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Number Sense

☐ **1.0 - Students understand the place value of whole numbers:**

☐   ☐ 1.1 - Count, read, and write whole numbers to 10,000.

☐   ☐ 1.2 - Compare and order whole numbers to 10,000.

☐   ☐ 1.3 - Identify the place value for each digit in numbers to 10,000.

☐   ☐ 1.4 - Round off numbers to 10,000 to the nearest ten, hundred, and thousand.

☐   ☐ 1.5 - Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).

☐ **2.0 - Students calculate and solve problems involving addition, subtraction, multiplication, and division:**

☐   ☐ 2.1 - Find the sum or difference of two whole numbers between 0 and 10,000.

☐   ☐ 2.2 - Memorize to automaticity the multiplication table for numbers between 1 and 10.

☐   ☐ 2.3 - Use the inverse relationship of multiplication and division to compute and check results.

☐   ☐ 2.4 - Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 * 3 = __).

☐   ☐ 2.5 - Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 / 5 = __).

☐   ☐ 2.6 - Understand the special properties of 0 and 1 in multiplication and division.

☐   ☐ 2.7 - Determine the unit cost when given the total cost and number of units.

☐   ☐ 2.8 - Solve problems that require two or more of the skills mentioned above.

☐ **3.0 - Students understand the relationship between whole numbers, simple fractions, and decimals:**

☐   ☐ 3.1 - Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).

☐   ☐ 3.2 - Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2).

☐   ☐ 3.3 - Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

☐   ☐ 3.4 - Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is 1/2 of a dollar, 75 cents is 3/4 of a dollar).

Algebra and Functions

☐ **1.0 - Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:**

1.1 - Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.

1.2 - Solve problems involving numeric equations or inequalities.

1.3 - Select appropriate operational and relational symbols to make an expression true (e.g., if 4 __ 3 = 12, what operational symbol goes in the blank?).

1.4 - Express simple unit conversions in symbolic form (e.g., __ inches = __ feet * 12).

1.5 - Recognize and use the commutative and associative properties of multiplication (e.g., if 5 * 7 = 35, then what is 7 * 5? and if 5 * 7 * 3 = 105, then what is 7 * 3 * 5?).

2.0 - Students represent simple functional relationships:

2.1 - Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

2.2 - Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).

Measurement and Geometry

1.0 - Students choose and use appropriate units and measurement tools to quantify the properties of objects:

1.1 - Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

1.2 - Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.

1.3 - Find the perimeter of a polygon with integer sides.

1.4 - Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

2.0 - Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:

2.1 - Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).

2.2 - Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).

2.3 - Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).

2.4 - Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.

2.5 - Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).

2.6 - Identify common solid objects that are the components needed to make a more complex solid object.

Statistics, Data Analysis, and Probability

1.0 - Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:

1.1 - Identify whether common events are certain, likely, unlikely, or improbable.

1.2 - Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.

1.3 - Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).

1.4 - Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

Mathematical Reasoning

1.0 - Students make decisions about how to approach problems:

1.1 - Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

1.2 - Determine when and how to break a problem into simpler parts.

2.0 - Students use strategies, skills, and concepts in finding solutions:

2.1 - Use estimation to verify the reasonableness of calculated results.

2.2 - Apply strategies and results from simpler problems to more complex problems.

2.3 - Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.4 - Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.5 - Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.6 - Make precise calculations and check the validity of the results from the context of the problem.

3.0 - Students move beyond a particular problem by generalizing to other situations:

3.1 - Evaluate the reasonableness of the solution in the context of the original situation.

3.2 - Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 - Develop generalizations of the results obtained and apply them in other circumstances.

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