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## Camas School District; Mathematics Curriculum, Student Learning Objectives K-8

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# EDUCATIONAL TECHNOLOGY CENTER CENTRAL WASHINGTON UNIVERSITY

# CAMAS SCHOOL DISTRICT; MATHEMATICS CURRICULUM, STUDENT LEARNING OBJECTIVES K-8

A Project

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

Of the Requirements for a Degree

Master of Education

Supervision and Curriculum

by
Gregory C. Strohmaier
June 1980

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#### INTRODUCTION

The Camas School District; Student Learning Objectives (K-8) is designed to help school district personnel comply with Washington State Student Learning Objectives Law RCW 28A.58.090, which requires that all school districts in the state of Washington develop student learning objectives in the areas of reading, language arts, and mathematics. This guide was developed to identify, clarify, and catagorize, sets of goals and student learning objectives which will improve students' learning opportunities in the area of mathematics, and at the same time provide direction for the classroom teacher.

This guide does not reflect all of the goals and objectives taught at any specific grade level, but the goals and objectives which the community of Camas and the Camas School District feel are the backbone of our mathematics curriculum.

This guide will be considered a working document. As it is used, suggestions for change or revision will be noted so that the guide can constantly reflect the views of the Camas community, school district and the needs of our students.

An effort was made by the community and professional staff not to develop the goals and objectives around any one set of materials. The scope and sequence should prove to be appropriate for a variety of materials.

#### STATEMENT OF PURPOSE

The purpose of this document is to satisfy the legal requirements of the Student Learning Objectives Law RCW 28A.58.090 and to provide the Camas School District with math student learning objectives and indicators. Contained in this guide are the objectives and indicators that the Camas School District chose as their student learning objectives. Through the use of these objectives the parents, the Camas School District, and the Superintendent of Public Instruction will be able to measure student achievement and performance.

#### REVIEW OF LITERATURE

The following resources were used in gathering ideas and information related to scope, sequence, content and structure for the Mathematics Student Learning Objectives developed for the Camas School District.

1. <u>Guide to Student Learning Objectives Law RCW 28A.58.090.</u> Superintendent of Public Instruction, Olympia, Washington, 1978.

The guide states the Student Learning Objective Law, interprets the law, defines terms, explains assessment of objectives and program, and lists desirable characteristics. In addition, the guide answers commonly asked questions about the Student Learning Objective Law.

- 2. Handbook for School District Implementation of the Student Learning Objective Laws, Superintendent of Public Instruction, Olympia, Washington, 1978

  This handbook was designed to help school district personnel understand the intent of the law, identify requirements and give suggestions how school districts might move toward implementation of the objectives.
- 3. <u>Small Schools Mathematics Curriculum K-3</u>, Superintendent of Public Instruction, Olympia, Washington, 1977.

Included in the curriculum guide are sequential student learning objectives, suggested activities, monitoring procedures and possible resources.

4. <u>Camas School District Curriculum Guide</u>, Camas School District #117, Camas, Washington, 1976.

This mathematics curriculum guide describes the K-12 goals and objectives written in 1976. The objectives are organized within a system, separated according to review, master, develop, introduce and develop and introduce.

5. <u>Mathematics K-6 Resource Book</u>, Longbeach Unified School District, Longbeach, California, 1977.

The purpose of this guide is to assist teachers in planning an effective mathematics program. The major strands in the program are arithmetic, numbers, operations, geometry, measurements, problem solving/applications, probability and statistics, relations and functions and logical thinking. The Camas School District has permission to reprint the guide from the Longbeach School District and uses the guide as resource material.

#### PROCEDURE

The purpose and process of developing the student learning objectives were first discussed at a meeting on October 25, 1977. Attending the meeting were Dan Peoples, District Curriculum Administrator; Lester Portner, District Administrator for Mathematics; and Mathematics Committee members Virginia Anderson, Dale Croswell, Don Manney, Kay Persons, Jack Purdy, Diana Rennie, Elton Richardson, and chairman Greg Strohmaier.

Input for the mathematics student learning objectives was to be received from the Instructional Council, Citizens' Advisory Committee, the Camas School Board and the grade level teachers throughout the Camas School District.

The following school year I scheduled and attended approximately twentyfive meetings. My responsibilities at grade level meetings involved acting
as a resource person, helping provide continuity of indicators and proof-reading grade level suggestions. At cross grade level meetings, I was involved
with the sharing of grade level ideas and concerns and the sequencing of pre
and post skills. The reporting of committee progress was made by District
Mathematics Administrator, Lester Portner, and myself at the Instructional
Council meetings. The Instruction Council consists of a representative of
the Citizens' Advisory Committee, a School Board Representative, grade level
and department chairpersons and student representatives. The evaluation of
the student learning objectives was to be attained by standardized tests,
teacher made tests and teacher judgement. Finally, a form for recording and
reporting the objectives was developed.

On November 25, 1978, the Camas School District, Mathematics Curriculum, Student Learning Objectives K-8 were adopted.

### CAMAS SCHOOL DISTRICT;

#### MATHEMATICS CURRICULM

#### STUDENT LEARNING OBJECTIVES K-8

### AS ADOPTED BY THE CAMAS SCHOOL DISTRICT

ON NOVEMBER 25, 1978

#### STUDENT LEARNING OBJECTIVES

The student will demonstrate a proficiency in computation.

The student will demonstrate a proficiency in numeration.

The student will demonstrate a proficiency in measurement.

SCOPE AND SEQUENCE
OF INDICATORS

* Ind	· CAMAS SCHOOL DISTRICT #117 STUDENT LEARNING OBJECTIVES & INDICATORS		Re-	US US	STUDENT'S NAME	Taut	, de	7c.1
	MATHEMATICS	urjh!	Retaught	Indicator SLO Grade			Datt (Far	langht
	SINDERGARTEN		<del>                                     </del>	1-N-3	Count orally to one hundred by ones			_
		1		1-N-4	Count orally to one hundred by tens	.,		
	COMPUTATION	L		1-N-5	Count orally to fifty by fives	1		
		1		1-N-6	Match a set of picture objects to			
<u>2-1</u>	Use manipulative objects to identify	<u> </u>			twenty to the correspond. numeral	·	-	
	one more than	1_	<u> </u>	1-N-7	Identify one half of a whole		ļļ	
$\frac{3-2}{2}$	Use manipulative objects to join sets	<del> </del>	! <u> </u>	<del> </del>			┵	
2-3	Use manipulative objects to identify	-	<b>├</b> ├	<del> </del>	MEASUREMENT	<del></del>	<del>   </del>	
	one less than	<del> </del>		<del>                                     </del>	7.73			
	NUMERATION	<u>!</u>	├	1-M-1	Tell time to the hour	<u> </u>	+	
	POPULANTIN	-	<del>                                     </del>	1-M-2 1-M-3	Identify a penny Identify a nickel	<del>- </del> 1	<del>†                                    </del>	
1-1	Count orally to twenty by ones	┼-	<del>!                                    </del>	$\frac{1-M-3}{1-M-4}$	Identify a dime		7	
<del>1-2</del>	Indicate first, second, and third	<del> </del> -	<del>  -</del>	1-M-5		1	; ;	
1-3	Recognize one half of a whole	<del> </del>	<del>!                                    </del>	1-M-6			<u> </u>	
1-4	Write numbers 0 through five	T	T		The same out of the week	<del></del>		
1-2	Count members of a group (0-10)		<del>                                     </del>	1		7		
1-8	Match members of a group (0-10) to	<b> </b>		<del></del>		•	<del>; ,</del>	
	corresponding numerals		! !					
	MEASUREMENT		<del>                                     </del>			-		_
<del></del>		↓						
[ -	Identify big and little	↓	<u> </u>	- <del> </del>		<u>.</u>		
	Identify short and tall	<u> </u>	1	<del></del>		<del>-  </del> -		
1-3	Identify top and bottom	-		<del>-                                    </del>				
1-4	Identify above and below	-	<del>                                     </del>				·	
1-5 1-6	Identify under and over Identify the four basic shapes:	┼	-	<del></del>		<u> </u>	<del>-</del> -	
1-0	square, triangle, rectangle, and	-	<del>  </del>	+				
	circle	┿	<del> </del> -			<del></del>		—
1-7	Verbalize the function of a clock	<del>†</del>	<del>; ;</del>	+		<del></del>	·	
1-8	Identify a calendar	+-		<del> </del>				-
		<del> </del> -	Ţİ	<del></del> -	**************************************		·	
		1				!	- ·	
	FIRST GRADE							
		↓_		<del> </del>			; ;	<b></b>
	COMPUTATION	<u> </u>	1	<del></del>	**************************************		سبد منها	
		<del> </del>						
<u>-</u>	Solve sums of number combinations	-	1-1-	<del></del>			<del></del>	<del></del>
:-2	through ten Add three addends with a sum of ten	<del>!</del>		<del></del> -		<del></del>	~-· ¬	<del></del>
2	or less	<del></del>	<del>                                     </del>	<del></del>		† 		
:-3	Solve subtraction combinations with	+-	<del>-</del>	<del>- j</del>		<del></del>	<del>                                     </del>	
<del></del>	minuends through ten	-	+-	+		1	-	<del></del>
;-4	Identify the plus sign	1	<del>                                     </del>	<del>                                     </del>		<del></del>	<del></del>	<del></del>
:-5	Identify the equal sign	· -		<del>                                     </del>	· · · · · · · · · · · · · · · · · · ·	<del></del> -	-÷	
:-6	Identify the minus sign	Ţ	<del>                                     </del>	<u> </u>			<del>1</del>	
(		- <del></del>					,	!_
	NUMFRATION	,					·	
		L	· · · · · ·					
1-1	Name numerals 0-100 in sequence	<u> </u>	<u> </u>				,	<b></b>
1-2	Write numerals 0-20 in and out of	<del>-</del> -	İ				<u>.</u>	<u> </u>
	sequence	+-	<del>                                     </del>			<u>!</u>		-

ÇAMAS																		
STUDEN	$\mathbf{T}$	Ţ	$\mathbf{E}^{p}$	ΙR	N	I	N	G	C	В	J	E	C'	T	Ι	V	E	S

	STUDENT LEARNING OBJECTIVES			- 1		•	
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ကို	MATHEMATICS	rt	φ Ω	ğ			<del>(1)</del>
cator		<b>.</b>	1.2J 	'n	1,		<b>i</b> (
H							
	COMPUTATION					Divide using one-digit numbers with	1
					A company of the company of the company	remainders where the quotient is one	
2-1	Use manipulative objects to identify				c	ligit with a remainder	
	one more than				4-C-40 N	Multiply one-digit numerals times	
C-2	Use manipulative objects to join sets			1	1	two-digit numerals	
C-3	Use manipulative objects to identify				4-C-11 N	Match or identify fractions to	
	one less than		_			corresponding pictures	
C-1	Solve sums of number combinations			[	4-C-12 /	Add fractions with like denominators	
	through ten			1	4-C-13	Subtract fractions with like denomina	1
C-2	Add three addends with a sum of ten	1		T-	1	lors	
	or less	†		1	4-C-14	Compare fractions that have a	
C-3	Solve subtraction combinations with	_	Ι	1		numerator of 1 for their >, < qualitie	s
<del>~</del>	minuends through ten	+-	<b>+</b>	1		Add fractions with unlike denomina-	Ť-
·C-4	Identify the plus sign	- †	-	<del> </del>		tors up to a denominator of 12	1
·C-5	Identify the equal sign		† -		l l	Subtract fractions with unlike	+
-C-6	Identify the minus sign	-	<del>  -</del>	-		denominators up to a denominator of l	-
·C-1	Write addition facts one through (20)		ļ	<del> </del> -		Use multiplication facts through	~
-C-2	Write a dictated problem in correct	<del>- </del>	├	+-		two]ve times twelve	+
	form vertically		ļ	┼-	1	Use division facts through twelve	
-C3	Add two & three one-digit numerals	+	╂	╁┈		times twelve	-
Paris.	in a column or horizontally up to	-		1		Check simple division problems with	-
_	the sum of twenty			+-		multiplication	
-C-4	Subtract two-digit numerals without		-		1	Find equal fractions (renaming)	+
	regrouping			- <del> </del>		Add column: of five-digit numerals	+-
-C-5	Add two-digit numerals without	-	1		<b>1</b>	Add fractions	-
	regrouping	-			ł	·	┿.
-C-1	Add three-digit numerals with regroup	<del>,</del>				Add decimals	+
-C-2	Write addition facts zero through		Ì			Subtract five-digit numerals	+
	twenty					including regrouping	_
C-3	Add using money		1-	1-	6-C-6	Subtract fractions	1
-C-4	Subtract a three-digit numeral with	1	1	1		Subtract mixed numbers	T
	regrouping				1	Multiply three-digit numerals	7
-C-5	Write subtraction facts zero through				4	Multiply fractions	1
	twenty		1			Multiply mixed numbers	1
-C-6	Subtract using money	-†		-		Divide using two-digit division	1
-C-7	Write multiplication facts through	7	-	-		Divide fractions	~
	fives		1	T		Divide mixed numbers	1
-C-8	Write division facts through fives	<b>-</b>	-	1	6-C-14	Solve proportion problems with one	1
-C-1	Add four-digit numerals in columnar	7 -	-	1-		unknown using cross multiplying	
	form	1	1		7-C-1	Find averages	T
I-C-2	Subtract four-digit numerals in	1	1	T	8-C-1	Add integers	
	columnar form	T	1	Ţ-	8-C-2	Subtract integers	
I-C-3	Change addition number sentences to	_	1		8-C-3	Multiply integers	T
	columnar form	~ <u> </u>	T	T	8-C-4	Divide integers	
1-C-4	Change subtraction number sentences	T	T		8-C-5	Solve equations with one unknown	T.
	to columnar form	T			1		
1 5	Name multiplication facts through		T				
"Wanto"	nine times nine		7				
4-C-6	Write multiplication facts through				_		
	nine times nine		j.	1.	1.		
4-C-7	Name division facts through nine		1				
	times_nine			j		. , , , , , , , , , , , , , , , , , , ,	
4-C-8	Write division facts through nine			1-			

TOWNS CONTOUR DECEMBRICAL AND					
CAMAS SCHOOL DISTRICT #117					
SPUDENT LEARNING OBJECTIVES	i -	- :	1 2 2 -	STUDENT'S NAME	
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		į			
POURTH GRADE	!			FIFTH SRADE	
	1				
COMPUTATION		1_		COMPUTATION	<u> </u>
·C-l Add four-digit numerals in columnar			5-C-1	Add fractions with unlike denomina-	
Form	!!			tors up to a denominator of 12	
-C-2 Subtract four-digit numerals in	-	_	5-C-2	· · · · · · · · · · · · · · · · · · ·	
columnar form	L		_	denominators up to a denominator of	12
·C-3 Change addition number sentences to	! ;		!5-C-3	Use multiplication facts through	
columnar form	11	-		twelve times twelve	
·C-4. Change subtraction number sentences		1	5-C-4		
to columnar form	1 1			times twelve	
-C-5 Name multiplication facts through	1.1	-} 	5-C-5	Check simple division problems with	
nine times nine	; ; +	1	1= ===	multiplication	<del></del>
-C-6 Write multiplication facts through	+		5-C-6	Find equal fractions (renaming)	· ·
nine times nine	<del>                                     </del>			NELGET D. C. T. C. Y.	<del></del>
-C-7 Name division facts through nine	11	_ _		NUMERATION	
times nine					······································
-C-8 Write division facts through nine	+ :	1	5-N-1		
times nine				million	<del></del>
-C-9 Divide using one-digit numbers with	<del>;                                    </del>	+			
remainders where the quotient is one	<del>:                                    </del>	4		MEASUREMENT	
digit with a remainder	++	+			<del></del>
_O Multiply one-digit numerals times	<del>   </del> -	+	5-M-1	· · · · · · · · · · · · · · · · · · ·	· ·
two-digit numerals		4	5-M-2		
-C-ll Match or identify fractions to	-	-	5-M-3		
corresponding pictures	-	+	5-M-4		
-C-12 Add fractions with like denominators -C-13 Subract fractions with like denomina-			5-M-5	Recognize an angle Recognize congruent figures	
	<del></del>		15-M-7		<del></del>
-C-14 Compare fractions that have a		<u>i</u>		Recognize parallel lines	<u>-</u>
numerator of 1 for their >,< qualities		<del></del> [	5-M-9		
"difference of 1 for Cheff /, dualice:	++			Recognize perpendicular lines	——— г
NUMERATION	+-!-	+-	3 11 10	Recognize perpendicular lines	
1000	+	-	<del></del>		
-N-1 Read numbers through one million	ــــــــــــــــــــــــــــــــــــــ	<del></del>			
-N-2 Write numbers through one million	1-1-	-	<del></del>		
	1	T			
MEASUREMENT	<del>-</del> +	1			····
	1 .	-+-			
-M-l Express time to the nearest minute	<del>†:</del> -	T			
including terms a.m. and p.m.	7	+			
-M-2 Count change up to and including one	11	- -			
dollar	+	1			
-M-3 Make change up to and including one	<del>                                     </del>	+	:		<del></del>
dollar	1 -	- <del>+-</del> 			
	11	<del></del> -			
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INDICATORS BY GRADE LEVEL

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	CAMAS SCHOOL DISTRICT #117			.		REV 11/25/78
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'n h	STUDENT LEARNING OBJECTIVES	⊬3 0)	<u> </u>	21	SI ON HE	넑
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itor	1	1	1	(*	2	
	NUMERATION	-			/-N-4	Recognize fractional equivalents in decimals
					7-N-5	Rec. fractional equivalents in
<u>l-1</u>	Count orally to twenty by ones					percentages
1-2	Indicate first, second, and third				7 N-6	Demonstrate use of symbols = \( \frac{1}{2} \)
$\frac{1-3}{1-4}$	Recognize one half of a whole Write numbers 0 through five	-				Demonstrate properties of ratios by
<del>1−5</del>	Count members of a group (0-10)		 i	<del> </del>	<u> </u>	using ratio problems
1-6	Match members of a group (0-10) to	$\dagger$			7-N-8	Round numbers to nearest one hundred
<u> </u>	corresponding numerals	<b>†</b>		-	† '`	thousand in whole numbers
N-1	Name numerals 0-100 in sequence	-	-	• • •	7-N-9	Round numbers to nearest thousandths
N-2	Write numerals 0-20 in and out of	<del> </del> -	-	-	1	in decimals
	sequence	<del> </del>		†-	7-N-10	Estimate answers in decimals
N-3	Count orally to one hundred by ones	† -	-	-		Estimate answers in story problems
N-4	Count orally to one hundred by tens					Recognize fractional equivalents in
N-5	Count orally to fifty by fives					fractions (e.g. one half, one third,
N-6	Match a set of picture objects to					two thirds, one fourth, three fourths
	twenty to the correspond, numeral	L	L _	ļ		one fifth, one tenth)
N-7	Identify one half of a whole	<u> </u>	L.	<u> </u>	8-N-3	Recognize fractional equivalents in
<u>N-1</u>	Write to two hundred by ones	ļ	L_	1		decimals (e.g. one half, one third,
N-2	Count to one hundred by twos	<del> </del>	ļ	<u> </u>		two thirds, one fourth, three fourths,
N-3	Count to one hundred by fives	<u>. -</u> -	-	1-		one fifth, one tenth)
	Count to one hundred by tens				8-N-3	Recognize fractional equivalents in
N-6	Write to one hundred by twos Write to one hundred by fives	1	-		}	percentages (e.g. one half, one third two thirds, one fourth, three fourths
N-7	Write to one hundred by tens	+		-	┪-	one fifth, one tenth)
N-8	Read number words one through ten	-				
N-9	Identify one fourth of a whole		1			
N-10	Identify one third of a whole					· · · · · · · · · · · · · · · · · · ·
N-1	Read whole numbers through one thous.		1	1		
N-2	Write whole numbers through one thous	3				
<u>N-3</u>	Read one half of a whole		L			
N-4	Read one fourth of a whole	<u>.</u>	ļ.,			
N-5	Read one third of a whole					· · · · · · · · · · · · · · · · · · ·
N-6	Write one half of a whole					
$\frac{N-7}{N-9}$	Write one fourth of a whole		- -		. <b>∤</b>	
<u>N-8</u>	Write one third of a whole  Identify place value to hundredths	4	-			
N-1	Read numbers through one million	- -	╁	<del> </del>		
N-2	Write numbers through one million	+-	╁	-		
N-1	Identify place value through one	╁	+-	+-		
	million	+	+	+		
-N-1	Read numerals through one billion	+-	<del> -</del> -			
N-2	Write numerals through one billion	+-	十.	-		
-N-3	Recognize place value through one		1			* - ** · * · · · · · · · · · · · · · · ·
	billion		†-	1		
N-4	Recognize place value in decimal	1		1	<u> </u>	
	notation through thousandths	J	]	Ţ	1	
-N	Read numbers through ten billion	Ι.		L		
-N-2	Write numbers through ten billion	_	Ĺ.	.	_	
-N-3	Recognize fractional equivalents		4-	<u></u>		
	in fractions		-	-	_	
		1-	-	1.		
		1	1	1	ı	

	CAMAS SCHOOL DISTRICT #117						REV 11/25/78
	STUDENT LEARNING OBJECTIVES						
Indicator	& INDICATORS	<u>ດ</u>	m i	o o	STade		- - 1 a a A T
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<del></del>	MEASUREMENT				- 5-M-	-4	Recognize a ray
	MEMOURLMENT						Recognize an angle
-M-1	Identify big and little						Recognize congruent figures
-M-2	Identify short and tall				+		Recognize similar figures
-M-3	Identify top and bottom						Recognize parallel lines
-M-4	Identify above and below		-		<del></del>		Recognize intersecting lines
-M-5							Recognize perpendicular lines
-M-6	Identify the four basic shapes:	-			6-M		
11.0	square, triangle, rectangle, and						Measure perimeter
<del></del>	circle	†-			- <del>-</del>		Measure area
-M-7		1					Use formulas to find perimeters of
-M-8		†	1				any polygon
-M-1	Tell time to the hour	†				-2	Use formulas to find area of circles
-M-2	Identify a penny	†- <i>-</i> -					Use formulas to find area of polygons
-M-3	Identify a nickel	1-	17				Use formulas to find surface area of
-M-4	Identify a dime	1	1-1				prisms
-M-5	Identify a quarter	1	1		18 M	- 1	Use formulas to find perimeters of
-M-6	Read the calendar days of the week	1			1		any polygon
-M-1	Read time to the half hour	1	<del> </del>	 	8-M	-2	Use formulas to find area of circles
-M-2		†		_			Use formulas to find area of polygons
-M-3	Read the calendar days of the week	1			8-1	-4	Use formulas to find surface area of
4	Say the calendar months in order	1	"		1		prisms
- 5	Recognize number of cents in a penny	]	Ţ. <u> </u>				
-M-6	Recognize number of cents in nickel		Τ-		1		
-M-7	Recognize number of cents in a dime	]		Γ			
!-M-8	Recognize number of cents in quarter						
!-M-9	Recognize the dollar sign						
:-M-10	Recognize the cent sign		}				
?-M-11	Identify that twelve inches equals						
	one foot		]				
?-M-12	Measure to the nearest inch up to						
	twelve inches						
3-M-1	Tell time to the nearest quarter hou		Ì.,		]		
3-M-2	Indicate the numerical value of a da	Ŋ.					
3-M-3	Indicate the numerical value of days	_	J				
3-M-4	Indicate the numerical value of days	1_		_			
	in a month						
3-M-5	Indicate the numerical value of week	\$		_			
	in a month						
3-M-6	Measure to the nearest half inch on		<u>L</u> _				
	a ruler		1.	.l_			
3-M-7	Measure to the nearest quarter inch						
	on a ruler	Γ	$\prod$	$\prod$			
4-M-1	Express time to the nearest minute						•
	including terms a.m. and p.m.						
4-M-2				_			
	dollar	T		Γ	$\Box$		
4 .3	Make change up to and including one	I					
	dollar	$\prod_{i=1}^{n}$			_		
5-M-1			<u> </u>	L			
5-M-2	Recognize a line		<u> </u>				
5-M-3	Recognize a line segment	1		1_			
			_L	1			

FORMAL REPORTING FORMS

	CAMAS SCHOOL DISTATCI #11/ STODE	711.1.	1,10,4	HKMING C	DECELIARS & INDICATORS			
	✓ Indicates the objective has been t	au	ght					
Н			-	] H	Student's Name			
nd	Indicates the objective has been ]						-	
ic	but does not insure retention	;	A S	ndica	Teacher's Name School Yr.	Fal.	Ĭ.	1
at		E CO	t T	Cac		D H	nt	
Indicator LO	MATHEMATICS	11	Spring Winter	sLO ade	LANGUAGE ARTS	11	ær	ı.
	COMPUTATION				LISTENING		7	-
K-C-1	Use manipulative objects to identify			K-1-1	Will not interrupt speaker			_
	one more than			K-1-2	Will not distract other listeners			
K-C-2	Use manipulative objects to join sets			K-1-3	Respond to one oral direction			
K-C-3	Use manipulative objects to identify			K-1-4	Respond appropriately to words			_
	one less than				and questions			_
	NUMERATION				SPEAKING			
K-N-1	Count orally to twenty by ones			K-2-1	Articulate p, b, m, w, h, d, t, n,			
K-N-2	Indicate first, second, and third				g, k, and all vowel sounds			
K-N-3	Recognize one half of a whole			K-2-2	Speak in complete sentences			
K-N-4	Write numbers 0 through five				HANDWRITING		- {	
K-N-5	Count members of a group (0-10)			K-3-1	Distinguish between straight and			
K-N-6	Match members of a group (0-10) to				curved lines			
	corresponding numerals			K-3-2	Develop awareness of left and right			
	MEASUREMENT				CAPITALIZATION			
K-M-1	Identify big and little			K-4-1	Start first name with capital letter		_	
K-M-2	Identify short and tall			<u> </u>	COMPOSITION		_	
<-M-3	Identify top and bottom			K-6-1	Dictate a one-sentence story			
<u>⟨−M−4</u>	Identify above and below				LIBRARY & REFERENCE	_	_	
<-M-5	Identify under and over			K-9-1	Select a book			
(-M-6	Identify the four basic shapes:			K-9-2	Write name & room no. on correct			
	square, triangle, rectangle, and		$\bot$		card	$\perp$	1	
- Parkers	circle				SPELLING		_	
7	Verbalize the function of a clock			K-10-1	Spell first name orally			
.~ <sub>m</sub> -∠8	Identify a calendar	} }	[	(			- {	

OMMENTS:

Indicator	☐ Indicates the objective has been to ☐ Indicates the objective has been to ☐ Dut does not insure retention ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	lear		1.	Student's Name  Teacher's Name School ir.  LANGUAGE ARTS	Fall	Winter	Spring
:-C-1	COMPUTATION	-	-	K-1-1	LISTENING Will not interrupt speaker	<b> </b>	$\dashv$	
<u></u>	Use manipulative objects to identify one more than	-	_ -	K-1-1	Will not distract other listeners		+	_
.—C−2				K-1-3		$\vdash$	-	_
C-C-3		1-		K-1-4	Respond to one oral direction  Respond appropriately to words		-+	<del></del>
<u></u>	one less than	╁┼	+-	V-T-4	and questions		+	
	NUMERATION	$\vdash$			SPEAKING	$\vdash$	+	
<u>-N-1</u>		$\vdash$	-	K-2-1 Articulate p, b, m, w, h, d, t, n			+	_
(-N-2	Indicate first, second, and third	<del> </del>	+-	g, k, and all vowel sounds			_	
₹-N-3	Recognize one half of a whole	1	1	K-2-2 Speak in complete sentences			_	_
₹-N-4			一		HANDWRITING		+	
(-N-5				K-3-1			十	_
(-N-6					curved lines		一	_
	corresponding numerals			K-3-2	Develop awareness of left and right		$\Box$	
	MEASUREMENT				CAPITALIZATION			
-M-1	Identify big and little			K-4-1	Start first name with capital letter			_
-M-2	Identify short and tall		-		COMPOSITION			
5-M−3	Identify top and bottom			K-6-1	Dictate a one-sentence story			_
C-M-4	Identify above and below				LIBRARY & REFERENCE			
(-M-5	Identify under and over			K-9-1			$\perp$	
(-M-6	Identify the four basic shapes:			K-9-2	Write name & room no. on correct		$\bot$	
	square, triangle, rectangle, and				card		$\perp$	
	circle				SPELLING			
7	Verbalize the function of a clock	1_1		K-10-1	Spell first name orally		_	
8	Identify a calendar					<u> </u>		

OMMENTS:

INFORMAL CLASSROOM RECORDING FORMS

1. 1. 2. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	
	CAMAS SCHOOL DISTRICT #117 STUDENT LEARNING OBJECTIVES & INDICATORS
	& INDICATORS
	MATHEMATICS
	(Kindergarten)
	COMPUTATION
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	K-C-l Use manipulative objects to identify one more than
<del></del>	K-C-2 Use manipulative objects to join sets
	K-C-3 Use manipulative objects to identify
	one less than
	NUMERATION
	K-N-1 Count orally to twenty by ones
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10)
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10) K-N-6 Match members of a group (0-10) to
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10)
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10) K-N-6 Match members of a group (0-10) to
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10) K-N-6 Match members of a group (0-10) to
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10) K-N-6 Match members of a group (0-10) to
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10) K-N-6 Match members of a group (0-10) to
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10) K-N-6 Match members of a group (0-10) to
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10) K-N-6 Match members of a group (0-10) to
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10) K-N-6 Match members of a group (0-10) to
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10) K-N-6 Match members of a group (0-10) to
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10) K-N-6 Match members of a group (0-10) to
	K-N-1 Count orally to twenty by ones K-N-2 Indicate first second third K-N-3 Recognize one half of a whole K-N-4 Write numbers 0 through five K-N-5 Count members of a group (0-10) K-N-6 Match members of a group (0-10) to

1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	
	CAMAS SCHOOL DISTRICT #117 STUDENT LEARNING OBJECTIVES & INDICATORS  MATHEMATICS (Kindergarten)
	ATT CAT DAY ATT ATT
	MEASUREMENT .
	K-M-1 Identify big
<del>╶╎╃╃╎╫┧┼╬┧╏╃╃╃╬╬╬╬╬╬╬╬╬╬╬╬</del>	little
<del>╶┤┤╎╏╎╎┼┼╏╏┩┩╏</del> ┼╬┼┼╬┼┼┼╬┼┼┼┼╬┼┼┼╬┼┼┼╬┼┼┼	K-M-2 Identify short
<del>╶┤╎╎╎╏┤╎╎╏╏╎╎╏╎╏╎╏</del> ┼ <del>╏╏</del> ┼┼┼┼╏┼┼┼╏┼┼┼╏┼┼┼	tall
<del>╺┼┼┼╣╃╃╃┫┩╃┪</del> ╫┼┼╫┼┼╫╫┼┼┼╂┼╫┼┼┼╫┼┼┼	K-M-3 Identify top
<del>╶┤┤╏┥╣┤┩╫╃╏╫╅╏╬╬</del> ┼╫┼╫┼╫┼╫┼┼╫┼┼╫┼┼╫┼┼╫┼┼╫┼┼╫	bottom
	K-M-4 Identify above
	below
	K-M-5 Identify under
	over
	K-M-6 Identify the four basic shapes:
	square
	triangle
	rectangle
	circle
	K-M-7 Verbalize the function of a clock
	K-M-8 Identify a calendar
<u></u>	
<u></u>	
<u></u>	
75 TO TO	•

1. 1. 2. 3. 3. 3. 4. 4. 5. 6. 6. 110. 111. 112. 113. 114. 115. 116. 117. 118. 118. 119. 119. 119. 119. 119. 119	
	CAMAS SCHOOL DISTRICT #117 STUDENT LEARNING OBJECTIVES & INDICATORS  MATHEMATICS  (First Crade)
	(First Grade)
	COMPUTATION
	1-C-1 Solve sums of number combinations
**************************************	through ten
	1-C-2 Add three addends with a sum of ten
	or less 1-C-3 Solve subtraction combinations with
	minuends through ten
	1-C-4 Identify the plus sign
<del>▗▗┡</del> ╍┉╅ <del>╸</del> ╌┩╼╸┞╍╌╉╼╌╬╼╼╫┪═┼╌╌╬╍╼╬╼╌╂╼╌╟╌╌╂╼╌╟╌╌┩╌╌╠╧╌╏╼╌╏╼╌╏╼╌╏╼╌╏╼╌╏╼╌╏╼╌╏╾╌╏╸╌╏╸┼┼	1-C-5 Identify the equal sign
· <del>/····/···/···/···/···/···/···/···/</del> <del>/</del> <del></del>	1-C-6 Identify the minus sign
	NUMERATION
<del>╶</del> ┩╌┈┧╼┈┧ <sup>┲┉</sup> ╂═╌┧═┉╬╌┈┧╼┈┟╼┈┟╼┈┟╼┈┟═┈┟═┈┧╼┈╂═┈╬═┈┼═┈┟═┈╏═┈┋╧═╁┉┈╏═┈╁┉╌╬═┈╬┉┈╂═┈┼┈┈┟═┈╬┉	1-N-1 Name numerals 0-100 in sequence
	1-N-2 Write numerals 0-20 in and out of
	sequence
╶ <del>╏╸┈┟┈┈┟┈┈╏┈┈╏┈┈╠┈┈┟┈┈╠┈┈┟┈┈╏┈┈┟┈┈┟┈┈┟┈┈╏┈┈╏┈┈╏┈┈╏┈┈╏┈┈╏┈┈╏┈┈╏┈</del>	1-N-3 Count orally to one hundred by ones 1-N-4 Count orally to one hundred by tens
╶────────────────────────────────────	1-N-5 County orally to fifty by fives
	1-N-6 Match a set of picture objects to
	twenty to the correspond. numeral
	1-N-7 Identify one half of a whole
	MEASUREMENT
╶ <del>╎───</del> ┆─── <del>┆───┆───┆───┆───┆───┆───┆───</del> ┆─── <del>┆───┆───</del>	l-M-l Tell time to the hour
	1-M-2 Identify a penny
	1-M-3 Identify a nickel
╶┦──┇──₽── <b>┦───</b> ┇── <del>──┃</del> ──┇───┇───┇───┇───┇───┃───┇───┃───┇───┇	l-M-4 Identify a dime l-M-5 Identify a quarter
<del>────────────────────────────────────</del>	1-M-5 Identity a quarter 1-M-6 Read the calender days of the week

21. 22. 22. 22. 23. 24. 25. 26. 27. 30. 31. 31. 33. 33. 33. 33. 33. 33. 33. 33	20 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	NAMES	CAMAS SCHOOL DISTRICT #117 STUDENT LEARNING OBJECTIVES & INDICATORS  MATHEMATICS (Second Grade)
	<del></del>	COMPUTATION
		Santan and the santan and the santan and the santan and the santan and the santan and the santan and the santan
	2-C-1	Write addition facts one through 20
	2-C-2	
		correct form vertically
	2-C-3	
		in a column or horizontally up to
		the sum of twenty
		regrouping
		regrouping
		NUMERATION
	2-N-1	Write to two hundred by ones
<del>┤┼┤┼┋┼┼┼╬</del> ┼ <del>╏</del> ┼┼┼╢	1 2-N-2	
	1 2-N-3	
<del>┊┊┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋┋</del>	-1	
┼┼┼┼┼╂┼┼┼┼┼┼┼┼┼		
<del>┤┤┥┪╏╏╏</del> ┪┼┼╫┼┼╫┼┼╫┼┼╫┼┼┼	2-N-6	
		Write to one hundred by tens
	2-N-8	Read number words one through ten
	1 1 1 2-N-9	Identify one fourth of a whole
	2-N-1	O Identify one third of a whole
<del>────────────────────────────────────</del>		

40	ي 80 90	37	36.		33.	32.	31	ا م	29	28	27.	26	25	24	23	27	21	20.	19	18	17.	16	15.	14.	13	72.	11.	17	و ا ٥	ار ا	ا : «	7	Constitution of the Consti	ָּוֹן ת	4	ω	2	<u> </u>							
												ĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸĸ			- Comment of the Comm									;																SCHOOL NT LEARI & INDIO MATHEMA (Second	NING CATOF ATICS	OBJI RS			
																																							ME	asuremen	r			WARRIE I	
					,		_,_		4		4	W			4	7	Y								Ī		T	¥	4			4				7			2-M-1 Read t	ime to the	he ha	lf ho	ur		
+						$\dashv$		+	-+	-	-	_	+	$\dashv$	-	+		+	+	+			$\dashv$		-	├	╀	-	+	╁	+	+	╫	+	$\dashv$	+		-		time to				···	
+-+		$\vdash$		+		-	- -	- -	+	+	$\dashv$		+	$\dashv$	╌	╁	╅	+	+	+	-	$\dashv$				╁╴	╁	╁	-	+	+	╁	╫	+	+	+	$\dashv$	$\dashv$		he calend				e wee	ek
++				<del> </del>		-+		+	+	$\dashv$	-			┽		+	╢	+	+	+	$\dashv$	-	-		┝	╁	+	-	+	-	+	+	╫	$\dashv$	+	$\dashv$	-		2-M-4 Say th	e calend	ar mo	nths	in or	rder	
-	-	╀┤		+-			-	┵		-	-	}	+	$\dashv$	+		-	$\dashv$	+	$\dashv$	$\dashv$	一		_	-	+-	╁	┪	╅	+	+	+	╫	$\dashv$	+	+	+	一	2-M-5 Recogn	ize numb	er of	cent	s in	penr	ny .
+-+		╀┥		+-		$\dashv$		+	-+	-	$\dashv$	- 8	$\dashv$	+	-		-	+	$\dashv$		$\dashv$	-1			-	╁	╁		+	+	- -		-	- -	+	十		-	2-M-6 Recogn	ize numb	er of	cent	s in	nick	cel
++		╁					-	+	+	+				+				$\dashv$	$\dashv$	$\dashv$	$\dashv$			-	$\vdash$	+	╁	1	+	-	十	十	╫	-	$\dagger$	$\dashv$	$\dashv$	1	2-M-7 Recogn	ize numb	er of	cent	s in	a di	ime
-		┝╌┤		+		-		-	-		-	_	$\dashv$	-	-	+		-+	$\dashv$	-	$\dashv$	-	-		-	$\vdash$	╁	_		+	+	十	╢	十	十	$\dashv$	十		2-M-8 Recogn	ize numb	er of	cent	s in	quar	rter
-		┼┤		-	-			╫	$\dashv$	十	$\dashv$		+	-	$\dashv$	$\dashv$	-	1	+	十	+	-	$\dashv$		-	t	+	╁	+	十	+	十			十	十	1	1	2-M-9 Recogn	ize the	dolla	rsig	n		
-		$\vdash$		┼~		-	- -	+	$\dashv$	+	+			╅		+	Ť	+	$\dashv$	十	$\dashv$	Ť	$\dashv$		Н	1	t	-	十	+	十	十	-	$\neg$	$\dagger$	十		$\neg$	2-M-10 Recogn	ize the	cent .	sign			
-		╁╾┤				-+		+			-		+	+	+	+	+	$\dashv$	-	十	十	-			$\vdash$		╁	╁	十	+	- -	-	1	-		7	十	_	2-M-11 Identi	fy that	twelv	e inc	hes e	equal	ls
		11		1		}			<u> </u>	<u> </u>			1							1		r Bed		1				٨									(8)		one fo	ot					
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		1					-		9																														twelve	inches					
Ī			T			Ť	T		out of many		Ī		T	T	Ī		T					1													Ī	bracklet									
	T-	††		1		_	-	1	$\dashv$	7	_		1	7	_	1				1							I	-	$\perp$	$\int$	floor			$oxed{\int}$		$oldsymbol{\mathbb{I}}$	$oldsymbol{oldsymbol{oldsymbol{\square}}}$					<u> </u>			
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								J						floor		floor		$\bot$	1						_	1						_		_	_	_	$\perp$	_							
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	COMPUTATION  4-C-1 Add four-digit numerals in columnar form  4-C-2 Subtract four-digit numerals in columnar form  4-C-3 Change addition number sentences to columnar form
	4-C-4 Change subtraction number sentences to columnar form 4-C-5 Name multiplication facts through
	nine times nine  4-C-6 Write multiplication facts through nine times nine  4-C-7 Name division facts through nine
	times nine  4-C-8 Write division facts through nine times nine  4-C-9 Divide using one-digit numbers with remainders where the quotient is one digit with a remainder
	4-C-10 Multiply one-digit numerals times two-digit numerals 4-C-11 Match or identify fractions to corresponding pictures 4-C-12 Add fractions with like denominators
	4-C-13 Subtract fractions with like denominators  4-C-14 Compare fractions that have a numerator of 1 for their 7,
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		COMPUTATION
		3-C-1 Add three-digit numerals with regroup 3-C-2 Write addition facts zero through twenty 3-C-3 Add using money 3-C-4 Subtract a three-digit numeral with regrouping 3-C-5 Write subtraction facts zero through twenty 3-C-6 Subtract using money 3-C-7 Write multiplication facts through fives 3-C-8 Write division facts through fives
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	CAMAS SCHOOL DISTRICT #117 STUDENT LEARNING OBJECTIVES & INDICATORS
	MATHEMATICS (Fourth Grade)
	COMPUTATION
	4-C-1 Add four-digit numerals in columnar
	form
	4-C-2 Subtract four-digit numerals in
	columnar form
	4-C-3 Change addition number sentences to
	columnar form
	4-C-4 Change subtraction number
	sentences to columnar form
	4-C-5 Name multiplication facts through
	nine times nine
	4-C-6 Write multiplication facts through
	nine times nine
	4-C-7 Name division facts through nine
	times nine 4-C-8 Write division facts through nine
	4-C-8 Write division facts through nine times nine
	4-C-9 Divide using one-digit numbers with
	remainders where the quotient is one
	digit with a remainder
	4-C-10 Multiply one-digit numerals times
	two-digit numerals
	4-C-11 Match or identify fractions to
<del></del>	corresponding pictures
	4-C-12 Add fractions with like denominators
	4-C-13 Subtract fractions with like
	denominators
	4-C-14 Compare fractions that have a
	numerator of 1 for their 7,
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COMPUTATION  5-C-1 Add fractions with unlike denominators up to a denominator of 12  5-C-2 Subtract fractions with unlike denominator of 22  5-C-3 Use multiplication facts through twelve times twelve  15-C-4 Use division facts through twelve times twelve  5-C-5 Check simple division problems with multiplication  5-C-6 Find equal fractions (renaming)  1 NUMBERSTOR  1 S-N-1 Identify place value through one million  1 NUMBERSTOR  1 S-N-2 Recognize a line  5-N-3 Recognize a line segment  5-N-4 Recognize a line segment  5-N-5 Recognize an angle  5-M-6 Recognize an angle  5-M-7 Recognize an angle  5-M-7 Recognize similar figures  5-M-9 Recognize ismilar figures  5-M-9 Recognize ismilar figures  5-M-9 Recognize parallel lines  5-M-9 Recognize perpendicular lines  5-M-9 Recognize perpendicular lines	1. 2. 3. 4. 4. 4. 8. 9. 10. 11. 11. 11. 11. 11. 11. 11	CAMAS SCHOOL DISTRICT #117 STUDENT LEARNING OBJECTIVES & INDICATORS  MATHEMATICS (Fifth Grade)
tors up to a denominator of 12  5-C-2 Subtract fractions with unlike denominators up to a denominator of 12  5-C-3 Use multiplication facts through twelve times twelve times twelve  5-C-4 Use division facts through twelve times twelve  5-C-5 Check simple division problems with multiplication  5-C-6 Find egual fractions (renaming)    NUMERATION		COMPUTATION
tors up to a denominator of 12  5-C-2 Subtract fractions with unlike denominators up to a denominator of 12  5-C-3 Use multiplication facts through twelve times twelve times twelve  5-C-4 Use division facts through twelve times twelve  5-C-5 Check simple division problems with multiplication  5-C-6 Find egual fractions (renaming)    NUMERATION		
5-C-2 Subtract fractions with unlike denominators up to a denominator of IV 5-C-3 Use multiplication facts through twelve times twelve 5-C-4 Use division facts through twelve times twelve 5-C-5 Check simple division problems with multiplication 5-C-6 Find equal fractions (renaming)    NUMERATION		
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twelve times twelve  5-C-4 Use division facts through twelve times twelve  times twelve  5-C-5 Check simple division problems with multiplication  5-C-6 Find equal fractions (renaming)    NUMERATION		denominators up to a denominator of 12
5-C-4 Use division facts through twelve times twelve on the simple division problems with multiplication multiplication facts through one multiplication (renaming)    NUMERATION		
times twelve  5-C-5 Check simple division problems with multiplication  5-C-6 Find egual fractions (renaming)    NUMERATION		twelve times twelve
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OBJECTIVES RS		rs numerals	nultiplying n one billion gh one billion		
CAMAS SCHOOL DISTRIC STUDENT LEARNING OBJ & INDICATORS MATHEMATICS (Sixth Grade)	COMPUTATION  Add columns of five-digit  Add fractions  Add mixed numbers  Add decimals  Subtract five-digit numer	including regrouping Subtract fractions Subtract mixed numbers Multiply three-digit number	Write numerals through of Recognize place value th	billion Recognize place value in notation through thousand MEASUREMENT Measure distance Measure perimeter Measure area	reasure area
NAMES	<u> </u>	6-C-6 6-C-7 6-C-8 6-C-9 6-C-10 6-C-11 6-C-12	6-N-1 6-N-2	6-M-1 6-M-2	6-M-3
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	CAMAS SCHOOL DISTRICT #117 STUDENT LEARNING OBJECTIVES
	STUDENT LEARNING OBJECTIVES  & INDICATORS  E  O  O  O  O  O  O  O  O  O  O  O  O
	MATHEMATICS
	(Seventh Grade)
	COMPUTATION
	7-C-l Find averages
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	NUMERATION
	7-N-1 Read numbers through ten billion
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	in fractions
	7-N-4 Recognize fractional equivalents
	in decimals
	7-N-5 Recognize fractional equivalents
	in percentages 7-N-6 Demonstrate use of symbols: =
	7-N-6 Demonstrate use of symbols: =
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	using ratio problems
	7-N-8 Round numbers to nearest one hundred
	thousand in whole numbers
	7-N-9 Round numbers to nearest thousandths
	in decimals 7-N-10 Estimate answers in decimals
<del></del>	7-N-10 Estimate answers in decimals 7-N-11 Estimate answers in story problems
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	CAMAS SCHOOL DISTRICT #117 STUDENT LEARNING OBJECTIVES & INDICATORS  MATHEMATICS (Eighth Grade)
	COMPUTATION
Control of the Contro	3-C-1 Add integers
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	3-C-3 Multiply integers
	B-C-4 Divide integers
ور والتراوي	B-C-5 Solve equations with one unknown
<del>╺┩╸┦╸┩╸┨╸╏╶╏╸┩╸┦╸┞╸┡╸┩╸┩╸┩╸┩╸┩╸┩╸┩╸┩╸┩</del> ╸┩ <del>╸┩╸┩╸┩╸┩╸┩╸┩╸┩╸┩╸┩</del>	3-C-J SOLVE equactions with one unknown
	NUMERATION
	3-N-1 Recognize fractional equivalents in
	fractions (e.g. one half, one third,
	two thirds, one fourth, three
	fourths, one fifth, one tenth)
	3-N-2 Recognize fractional equivalents in
	decimals (e.g. one half, one third,
	two thirds, one fourth, three
	fourths, one fifth, one tenth)
	3-N-3 Recognize fractional equivalents
	in percentages (e.g. one half, one
	third, two thirds, one fourth,
	three fourths, one fifth, one tenth)
	MEASUREMENT
	-M-1 Use formulas to find perimeters of
	any polygon
	-M-2 Use formulas to find area of circles
	-M-3 Use formulas to find area of polygons
	-M-4 Use formulas to find surface area of
	prisms
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#### CONCLUSION

An effective educational process must constantly undergo changes, additions, deletions and improvements to parallel students' needs. Thus, this document is not a binding or concrete set of objectives but a flexible model designed to aid in future growth and development of the Mathematics Curriculum in Camas.

The Camas School District, Mathematics Curriculum, Student Learning Objectives (K-8) were written in response to the Student Learning Objectives Law, RCW 28A.58.090. The state's intent of community, staff and student involvement was met. The guide contains the objectives and indicators which at that time best reflected the core of the Camas Mathematics Program K-8. This guide also contains classroom and formal reporting forms.

The guide has been used for two successive school years and it is felt at this time it would be beneficial to collect feedback from the staff, consider necessary additions and deletions of skills, and interpretation of indicators. After the necessary changes in wording and skills have been made, the committee will be considering the possibility of entering into a consortium to form a bank of evaluation procedures.