a pictograph or bar graph. MA.5.S.7.In.b Describe the meaning of data in a three-category pictograph or bar graph. MA.5.S.7.Su.a Sort and count objects or pictures into two designated categories and display data in an object graph or pictograph. MA.5.S.7.Su.b Identify the meaning of data in a two-category object graph or pictograph.	R-13 Constructs a Pictograph P-14 Constructs a Bar Graph R-15 Constructs a Double-Bar Graph
MA.5.S.7.Pa.a Count up to 5 objects, pictures, or symbols in data sets used in objects graphs or pictographs.	Utilize existing materials/manipulatives Complete task analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 6 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>BIG IDEA 1: Develop an understanding of and fluency with multiplication and division of fractions and decimals.</b>	
MA.6.A.1.In.a Express and represent as represent fractions, including halves, fourth, thirds, and eighths, using number names and numerals. MA.6.A.1. Pa.a Recognize part (half) of sets of objects to 4. MA.6.A.1.Su.a Express, represent, and use fractions, including halves, fourths, and thirds, as parts of a whole and as parts of a set, using number names.	Utilize existing materials/manipulatives Complete task analysis
MA.6.A.1.In.b Identify multiplication as repeated addition of equal groups and multiply one-digit numbers using physical and visual models with numerals	M-7 Sixth-Grade Placement Test N-65 Computation with Fractions N-66 Computation with Decimals
MA.6.A.1.Su.b Combine (multiply) equal sets with quantities to 30 objects and pictures with numerals.	Utilize existing materials/manipulatives Complete task analysis
MA.6.A.1.Pa.b Solve simple problems involving joining and separating parts of a set or parts of a whole.	Utilize existing materials/manipulatives Complete task analysis
MA.6.A.1.In.c Identify division as repeated subtraction of equal groups of equal groups and divide one-digit numbers using physical and visual models with numerals. MA.6.A.1.Su.c Use counting and grouping to separate (divide) quantities to 30 in sets with the same number using objects or pictures.	Utilize existing materials/manipulatives Complete task analysis
MA.6.A.1.In.d Solve real-world problems involving fractions, including halves, fourths, thirds, and eighths. MA.6.A.1.Su.d Solve real-world problems involving fractions, including halves, fourths, and thirds using real objects or physical models.	Utilize existing materials/manipulatives Complete task analysis
<b>BIG IDEA 2: Connect ratio and rates to multiplication and division</b>	
MA.6.A.2.In.a Identify the meaning of common uses of ratio, such as equivalent fractions and mixtures. MA.6.A.2In.b Identify two meanings of rate; a measure of speed, including miles per hour and words per minute; and a measure of cost, including price per gallon and cost per pound. MA.6.2.Pa.a Recognize differences in quantity in two sets of objects to 6. MA.6.2.Pa.b Recognize changes in rates of movement (fast and slow). MA.6.2.Su.a Recognize the meaning of a simple ration, such as 2 to1. MA.6.2.Su.b Identify one meaning of rate, including how fast something moves or happens.	Utilize existing materials/manipulatives Complete task analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

Grade 6 Access Points: Mathematics	CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)
<b>BIG IDEA 3: Write, interpret, and use mathematical expressions and equations.</b>	
<p>MA.6.A.3.In.a Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with two-digit numbers.</p> <p>MA.6.A.3.Su.a Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with one-digit numbers.</p>	<p>M-7 Sixth-Grade Placement Test</p> <p>O-20 Translates Between Verbal and Algebraic Expressions</p> <p>O-21 Evaluates Algebraic Expressions</p>
<p>MA.6.A.3.In.e Solve addition and subtraction number sentences (equations) using information from physical models, diagrams, and tables.</p> <p>MA.6.A.3.Su.d Use information from physical models, diagrams, tables, and pictographs to solve number sentences represented by physical and visual models are equal.</p> <p>MA.6.A.3.Su.e Use the Communicative Property of addition to show that two number sentences represented by physical and visual models are equal.</p>	<p>M-7 Sixth-Grade Placement Test</p> <p>O-27 Identifies Functions</p> <p>O-28 Represents Linear Functions</p> <p>O-29 Analyzes Linear Equations</p> <p>O-30 Represents Linear Equations</p> <p>O-31 Linear Relationships and Slope</p> <p>O-32 Graphs Linear Equations</p> <p>O-33 Interprets Graphs of Linear Relationships</p> <p>O-34 Solves Systems of Equations</p> <p>O-35 Graphs and Analyzes Linear Inequalities</p>
<p>MA.6.A.3.In.b Use models and diagrams to solve problems with inequalities, including the <math>&gt;</math> and <math>&lt;</math> signs.</p> <p>MA.6.A.3.In.c Identify function rules with addition and subtraction of one-digit numbers represented in number pairs, such as +5, -4 or +3.</p> <p>MA.6.A.3.In.d Use the Commutative and Associative Properties of addition to show that two number sentences (equations) are equal.</p> <p>MA.6.A.3.Pa.a Solve simple problems involving small quantities using language, such as more, less, same, and none.</p> <p>MA.6.A.3.Pa.b Identify quantity in sets of objects to 6 and add one more.</p> <p>MA.6.A.3.Pa.c Determine if the quantity in two sets of object to 6 is the same or different.</p> <p>MA.6.A.3.Su.b Use physical models and diagrams to solve problems with inequalities, including the terms more than and less than.</p> <p>MA.6.A.3.Su.c Identify function rules of 1 more and 1 less represented in number pairs, such as 5 is 1 more than 4 and 3 is 1 less than 4.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete task analysis</p>

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

Grade 6 Access Points: Mathematics	CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)
<b>SUPPORTING IDEAS</b>	
<b>Geometry and Measurement</b>	
MA.6.G.4.In.a Compare the distance around the outside of circles(circumference) and areas using physical or visual models. MA.6.G.4.In.b Measure the distance around all sides (perimeter) of polygons, such as squares, triangles, rectangles, and hexagons and compare the areas using physical or visual models. MA.6.G.4.Su.a Identify the distance around the outside of circles (circumference) and compare areas of circles using physical models. MA.6.G.4.Su.b Measure the lengths of sides of rectangles and triangles and compare the areas of rectangular and square shapes using physical models. MA.6.G.4.Su.d Compare areas of circles using physical models.	Q-35 Perimeter and Circumference Problems Q-36 Area Problems
MA.6.G.4.Pa.a Recognize the outside (circumference) and inside (area) of a circle. MA.6.G.4.In.c Measure capacity using cups, pints and gallons. MA.6.G.4.Pa.b Recognize the outside (perimeter) and inside (area) of rectangles and triangles. MA.6.G.4.Su.c Measure capacity using physical models.	Utilize existing materials/manipulatives Complete task analysis
<b>SUPPORTING IDEAS</b>	
<b>Number and Operations</b>	
MA.6.A.5.In.a Compare fractional parts of the same size objects or sets, including halves, fourths, thirds, and eighths.	N-62 Compares and Orders Rational Numbers
MA.6.A.5.In.d Use a grouping strategy or place value to round to the nearest ten to determine a reasonable estimate in problem situations involving whole numbers to 100, and check for accuracy.	N-69 Estimates with Whole Numbers and Decimals N-70 Estimates with Fractions and Percents N-71 Estimates with Rational Numbers

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 6 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<p>MA.6.A.5.In.b Identify the value of money to \$2.00 expressed as a decimal.</p> <p>MA.6.A.5.In.c Compare fractional parts of the same size objects or sets, including halves, fourths, thirds, and eighths.</p> <p>MA.6.A.5.In.e Use a grouping strategy or place value to round to the nearest ten to determine a reasonable estimate in problem situations involving whole numbers to 100, and check for accuracy.</p> <p>MA.6.A.5.Pa.a Match two or more objects to identical objects to 6 using one-to-one correspondence.</p> <p>MA.6.A.5.Pa.b Compare the size of parts of objects to the whole to determine which is the largest or smallest.</p> <p>MA.6.A.5.Pa.c Solve simple problems involving joining or separating sets of objects to 6.</p> <p>MA.6.A.5.Su.a Express, represent, and use whole numbers to 50 using objects, pictures, number names, and numerals, in various contexts.</p> <p>MA.6.A.5.Su.b Identify the value of coins to \$.50 expressed as a decimal.</p> <p>MA.6.A.5.Su.c Compare and order whole numbers to 50 using objects, pictures, and number names, and numerals.</p> <p>MA.6.A.5.Su.d Solve real-world problems involving addition and subtraction with sums to 50 using strategies such as representing and grouping objects or tallies.</p> <p>MA.6.A.5.Su.e Apply the concepts of counting and grouping to identify the value of whole numbers to 50.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete task analysis</p>
<b>SUPPORTING IDEAS</b>	
<b>DATA and ANALYSIS</b>	
<p>MA.6.S.6.In.a Identify the categories with the largest and smallest numbers represented on a bar graph.</p> <p>MA.6.S.6.Su. a Identify the category with the largest number in a pictograph representing real-world problems.</p> <p>MA.6.S.6.Pa.a/b Identify the largest set of objects, pictures, or symbols to 6 representing data in an object graph or pictograph.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete task analysis</p>

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 7 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>BIG IDEA 1: Develop an understanding of and apply proportionality, including similarity.</b>	
MA.7.A.1.In.a Solve real –world problems involving simple ratios, such as 2 to 1 or 1 to 3, using physical models, graphic representations, and charts. MA.7.A.1.Su.a Solve real-world problems involving simple ratios, such as 2 to 1, using objects or pictures.	M-8 Seventh-Grade Placement Test N-60 Percents and Ratios N-68 Proportional Reasoning
MA.7.A.1.Pa.a Solve a simple problem involving a 2 to 1 ratio using objects	Utilize existing materials/manipulatives Complete task analysis
MA.7.A.1.In.b Identify that a higher percent represents a larger quantity or amount in real-world problems. MA.7.A.1.Su.b Identify that percent discounts reduce the price of goods in real-world situations.	N-67 Computation with percents
MA.7.A.1.In.c Measure and describe how various kinds of models compare in size to real-life objects. MA.7.A.1.Su.c Compare the size of models to real-life objects using language, such as same, larger, and smaller. MA.7.A.1.Pa.b Match objects to a model or picture that is a smaller version.	A-17 Understands Quantitative Concepts
<b>BIG IDEA 2: Develop an understanding of and use formulas to determine surface areas and volumes of three-dimensional shapes.</b>	
MA.7.G.2.In.a Identify properties of three-dimensional figures, including pyramid, prism, or cylinder. MA.7.G.2.Su.a Identify three-dimensional figures, including cone, pyramid, prism, and cylinder. MA.7.G.2.Pa.a Recognize common three-dimensional figures, such as sphere, cube, cylinder, or cone. MA.7.G.2.In.b Use stated formulas to solve for perimeter and area of rectangles. MA.7.G.2.Su.b Add lengths of sides of rectangles to determine the distance around (perimeter) and find the area using square units. MA.7.G.2.Pa.b Match common three-dimensional figures that are the same size.	Utilize existing materials/manipulatives Complete task analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

Grade 7 Access Points: Mathematics	CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)
<b>BIG IDEA 3: Develop an understanding of operations on all rational numbers and solving linear equations.</b>	
<p>MA.7.A.3.In.a Solve number sentences (equations) involving addition and subtraction of numbers to 500.</p> <p>MA.7.A.3.Su.a Add and subtract one-digit and two-digit number sentences (equations).</p> <p>MA.7.A.3.Pa.a Solve simple problems involving joining or separating sets of objects to 7.</p> <p>MA.7.A.3.In.b Solve number sentences involving multiplication and division facts.</p> <p>MA.7.A.3.Su.b Solve problems that involve combining (multiplying) or separating (dividing) equal sets with quantities to 50 using objects and pictures with numerals.</p> <p>MA.7.A.3.Pa.b Solve simple problems involving small quantities using language, such as more, less, same, larger, smaller, and none.</p> <p>MA.7.A.3.In.c Translate real-world problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers using a problem solving strategy.</p> <p>MA.7.A.3.Su.c Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with one-digit and two-digit numbers.</p> <p>MA.7.A.3.In.d Use the property of equality as a strategy to solve real-world problems.</p> <p>MA.7.A.3.Su.d Use physical models to solve simple problems to demonstrate the concept of equality.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete task analysis</p>

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

Grade 7 Access Points: Mathematics	CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)
<b>SUPPORTING IDEAS</b>	
<b>Geometry and Measurement</b>	
<p>MA.7.G.4.In.a Identify the effects of changes in the lengths of sides of rectangles on the perimeter and the area using physical and visual models.</p> <p>MA.7.G.4.Su.a Recognize that changes in the lengths of sides of rectangles will make the figure or object smaller or larger.</p> <p>MA.7.G.4.Pa.a Match two- and three-dimensional objects with the same shape but different size.</p> <p>MA.7.G.4.In.b Identify examples of slide (translations), turns (rotations), and flips (reflections) of geometric figures using pictures and objects.</p> <p>MA.7.G.4.Su.b Match identical (congruent) geometric figures in different positions, including flips (reflections) and turns (rotations).</p> <p>MA.7.G.4.Pa.b Recognize objects that have been turned (rotated).</p> <p>MA.7.G.4.In.c Identify common uses of a coordinate plane, such as a map or line graph.</p> <p>MA.7.G.4.Su.c Recognize a common use of a coordinate plane, such as a map.</p> <p>MA.7.G.4.Pa.c Solve problems using directional or positional language, such as up, down, left, right, and next to.</p> <p>MA.7.G.4.In.d Use tools such as charts and technology to convert measures of capacity including cups, pints, quarts, and gallons.</p> <p>MA.7.G.4.Su.d Use tools, such as a chart, to identify the number of cups in a pint and quart to convert measures of capacity.</p> <p>MA.7.G.4.Pa.d Identify similarities and differences in features of objects, such as shape and size.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete task analysis</p>
<b>SUPPORTING IDEAS</b>	
<b>Number and Operations</b>	
<p>MA.7.A.5.In.a Express, represent, and use percents, including 50% and 100%, and decimals in the context of money to \$5.00 or more.</p> <p>MA.7.A.5.Su.a Identify the value of money to \$1.00 written as a decimal.</p> <p>MA.7.A.5.Pa.a Express and use quantities 1 to 7 using objects, pictures, symbols, or number names.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete task analysis</p>
<p>MA.7.A.5.In.b Solve problems using a grouping strategy or place value to round whole numbers to 500 to the nearest ten or hundred to determine a reasonable estimate in problem situations, and check for accuracy.</p>	<p>N-33 Rounds Whole Numbers and Decimals</p>

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 7 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.7.A.5.Su.b Solve problems by counting and grouping to create sets of tens and ones to identify the value of whole numbers to 100. MA.7.A.5.Pa.b Solve problems by joining or separating sets of objects or pictures with quantities to 7.	Utilize existing materials/manipulatives Complete task analysis
<b>SUPPORTING IDEAS</b>	
<b>Data Analysis</b>	
MA.7.S.6.In.a Use data from a part of a group (sample) to make predictions regarding the whole group. MA.7.S.6.Su.a Compare data shown in a pictograph with three categories and describe which categories have the largest, smallest, or the same amount MA.7.S.6.Pa.a Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more.	R-22 Analyzes Data in a Pictograph R-23 Analyzes Data in a Bar Graph
MA.7.P.6.In.b Use bar graphs to display data and describe the meaning of the data.	R-5 Analyzes Data in a Bar Graph R-14 Constructs a Bar Graph R-23 Analyzes Data in a Bar Graph
MA.7.P.6.Su.b Use pictographs to display data in labeled categories and identify the number in each category.	R-13 Constructs a Pictograph
<b>SUPPORTING IDEAS</b>	
<b>Probability</b>	
MA.7.P.7.In.a Predict the likely outcome of a simple experiment and conduct the experiment to determine if prediction was correct. MA.7.P.7.Su.a Predict the likely outcome of a simple experiment by selecting from two choices and check to see if the prediction was correct.	R-47 Possible Outcomes and the Probability of Specific Events
MA.7.P.7.Pa.a Recognize a common cause-effect relationship.	Utilize existing materials/manipulatives Complete task analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 8 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>BIG IDEA 1: Analyze and represent linear functions and solve linear equations and systems of linear equations.</b>	
MA.8.A.1.In.a Use information from physical models, diagrams, tables, and graphs to solve addition, subtraction, multiplication, and division number sentences (equations) based on real-world problems. MA.8.A.1.Su.a Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit and two-digit numbers.	M-9 Eighth-Grade Placement Test R-18 Analyzes Data in a Frequency Table R-19 Analyzes Data in a Venn Diagram R-22 Analyzes Data in a Pictograph R-23 Analyzes Data in a Bar Graph
MA.8.A.1.In.b Identify the relationship between two sets of related data such as ordered number pairs in a table. MA.8.A.1.Su.b Describe the relationship (1 more or 1 less) between two sets of related numbers.	R-18 Analyzes Data in a Frequency Table O-33 Interprets Graphs of Linear Relationships O-34 Solves Systems of Equations
MA.8.A.1.In.c Translate problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers and multiplication and division facts using information from physical and visual models, tables, and pictographs. MA.8.A.1.Su.c Translate real-world situations into number sentences (equations) involving addition and subtraction using information from physical and visual models, tables and pictographs. MA.8.A.1.Pa.a Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none. MA.8.A.1.Pa.b Solve simple problems involving joining or separating sets of objects or pictures of 8. MA.8.A.1.Pa.c Distinguish between the position of two objects, such as first and next.	Utilize existing materials/manipulatives Complete task analysis
<b>BIG IDEA 2: Analyze two- and three-dimensional figures by using distance and angle.</b>	
MA.8.G.2.In.a Identify triangles that are the same shape but different size (similar) using physical and visual models. MA.8.G.2.Su.a Match triangles that are the same shape but different size (similar) using physical models.	M-9 Eighth-Grade Placement Test P-6 Identifies Congruent Figures
MA.8.G.2.In.b Form intersecting lines and identify the angles as acute, obtuse, or right angles by matching to a model. MA.8.G.2.Su.b Identify angles formed by lines that cross (intersecting lines).	P-16 Identifies and Defines Angles P-31 Measures Angles*

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 8 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.8.G.2.In.c Distinguish angles within triangles as acute, obtuse, or right angles using a right angle as a model. MA.8.G.2.In.d Locate the right angle and the side opposite the right angle (hypotenuse) in a right triangle. MA.8.G.2.Su.c Identify the angles within a triangle. MA.8.G.2.Su.d Locate the right angle within a right angle. MA.8.G.2.Pa.a Recognize a triangle. MA.8.G.2.Pa.b Recognize corners and angles in two-dimensional shapes, including rectangles and triangles. MA.8.G.2.Pa.c Recognize the longest side (hypotenuse) of a right triangle.	Utilize existing materials/ manipulatives Complete Task Analysis
<b>BIG IDEA 3: Analyze and summarize data sets</b>	
MA.8.S.3.In.a Organize data into categories, identify the labels, and display in bar and simple line graphs.	M-9 Eighth-Grade Placement Test R-14 Constructs a Bar Graph R-35 Constructs a Line Graph
MA.8.S.3.Su.a Organize data in pictographs and match the labels for categories.	R-13 Constructs a Pictograph
MA.8.S.3.Pa.a Count the objects, pictures, or symbols used in a pictograph or chart and identify a total to 8.	R-22 Analyzes Data in a Pictograph
MA.8.S.3.In.b Determine the largest and smallest numbers in a set of data, the number that occurs most often (mode), and the number in the middle (median) of a set of data with up to 9 numbers. MA.8.S.3.Su.b Identify the number that occurs most frequently (mode) in a set of data with up to 5 numbers.	R-8 Mean, Median, Mode and Range
<b>SUPPORTING IDEAS</b>	
<b>Algebra</b>	
MA.8.A.4.In.a Identify the meaning of the variables in stated formulas (literal equations) to solve problems involving area and perimeter. MA.8.A.4.Su.a Demonstrate how to determine the total length of all the sides (perimeter) of figures, such as rectangles, to solve problems.	Q-21 Perimeter Q-23 Area Q-36 Area Problems* Q-37 Surface-Area Problems* Q-38 Volume Problems*

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 8 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.8.A.4.In.b Translate real-world problem situations into number sentences (equations and inequalities) involving addition, subtraction, and multiplication using visual models, tables, and graphs. MA.8.A.4.Su.b Translate real-world problem situations into number sentences (equations) involving addition and subtraction of one-digit and two-digit numbers using physical and visual models and tables. MA.8.A.4.Pa.a Identify a given quantity to 7 and add 1 more to solve problems MA.8.A.4.Pa.b Identify a given quantity to 8 and take away 1 to solve problems	Utilize existing materials/manipulatives Complete Task Analysis
<b>SUPPORTING IDEAS</b>	
<b>Geometry and Measurement</b>	
MA.8.G.5.In.a Use tools such as charts and technology, to convert measures within the same system, including money, length, time and capacity. MA.8.G.5.Su.a Use tools, such as charts, to identify standard units of measurement for length, weight, capacity, and time. MA.8.G.5.Pa.a Recognize tools used for measurement, such as clocks, calendars, and rulers	Utilize existing materials/manipulatives Complete Task Analysis
<b>SUPPORTING IDEAS</b>	
<b>Number and Operations</b>	
MA.8.A.6.In.a Express, represent, and use whole numbers to 1000 in various contexts. MA.8.A.6.Su.a Express, represent, and use whole numbers to 100 in various contexts.	N-2 Multiple Representations of Whole Numbers Through 999.
MA.8.A.6.In.b Use a grouping strategy or place value to round whole numbers to 1000 to the nearest ten or hundred to determine a reasonable estimate in problem situations, and check for accuracy.	N-53 Estimate Sums and Differences of Whole Numbers

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grade 8 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<p>MA.8.A.6.In.c Express, represent, and use fractions – including halves, fourths, thirds, eights, and sixths – using whole objects or sets, number names, and numerals in various contexts.</p> <p>MA.8.A.6.In.d Express, represent, and use percents—including 25%, 50%, 75%, and 100%—and decimals in the context of money.</p> <p>MA.8.A.6.Su.b Use counting, grouping, and place value to identify the value of whole numbers to 100.</p> <p>MA.8.A.6.Su.c Express, represent, and use fractions—such as halves, fourths, and thirds—using whole objects or sets, pictures, number names, and numerals in various contexts.</p> <p>MA.8.A.6.Su.d Identify percents including 50% and 100%.</p> <p>MA.8.A.6.Pa.a Identify quantity in sets to 8 using objects, pictures, symbols, or number names.</p> <p>MA.8.A.6.Pa.c Recognize half and whole sets of objects to 8.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete Task Analysis</p>
<p>MA.8.A.6.Pa.b Demonstrate one-to-one correspondence by counting objects or actions to 8.</p>	<p>A-18 Counts Objects</p>

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

Grades 9 to 12 Access Points: Mathematics	CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)
<b>ALGEBRA BODY OF KNOWLEDGE</b>	
<b>Standard 1: Real and Complex Number Systems</b>	
<p>MA.912.A.1.In.a Identify and use equivalent forms of fractions, such as halves, fourths, thirds, sixths, eighths, tenths, and sixteenths; decimals to the hundredths place; and percents, such as 25%, 50%, 75%, 100%, 33%, and 67%, using visual and numerical representation in real-world situations.</p> <p>MA.912.A.1.Su.a Identify equivalent forms of fractions, such as halves, thirds, and fourths; percents, such as 50%, 33%, and 25%; and decimals in the context of money using visual and numerical representation in real-world situations.</p>	<p>N-25 Multiple Representations of Fractions and Mixed Numbers</p> <p>N-26 Multiple Representations of Decimals Through Thousandths</p> <p>N-27 Converts Among Fractions, Mixed Numbers, and Decimals Through Thousandths</p> <p>N-29 Compares and Orders Whole Numbers Through 999,999,999</p> <p>N-30 Compares and Orders Fractions</p> <p>N-31 Compares and Orders Decimals</p> <p>N-32 Compares and Orders Fractions, Mixed Numbers, and Decimals</p> <p>N-61 Equivalent Decimals, Fractions, and Percents</p> <p>N-62 Compares and Orders Rational Numbers</p>
<p>MA.912.A.1.In.b Identify examples of positive and negative whole numbers in real-world situations.</p>	<p>N-28 Uses Integers</p>
<p>MA.912.A.1.In.d Compare and order numbers, including whole numbers, fractions, decimals, and percents, expressed in the same form to solve problems in real-world situations.</p> <p>MA.912.A.1.Su.c Compare and order whole numbers, fractions, including halves, fourths, thirds, and sixths; and decimals including .25, .50, .75, 1.00, in real-world situations, including money and measurement.</p> <p>MA.912.A.1.Su.d Simplify whole numbers to using place value and grouping with visual representation.</p>	<p>N-29 Compares and Orders Whole Numbers Through 999,999,999</p> <p>N-30 Compares and Orders Fractions</p> <p>N-31 Compares and Orders Decimals</p> <p>N-32 Compares and Orders Fractions, Mixed Numbers, and Decimals</p> <p>N-61 Equivalent Decimals, Fractions, and Percents</p> <p>N-62 Compares and Orders Rational Numbers</p>
<p>MA.912.A.1.In.e Simplify fractions and decimals by reducing to lowest terms.</p>	<p>N-30 Compares and Orders Fractions</p> <p>N-31 Compares and Orders Decimals</p>
<p>MA.912.A.1.In.f Simplify fractions greater than 1, such as <math>\frac{8}{4}</math>, by using division facts.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete Task Analysis</p>

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grades 9 to 12 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<p>MA.912.A.1.In.g Select the operation and solve two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key information and using visual representations.</p> <p>MA.912.A.1.Su.f Select the operation and solve one-step mathematical problems involving addition and subtraction of one-digit and two-digit numbers in real-world situations using physical and visual representations and problem-solving strategies, such as recognizing key information and symbols.</p>	<p>O-20 Translates Between Verbal and Algebraic Expressions</p> <p>O-21 Evaluates Algebraic Expressions</p> <p>O-22 Solves Equations</p> <p>O-23 Writes and Solves Equations for Real-World Situations</p> <p>O-28 Represents Linear Functions</p> <p>O-29 Analyzes Linear Equations</p> <p>O-30 Represents Linear Equations</p> <p>O-31 Linear Relationships and Slope</p> <p>O-32 Graphs Linear Equations</p> <p>O-33 Interprets Graphs of Linear Relationships</p> <p>O-34 Solves Systems of Equations</p>
<p>MA.912.A.1.Pa.c Demonstrate one-to-one correspondence by counting objects or actions to 10.</p>	<p>A-18 Counts Objects</p>
<p>MA.912.A.1.In.h Use tools, including charts and technology, to convert standard units of measurement within the same system, such as money, length, capacity, time, and weight.</p> <p>MA.912.A.1.Su.g Use tools, such as simple charts and technology, to convert standard units of measurement within the same system, such as money, length, and capacity.</p> <p>MA.912.A.1.Pa.a Identify and express quantity in sets of 10 using objects, pictures symbols, or number games</p> <p>MA.912.A.1.Pa.b Recognize half and whole sets of objects to 10.</p> <p>MA.912.A.1.Pa.d Identify a given quantity to 9 and add 1 more to solve problems.</p> <p>MA.912.A.1.Pa.e Identify a given quantity to 10 and take away 1 to solve problems.</p> <p>MA.912.A.1.Pa.f Identify tools used for measurement, such as clocks, calendars, rulers, or gallon containers.</p>	<p>Utilize existing materials/manipulative</p> <p>Complete Task Analysis</p>

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

Grades 9 to 12 Access Points: Mathematics	CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)
<b>ALGEBRA BODY OF KNOWLEDGE</b>	
<b>Standard 2: Relations and Functions</b>	
MA.912.A.2.In.a Create simple bar, line, and circle graphs to represent data from real-world situations. MA.912.A.2.Su.a Organize data from real-world situations into categories, identify the labels, and display in pictographs and bar graphs.	R-12 Constructs a Circle Graph R-14 Constructs a Bar Graph R-15 Constructs a Double-Bar Graph R-16 Constructs a Line Plot R-17 Constructs a Line Graph R-34 Constructs a Circle Graph R-35 Constructs a Line Graph
MA.912.A.2.In.b Interpret simple bar, line, and circle graphs representing data from real-world situations. MA.912.A.2.Su.b Identify which categories have the largest, smallest, or the same amount in pictographs and bar graphs representing real-world situations.	R-21 Analyzes Data in a Circle Graph R-22 Analyzes Data in a Pictograph R-23 Analyzes Data in a Bar Graph R-24 Analyzes Data in a Double-Bar Graph R-25 Analyzes Data in a Line Plot R-26 Analyzes Data in a Line Graph
MA.912.A.2.In.c Identify the mathematical relationship (function) and the type of information represented in a function table or simple graph. MA.912.A.2.Su.c Identify number patterns and relationships using physical and visual models representing real-world situations	O-27 Identifies Functions O-28 Represents Linear Functions
MA.912.A.2.In.d Use function tables and simple graphs to determine the mathematical relationship between two numbers representing real-world situations	O-27 Identifies Functions O-28 Represents Linear Functions
MA.912.A.2.Pa.b Identify a quantity to 4 or higher and add 1 more in routines or activities. MA.912.A.2.Pa.c Identify a quantity to 5 and take 1 away in routines or activities.	Utilize existing materials/manipulative Complete Task Analysis
MA.912.A.2.Pa.d Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 5 or more.	R-4 Analyzes Data in a Pictograph

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

Grades 9 to 12 Access Points: Mathematics	CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)
<b>ALGEBRA BODY OF KNOWLEDGE</b>	
<b>Standard 3: Linear Equations and Inequalities</b>	
<p>MA.912.A.3.In.a Solve equations with one unknown (variable) involving addition, multiplication, subtraction, and division of whole numbers representing problems in real-world situations.</p> <p>MA.912.A.3.Su.a Solve number sentences (equations) involving addition and subtraction of one-digit and two-digit whole numbers based on real-world situations using visual models.</p>	<p>O-22 Solves Equations            O-23 Writes and Solves Equations for Real-World Situations            O-29 Analyzes Linear Equations            O-30 Represents Linear Equations            O-32 Graphs Linear Equations            O-33 Interprets Graphs of Linear Relationships            O-34 Solves Systems of Equations</p>
<p>MA.912.A.3.In.e Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.</p>	<p>O-20 Translates Between Verbal and Algebraic Expressions            O-21 Evaluates Algebraic Expressions            O-22 Solves Equations            O-23 Writes and Solves Equations for Real-World Situations            O-24 Writes and Solves Inequalities            O-25 Graphs Solutions to Inequalities on a Number Line            O-26 Extends and Analyzes Patterns            O-27 Identifies Functions            O-28 Represents Linear Functions            O-29 Analyzes Linear Equations            O-30 Represents Linear Equations            O-31 Linear Relationships and Slope            O-32 Graphs Linear Equations            O-33 Interprets Graphs of Linear Relationships            O-34 Solves Systems of Equations            O-35 Graphs and Analyzes Linear Inequalities            O-36 Solves Systems of Inequalities</p>

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

Grades 9 to 12 Access Points: Mathematics	CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)
<p>MA.912.A.3.In.b Use commutative, associative and equality properties of addition, as strategies to solve equations involving real-world situations.</p> <p>MA.912.A.3.Su.b Use the commutative property and additive identity property of addition as a strategy to solve number sentences (equations).</p> <p>MA.912.A.3.In.c Use commutative associative property of multiplication and the properties of one zero for multiplication as strategies to solve equations involving real-world situations.</p> <p>MA.912.A.3.Su.c Solve equations involving addition and subtraction using visual models, such as a number line, in real-world situations.</p> <p>MA.912.A.3.Su.d. Use the concepts of equality and inequality, as strategies to solve problems involving real-world situations</p> <p>MA. 912.A.3.In.d Solve equations involving common literal formulas related to real-world situations.</p> <p>MA.912.A.3.In.e/f Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.</p>	<p>O-17 Equations for Real-World Situations</p> <p>O-18 Inequalities</p> <p>O-19 Inequalities for Real-World Situations and Graphs of Inequalities</p> <p>Utilize existing materials/manipulative</p> <p>Complete Task Analysis</p>
<p>MA.912.A.3.In.e/f Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.</p> <p>MA.912.A.3.In.g Create function tables and simple graphs that show the mathematical relationship between number pairs.</p> <p>MA.912.A.3.In.h Use functions tables and simple graphs representing equations to make predictions for real-world situations.</p> <p>MA.912.A.3.Su.e/f Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.</p> <p>MA.912.A.3.Su.f Use function tables and simple graphs representing equations to make predictions for real-world situations.</p>	<p>O-16 Open Number Sentences with All Operations</p> <p>O-18 Inequalities</p> <p>O-19 Inequalities for Real-World Situations and Graphs of Inequalities</p> <p>O-27 Identifies Functions</p> <p>O-28 Represents Linear Functions</p>
MA.912.A.3.Pa.a Identify quantities to 9 or more and add 1 more in real-world tasks.	A-18 Counts Objects
MA.912.A.3.Pa.b Identify quantities to 5 or more and take 1 away in real-world tasks.	<p>A-18 Counts Objects</p> <p>N-11 Addition and Subtraction with Concrete Models</p> <p>N-12 Addition Facts to 18</p> <p>N-13 Addition with Up to Two-Digit Numbers</p> <p>N-14 Word Problems with Addition of Whole Numbers</p>
MA.912.A.3.Pa.c Identify quantities to 10 as equal or unequal.	A-18 Counts Objects
MA.912.A.3.Pa.d Sorts objects 10 into groups by quantity.	R-1 Sorts Objects

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grades 9 to 12 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.912.A.3.Pa.e Counts objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.	Utilize existing materials/manipulatives Complete Task Analysis
<b>Standard 4: Polynomials</b>	
MA.912.A.4.In.a Simplify expressions with one unknown (variable) by identifying like terms. MA.912.A.4.Su.a Solve number sentences (equations) with one unknown involving addition and subtraction facts_using physical and visual models.	O-15 Translates and Evaluates Algebraic Expressions O-16 Open Number Sentences with All Operations O-20 Translates Between Verbal and Algebraic Expressions O-21 Evaluates Algebraic Expressions
MA.912.A.4.In.b Solve equations with one unknown (variable) involving addition, subtraction, and multiplication. MA.912.A.4.Su.a Solve number sentences (equations) with one unknown involving addition and subtraction facts_using physical and visual models.	O-22 Solves Equations O-23 Writes and Solves Equations for Real-World Situations O-32 Graphs Linear Equations O-34 Solves Systems of Equations
MA.912.A.4.In.c Combine like and unlike terms in number sentences representing real-world situations. MA.912.A.4.Su.b Identify like and unlike terms in number sentences representing real-world situations.	O-16 Open Number Sentences with All Operations O-20 Translates Between Verbal and Algebraic Expressions O-21 Evaluates Algebraic Expressions O-22 Solves Equations O-23 Writes and Solves Equations for Real-World Situations O-24 Writes and Solves Inequalities O-25 Graphs Solutions to Inequalities on a Number Line
MA.912.A.4.In.d Identify factors of expressions with whole numbers by dividing. MA.912.A.4.Su.c Identify factors of whole numbers by using division factors.	N-46 Division with Divisors Through 12
MA.912.A.4.Pa.a Follow a repeating pattern with three or more elements in a familiar routine or activity in two or more settings.	O-25 Graphs Solutions to Inequalities on a Number Line O-26 Extends and Analyzes Patterns O-27 Identifies Functions O-28 Represents Linear Functions
MA.912.A.4.Pa.b Sort three or more objects by feature in real-world tasks.	R-1 Sorts Objects
MA.912.A.4.Pa.c Identify a missing item from two or more familiar sets.	R-1 Sorts Objects

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grades 9 to 12 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.912.A.4.Su.b Identify like and unlike terms in number sentences representing real-world situations.	O-16 Open number sentences with All Operations O-20 Translates Between Verbal and Algebraic Expressions O-21 Evaluates Algebraic Expressions O-22 Solves Equations O-23 Writes and Solves Equations for Real-World Situations
<b>Standard 5: Rational Expressions and Equations Simplify rational expressions and solve rational equations using what has been learned about factoring polynomials.</b>	
MA.912.A.5.In.a Use numbers to represent ratios in real-world situations. MA.912.A.5.In.b Solve problems involving ratios in real-world situations. MA.912.A.5.Su.a Use simple ratios represented by physical and visual models to solve real-world problems MA.912.A.5.Pa.a Identify a simple ratio, such as 1 to 2, to solve real-world problems	N-60 Percents and Ratios Utilize existing materials/manipulatives Complete Task Analysis
<b>Standard 6: Radical Expressions and Equations.</b>	
MA.912.A.6.In.a Identify perfect squares and their factors, including 1, 4, 9, 16, 25, 49, 64, 100, and 144 using visual models. MA.912.A.6.In.b Use factors of perfect squares to solve problems in real-world situations. MA.912.A.6.Su.a Use physical models of perfect squares, including 1, 4, 9, 16, 25, and 100, to solve problems.	N-73 Prime Factorization. Utilize existing materials/manipulative. Complete Task Analysis.
<b>Standard 7: Quadratic Equations</b>	
MA.912.A.7.In.a Use information from tables and other types of visual models to plot numbers on a line graph representing real-world situations. MA.912.A.7.Su.a Identify information from tables and simple line graphs representing real-world situations. MA.912.A.7.In.b Compare quantities from real-world situations represented on a graph and explain similarities and differences.	R-35 Constructs a Line Graph. R-43 Analyzes Data in a Line Graph. R-32 Constructs a Frequency Table.
MA.912.A.7.In.c Use equations involving addition, subtraction, multiplication, and division of whole numbers to solve real-world problems. MA.912.A.7.Su.b Solve number sentences (equations) using visual and physical models representing real-world situations. MA.912.A.7.Su.c Solve number sentences (equations) using visual and physical models representing real-world situations.	O-17 Equations for Real-World Situations

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grades 9 to 12 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>Standard 10: Mathematical Reasoning and Problem Solving</b>	
MA.912.A.10.In.a Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems. MA.912.A.10.Su.a Use visual and physical models as strategies for solving real-world mathematical problems.	M-9 Eighth-Grade Placement Test
MA.912.A.10.Pa.a. Solve real-world problems involving quantities to 5 or more following established procedures.	N-1 Counts and Writes Whole Numbers through 20 N-14 Word Problems with Addition of Whole Numbers N-17 Word Problem with Subtraction of Whole Numbers
<b>Body of Knowledge: Discrete Math</b>	
<b>Standard 6 : Logic</b>	
MA.912.D.6.In.a Determine whether “if, then” statements for common events in real-world situations are true or false. MA.912.D.6.Su.b Use pictures and objects to determine whether statements about common events in real-world situations are true or false MA.912.D.6.In.b Determine whether two statements have the same mathematical meaning. MA.912.D.6.Su.a Match two statements that have the same mathematical meaning. MA.912.D.6.Pa. Recognize whether the solutions to a problem involving quantities to 10 in real-world situations is correct or incorrect.	Utilize existing materials/manipulative. Complete Task Analysis.
<b>Standard 7: Set Theory</b>	
MA.912.D.7.In.a Identify and sort elements in two set; combine the sets to identify elements in either set to form a union, and identify the elements that are in both sets (intersection) using physical and visual models. MA.912.D.7.Su.a Sort elements into two sets and combine elements in either set to form a union using physical and visual models. MA.912.D.7.In.b Use Venn diagrams to represent the elements in both sets (intersection) of two sets. MA.912.D.7.Su.b Use physical models to identify elements from both sets that belong together (intersection).	R-1 Sorts Objects. R-10 Constructs a Venn Diagram R-19 Analyzes Data in a Venn Diagram R-12 Constructs a Circle Graph R-21 Analyzes Data in a Circle Graph.
MA.912.D.7.Pa.a Sort the common element in two sets of objects.	R-1 Sorts Objects N-4 Compares Sets of Objects

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

Grades 9 to 12 Access Points: Mathematics	CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)
<b>FINANCIAL LITERACY BODY OF KNOWLEDGE</b>	
<b>Standard 1: Simple Compound Interest</b>	
MA.912.F.1.In.a Identify interest on a loan or credit card as money charged for borrowing money. MA.912.F.1.Su.a Identify interest as extra money charged when borrowing money. MA.912.F.1.In.c Add the amount of a loan and amount of interest charged to determine the total amount of money to be repaid.	N-67 Computation with Percents N-42 Word Problems with addition and Subtraction of Decimals. N-48 Word Problems with Multiplication and Division of Whole numbers. N-52 Word Problems with Multiplication and Division of Decimals.
MA.912.F.1.In.b Identify interest on a savings account as money earned by keeping money in the account over time. MA.912.F.1.Su.b Identify interest on a savings account as money earned by keeping money in the account. MA.912.F.1.Su.c Identify interest rates used in real-world situations. MA.912.F.1.Pa.a Recognize that some items cost more than others.	Utilize existing materials/manipulative Complete Task Analysis
<b>Standard 2: Net Present Value &amp; Net Future Value (NPV &amp; NFV)</b>	
MA.912.F.2.In.a Identify situations that affect cost of living, such as inflation, wages, and location. MA.912.F.2.Su.a Identify examples of costs that have changed over time. MA.912.F.2.Pa.a Recognize that the cost of some items can change.	Utilize existing materials/manipulative Complete Task Analysis
<b>Standard 3: Loans and Financing</b>	
MA.912.F.3.In.a Identify wise consumer strategies for cash purchases, such as counting change, rounding up, and adding the tax.	N-22 Values of Coin Collections N-34 Addition with Up to Five-Digit Whole Numbers N-35 Subtraction with Up to Five-Digit Whole Numbers
MA.912.F.3.In.b Identify advantages and disadvantages of using alternate forms for payment, such as checks, gift cards, debit cards, and credit cards. MA.912.F.3.In.c Identify finance charges as extra amounts added to cost of items that are not paid for on time.	Utilize existing materials/manipulative Complete Task Analysis
MA.912.F.3.In.d Recognize that deferred payments result in extra charges, such as increased interest rates. MA.912.F.3.In.e Identify reasons for paying bills on time and the effects of late payments or nonpayment MA.912.F.3.In.f Identify resources and strategies for purchasing costly items, such as a car and a house.	Utilize existing materials/manipulative Complete Task Analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grades 9 to 12 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.912.F.3.Su.c Identify the effects of not paying bills on time. MA.912.F.3.Su.b Identify examples of alternate forms of payment, including debit cards, checks, gift cards, and credit cards. MA.912.F.3.Su.a Use wise consumer strategies for paying with cash, such as rounding to the next dollar.	Utilize existing materials/manipulative Complete Task Analysis
MA.912.F.3.Pa.a Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.	Utilize existing materials/manipulative Complete Task Analysis
<b>Standard 4: Individual Financial Planning</b>	
MA.912.F.4.In.a Create a personal budget that fits take-home income after taxes. MA.912.F.4.Su.b Identify a personal budget that fits take-home income after taxes.	N-34 Addition with Up to Five-Digit Whole Numbers N-35 Subtraction with Up to Five-Digit Whole Numbers N-43 The Meaning of Multiplication and Division N-44 Multiplication with Factors through 12 N-45 Multiplication with Up to Three by Two-Digit Factors N-66 Computation with Decimals N-67 Computations with Percents
MA.912.F.4.In.b Use real-world strategies needed to manage personal income. MA.912.F.4.Su.a Distinguish between income and expenses. MA.912.F.4.In.c Identify differences in methods for saving money, such as a savings account, money market account, or savings bonds. MA.912.F.4.Su.c Identify a method for saving money, such as a savings account. MA.912.F.4.In.d Identify reliable sources to assist with personal money management, tax preparation, and financial decisions. MA.912.F.4.Su.d Identify reliable sources of assistance for personal money management and financial decisions.	Utilize existing materials/manipulative Complete Task Analysis
MA.912.F.4.In.e Use strategies to determine how much sales and income tax must be paid in real-world situations. MA.912.F.4.Su.e Identify additional charges, such as sales tax and service fees, that may change the original cost of an item.	N-66 Computation with Decimals N-67 Computations with Percents  Utilize existing materials/manipulative Complete Task Analysis
MA.912.F.4.In.f Identify purposes of different types of insurance, such as health, automobile, tenant, and life insurance. MA.912.F.4.Su.f Identify different types of insurance, such as health, automobile, and life insurance. MA.912.F.4.Pa.a Identify common items or services that have a cost.	Utilize existing materials/manipulative Complete Task Analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

Grades 9 to 12 Access Points: Mathematics	CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)
<b>GEOMETRY BODY OF KNOWLEDGE</b>	
<b>Standard 1: Points, Lines, Angles, and Planes</b>	
MA.912.G.1.In.a Find the length and midpoint of line segments in real-world situations. MA.912.G.1.Su.a Determine the midpoint of a line segment. MA.912.G.1.Pa.a Recognize the ends and middle of a line segment.	Utilize existing materials/manipulatives Complete task analysis
MA.912.G.1.In.b Locate angles formed when a line intersects two parallel lines and classify the angles as obtuse, acute, or right angles. MA.912.G.1.Su.b Differentiate between intersecting and parallel lines. MA.912.G.1.Pa.b Recognize angles in two-dimensional shapes. MA.912.G.1.Su.c Match types of angles, such as obtuse, acute, and right angles, using physical models and drawings.	Utilize existing materials/manipulatives Complete task analysis
MA.912.G.1.In.c Locate and identify points on coordinate planes, such as line graphs or maps, using ordered pairs of numbers MA.912.G.1.Su.d Locate specified points on a coordinate plane, such as a simple map represented on a grid.	P-30 Ordered Pairs in Quadrant I P-46 Ordered Pairs on the Coordinate Plane P-47 Geometric Figures on the Coordinate Plane*
MA.912.G.1.Pa.c Solve real-world problems involving points, lines, angles, and areas (planes) using directional and positional language.	Utilize existing materials/manipulatives Complete task analysis
<b>Standard 2: Polygons</b>	
MA.912.G.2.In.a Determine if polygons have all sides and angles equal (regular) or have sides or angles that are not equal (irregular) using physical and visual models. MA.912.G.2.Su.a Identify polygons with all sides and angles equal (regular) in the environment. MA.912.G.2.Pa.a Identify objects or pictures with polygons.	Utilize existing materials/manipulatives Complete task analysis
MA.912.G.2.In.b Use tools to measure angles including 45° and 90°.	P-31 Measures Angles
MA.912.G.2.Su.b Use a model of a right triangle to compare the size of angles, such as acute, obtuse, and right angles. MA.912.G.2.Pa.b Match two or more objects with polygons based on a given feature in real-world situations.	Utilize existing materials/manipulatives Complete task analysis
MA.912.G.2.In.c Identify triangles and rectangles that are the same shape and size (congruent) and same shape, but not same size (similar) using physical and visual models.	P-6 Identifies Congruent Figures

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grades 9 to 12 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.912.G.2.Su.c Match triangles and rectangles that are same shape, but different size (similar) using physical and visual models. MA.912.G.2.Pa.c Identify objects, pictures, or signs with polygons in real-world situations.	Utilize existing materials/manipulatives Complete task analysis
MA.912.G.2.In.d Use physical and visual models to show that a change in orientation, such as turns (rotations), slides (translations), and flips (reflections), does not change the size or shape of a polygon.	P-43 Translations, Reflections, and Rotations
MA.912.G.2.Su.d Match identical polygons in different positions including turns (rotations), slides (translations), and flips (reflections) using physical models.	Utilize existing materials/manipulatives Complete task analysis
MA.912.G.2.In.e Find the perimeter and area of rectangles to solve real-world problems. MA.912.G.2.Su.e Solve real-world problems involving perimeter using visual models.	Q-21 Perimeter Q-35 Perimeter and Circumference Problems
MA.912.G.2.Su.f Solve real-world problems to find area of a rectangle to identify total square units using visual models.	Q-23 Area Q-36 Area Problems
MA.912.G.2.In.f Identify the effects of changes in the lengths of sides on the perimeter and area of rectangles using visual models to solve real-world problems. MA.912.G.2.Su.g Identify the effect of changes in the lengths of sides of rectangles on perimeter using physical and visual models.	Utilize existing materials/manipulatives Complete task analysis
<b>Standard 3: Quadrilaterals</b>	
MA.912.G.3.In.a Identify four-sided shapes (quadrilaterals), such as square, rectangle, rhombus, and diamond, in the environment using visual models.	P-37 Classifies Quadrilaterals and Applies Quadrilateral Properties
MA.912.G.3.Su.a Identify four-sided shapes (quadrilaterals), such as square, rectangle, and diamond, in the environment using physical and visual models. MA.912.G.3.Pa.a Identify objects or pictures with four-sided shapes (quadrilaterals) in real-world situations.	Utilize existing materials/manipulatives Complete task analysis
MA.912.G.3.In.b Use tools to identify shapes as having one set of opposite sides parallel and equal in length (parallelograms). MA.912.G.3.Su.b Determine whether shapes are rectangular or square by measuring the sides. MA.912.G.3.Pa.b Match two or more objects with four-sided shapes (quadrilaterals), based on a given feature, such as length of side or size of the area. MA.912.G.3.Su.c Identify shapes with one set of opposite sides parallel and equal in length (parallelograms) in the environment using physical and visual models.	Utilize existing materials/manipulatives Complete task analysis

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grades 9 to 12 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>Standard 4: Triangles</b>	
<p>MA.912.G.4.In.a Discriminate between triangles that have equal sides and angles (equilateral), triangles that have two equal sides and two equal angles (isosceles), and triangles that have one right angle (right triangle) using visual and physical models.</p> <p>MA.912.G.4.In.b Identify the height (altitude) in equilateral and isosceles triangles using physical and visual models.</p> <p>MA.912.G.4.In.c Measure sides and angles of triangles to determine whether triangles are the same size and shape (congruent) or the same shape, but different size (similar).</p> <p>MA.912.G.4.Su.a Discriminate between triangles that have equal sides and angles (equilateral) and triangles that have two equal sides and two equal angles (isosceles) using physical models.</p> <p>MA.912.G.4.Su.b Measure the length of sides of triangles to verify if two triangles are the same shape and size (congruent).</p> <p>MA.912.G.4.Pa.a Identify objects, pictures, or signs with a triangle in real-world situations.</p> <p>MA.912.G.4.Pa.b Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete task analysis</p>
<b>Standard 5: Right Triangles</b>	
<p>MA.912.G.5.In.a Compare the length of the straight sides in a right triangle with the length of the side opposite the right angle (hypotenuse).</p> <p>MA.912.G.5.In.b Identify examples of different kinds of right triangles in the environment using physical models.</p> <p>MA.912.G.5.Su.a Identify right triangles in the environment using physical models.</p> <p>MA.912.G.5.Su.b Locate the right angle of right triangles and side opposite the right angle (hypotenuse) in the environment.</p> <p>MA.912.G.5.Pa.a Identify objects, pictures, or signs with a right triangle.</p> <p>MA.912.G.5.Pa.b Match objects, pictures, or signs with a right triangle by a given feature, such as length of sides.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete task analysis</p>

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grades 9 to 12 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>Standard 6: Circles</b>	
MA.912.G.6.In.a Identify and describe the circumference, arc, diameter, and radius of circles using physical and visual models.	P-38 Parts and Properties of a Circle
MA.912.G.6.In.b Measure the diameter and radius of circles to solve real-world problems. MA.912.G.6.In.c Determine the relationship between a semi-circle and a circle. MA.912.G.6.Su.a Identify the circumference, arc, and diameter of circles in real-world situations. MA.912.G.6.Su.b Compare the circumference and diameter of circles in real-world situations. MA.912.G.6.Su.c Identify examples of semi-circle in the environment.	Utilize existing materials/manipulatives Complete task analysis
MA.912.G.6.Pa.a Identify objects, pictures, or signs with a circle in real-world situations. MA.912.G.6.Pa.b Match two or more objects with a circle based on a given feature, such as the distance around the outside (circumference) or inside (area) in real-world situations.	Utilize existing materials/manipulatives Complete task analysis
<b>Standard 7: Polyhedra and Other Solids</b>	
MA.912.G.7.In.a Identify and describe three-dimensional solids, including sphere, cylinder, rectangular prism, and cone in the environment using mathematical names. MA.912.G.7.Pa.a Identify objects or pictures with three-dimensional solids in real-world situations.	Utilize existing materials/manipulatives Complete task analysis
MA.912.G.7.Su.a Identify three-dimensional solids, such as sphere, cylinder, cube, and cone in the environment, when given the common name.	P-12 Identifies and Describes Solid Figures
MA.912.G.7.In.b Identify a plane that divides a sphere in half. MA.912.G.7.Pa.b Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.	Utilize existing materials/manipulatives Complete task analysis
MA.912.G.7.Su.b Compare volumes of three-dimensional solids in real-world situations.	Q-6 Compares and Orders Capacities Q-8 Estimates and Compares Capacities in Customary Units Q-9 Estimates and Compares Capacities in Metric Units

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grades 9 to 12 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<p>MA.912.G.7.In.c Measure rectangular prisms to find the volume using the literal formula: length x width x height.</p> <p>MA.912.G.7.Su.c Identify that changes in the lengths of sides of cubes or rectangular prisms will make the volume smaller or larger using physical models.</p> <p>MA.912.G.7.Pa.c Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.</p> <p>MA.912.G.7.In.d Compare volumes of three-dimensional solids using physical and visual models.</p> <p>MA.912.G.7.In.e Identify the effect of changes in the lengths of the sides of cubes or rectangular prisms on the volume using physical and visual models.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete task analysis</p>
<b>Standard 8: Mathematical Reasoning and Problem Solving</b>	
<p>MA.912.G.8.In.b Use problem-solving strategies, including visual and physical models and tools, for solving real-world problems involving geometry concepts and skills.</p> <p>MA.912.G.8.Su.b Use given problem-solving strategies, including using visual or physical models, for solving real-world problems involving geometry concepts and skills.</p>	<p>P-37 Classifies Quadrilaterals and Applies Quadrilateral Properties</p> <p>P-38 Parts and Properties of a Circle</p> <p>P-39 Interior Angle Measures of Polygons</p> <p>P-40 The Pythagorean Theorem</p>
<p>MA.912.G.8.Pa.b Solve real-world problems involving objects with two- and three-dimensional shapes and match the result to the correct answer to determine accuracy.</p> <p>MA.912.G.8.In.c Use estimation and resources to determine if solutions to problems involving geometry concepts and skills are reasonable.</p> <p>MA.912.G.8.Su.c Use resources, such as calculators and conversion charts to verify accuracy of solutions to problems involving geometry concepts.</p>	<p>Utilize existing materials/manipulatives</p> <p>Complete task analysis</p>
<b>Probability Body of Knowledge</b>	
<b>Standard 1: Counting Principles</b>	
<p>MA.912.P.1.In.a Use visual representations, such as drawings or charts, to show possible combinations with three elements.</p> <p>MA.912.P.1.Su.a Use physical representations to show possible combinations with two elements.</p> <p>MA.912.P.1.Pa.a Recognize the probability of an event as certain or impossible.</p>	<p>R-6 Describes the Likelihood of Events</p> <p>R-27 Describes the Likelihood of Events</p>

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grades 9 to 12 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
<b>Standard 2: Determine Probabilities</b>	
MA.912.P.2.In.a Identify if given outcomes for events in real-world situations are certain, likely, or impossible based on data in a graph or chart. MA.912.P.2.Su.a Predict the likely outcome of a simple experiment or event by selecting from three choices of outcomes. MA.912.P.2.Pa.a Predict the next activity in common real-world situations.	Utilize existing materials/manipulatives Complete task analysis
<b>STATISTICS BODY OF KNOWLEDGE</b>	
<b>Standard 2: Data Collection</b>	
MA.912.S.2.In.a Identify when data from part of a group (sample) should not be used to make predictions regarding the whole group. MA.912.S.2.Su.a Identify problems with inaccurate counting when collecting data and use strategies to correct mistakes. MA.912.S.2.Pa.a Identify a missing part of objects, pictures, or symbols in real-world situations.	Utilize existing materials/manipulatives Complete task analysis
<b>Standard 3: Summarizing Data (Descriptive Statistics)</b>	
MA.912.S.3.In.a Describe information in bar graphs, circle graphs, and single-line graphs representing data from real-world situations.	R-31 Constructs a Frequency Table R-34 Constructs a Circle Graph R-35 Constructs a Line Graph R-38 Constructs a Histogram
MA.912.S.3.Su.a Identify information in simple pictographs and bar graphs that represent data from real-world situations.	R-39 Analyzes Data in a Frequency Table R-22 Analyzes Data in a Pictograph
MA.912.S.3.Pa.a Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.	Utilize existing materials/manipulatives Complete task analysis
MA.912.S.3.In.b Collect data and display in single-line graphs, circle graphs, and bar graphs.	R-14 Constructs a Bar Graph R-34 Constructs a Circle Graph R-35 Constructs a Line Graph
MA.912.S.3.Su.b Organize data in pictographs and bar graphs and identify the labels for categories.	R-13 Constructs a Pictograph
MA.912.S.3.In.c Determine the mode by identifying the number that occurs most often and the mean by finding the average. MA.912.S.3.Su.c Identify the number that occurs most frequently (mode) in a set of data with up to nine numbers.	R-30 Mean, Median, Mode, and Range

Florida Department of Education NGSSS for Students with Significant Cognitive Disabilities – Mathematics Grades K-12  
 Correlated to BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II) and other materials  
 July 2010

<b>Grades 9 to 12 Access Points: Mathematics</b>	<b>CIBS II Assessments (* denotes a subtest that is more rigorous than the Access Point.)</b>
MA.912.S.3.In.d Calculate the range and median for data from real-world situations. MA.912.S.3.Su.d Find the difference between the largest and smallest numbers in a set of data (range) and the median in a real-world situation.	Utilize existing materials/manipulatives Complete task analysis
MA.912.S.3.Pa.a Identify objects, pictures, or symbols with a given feature to represent data related to a real-world activity. MA.912.S.3.Pa.b Identify quantity in data sets of 5 or more by counting objects, pictures, or symbols and identify which category has more, less, or none.	Utilize existing materials/Manipulatives Complete Task Analysis
<b>Trigonometry Body of Knowledge</b>	
<b>Standard 2: Trigonometry in Triangles</b>	
MA.912.T.2.In.a Compare the length of the straight sides in a right triangle with the length of the side opposite the right angle (hypotenuse) by measuring the sides. MA.912.T.2.Su.a Measure the sides of a right triangle to determine which side is the longest. MA.912.T.2.Pa.a Recognize a right triangle in objects, pictures, or signs in real-world situations. MA.912.T.2.In.b Identify and construct right triangles to solve real-world problems. MA.912.T.2.Su.b Use right triangles to solve real-world problems.	Utilize existing materials/Manipulatives Complete Task Analysis