1067-97-1221      **Brian Beaudrie\*** (`bbeaudrie@winona.edu`), Department of Mathematics and Statistics, 175 West Mark Street, 305 Gildemeister Hall, Winona, MN 55987, **Emily Ricard**, Concord, NH, **Greg Superchi**, Lisbon, NH , and **David Gilcreast**, Pelham, NH. *Quantitative Literacy and the "Big Ideas" of High School Mathematics.*

By the time most students begin high school, they have been exposed to a large majority of the mathematical content and concepts necessary to function in society as quantitatively literate adults. Therefore, it would seem that the role of the high school in developing quantitative literacy among its students is to apply this mathematical knowledge to scenarios where quantitative reasoning would play a central role, while at the same time continually refining the students' knowledge of these necessary mathematical concepts.

The "big ideas" of quantitative literacy for high school students include developing number sense, problem solving skills, and the abilities to communicate and represent ideas mathematically. In developing these abilities among the students, by using examples and models consistent with the major themes of quantitative literacy (involving real-life situations, synthesizing several mathematical skills, etc.), a high school should produce graduates who are quantitatively literate. This presentation will discuss these ideas, and discuss the steps that one state has undertaken in order to develop the quantitative abilities of all of their students. (Received September 22, 2010)