

MATHEMATICS

List of Objectives

I. NUMERATION

**(0,1,2,3,4
5,6,7,8,9)**

A. Elementary

1. Student will develop the concept of quantity.
2. Student will identify numerals in common settings.
3. Student will count by rote (1-5).
4. Student will count objects (1-5) on verbal request.
5. Student will read numerals (1-5).
6. Student will sequence numerals (1-5).
7. Student will write numerals (1-5).
8. Student will present a specified number of objects (1-5).
9. Student will complete numeration sheet (0-5).
10. Student will count by rote (1-10).
11. Student will count objects (6-10).
12. Student will read numerals (6-10).
13. Student will sequence numerals (1-10).
14. Student will write numerals (6-10).
15. Student will present a specified number of objects (6-10).
16. Student will identify the concept of “zero”.
17. Student will determine one-to-one correspondence.
18. Student will count by rote (0-20).
19. Student will count objects (11-20).
20. Student will read numerals (11-20).
21. Student will sequence numerals (0-20).
22. Student will write numerals (11-20).
23. Student will identify the first, second, third, fourth, or fifth object, as specified.
24. Student will read number words (1-10).
25. Student will spell number words (1-10).
26. Student will recognize, read and write the fraction “1/2”.
27. Student will recognize, write and sequence “:00”, “:05” ... “:55”, “:00”.

B. Middle School

1. Student will count by rote (0-50).
2. Student will count objects (21-50).
3. Student will read numerals (21-50).
4. Student will sequence numerals (0-50).
5. Student will write numerals (21-49).
6. Student will count by rote (0-100).

7. Student will read numerals (0-100).
8. Student will sequence numerals (0-100).
9. Student will read number words (11-19).
10. Student will spell number words (11-19).
11. Student will read number word (20-99).
12. Student will spell number words (20-99).
13. Student will write numerals (50-100).
14. Student will complete numeration worksheet (0-99).
15. Student will complete numeration worksheet (:00-:59).
16. Student will recognize, read and write the fraction "1/3".
17. Student will recognize, read and write the fraction "1/4".
18. Student will recognize, read and write the fraction "3/4".
19. Student will complete numeration sheet (.00-.99).
20. Student will count by 2's to 10.
21. Student will count by 2's to 20.
22. Student will count by 5's to 60.
23. Student will count by 10's to 100.

C. High School

1. Student will read numerals (100-999).
2. Student will write numerals (100-999).
3. Student will identify the one that is "just before" or "just after" a specified number.
4. Student will read numerals (1,000-9,999).
5. Student will write numerals (1,000-9,999).
6. Student will read number words (100-999).
7. Student will spell number words (100-999).

II. TIME



A. Elementary

1. Student will follow a sequence of daily events.
2. Student will follow a sequence of activities within a daily event.
3. Student will sequence major events of the day.
4. Student will identify morning, afternoon, and night.
5. Student will identify a clock as a measurement of time.
6. Student will recognize the position of hands on the clock for specific daily activities.
7. Student will differentiate between the “big” and “little” hands on a clock.
8. Student will identify numerals on a clock face.
9. Student will identify the direction in which hands turn on a clock.
10. Student will tell time to the hour.
11. Student will differentiate between “:00” and other times.
12. Student will read a digital clock.
13. Student will count and write “:00, “05, “10” in sequence to “:55, “:00).
14. Student will count and write minutes in order.
15. Student will state specific times for daily activities.

B. Middle School

1. Student will tell time to five-minute intervals.
2. Student will identify times that correspond to the terms “noon” and “midnight”.
3. Student will identify the equivalents of “1 hour = 60 minutes” and “1 day = 24 hours”.
4. Student will identify the meaning of the terms “AM” and “PM, “on the hour”, and “on the half-hour”.
5. Student will use an alarm clock.
6. Student will be able to correctly state what time important events occur in their day.
7. Student will be aware of what happens when we change to or from daylight saving time.

C. High School

1. Student will tell time to the minute.
2. Student will identify the concept that “1/2 hour equals 30 minutes” and/or “half past” the hour.
3. Student will identify that “1/4 hour equals 15 minutes”.
4. Student will identify the meaning of “quarter till” and “quarter past”.
5. Student will identify the time zone in which he/she lives.
6. Student will tell future time to the hour.
7. Student will tell future time to the minute.

8. Student will tell future time to the half-hour and quarter-hour.
9. Student will figure time duration involving minutes.
10. Student will figure time duration involving hours.
11. Student will arrive on time to daily activities.
12. Student will convert minutes into hours.

III. MEASUREMENT



A. Elementary

1. Student will identify objects that are larger/smaller, taller/shorter, longer/shorter.
2. Student will identify objects that are thick or thin.
3. Student will measure an object to determine its length to the nearest inch.
4. Student will measure an object to determine its length to the nearest centimeter.
5. Student will measure to the nearest half-inch.
6. Student will develop an awareness of liquid volume.
7. Student will identify objects as “heavy” or “light”.
8. Student will identify scales as a measure of weight.
9. Student will identify a thermometer as a measure of temperature.
10. Student will identify various temperatures.
11. Student will acquire prerequisite calendar skills.

B. Middle School

1. Student will measure to the nearest foot, using the symbol (‘), and state that 1 foot equals 12 inches.
2. Student will measure to the nearest yard.
3. Student will identify _ foot as equivalent to 6 inches.
4. Student will measure liquids, using measuring cups marked in fractional portions.
5. Student will identify the number of cups in a pint and the number of pints in a quart.
6. Student will recognize the ounce and its abbreviation as a unit of measurement.
7. Student will identify which is the larger – an ounce or a pound.
8. Student will read a thermometer with a graduation of one and use the symbol of degrees (°).
9. Student will determine the number of days in a given month.
10. Student will determine the day of the week when given the day of the month.
11. Student will determine the date of the month when given the day.

C. High School

1. Student will measure objects to the nearest _ inch.
2. Student will measure to the nearest _ inch with a seamstress tape measure.
3. Student will measure using a metal tape measure.
4. Student will measure to the nearest 1/8 inch.
5. Student will measure to the millimeter.
6. Student will convert units of measure: inches to feet, feet to inches.

7. Student will identify the number of quarts in a gallon.
8. Student will determine the appropriate unit of measure for capacity using cups, pints, quarts, or gallons.
9. Student will convert liquid quantities.
10. Student will measure tablespoon, teaspoon, $\frac{1}{2}$ teaspoon, and $\frac{1}{4}$ teaspoon.
11. Student will recognize liter as a metric unit of measure.
12. Student will demonstrate that sixteen ounces equals one pound.
13. Student will use a produce scale.
14. Student will convert units of weight: ounces to pounds and pounds to ounces.
15. Student will read the bathroom scale.
16. Student will use various scales relevant to vocational training.
17. Student will read thermometers of various degree graduations.
18. Student will set a thermostat and relate that 68° to 75° represents a comfortable room temperature.
19. Student will read thermostats in graduations of twenty-five.
20. Student will read body temperature.
21. Student will determine future dates when given a date and time duration in days.
22. Student will determine future dates when given a date and time duration in weeks.
23. Student will determine time duration in number of weeks when given beginning and ending dates.
24. Student will determine time duration in number of days when given beginning and ending dates.
25. Student will understand the concepts of “every other day” and “every other week”.
26. Student will convert calendar units: days to week and/or weeks to days.

IV. MONEY



A. Elementary

1. Student will recognize coins as being money.
2. Student will demonstrate the concept of money as an exchange for goods or services.
3. Student will demonstrate safekeeping practices when presenting a predetermined amount of money to a cashier.
4. Student will recognize a penny and will construct pennies to \$0.05.
5. Student will identify the money symbols: cents sign, dollar sign, and decimal point.
6. Student will count pennies to four cents (4¢).
7. Student will recognize a nickel, relate that one nickel equals five cents, and read the word “nickel”.
8. Student will construct coins to nine cents (\$.09).
9. Student will recognize digital numerals.
10. Student will match coins to coin stamp pictures and bills to picture representations to make a purchase.
11. Student will identify \$1, \$5, and \$10 bills.
12. Student will count nickel and pennies up to nine cents (9¢).
13. Student will recognize a dime and will read the word “dime”.
14. Student will relate that one dime equals ten cents and will construct dimes out of nickels and pennies and/or pennies alone.
15. Student will locate advertisements in the newspaper and/or on sight.
16. Student will determine the affordability of an item that is priced under \$0.10, with varying amounts (\$0.01-\$0.09).
17. Student will determine the affordability of an item that is priced under \$0.10, with varying money amounts (\$0.01-\$0.99).
18. Student will construct dollar bills to \$4.00, no change.
19. Student will present money to a cashier, wait for change and place it in a wallet.
20. Student will locate price tags, signs, and/or bar-coding below products.
21. Student will read and select price tags under \$1.00.
22. Student will use a one dollar bill to purchase items priced \$1.00 or less.
23. Student will construct dimes, nickels and pennies to \$0.49.
24. Student will count dimes, nickels, and pennies to \$0.49, when nickels and pennies equal less than \$0.10.
25. Student will use vending machines requiring change under \$0.50.
26. Student will write cash amounts to \$0.99.
27. Student will recognize that a quarter equals \$0.25 and will read the word “quarter”.
28. Student will count quarters to \$0.75.
29. Student will recognize a sales receipt.
30. Student will enter cash amounts into a calculator.
31. Student will save money for a particular purpose.
32. Student will determine which of two, 2-digit prices is less expensive or cheaper.

33. Student will spell number words, one through ten, as a prerequisite to check writing.
34. Student will leave a tip, with adult assistance.
35. Student will use a calculator, when tenths and/or hundredths are not displayed.

B. Middle School

1. Student will construct \$0.50, using five dimes and/or two quarters.
2. Student will construct money to \$0.99.
3. Student will construct money to \$4.99.
4. Student will read and select price tags under \$5.00.
5. Student will use a five-dollar bill to purchase items of \$5.00 or less.
6. Student will compute the total for the purchase of two items, priced under \$10.00.
7. Student will count dimes, nickels and pennies to \$0.99.
8. Student will determine the affordability of an item that is priced under \$1.00, with various money amounts (\$0.01-\$0.99).
9. Student will recognize a half-dollar, understand that it is \$0.50 and can replace two quarters or five dimes.
10. Student will count quarters, dimes, nickels and pennies to \$0.99 when quarters, if used, always equal \$0.50.
11. Student will count dollar bills, dimes, nickels and pennies to \$4.99, when coins total less than \$1.00.
12. Student will count dollar bills, quarters, dimes, nickels and pennies to \$4.99, when the change equals less than \$1.00, and the quarters always equal \$0.50.
13. Student will count dollar bills, half-dollars, quarters, dimes, nickels and pennies to \$4.9, with change equaling less than \$1.00.
14. Student will determine the affordability of an item that is priced under \$5.00, with varying money amounts (\$0.01-\$4.99).
15. Student will recognize quarter/nickel or quarter/five pennies as equal to three dimes (\$0.30).
16. Student will count quarter and pennies to \$0.29.
17. Student will count three quarters and pennies to \$0.79.
18. Student will construct money to \$19.99.
19. Student will read and select price tags under \$10.00.
20. Student will use a ten-dollar bill to purchase items priced \$10.00 or less.
21. Student will count a five-dollar bill, dollar bills, quarters, dimes, nickels and pennies to \$9.99, when change is less than \$1.00 and quarters, if used, equal \$0.50.
22. Student will determine the affordability of an item that is priced under \$10.00, with varying money amounts (\$0.01-\$9.99).
23. Student will determine the affordability of two or more items when the total price is under \$10.00, with varying money amounts (\$0.01-\$9.99).
24. Student will count quarters, dimes, nickels and pennies to \$0.99 when given 5¢ to “fix” quarters.
25. Student will count dollar bills, quarters, dimes, nickels and pennies to \$4.99, when given 5¢ to “fix” quarters.

26. Student will use “next dollar” method to purchase items less than \$5.00.
27. Student will recognize and use two half-dollars to equal \$1.00.
28. Student will write cash amounts to \$9.99.
29. Student will read and select price tags under \$100.00.
30. Student will differentiate between foods and non-foods, taxed and not-taxed.
31. Student will use vending machines, receiving change, if necessary.
32. Student will differentiate among currency, coins, and checks.
33. Student will recognize “budget” as a means of allotting/restraining amount spent.
34. Student will cash a check that has been endorsed appropriately, providing proper identification.
35. Student will spell number words, eleven through ninety-nine.
36. Student will write checks in amounts under \$100.00.
37. Student will fill out a check register and balance the account.
38. Student will use the “next dollar” method to purchase items less than \$10.00.
39. Student will verify change received when the amount of change appears on the cash register.
40. Student will determine which of two given prices is less when prices have three place values.
41. Student will locate the total on a sales receipt.
42. Student will figure the amount saved on advertised merchandise when given regular and sale prices.
43. Student will recognize situations that require tipping.

C. High School

1. Student will recognize and use a twenty dollar bill to purchase items totaling less than \$20.00.
2. Student will recognize a fifty dollar bill.
3. Student will recognize a one hundred dollar bill.
4. Student will construct money to \$49.99.
5. Student will count five dollar bills, one dollar bills, quarters, dimes, nickels and pennies to \$9.99, when given 5¢ to “fix” quarters.
6. Student will count money to \$14.99 when dollar bills, quarters, dimes, nickels and pennies equal \$4.99, when given 5¢ to “fix” quarters.
7. Student will count money to \$14.99 when five dollar bills, one dollar bills, quarters, dimes, nickels and pennies equal more than \$4.99, given 5¢ to “fix” quarters.
8. Student will count money to \$19.99 when five dollar bills, one dollar bills, quarters, dimes, nickels and pennies equal more than \$9.99, given 5¢ to “fix” quarters.
9. Student will write cash amounts to \$999.99.
10. Student will count money to \$19.99 when five dollar bills, one dollar bills, quarters, dimes, nickels and pennies total \$10.00 or more, given 5¢ to “fix” quarters.
11. Student will use “next dollar” method to make purchases less than \$20.00.
12. Student will construct money to \$99.99.

13. Student will read price tags to \$999.99.
14. Student will figure sales tax.
15. Student will compute the total for a purchase of up to five items.
16. Student will count money amounts to \$99.99.
17. Student will count a quarter and dimes to \$0.95.
18. Student will count three quarters and dimes to \$1.25.
19. Student will spell number words, one hundred to nine hundred ninety-nine.
20. Student will develop a weekly budget.
21. Student will complete a deposit slip for checks only and balance the check register.
22. Student will complete a deposit slip for currency only and balance the check register.
23. Student will complete a deposit slip using "less cash received".
24. Student will recognize situations where checks are not an acceptable means of payment.
25. Student will select a lower priced item from more than two similar items.
26. Student will figure correct change, using a calculator to determine the amount, to \$99.99.
27. Student will recognize the importance of saving a sales receipt and will practice returning merchandise.
28. Student will deduct coupon savings from product cost.
29. Student will figure the purchase amount when given a fractional portion savings.
30. Student will figure the purchase amount when given a percentage of savings.
31. Student will figure the cost when buying more than one of an individual product or a product sold by the pound.
32. Student will figure "how much more needed", when provided an item price and current money available.
33. Student will figure the cost of buying only one of an item priced as a ration.
34. Student will figure the cost of several items, when only some are taxable.
35. Student will figure a tip, when necessary.
36. Student will write a check to pay a bill.
37. Student will pay bills "by mail", when appropriate.
38. Student will figure the amount of pay for determined hours at a given rate.
39. Student will construct money amounts to \$999.99.
40. Student will count money to \$999.99.
41. Student will figure paying one-half of a given amount.
42. Student will figure the cost of a meal, including tax and tip.
43. Student will use an automatic teller machine and balance the account.
44. Student will use a savings account passbook.
45. Student will understand basic banking terms.
46. Student will read and reconcile a monthly checking account statement.

V. COMPUTATON/WORD PROBLEMS



A. Elementary

1. Student will perform addition operations.
2. Student will perform subtraction operations.

B. Middle School

1. Student will solve functional word problems involving addition.
2. Student will solve functional word problems involving subtraction.
3. Student will solve functional word problems involving multiplication.
4. Student will solve functional word problems involving division.