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3 974

9th Grade

67/14C

9th grade.
Gen Math
Shirley Morris

Unit plan for Jan 1 - 15

Unit on mathematics pertaining
to use in business world
was taken up. Here problems
dealing on how much we
have to pay for postage,
express and air express
for different weighted packages.
Also, graphs were made
on the business trend.
Two days were taken off
from business one hours and
the class made a bar
graph showing the attendance
report of their own school
for the month of November
and December. The class

also made a broken line graph comparing the amount of boys with girls for these two months.

Then methods in making invoices was also made. The class made some neat looking ~~graph~~ invoices on some hypothetical problems.

9th grade — Gen Math
mon, S.

Unit Plan for Dec 15 - 30.

These last days of the year
will be spent on practice on
techniques in mathematics in

- (a) proportions and ratios
- (b) Simple word problems that could
be solved without equations
- (c) Practice in decimal, percents
and fractions.

9th Grade Gen Math S. more

Unit Plan for Dec 1-15.

Mathematic application in

1. Shipping of goods

a. Problems on express charges

b. " " parcel post "

c. " " insurance of
goods

d. Problems on freight
charges. are taken up.

2. Shipping facts.

a. Problems involving
mostly percents increase
and decrease of shipping
of goods.

NOV 17-15
This morn
12c
Gen Math
Ninth grade

Inter changing of decimals to fractions to percentages and visa versa was taken up. After the class was sure on their techniques of numbers manipulation, Practical applications to this in form of simple problems were taken up.

Then the subject of finding the circumference of a circle was taken up, and at the same time necessity of keeping the numbers in the same units were brought up with the problems.

Nov. 1, 1942
Mr. Mori

Subject 9th grade General Math

Wk of Oct 18-23

A brush up on adding
subtracting, multiplying
and dividing was taken up.

Wk. of Oct 24-30

1. Problems on percentage
were taken up from the
Math and Life. Bk. 3. by
Ruch, Knight, & Hawkins

Subject 9th grade General Science

Wk of Oct 18-23

1. An introduction to the
course of science was
given.

2. The method of classifying
living things were taken
up.

Wk of Oct 23-30

1. Study on different
microbrates were made

Ass't Teacher.
Shiro Mori

January 15-31.

9th grade Math

The students during this period studied on Ratios and Proportions.

From that topic the class took up the study of Congruent figures, Congruent triangles.

They studied angles of a triangle, and the construction of geometric figures, which included triangles, trapezoids, hexagons etc. Similar Triangles were included in the class work.

The students do not seem to understand all of that work that was presented so if an opportunity arises it would be to their advantage to have some of this work repeated.

V. M. Halmer

Mathematics 9th Grade
January 1 - 15, 1943

We completed work on
Rectangles, Parallelograms
Cylinders, Volumes etc -

We spent some time working
on formulas used in
industry.

We spent a few days
working on problems
involving ratios in
industry.

We spent some time
working on proportion.
and the formulas.

Two tests were given
on Learning through practice.

Viola M. Chalmers

Dec 15-Jan 1.

Jan 5, 1943.
Chalmers

The work covered in 9th grade math. is as follows.

We finished work on graphs for the time being. We have spent time reviewing formulas for finding areas for triangles, squares, rectangles, circles, parallelograms, and trapezoids.

We have studied the work on volumes of prisms, cylinders etc. Some time has been spent on cu ft and cubic yards.

We have been reviewing past work in addition to the new assignments.

V. M. Chalmers

1 to Dec. 15, 1942

Math

9th Grade.

We have studied the 4 operations of Algebra.

In addition to that we studied scale Drawings and floor plans.

We have worked on graphs and have correlated the map work in Social Science with the latest graphs put out in the New War Atlas.

We have spent a few days on various problems involving percents.

V. M. Chalmers

Chalmers

Nov 15 to December 1, 1942

Mathematics 9th Grade.

For the past two weeks we have been working on the four types of Operations, Addition, Subtraction, Multiplication and Division. The students have also worked on Diagnostic Tests.

V. McChalmers

Umehalmer
Nov. 16, 1942

9th Grade Math

We have studied the necessity of expanding in a large business and the resultant need for cash. The development of a small business to a large business including a study of corporations and the securing of capital through the purchases of shares.

This led up to the study of a coop store, and some of the problems involving the operation.

We have had work on decimals, percentage, and fractions.

Nov. 3. 1942

V. M. Chalmers
9th Grade.

Arithmetic Class

The following report is on the work covered in Arithmetic.

Central Theme of 9th Grade Arithmetic is the Application of Mathematics of the Nation.

1. Wealth of the Nation.

1. Writing large figures
2. Place value in decimal numbers.

2. Regulating measures as applied to government standards.

1. Bureau of government home,
2. Measures used in business, industry.
3. Measuring gas and electricity.

3. Solving problems on forest and forest products

4. Warming up exercises.

5. Problems about Natural Resources.

6. Inventory tests.

Chatt G. Wright

April 16, 1943

Report of 9th grade Math.

Work covered Apr. 1 to Apr. 15.

The work has progressed from 'Practical Measurements' to Mensuration since this unit permits the use of formula and also simple forms of geometry.

The study of formula as an introduction to algebra has had many setbacks. Since 75% of this grade has around fifth grade ability, I find myself reteaching things I thought I had already made perfectly clear. Language difficulty has been uncovered and I have been talking when all some hear are unintelligible words. I presented perimeters in formulae. Some slow pupils were asked to pretend the chalk was a car and pushed it around the figure drawn on the board. After many practice exercises

in finding the perimeter of the various geometric forms. I presented area, illustrated by drawings to show area as so many squares.

After the area of the different geometric forms had been presented, I would mix the questions and when asking for perimeters I would get areas and vice versa. I have decided a confused idea of numbers is the hardest knot to untie I've ever struck.

We have found perimeters, area, and are now engaged in finding the outside surface of cylinders and rectangular solids. Although we have no new formulae, the old formulae in new situations are just as tough for many of them as when it was first presented. For most of them there is so much underbrush in this number forest that they can't see the trees.

Recently I have decided to give those who can handle books a chance to proceed at his own rate. I've tried this before to find that even the best in the two groups require so much personal directions, I have no time for the slow pupils.

As I am attempting to get the group to think together and get some common information to work with, I feel I can spend at least two more weeks on this unit. I have searched the book to find some other units that would require use of the four fundamentals in simple form but there are none.

As soon as I have spent time enough to cover all simple geometric forms, I think I shall teach the unit on banking. There is more social material in this unit and will give variety. I can also use the formula $I = PRT$.

March 31, 1943

Mathematics, 9th grade

Work covered Mar. 15 to March 31.

At last my ambition is almost attained. With every scheme imaginable, I have tried to discover a foundation on which to build.

At first I tried to develop formulae involving per cent. This led to the fact that decimals were clear as mud. After reviewing decimals I discovered the formula for perimeters and area had never been developed. These involve practical measurements. Proper concepts have not been developed there so in a graphical way I presented the units used in measuring distance. One girl drew a line to represent the actual length of a rod and it was shorter than the line already drawn to represent a yard. By measuring we discovered our entire blackboard lacked six inches of being a rod long. After this a girl asked: "How many rods in a feet." I am discovering what a rotten teacher I am.

During this period I put Book I, seventh grade level into the pupils hands. We went over the work in class finding perimeters of figures using formulas. I then gave a written lesson over these exercises that had been worked out for the class on the board and I got 14 perfect papers and 13 papers with an absolute zero.

For the sake of the 13 pupils I take the attitude they never heard of a formula and am now using Book II and having them build formula from concrete situations.

If this class can add, subtract, multiply, and divide at the end of this school year, I shall declare I have performed a modern miracle.

Unit Report
(May 15 - 31)

9³ - Miss Andow
General Business

Having already studied the telephone, the telegraph and the writing of letters the unit on communication was finished with the study on how letters should be prepared for mailing. Closely connected with communication is shipping. Therefore the logical step to take ~~was to make~~ ^{was to make} a study on the shipping of goods.

Subject Matter Covered.

Preparing letters for the mail.

I. Importance of addressing letters correctly

II. How envelopes should be addressed

III. How letters should be folded.

IV. Different types of envelopes.

Shipping Goods by Mail.

I. Second class matter.
What it includes + its cost.

II. Third class matter
What it includes and its cost.

III. Fourth class matter.
What it includes and its cost.

Special Services.

Wrapping and addressing

Shipping Goods by Express.

- I. Size and Weight.
 - II. Cost.
 - III. Insurance.
 - IV. Delivery and Collection.
 - V. Special Services.
-

Applied Mathematics

- I. Finding the percentage of mail that goes to the head letter office. - Cost to grow it.
- II. Finding the cost of sending mail -
~~which~~ sent by air mail
Special delivery
Insurance.
express.
Special handling.
Air express etc.
- III. Finding the value of different shipments.

next two weeks

Shipping Goods by Freight
Filing and Recording.

Amable Junior High School.
Unit Report - Gen. Math
M. Cundoes.
July 1 - 25

In general business the ninth grade finished the unit on shipping. Goods may be shipped by freight express or mail and the pupils learned what services are available for them in distributing goods.

The last unit studied by the class involved one of the most important of business activities, that of keeping and finding useful information.

The pupils studied the different types of filing systems and how they may be adapted to individual needs. They also studied the rules followed in alphabetizing and indexing material to be used. Only the simple method of record keeping was introduced to develop an understanding of the purpose and value of record keeping.

A study of keeping and finding useful information is not complete without some consideration being given to the sources of important information available for a pupils use. Therefore they learned that general information may be found in atlases, dictionaries, almanacs, encyclopedias etc.

There was not sufficient time to really master and carry out activities in this unit.

Mathematics
Chatt G. Wright

Ninth grade.

June 1 to ²⁵~~45~~

In the study of the Banking Unit, when we took up the study of borrowing money and purchase of goods, the 'note' was the center of action. I found again prerequisite work had been neglected, and I had to drill and drill on long division to find amounts to the nearest cent, and short division in order to cancel in the formula $I = PRT$.

Counting exact days between dates also proved a major difficulty.

Both groups floundered because of inaccuracy. I taught legal forms for checks, bank drafts, cashier's check, letters of credit, travelers checks, and notes. Some understood but many didn't comprehend. (9, 13)
Very few ninth graders could succeed in any type of abstract maths.

Mathematics Chas. G. Knight

Ninth grade.

Report of work covered May 15 to May 31.

During this period we came to the study of notes in connection with the collection tetter in the Banking unit.

To follow up our study of formulae in measurements, I introduced the formula $I = PRT$ for finding interest due on notes. This called for cancellation and I learned they have no conception of factors. In order to continue with our unit in banking I was forced to teach cancellation and division of decimals as interest is counted to the nearest cent. Some time daily has been used for drill in the four fundamentals, using integers, common and decimal fractions.

Mathematics Chas. S. Knight

Ninth grade

Work covered from May 1-15

During this period the one group completed the 'Use of Formulae in Every Day Life' and have a start toward book work in the unit on Banking.

This is my first chance at work with this class in a socialized recitation. In order to develop a working vocabulary of the business world, we have spent several days in discussing terms and forms used by banks. In discussing ways and means of protecting one's self in written forms, I have discovered these boys are well educated and have their own ideas of crime. They want to lead down crime alleys and I am glad to be able to often show up their folly. We have had some good thinking done by the better

pupils.

Group three have just now completed the former unit and will take tests on Monday. They, too, will take up the unit on banking.

My plan is to give them correct forms, knowledge of terms used in business, and common procedures.

Mathematics

Chatt G. Wright

Ninth grade.

Work covered Apr. 15 to May 1.

The work of this group has been hindered so much by other things taking the time of the class. At last both groups are settled and no loss of time from would-be entertainers. Notebooks are kept in order and each child proceeds at his own rate. I use Book Three for extra practice for the faster pupils and this work will get recognition in the teacher's remarks on the report cards. Scores after each unit are cumulative and the total ~~outside~~ ~~over~~ work done after regular assignments were done will be reported. All extra credit work must be done in the regular class period. If the child chooses to do home work on regular assignments he is allowed to do so. This makes extra credit possible. This scheme has helped to solve disciplinary problems.

in the 9. group. Since there are pupils so dreadfully retarded in both ninth grade groups, I can hold the class up and give these children who have been lost a chance to succeed, and yet feel the brighter child will have something to show for his time spent in class.

At last the pupils are able to follow out the formula if their reading ability allows them to select the right one. The most retarded ones are so because of vocabulary.

We have covered much ground in these two weeks. We have found outside surfaces and volumes of cylinders, prisms, pyramids, cones, and spheres. The wood-working department have cooperated nicely by furnishing all the geometric forms I have called for that they could make.

Banking will be the next unit.

Monthly Report

James Michener
4/5/45

Subject - Math $9^1 + 9^3$

Text - Mathematics and Life
(Rush, Knight, Hawkins)

Subject matter covered -
Chapter 6

Objectives -

1) Unit title - Mathematics of the nation

2) This chapter serves two purposes. First, the mathematical concepts, principles, and processes studied previously and needed in later work are reviewed. In this unit the pupil sees mathematics in life situations at work.

Subject matter -

- 1) How governments are financed
- 2) Appropriating and spending Public Funds.
- 3) Government Budgets
- 4) Sources of Government Income

- 5) Property Taxes
- 6) Income Taxes
- 7) Other Direct Taxes
- 8) Indirect Taxes
- 9) Ratio & proportions
- 10) using Geometry
- 11) Government Borrowing
- 12) Gifts and endowments
- 13) Multiplication of signed numbers
- 14) Problems about taxes.

Tests -

Several compass diagnostic tests were given and also the self-testing drills in the chapter. Supplementary work such as ditto sheets were given for drill work.

3/3/45

James F. Michaud
Monthly Report

Subject - Math 9^1 and 9^3

Text - Mathematics and Life (Ruch, Knight, Hawtins)
Pages 231 - 338)

Units - 1) The Financial World
2) Management of Savings
3) Public Funds

Objectives -

- 1) The main objective for the unit on the financial world was to acquaint the students with the use of money and the place it holds in the world of business.
- 2) This unit, Management of Savings, dwells on problems involving savings and their management.
- 3) The Unit on Public Funds acquaints the student with the appropriation and expenditure of governmental funds.

Subject Matter Studied

- 1) Promissory notes and Bank Discounts
- 2) Security and Collateral notes
- 3) Personal loans

- 4) Lending money on mortgages
- 5) Savings and Investments
- 6) Savings accounts
- 7) Compound interest
- 8 - Postal Savings
- 9 - Bonds
- 10 - Stocks
- 11 - Life Insurance
- 12 - Social Security
- 13 - Savings and Loan associations
- 14 - How governments are financed
- 15 - appropriating
- 16 - Budgets
- 17 - Taxes

Tests - Self-testing Drills 8, 9, 10, 11, 12

Special stress has been placed on the importance of accuracy for the past two months. The results are beginning to manifest themselves.

11/18/44

James F. Michaud
Monthly Report

Subject - Math 9'

Text - Mathematics and Life
Book 3 (Ruch - Knight - Studebaker)

Material Covered - Pages 102 - 175

Objectives - Dominating Objective - Math in ^{everyday} Life

- 1) Purpose of section 102-107 is to clarify pupils understanding of congruence, its importance and frequency of application. Also to aid in the discovery for himself the important principles relating to congruent triangles.
- 2- Construction of Geometric figures is a challenge to the pupils ingenuity and inventiveness.
- 3- Pupils are led to get the general idea of Symmetry and its use in everyday life.
- 4- The social significance of the matter presented is brought out to the pupil.

5- Chapter three has for object to bring out the question of transportation and its relation to social life and its close relation to mathematics

Brief Outline of Subject Matter studied

- 1- Congruent Figures
- 2- Drawing Congruent Δ
- 3- Sum of \angle s in a Δ
- 4- Constructions in Geometry
- 5- Symmetry
- 6- Point Symmetry
- 7- Similar Figures
- 8- How Merchandise is Transported
- 9- Facts about shipping
- 10- Methods of shipping goods
- 11- How goods are distributed
- 12- How Merchants Buy their stock.
- 13- Invoices & Discounts.

Monthly Test -

Self Testing Drill No 3 Page 126 (Text)

Supp. Material -
(attached)

8-1 Name _____ Grade _____ Date _____ 12

Types of Long Division

1. $26 \overline{) 78}$

$52 \overline{) 212}$

$32 \overline{) 768}$

$27 \overline{) 1647}$

5. $71 \overline{) 4411}$

$62 \overline{) 3790}$

$47 \overline{) 1037}$

$53 \overline{) 13886}$

9. $834 \overline{) 68389}$

$65 \overline{) 3250}$

$83 \overline{) 19093}$

$62 \overline{) 37328}$

13. $87 \overline{) 609787}$

$79 \overline{) 717323}$

$82 \overline{) 180406}$

$69 \overline{) 483}$

17. $48 \overline{) 1830}$

$27 \overline{) 1809}$

$93 \overline{) 9041}$

$19 \overline{) 1302}$

7-1 Name _____ Grade _____ Date _____ 1

Diagnostic Test in Whole Numbers

Add:

| | | | | | |
|----|----|-----|------|----------|------------------------|
| 1. | 20 | 367 | 8530 | \$125.80 | \$75.25 + .30 + \$9.76 |
| | 14 | 245 | 6421 | .75 | |
| | 32 | 923 | 5643 | 9.88 | |
| | 11 | 719 | 7312 | 26.05 | |
| | 20 | 498 | 9761 | 278.43 | |
| | 12 | 586 | 4232 | 7.62 | |

Subtract:

| | | | | | |
|----|------|------|------|------|------|
| 6. | 9876 | 7346 | 8563 | 8000 | 7030 |
| | 5132 | 56 | 794 | 4231 | 2565 |

Multiply:

| | | | | |
|-----|-----|-----|-----|------|
| 11. | 497 | 586 | 379 | 9364 |
| | 8 | 79 | 480 | 708 |

Divide:

| | | | | | |
|-----|-------|-------|--------|--------|---------|
| 15. | 4)848 | 6)684 | 8)4168 | 7)1442 | 9)72065 |
|-----|-------|-------|--------|--------|---------|

Divide:

| | | | | |
|-----|---------|---------|----------|----------|
| 20. | 43)2666 | 32)9792 | 64)14752 | 17)15282 |
|-----|---------|---------|----------|----------|

Checking Up in Adding and Subtracting

Do this:



The safe way to get down or up a stairway is one-step at a time. Don't skip steps.

The safe way to add numbers is to add one at a time, from top to bottom or bottom to top.

Not this:



Add, and check by adding in the opposite direction:

$$\begin{array}{r} 45 \\ 1. \quad 9 \\ \quad 5 \\ \quad 7 \\ \quad 6 \\ \quad 3 \\ \quad 8 \\ \quad 7 \\ \hline 45 \end{array} \quad \begin{array}{l} (45) \\ (36) \\ (31) \\ (24) \\ (18) \\ (15) \end{array}$$

$$\begin{array}{r} 7 \\ 6 \\ 9 \\ 8 \\ 7 \\ 4 \\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 5 \\ 7 \\ 9 \\ 8 \\ 5 \\ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 5 \\ 7 \\ 6 \\ 8 \\ 4 \\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ 8 \\ 6 \\ 16 \\ 3 \\ 2 \\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ 13 \\ 5 \\ 3 \\ 9 \\ 16 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ 37 \\ 35 \\ 63 \\ 49 \\ 94 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ 59 \\ 95 \\ 68 \\ 86 \\ 24 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ 38 \\ 97 \\ 85 \\ 94 \\ 80 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ 91 \\ 40 \\ 58 \\ 72 \\ 83 \\ \hline \end{array}$$

$$\begin{array}{r} 548 \\ 241 \\ 653 \\ 495 \\ 456 \\ 283 \\ \hline \end{array}$$

$$\begin{array}{r} 509 \\ 763 \\ 951 \\ 888 \\ 163 \\ 698 \\ \hline \end{array}$$

Subtract and check:

$$\begin{array}{r} 13. \quad 21 \\ \quad 13 \\ \hline \text{Add to } 8 \\ \text{Check: } 21 \end{array}$$

$$\begin{array}{r} 14. \quad 33 \\ \quad 26 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 528 \\ \quad 469 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 375 \\ \quad 298 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 921 \\ \quad 843 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 1000 \\ \quad 780 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 5432 \\ \quad 4538 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 7538 \\ \quad 3739 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 54681 \\ \quad 34690 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 83.50 \\ \quad 1.18 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 84.85 \\ \quad 3.90 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 816.95 \\ \quad 9.87 \\ \hline \end{array}$$

$$\begin{array}{r} 25. \quad 8275.00 \\ \quad 168.75 \\ \hline \end{array}$$

My name is _____

Score _____

Unit 1. Addition and Subtraction of Whole Numbers

1

Practice these examples several times, or until you make no mistakes.

Add:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| $\begin{array}{r} 53 \\ 41 \\ \hline \end{array}$ | $\begin{array}{r} 41 \\ 17 \\ \hline \end{array}$ | $\begin{array}{r} 13 \\ 73 \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ 42 \\ \hline \end{array}$ | $\begin{array}{r} 65 \\ 30 \\ \hline \end{array}$ | $\begin{array}{r} 50 \\ 40 \\ \hline \end{array}$ | $\begin{array}{r} 50 \\ 36 \\ \hline \end{array}$ | $\begin{array}{r} 70 \\ 29 \\ \hline \end{array}$ | $\begin{array}{r} 42 \\ 26 \\ \hline \end{array}$ | $\begin{array}{r} 29 \\ 40 \\ \hline \end{array}$ |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|--|--|--|--|--|---|---|---|---|
| $\begin{array}{r} 35 \\ 5 \\ \hline \end{array}$ | $\begin{array}{r} 56 \\ 6 \\ \hline \end{array}$ | $\begin{array}{r} 49 \\ 1 \\ \hline \end{array}$ | $\begin{array}{r} 54 \\ 7 \\ \hline \end{array}$ | $\begin{array}{r} 48 \\ 3 \\ \hline \end{array}$ | $\begin{array}{r} 845 \\ 419 \\ \hline \end{array}$ | $\begin{array}{r} 134 \\ 206 \\ \hline \end{array}$ | $\begin{array}{r} 589 \\ 307 \\ \hline \end{array}$ | $\begin{array}{r} 407 \\ 238 \\ \hline \end{array}$ |
|--|--|--|--|--|---|---|---|---|

| | | | | | | | | |
|--|--|--|--|--|---|---|---|---|
| $\begin{array}{r} 861 \\ 69 \\ \hline \end{array}$ | $\begin{array}{r} 274 \\ 76 \\ \hline \end{array}$ | $\begin{array}{r} 432 \\ 78 \\ \hline \end{array}$ | $\begin{array}{r} 558 \\ 64 \\ \hline \end{array}$ | $\begin{array}{r} 627 \\ 98 \\ \hline \end{array}$ | $\begin{array}{r} 946 \\ 779 \\ \hline \end{array}$ | $\begin{array}{r} 756 \\ 498 \\ \hline \end{array}$ | $\begin{array}{r} 945 \\ 598 \\ \hline \end{array}$ | $\begin{array}{r} 678 \\ 595 \\ \hline \end{array}$ |
|--|--|--|--|--|---|---|---|---|

| | | | | | | | | |
|---|--|--|---|---|--|--|--|--|
| $\begin{array}{r} 140 \\ 730 \\ 63 \\ 47 \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ 583 \\ 40 \\ 35 \\ \hline \end{array}$ | $\begin{array}{r} 421 \\ 54 \\ 905 \\ 200 \\ \hline \end{array}$ | $\begin{array}{r} 120 \\ 45 \\ 294 \\ 35 \\ \hline \end{array}$ | $\begin{array}{r} 600 \\ 59 \\ 58 \\ 407 \\ \hline \end{array}$ | $\begin{array}{r} 900 \\ 275 \\ 379 \\ 793 \\ 846 \\ \hline \end{array}$ | $\begin{array}{r} 800 \\ 587 \\ 865 \\ 484 \\ 593 \\ \hline \end{array}$ | $\begin{array}{r} 700 \\ 469 \\ 523 \\ 578 \\ 862 \\ \hline \end{array}$ | $\begin{array}{r} 600 \\ 268 \\ 325 \\ 875 \\ 964 \\ \hline \end{array}$ |
|---|--|--|---|---|--|--|--|--|

Subtract:

| | | | | | | | | |
|---|---|---|---|---|--|--|---|--|
| $\begin{array}{r} 74 \\ 44 \\ \hline \end{array}$ | $\begin{array}{r} 76 \\ 61 \\ \hline \end{array}$ | $\begin{array}{r} 49 \\ 11 \\ \hline \end{array}$ | $\begin{array}{r} 55 \\ 20 \\ \hline \end{array}$ | $\begin{array}{r} 76 \\ 26 \\ \hline \end{array}$ | $\begin{array}{r} 157 \\ 65 \\ \hline \end{array}$ | $\begin{array}{r} 144 \\ 51 \\ \hline \end{array}$ | $\begin{array}{r} 695 \\ 462 \\ \hline \end{array}$ | $\begin{array}{r} 879 \\ 60 \\ \hline \end{array}$ |
|---|---|---|---|---|--|--|---|--|

| | | | | | | | | |
|---|---|---|---|--|---|---|---|---|
| $\begin{array}{r} 94 \\ 17 \\ \hline \end{array}$ | $\begin{array}{r} 72 \\ 26 \\ \hline \end{array}$ | $\begin{array}{r} 61 \\ 17 \\ \hline \end{array}$ | $\begin{array}{r} 84 \\ 26 \\ \hline \end{array}$ | $\begin{array}{r} 70 \\ 5 \\ \hline \end{array}$ | $\begin{array}{r} 876 \\ 557 \\ \hline \end{array}$ | $\begin{array}{r} 971 \\ 869 \\ \hline \end{array}$ | $\begin{array}{r} 656 \\ 438 \\ \hline \end{array}$ | $\begin{array}{r} 978 \\ 719 \\ \hline \end{array}$ |
|---|---|---|---|--|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| $\begin{array}{r} 982 \\ 198 \\ \hline \end{array}$ | $\begin{array}{r} 725 \\ 278 \\ \hline \end{array}$ | $\begin{array}{r} 762 \\ 389 \\ \hline \end{array}$ | $\begin{array}{r} 843 \\ 277 \\ \hline \end{array}$ | $\begin{array}{r} 827 \\ 369 \\ \hline \end{array}$ | $\begin{array}{r} 526 \\ 247 \\ \hline \end{array}$ | $\begin{array}{r} 623 \\ 155 \\ \hline \end{array}$ | $\begin{array}{r} 673 \\ 284 \\ \hline \end{array}$ | $\begin{array}{r} 734 \\ 279 \\ \hline \end{array}$ |
|---|---|---|---|---|---|---|---|---|

| | | | | | | |
|--|--|--|--|---|---|---|
| $\begin{array}{r} \$5.00 \\ .60 \\ \hline \end{array}$ | $\begin{array}{r} \$6.01 \\ .70 \\ \hline \end{array}$ | $\begin{array}{r} \$9.23 \\ .10 \\ \hline \end{array}$ | $\begin{array}{r} \$2.53 \\ .05 \\ \hline \end{array}$ | $\begin{array}{r} \$9.42 \\ 5.35 \\ \hline \end{array}$ | $\begin{array}{r} \$6.42 \\ 3.24 \\ \hline \end{array}$ | $\begin{array}{r} \$3.61 \\ 1.52 \\ \hline \end{array}$ |
|--|--|--|--|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| $\begin{array}{r} 3219 \\ 2975 \\ \hline \end{array}$ | $\begin{array}{r} 7818 \\ 6469 \\ \hline \end{array}$ | $\begin{array}{r} 6257 \\ 5269 \\ \hline \end{array}$ | $\begin{array}{r} 8264 \\ 4268 \\ \hline \end{array}$ | $\begin{array}{r} 7361 \\ 2607 \\ \hline \end{array}$ | $\begin{array}{r} 8915 \\ 8458 \\ \hline \end{array}$ | $\begin{array}{r} 9222 \\ 3234 \\ \hline \end{array}$ |
|---|---|---|---|---|---|---|

My Name _____

Perfect score is 78. My Score _____

Unit 1. Part 1. Addition

1

| | | | | | | | | | | |
|----|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| I. | <u>20</u> <u>32</u> | <u>31</u> <u>36</u> | <u>11</u> <u>53</u> | <u>33</u> <u>24</u> | <u>42</u> <u>50</u> | <u>21</u> <u>14</u> | <u>10</u> <u>74</u> | <u>26</u> <u>20</u> | <u>85</u> <u>11</u> | <u>61</u> <u>10</u> |
|----|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|

| | | | | | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------|------------------------|------------------------|
| II. | <u>45</u> <u>8</u> | <u>64</u> <u>7</u> | <u>48</u> <u>5</u> | <u>63</u> <u>7</u> | <u>48</u> <u>6</u> | <u>36</u> <u>4</u> | <u>26</u> <u>56</u> | <u>74</u> <u>17</u> | <u>25</u> <u>15</u> | <u>72</u> <u>99</u> |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------|------------------------|------------------------|

| | | | | | | | | | |
|------|-------------------------|-------------------------|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| III. | <u>667</u> <u>15</u> | <u>448</u> <u>35</u> | <u>908</u> <u>79</u> | <u>354</u> <u>268</u> | <u>364</u> <u>697</u> | <u>342</u> <u>579</u> | <u>690</u> <u>274</u> | <u>456</u> <u>394</u> | <u>585</u> <u>350</u> |
|------|-------------------------|-------------------------|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

| | | | | | | | | | | |
|-----|--|--|--|--|--|--|--|-------------------------------------|-------------------------------------|-------------------------------------|
| IV. | <u>3</u> <u>6</u> <u>8</u> <u>1</u> | <u>4</u> <u>4</u> <u>7</u> <u>2</u> | <u>4</u> <u>1</u> <u>6</u> <u>3</u> | <u>4</u> <u>3</u> <u>6</u> <u>3</u> | <u>5</u> <u>3</u> <u>8</u> <u>1</u> | <u>6</u> <u>3</u> <u>6</u> <u>3</u> | <u>2</u> <u>2</u> <u>8</u> <u>1</u> | <u>27</u> <u>61</u> <u>35</u> | <u>46</u> <u>72</u> <u>28</u> | <u>61</u> <u>57</u> <u>26</u> |
|-----|--|--|--|--|--|--|--|-------------------------------------|-------------------------------------|-------------------------------------|

| | | | | | | | | |
|----|--|--|--|--|--|---------------------------------------|---------------------------------------|-------------------------------------|
| V. | <u>182</u> <u>803</u> <u>196</u> | <u>299</u> <u>980</u> <u>850</u> | <u>307</u> <u>172</u> <u>748</u> | <u>415</u> <u>363</u> <u>639</u> | <u>526</u> <u>454</u> <u>571</u> | <u>720</u> <u>81</u> <u>148</u> | <u>309</u> <u>98</u> <u>518</u> | <u>508</u> <u>6</u> <u>39</u> |
|----|--|--|--|--|--|---------------------------------------|---------------------------------------|-------------------------------------|

| | | | | | | | | |
|-----|--|---|---|---|--|--|---|--|
| VI. | <u>\$7.37</u> <u>6.99</u> <u>.14</u> | <u>\$8.29</u> <u>7.09</u> <u>9.00</u> | <u>\$.89</u> <u>7.28</u> <u>1.04</u> | <u>\$3.87</u> <u>4.99</u> <u>9.87</u> | <u>\$2.24</u> <u>3.07</u> <u>.46</u> | <u>\$4.69</u> <u>3.08</u> <u>.87</u> | <u>\$6.08</u> <u>5.17</u> <u>6.00</u> | <u>\$ 7.04</u> <u>12.26</u> <u>.48</u> |
|-----|--|---|---|---|--|--|---|--|

| | | | | | | | | |
|------|--|--|--|--|--|--|--|--|
| VII. | <u>489</u> <u>235</u> <u>942</u> <u>653</u> | <u>9645</u> <u>593</u> <u>4847</u> <u>972</u> | <u>4652</u> <u>593</u> <u>3674</u> <u>593</u> | <u>286</u> <u>7389</u> <u>986</u> <u>4447</u> | <u>8275</u> <u>938</u> <u>1479</u> <u>968</u> | <u>1257</u> <u>364</u> <u>4293</u> <u>845</u> | <u>6333</u> <u>2777</u> <u>269</u> <u>487</u> | <u>585</u> <u>5767</u> <u>1394</u> <u>582</u> |
|------|--|--|--|--|--|--|--|--|

My Name _____ Perfect score is 63. My Score _____

Practice in Adding

I. Sum

| | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|
| 6 | 7 | 6 | 5 | 8 | 4 | 5 | 2 | 8 | 9 |
| 9 | 8 | 7 | 9 | 6 | 7 | 8 | 9 | 9 | 6 |
| 7 | 6 | 9 | 8 | 6 | 5 | 6 | 7 | 6 | 3 |
| 5 | 8 | 4 | 6 | 9 | 6 | 7 | 5 | 7 | 8 |
| 9 | 9 | 8 | 3 | 5 | 7 | 2 | 8 | 4 | 5 |
| 4 | 7 | 9 | 4 | 3 | 8 | 4 | 3 | 5 | 9 |
| Sum | | | | | | | | | |

II. Sum

| | | | | | | | |
|-----|----|----|----|----|----|----|----|
| 82 | 37 | 53 | 46 | 26 | 39 | 22 | 65 |
| 37 | 25 | 66 | 88 | 60 | 87 | 79 | 96 |
| 44 | 56 | 85 | 57 | 77 | 45 | 66 | 47 |
| 75 | 98 | 59 | 28 | 72 | 90 | 65 | 10 |
| 47 | 33 | 98 | 40 | 59 | 42 | 90 | 57 |
| 94 | 82 | 66 | 99 | 80 | 17 | 38 | 89 |
| Sum | | | | | | | |

Copy in columns and add. Be sure the columns are straight.

19. $4578 + 68 + 806 + 7490 + 743$

25. $104,669 + 9,233,059 + 968,907$

20. $485 + 8958 + 64 + 6139 + 5806$

26. $657,427 + 34,804,702 + 90,274$

21. $596 + 7736 + 9647 + 590 + 29$

27. $\$12.75 + \$19 + \$5.58 + \1.03

22. $6574 + 97 + 8760 + 808 + 65$

28. $\$.98 + \$3.46 + \$9 + \14.07

23. $8,374,097 + 961,609 + 3,897,858$

29. $\$6.40 + \$46.75 + \$7.79 + \9.03

24. $5,806,837 + 77,053 + 467,780$

30. $\$5.80 + \$9.00 + \$7.75 + \3.98

Work:

19.

20.

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

My name is _____ Score _____

Math 9¹
December 21, 1944

James F. Michaud
Monthly Report

TEXT: MATHEMATICS AND LIFE--Ruch, Knight, Studebaker.

MATERIAL COVERED: PAGES 175-231

OBJECTIVES:

The theme of the first part covered is Mathematics and commerce. The background is the transportation and distribution of goods. Pupils learn to use tables of rates in solving problems, to interpret graphs, and to solve percentage problems. The percentage formula, its use, and its relation to equations are explained. Finally the meaning of signed numbers and the addition of signed numbers are taught.

The first part of Chapter 4 deals with the different kinds of business organizations. Facts are learned about stock exchanges and commodity exchanges. The place of commercial banks in the financial world is studied.

BRIEF OUTLINE OF SUBJECT MATTER COVERED:

How merchants protect themselves against losses

Automobile Insurance

Installment Buying

The uses of money in Industry

Organizing and Financing Businesses

Business Organizations

Stock exchanges

Commodity Exchanges

The Work of Banks in the Financial World

Financial Statements of Banks.

Checking Accounts

Making Out checks and check stubs

Endorsing and cashing checks

Monthly statements

Special Checks issued by Banks

Other ways of sending money.

TESTS:

Self Testing Drills 5, 6, 7,

V. 9TH GRADE MATHEMATICS 9³ GROUP

1. The students are using Mathematics and Life, Book 3, by Ruth Knight Hawkins.
2. Supplementary material is secured from the booklets Arithmetics for the Emergency by Ruch-Knight-Studebaker, and Mathematics for the Emergency by Lapp-Knight-Rietz.
3. The students has reached page 369 when I took the class over April 6
4. An analytical review over materials previously studied was conducted in order to discover the weak spots. A review over percentage, fractions, and interest computation was conducted on the basis of the results of the above.
5. Work on Square root, hypotenuse and constant reviewal of the basic fundamentals of mathematics was done

Mrs. Anderson

4/28/45

Loesch
Apr 27-45

Text, Mathematics and Life, Book 3.
Ruch, Knight, Studebaker

Following the plan used by Mr. Michaud, the class has completed Chapter VII, "Mathematics and National Progress" pp. 369 - 426. The following topics have been discussed and related problems solved. Special emphasis has been placed on vocabulary and thought problems.

I - Mathematics aids progress

- (a) How measurement varies.
- (b) Indirect measurement; using the hypotenuse rule.
- (c) Square root.
- (d) The tangent ratio.
- (e) Measuring pyramids, cones, and spheres.

Several of the "Self-Testing Drills" have been given and progress charts made.

Subj.: 9³ Math
By: J. Keck
Date: Sept 15, 1944

I Aim: To gain a better understanding of the uses of arithmetic in our daily living.

II Topics.

- A. Denominate numbers
- B. Gas and electric meters.
- C. Natural Resources.

III Materials

- A. Textbook - Math + Life
- B. Workbook - exercises on denominate numbers

IV Forward to next period of work.

In the next five weeks our time will be spent on fractions, decimals and percents as used in every day affairs.

Math 9'
10/14/44

James F. Michaud
Monthly Report
Oct 14-44

Text - Mathematics and Life - (pp. 34 - 133)
Drill - daily in mental arithmetic.

Material Covered -

Per Cents (3 cases)

Finding Interest -
the circle

Lines and angles

areas of rectangles and Parallelograms

Triangles

areas of Trapezoid and circle

Volume of Prisms

Cubic measure

Formulas and use

Equation

Solution of various types of equations

Ratios

Congruent figures.

Construction of figures.

Facts about shipping

methods of shipping

Invoices and discounts

Review Questions

- 1 - Name the place value of figures.
- 2 - What Federal Bureau determines weights and measures?
- 3 - Know the tables of measure.
- 4 - Describe how to read meters
- 5 - Rule for solution of problems.

- 6 - Tell how to solve per cents -
 7 - Tell " " find interest.
 8 - Define: parallel lines, rt \angle , acute \angle , obtuse \angle ,
 rectangle, square, parallelogram, trape-
 zoid, triangle, circle, cylinder, prism.
 9 - Know the formulas to find the areas
 of the figures named in # 8.

Test - 9/28/44

I & II add -

$$\begin{array}{r} 56.56 \\ 8.07 \\ 76.98 \\ \hline 421.74 \end{array} \quad \begin{array}{r} 680 \\ 49 \\ 767 \\ 61 \\ \hline \end{array}$$

subtract

$$\begin{array}{r} \$ 5.10 \\ .68 \\ \hline \end{array} \quad \begin{array}{r} 70805 \\ 32896 \\ \hline \end{array}$$

multiply

$$\begin{array}{r} 81 \\ 72 \\ \hline \end{array} \quad \begin{array}{r} 6315 \\ 957 \\ \hline \end{array}$$

divide

$$67 \overline{) 3175} \quad 607 \overline{) 558.33}$$

$$\frac{1}{3} \times 11 =$$

$$7\frac{11}{12} \times \frac{9}{10} =$$

$$12 \times \frac{1}{4} =$$

$$6 \div \frac{3}{8} =$$

III - Define -

cylinder, trapezoid, triangle, rectangle, parallelogram,
 parallel lines, obtuse \angle , circle, interest, square,

IV Formulas for area of:

rectangle, triangle, parallelogram, circle,
 trapezoid,

V Find areas of the following figures.

