

Version 2.0 Mathematics Grade- and Course-Level Expectations

Note: This April, 2008 revisions and updates to the March 2007 version 2.0 GLEs includes:

- a.) Minor language revisions
- b.) Updated coding of local and state assessed GLEs and CLEs
- c.) Integrated Math II and III Course Level Expectations

The *Mathematics Grade and Course Level Expectations* outline related ideas, concepts, skills and procedures that form the foundation for understanding and learning mathematics. They provide a framework to bring focus to teaching, learning, and assessing mathematics. The Grade Level Expectations (GLEs) in grades K-8 specify mathematical content that students need to understand deeply and thoroughly for future mathematics learning. The Course Level Expectations (CLEs) for Algebra I, Geometry, and Algebra II, as well as Integrated Math II and Integrated Math III, outline mathematics expectations for students enrolled in both traditional and integrated mathematics programs.

Since the Outstanding Schools Act of 1993, several documents have been developed prior to the 2004 K-12 *Grade Level Expectations* to aid Missouri school districts in creating curriculum that will enable all students to achieve their maximum potential. Those include:

- The *Show-Me Standards* which identify broad content knowledge and process skills for all students to be successful as they continue their education, enter the workforce, and assume civic responsibilities
- The *Framework for Curriculum Development* which provides districts with a “frame” for building curricula using the *Show-Me Standards* as a foundation
- The *Assessment Annotations for the Curriculum Frameworks* which identify content and processes that should be assessed at the local and state level in grades 4, 8, and 10 mathematics

Essential content, aligned to state and national documents included in the Grade and Course Level Expectations should **be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations**. Each Grade and Course Level Expectation is aligned to the Show-Me Content and Process Standards (1996). In addition, a Depth-of-Knowledge level has been assigned to each grade or course level expectation. The Depth of Knowledge identifies the highest level at which the expectation will be assessed, based upon the demand of the GLE. Depth-of-Knowledge levels include: Level 1-recall; Level 2-skill/concept; Level 3-strategic thinking; and Level 4-extended thinking.

Expectations coded with an asterisk *, indicate that it should be assessed at the local level. Those with no asterisk, indicate an expectation that will be assessed at the state level on a 3rd – 8th grade MAP Assessment or End-of-Course Exam. It is essential to include all expectations in your course or grade level curriculum, as they are important components in the understanding and learning of mathematics.

Sources: *College Board Standards for College Success: Mathematics and Statistics* (College Board, 2006). *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics* (National Council of Teachers of Mathematics, 2007); *Indicators of College Readiness within Missouri's Two-Year Colleges* (Missouri Development Education Consortium); *Depth-of-Knowledge Levels* (Norman Webb); *Mathematics Engineering Technology & Science (METS) Alliance Report* (2006); *Principles and Standards for School Mathematics* (National Council of Teachers of Mathematics, 2000); *Show-Me Standards* (Missouri Department of Elementary and Secondary Education).

April, 2008

Number and Operations

1. Understand numbers, ways of representing numbers, relationships among numbers and number systems									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A Read, write and compare numbers	*rote count to 100 and recognize numbers up to 31	*read, write, and compare whole numbers less than 100	*read, write, and compare whole numbers less than 1000	read, write and compare whole numbers up to 10,000	read, write and compare whole numbers less than 100,000	*read, write and compare whole numbers less than 1,000,000, <u>unit fractions</u> and decimals to hundredths (including location on the number line)	apply and understand whole numbers to millions, fractions and decimals to the thousandths (including location on the number line)	compare and order all <u>positive rational numbers</u> and find their approximate location on a number line	*compare and order all rational numbers including percents, and find their approximate location on a number line
	DOK	1	1	1	1	1	1	1	1
ST	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10
B Represent and use rational numbers	*recognize $\frac{1}{2}$ of a shape	*recognize $\frac{1}{2}$ and $\frac{1}{4}$ of a shape	*recognize unit fractions of a shape	*represents halves, thirds and fourths	*use models, benchmarks (0, $\frac{1}{2}$ and 1) and equivalent forms to judge the size of fractions	recognize and generate equivalent forms of <u>commonly used</u> fractions and decimals	recognize and generate equivalent forms of fractions, decimals and <u>benchmark</u> percents	recognize and generate equivalent forms of fractions, decimals and percents	use fractions, decimals and percents to solve problems
	DOK	1	1	1	1	2	2	2	2
ST	MA 5 1.10	MA 5	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 3.3
C Compose and decompose numbers	*use <u>concrete objects</u> to <u>compose and decompose</u> values up to 10	* <u>compose</u> or <u>decompose</u> whole numbers up to 20 using multiple strategies such as known facts, doubles and <u>close to doubles</u> , tens, and one place value	* <u>compose</u> or <u>decompose</u> numbers by using a variety of strategies, such as using known facts, tens place value or <u>landmark numbers</u> to solve problems	recognize equivalent representations for the same number and generate them by <u>decomposing and composing numbers</u> including expanded notation	recognize equivalent representations for the same number and generate them by <u>decomposing and composing numbers</u>	*recognize equivalent representations for the same number and generate them by <u>decomposing and composing numbers</u> .	*recognize equivalent representations for the same number and generate them by <u>decomposing and composing numbers</u>	*recognize equivalent representations for the same number and generate them by <u>decomposing and composing numbers</u> , including exponential notation	*recognize equivalent representations for the same number and generate them by <u>decomposing and composing numbers</u> , including scientific notation
	DOK	2	2	2	2	2	2	2	2
ST	MA 1 1.6	MA 1 1.6	MA 1 1.6	MA 1 1.6	MA 1 1.6	MA 5 1.6	MA 5 1.6	MA 5 1.6	MA 5 1.6

Number and Operations

1. Understand numbers, ways of representing numbers, relationships among numbers and number systems -- continued									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
D		*skip count by 2s, 5s and 10s	*skip count by multiples of numbers less than 10	<u>classify numbers</u> by their characteristics, including odd and even	classify and describe numbers by their characteristics, including <u>odd, even, multiples and factors</u>	*describe numbers according to their characteristics, including whole number <u>common factors and multiples, prime or composite, and square numbers</u>			
Classify and describe numeric relationships									
DOK		1	1	1	2	2			
ST		MA 5 1.6	MA 5 1.6	MA 5 1.6	MA 5 1.10	MA 5 1.10			

Number and Operations

2. Understand meanings of operations and how they relate to one another									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A		*represent/ model a given situation involving addition and subtraction of whole numbers using pictures, objects, or symbols	*represent/ model a given situation involving two-digit whole number addition or subtraction	*represent/ model a given situation involving multiplication and related division using various models including sets, arrays, areas, repeated addition/subtraction, sharing and partitioning	*represent and recognize multiplication and related division using various models, including equal intervals on the number line, equal size groups, distributive property, etc.	represent and recognize division using various models, including <u>quotative</u> and <u>partitive</u>			
DOK		2	2	2	2	2			
ST		MA 1 1.10	MA 1 1.10	MA 1 1.0	MA 1 1.10	MA 1 1.10			
B				*describe the effects of adding and subtracting whole numbers as well as the relationship between the two operations	describe the effects of multiplying and dividing whole numbers as well as the relationship between the two operations	*describe the effects of addition and subtraction on fractions and decimals	describe the effects of multiplication and division on fractions and decimals	*describe the effects of all operations on <u>rational numbers</u> including integers	
DOK		2		2	2	2	2	2	
ST		MA 1 1.10		MA 1 1.10	MA 1 1.10	MA 1 1.10	MA 1 1.10	MA 1 1.10	
C							*apply <u>properties of operations</u> (including order of operations) to positive rational numbers	apply <u>properties of operations</u> (including order of operations) to positive rational numbers and integers	apply <u>properties of operations</u> to all rational numbers including order of operations and inverse operations
DOK							2	2	2
ST							MA 1 1.10	MA 1 1.10	MA 1 1.10

Number and Operations

2. Understand meanings of operations and how they relate to one another -- continued									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
D							identify square and cubic numbers and determine whole number roots and cubes	*approximate the value of square roots to the nearest whole number	
Apply operations on real and complex numbers									
DOK							1	1	
ST							M 5 1.6	MA 5 1.6	

Number and Operations

3. Compute fluently and make reasonable estimates									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A		*describe or represent the mental strategy used to compute addition and subtraction problems	*describe or notate the mental strategy used to compute addition or subtraction of whole numbers, including 2-digit numbers	*represent a mental strategy used to compute a given multiplication problem up to 9 x 9	*represent a mental strategy used to compute a given multiplication problem (up to 2-digit by 2-digit multiple of)	*describe a mental strategy used to compute a given division problem, where the quotient is a multiple of 10 and the divisor is a 1-digit number (e.g., 350 /7)			
		MA 1 3.2	MA 1 3.2	MA 1 3.2	MA 1 3.2	MA 1 3.2			
B	*connect number words (orally) and quantities they represent	*use <u>strategies to develop fluency</u> with basic number relationships of addition and subtraction for sums up to 20	* <u>demonstrate fluency</u> including quick recall with basic number relationships of addition and subtraction for sums up to 20	use strategies to <u>develop fluency</u> with basic number relationships (9 X 9) of multiplication and division	<u>demonstrate fluency</u> with basic number relationships (12 X 12) of multiplication and related division facts	<u>demonstrate fluency</u> with efficient procedures for adding and subtracting decimals and fractions (with unlike denominators) and division of whole numbers			
	MA 1 1.10	MA.1 1.6	MA.1 1.6	MA.1 1.6	MA.1 1.6	MA 1 1.6			
C		*apply and describe the strategy used to solve addition or subtraction problems	*apply and describe the strategy used to compute 2-digit addition or subtraction problems with regrouping	apply and describe the strategy used to compute up to 3-digit addition or subtraction problems	apply and describe the strategy used to compute a given multiplication of 2-digit by 2-digit numbers and related division facts	apply and describe the strategy used to compute a division problem up to a 3- digit by 2-digit and addition and subtraction of fractions and decimals	multiply and divide positive rational numbers	apply all operations on rational numbers including integers	
		MA 1 3.2	MA 1 3.2	MA 1 3.2	MA 1 3.2	MA 1 3.2	MA 1 3.1	MA 1 3.1	

Number and Operations

3. Compute fluently and make reasonable estimates -- continued									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
D			*estimate sums and differences of whole numbers	estimate and justify sums and differences of whole numbers	estimate and justify products of whole numbers	estimate and justify products, and quotients of whole numbers and sums differences of decimals and fractions	*estimate and justify the results of multiplication and division of positive rational numbers	*estimate and justify the results of all operations on rational numbers	
Estimate and justify solutions									
DOK			3	3	3	3	3	3	
ST			MA 1 3.2	MA 1 3.2	MA 1 3.2	MA 1 3.2	MA 1 3.2	MA 1 3.2	
F							solve problems using ratios and rates	solve problems involving proportions, such as scaling and finding equivalent ratios	
Use proportional reasoning									
DOK							2	2	
ST							MA 1 3.2	MA 1 3.2	

Algebraic Relationships

1. Understand patterns, relations and functions									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A Recognize and extend patterns	*recognize or repeat sequences of sounds or shapes	*extend patterns of sound, shape, motion or a simple numeric pattern	*describe and extend simple numeric patterns and change from one representation to another	extend geometric (shapes) and numeric patterns to find the next term	describe geometric and numeric patterns	make and describe <u>generalizations</u> about geometric and numeric patterns			
	2	2	2	2	2	2			
DOK	2	2	2	2	2	2			
ST	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6			
B Create and analyze patterns	*create and continue patterns	*describe how simple <u>repeating patterns</u> are generated	*describe how simple <u>growing patterns</u> are generated	represent patterns using words, tables or graphs	analyze patterns using words, tables and graphs	represent and analyze patterns using words, tables and graphs	represent and describe patterns with tables, graphs, pictures, <u>symbolic rules</u> or words	analyze patterns represented <u>graphically</u> or <u>numerically</u> with words or <u>symbolic rules</u> , including <u>recursive notation</u>	generalize patterns represented <u>graphically</u> or <u>numerically</u> with words or <u>symbolic rules</u> , using <u>explicit notation</u>
	2	2	2	2	3	3	2	3	2
DOK	2	2	2	2	3	3	2	3	2
ST	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6
C Classify objects and representations							*compare various forms of <u>representations</u> to identify patterns	compare and contrast various forms of <u>representations</u> of patterns	compare and contrast various forms of <u>representations</u> of patterns
DOK							2	3	3
ST							MA 4 1.6	MA 4 1.6	MA 4 1.6

Algebraic Relationships

1. Understand patterns, relations and functions -- continued									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
D							*identify <u>functions</u> as <u>linear</u> or <u>nonlinear</u> from tables or graphs	identify <u>functions</u> as <u>linear</u> or <u>nonlinear</u> from tables, graphs or equations	identify <u>functions</u> as <u>linear</u> or <u>nonlinear</u> from tables, graphs or equations
Identify and compare functions									
DOK							1	1	1
ST							MA 4 1.6	MA 4 1.6	MA 4 1.6
F									
Describe the effects of parameter changes									
DOK									
ST									

Algebraic Relationships

2. Represent and analyze mathematical situations and structures using algebraic symbols									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Represent mathematical situations	A	*using addition or subtraction, represent a mathematical situation as an <u>expression</u> or number sentence	*using addition or subtraction, represent a mathematical situation as an <u>expression</u> or number sentence	using all operations, represent a mathematical situation as an <u>expression</u> or number sentence	using all operations, represent a mathematical situation as an <u>expression</u> or number sentence	using all operations, represent a mathematical situation as an <u>expression</u> or number sentence using a letter or symbol	use <u>symbolic algebra</u> to represent unknown quantities in expressions or equations and solve one-step equations	use <u>symbolic algebra</u> to represent unknown quantities in expressions or equations and solve linear equations with one variable	use <u>symbolic algebra</u> to represent and solve problems that involve linear relationships
	DOK		2	2	2	2	2	2	2
ST		MA 4 1.10	MA 4 1.10	MA 4 1.10	MA 4 1.10	MA 4 1.10	MA 4 3.3	MA 4 3.3	MA 4 3.3
Describe and use mathematical manipulation	B	*apply the commutative and associative properties of addition to whole numbers	*solve problems with whole numbers using the commutative and associative properties of addition	use the <u>commutative, distributive and associative</u> properties for basic facts of whole numbers	use the <u>commutative, distributive and associative</u> properties of addition and multiplication for multidigit numbers	*use the <u>commutative, distributive and associative</u> properties for fractions and decimals	use the <u>commutative, distributive and associative</u> properties to generate equivalent forms for simple algebraic expressions	use properties to generate equivalent forms for simple algebraic expressions that include positive rationals and integers	use properties to generate equivalent forms for simple algebraic expressions that include all rationals
	DOK		2	2	2	2	2	2	2
ST		MA 4 1.10	MA 4 3.2	MA 4 3.2	MA 4 3.2	MA 4 3.2	MA 4 3.2	MA 4 3.2	MA 4 3.2

Algebraic Relationships

2. Represent and analyze mathematical situations and structures using algebraic symbols -- continued									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C									
Utilize equivalent forms									
DOK									
ST									
D									
Utilize systems									
ST									

Algebraic Relationships

3. Use mathematical models to represent and understand quantitative relationships									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* <u>model</u> situations that involve whole numbers, using pictures, objects or symbols	* <u>model</u> situations that involve the addition of whole numbers, using pictures, objects or symbols	* <u>model</u> situations that involve addition and subtraction of whole numbers, using pictures, objects or symbols	* <u>model</u> problem situations, including multiplication with objects or drawings	* <u>model</u> problem situations, using representations such as graphs, tables or number sentences	<u>model</u> problem situations and draw conclusions, using representations such as graphs, tables or number sentence	<u>model</u> and solve problems, using multiple representations such as tables, expressions and one-step equations	<u>model</u> and solve problems, using multiple representations such as graphs, tables, expressions, and linear equations	<u>model</u> and solve problems, using multiple representations such as graphs, tables, and linear equations
Use mathematical models									
DOK	2	2	2	2	2	3	2	2	2
ST	MA 1 1.6	MA 1 1..6	MA 1 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 3.6	MA 4 1.6,3.6	MA 4 3.6

4. Analyze change in various contexts									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A			*describe <u>qualitative</u> change, such as students growing taller	*describe <u>quantitative</u> change, such as students growing two inches in a year	*describe mathematical relationships in terms of constant rates of change	*identify, model and describe situations with constant or varying rates of change	*construct and analyze representations to compare situations with constant or varying rates of change	compare situations with constant or varying rates of change	analyze the nature of changes (including slope and intercepts) in quantities in linear relationships
Analyze change									
DOK			2	2	2	3	3	3	3
ST			MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6	MA 4 1.6

Geometric and Spatial Relationships

1. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships										
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
A	Describe and use geometric relationships	*identify and describe 2- and 3-dimensional shapes using physical models (circle, rhombus, rectangle, triangle, sphere, rectangular prism, cylinder, pyramid) that represent shapes in their environment	*identify, name and describe 2- and 3-dimensional shapes using physical models (circle, triangle, trapezoid, rectangle, rhombus, sphere, rectangular prism, cylinder, pyramid)	*describe <u>attributes</u> and <u>parts</u> of 2- and 3-dimensional shapes (circle, triangle, trapezoid, rectangle, rhombus, sphere, rectangular prism, cylinder, pyramid)	compare and analyze 2- dimensional shapes by describing their <u>attributes</u> (circle, rectangle, rhombus, trapezoid, triangle)	name and identify <u>properties of 1-, 2- and 3-dimensional shapes</u> and describe the <u>attributes</u> of 2- and 3-dimensional shapes using appropriate geometric vocabulary (rectangular prism, cylinder, pyramid, sphere, cone, parallelism, perpendicularity)	*analyze and classify 2- and 3-dimensional shapes by describing the <u>attributes</u>	identify similar and congruent shapes	*identify the 2-diimensional cross-section of a 3-dimensional shape	*describe, classify and generalize relationships between and among types of a) 2-dimensional objects and b) 3-dimensional objects using their defining <u>properties</u> including Pythagorean Theorem
		DOK	2	2	2	2	2	2	1	2
ST	MA 2 1.10	MA 2 1.10	MA 2 1.10	MA 2 1.10	MA 2 1.10	MA 2 1.10	MA 2 1.10	MA 2 1.10	MA 2 1.10	MA 2 1.6
B	Apply geometric relationships								describe relationships between <u>corresponding sides</u> , <u>corresponding angles</u> and corresponding perimeters of <u>similar polygons</u>	
		DOK							2	
ST								MA 2 1.6		

Geometric and Spatial Relationships

1. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships – continued									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C Compose and decompose shapes		*use models to compose and decompose 2-dimensional shapes		*predict the results of putting together or taking apart 2- and 3-dimensional shapes	*describe the results of subdividing, combining and <u>transforming shapes</u>	predict and justify the results of subdividing, combining and <u>transforming shapes</u>			
	DOK	2		3	2	3			
ST		MA 2 1.6		MA 2 1.6	MA 2 1.6	MA 2 1.6			

2. Specify locations and describe spatial relationships using coordinate geometry and other representational systems									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A Use coordinate systems	*describe, name and interpret relative positions in space (above, below, front, behind)	*describe, name and interpret relative positions in space (left, right)	*identify locations with simple relationships on a map (coordinate system)	*describe location using common language and geometric vocabulary (forward, back, left, right, north, south, east, west)	*describe movement using common language and geometric vocabulary (forward, back, left, right, north, south, east, west)	*use <u>coordinate systems</u> to specify locations, describe paths and find the distance between points along horizontal and vertical lines	use <u>coordinate systems</u> to construct geometric shapes	use coordinate geometry to construct and identify geometric shapes in the <u>coordinate plane</u> using their properties	use coordinate geometry to analyze <u>properties of right triangles</u> and quadrilaterals (including the use of the Pythagorean Theorem)
	DOK	2	2	1	2	2	2	2	2
ST	MA 2 1.10	MA 2 1.10	MA 2 3.1	MA 2 1.10	MA 2 3.3	MA 2 1.10	MA 2 1.10	MA 2 3.2	MA 2 3.2

Geometric and Spatial Relationships

3. Apply transformations and use symmetry to analyze mathematical situations									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	*use manipulatives to recognize from different perspectives and orientations models of slides and turns	*use manipulatives to model flips	*use manipulatives to model slides and turns	determine if two objects are <u>congruent</u> through a slide, flip or turn	predict the results of <u>sliding/ translating, flipping/ reflecting or turning/ rotating around the center point</u> of a polygon	*predict, draw and describe the results of <u>sliding/ translating, flipping/ reflecting and turning/ rotating around a center point</u> of a polygon	*describe the transformation from a given pre-image using the terms <u>reflection/flip, rotation/turn, and translation/ slide</u>		reposition shapes under <u>formal</u> transformations such as reflection, rotation and translation
Use transformations on objects									
DOK	2	2	2	2	3	3	3		2
ST	MA 2 1.6	MA 2 1.6	MA 2 1.6	MA 2 3.2	MA 2 3.6	MA 2 3.6	MA 2 3.3		MA 2 3.3
B								describe the relationship between the scale factor and the perimeter of the image using a <u>dilation (contractions- magnifications; stretching/ shrinking)</u>	describe the relationship between the scale factor and the area of the image using a <u>dilation (stretching/ shrinking)</u>
Use transformations on functions									
DOK								2	2
ST								MA 2 3.6	MA 2 3.6
C		*recognize shapes that have symmetry	*create shapes that have symmetry	identify lines of symmetry in polygons	create a figure with multiple lines of symmetry and identify the lines of symmetry	identify polygons and designs with <u>rotational symmetry</u>	*create polygons and designs with <u>rotational symmetry</u>	*determine all lines of symmetry of a polygons	*identify the number of rotational symmetries of regular polygons
Use symmetry									
DOK		1	2	1	2	1	2	1	1
ST		MA 2 1.10	MA 2 1.10	MA 2 1.10	MA 2 1.10	MA 2 1.6	MA 2 1.6	MA 2 1.6	MA 2 1.6

Geometric and Spatial Relationships

4. Use visualization, spatial reasoning and geometric modeling to solve problems									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A					*given the picture of a <u>prism</u> , identify the shapes of the faces	given a <u>net of a prism</u> or cylinder, identify the 3-dimensional shape	*use spatial visualization to identify <u>isometric representations of mat plans</u>	*use spatial visualizations to identify various 2-dimensional views of <u>isometric drawings</u>	create <u>isometric drawings</u> from a given <u>mat plan</u>
DOK					1	2	2	2	3
ST					MA 2 3.3	MA 2 3.3	MA 2 3.3	MA 2 3.3	MA 2 3.3
B							draw or use <u>visual models</u> to represent and solve problems	draw or use <u>visual models</u> to represent and solve problems	draw or use <u>visual models</u> to represent and solve problems
DOK							3	3	3
ST							MA 2 3.3	MA 2 3.3	MA 2 3.3

Measurement

1. Understand measurable attributes of objects and the units, systems and processes of measurement									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A Determine unit of measurement	*compare and order objects according to their size or weight	*select the appropriate tool for the <u>attribute</u> being measured (size, temperature, time, weight)	*select an appropriate unit and tool for the <u>attribute</u> being measured (size, temperature, time, weight) and to the nearest inch, centimeter, degree, hour and pound	*identify, justify and use the appropriate unit of measure (linear, time, weight)	*identify and justify the unit of linear measure including perimeter and (customary metric)	*identify and justify the unit of measure for area (customary and metric)	identify and justify the unit of measure for area and volume (customary and metric)	*identify and justify the unit of measure for volume (customary and metric)	
	DOK	2	2	2	3	3	3	3	3
ST	MA 2 1.8	MA 2 3.1	MA 2 3.1	MA 2 3.1	MA 2 3.1	MA 2 3.1	MA 2 3.1	MA 2 3.1	
B Identify equivalent measures					identify equivalent linear measures within a system of measurement	identify the equivalent weights and equivalent capacities within a system of measurement		identify the equivalent area and volume measures within a system of measurement (e.g., sq ft. to sq in, m ³ to c m ³)	
	DOK				1	1		1	
ST					MA 2 1.6	MA 2 1.6		MA 2 1.6	
C Tell and use units of time	*describe passage of time using terms such as today, yesterday, tomorrow	*tell time to the nearest half hour	*tell time to the nearest one fourth (quarter) hour	tell time to the nearest five minutes	tell time to the nearest minute		*solve problems involving elapsed time (hours and minutes)	*solve problems involving addition and subtraction of time (hours, minutes and seconds)	
	DOK	2	1	1	1		2	2	
ST	MA 2 3.1	MA 2 1.10	MA 2 1.10	MA 2 1.10	MA 2 1.10		MA 5 3.1	MA 5 3.1	

Measurement

1. Understand measurable attributes of objects and the units, systems and processes of measurement -- continued									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
D Count and compute money	*identify and know the value of a penny, nickel, dime, and quarter	*count money to a dolllar, including half dollars	*make change from a dollar	determine change from \$5.00 and add and subtract money values to \$5.00	determine change from \$10.00 and add and subtract money values to \$10.00				
	2	2	2	2	2				
ST	MA 1 1.10	MA 1 1.10	MA 1 1.10	MA 1 1.10	MA 1 1.10				

Measurement

2. Apply appropriate techniques, tools and formulas to determine measurements									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A Use standard or non-standard measurement	*measure objects by comparison of lengths (shorter, same, longer)	*use repetition of a single unit to measure something larger than the unit, (e.g. length of book with paper clips)	*use standard units of measure (cm, inch) and the inverse relationships between the size and number of units	*use a <u>referent</u> for measures to make comparisons and estimates	*select and use <u>benchmarks</u> to estimate measurements (linear, capacity, weight)				
	DOK 1	1	2	2	2				
ST	MA 2 1.6	MA 2 1.10	MA 2 1.6	MA 2 1.6	MA 2 1.6				
B Use angle measurement					*select and use <u>benchmarks</u> to estimate measurements of 0-, 45- (acute), 90- (right) greater than 90 (obtuse) degree angles		*identify and justify an angle as acute, obtuse, straight, or right	*use tools to measure angles to the nearest degree and classify the angle as acute, obtuse, right, straight, or reflex	solve problems of angle measure, including those involving triangles and parallel lines cut by a transversal
	DOK				2		2	1	1
ST					MA 2 1.6		MA 2 3.2	MA 2 3.2	MA 2 3.2
C Apply geometric measurements				determine the perimeter of polygons	determine and justify areas of polygons and non-polygonal regions imposed on a rectangular grid	determine volume by finding the total number of the same size units needed to fill a space without gaps or overlaps	solve problems involving the area or perimeter of polygons	solve problems involving circumference and/or area of a circle and surface area/volume of a rectangular or triangular prism, or cylinder	
	DOK			2	3	2	2	2	
ST				MA 2 1.10	MA 2 1.10	MA 2 1.10	MA 2 1.10	MA 2 1.10	

Measurement

2. Apply appropriate techniques, tools and formulas to determine measurements -- continued									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
D									analyze <u>precision</u> and accuracy in measurement situations and determine number of significant digits
Analyze precision									
DOK									2
ST									MA 2 1.7
F						convert from one unit to another within a system of linear measurement (customary and metric)	convert from one unit to another within a system of measurement (mass and weight)	convert from one unit to another within a system of measurement (capacity) and convert square or cubic units within the same system of measurement	
Use relationships within a measurement system									
DOK						1	1	1	
ST						MA 2 1.6	MA 2 1.6	MA 2 1.6	

Data and Probability

1. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A Formulate questions		*pose questions and gather data about themselves and their surroundings	*pose questions and gather data about themselves and their surroundings	*design investigations to address a given question	collect data using observations, surveys and experiments	evaluate data-collection methods	formulate questions, design studies and collect data about a characteristic		
	DOK	3	3	3	2	3	3		
ST		MA 3 1.2	MA 3 1.2	MA 3 1.2	MA 3 1.2	MA 3 1.2	MA 3 1.2		
B Classify and organize data	*sort items according to their <u>attributes</u> .	*sort and classify items according to their <u>attributes</u> .	*sort and classify items according to their <u>attributes</u> and organize data about the items						
	DOK	2	3	3					
ST	MA 2 1.8	MA 2 1.8	MA 3 1.8						
C Represent and interpret data	*create graphs using physical objects	*represent <u>one-to-one correspondence</u> data using pictures and bar graphs	*represent <u>one-to-many correspondence</u> data using pictures and bar graphs	read and interpret information from <u>line plots</u> and graphs (<u>bar, line, pictorial</u>)	create tables or graphs to represent <u>categorical</u> and <u>numerical</u> data (including <u>line plots</u>)	*describe methods to collect, organize and represent <u>categorical</u> and <u>numerical</u> data	interpret circle graphs; create and interpret <u>stem-and-leaf plots</u>	select, create and use appropriate graphical representation of data, including circle graphs, <u>histograms</u>	select, create and use appropriate graphical representation of data (including <u>scatter plots</u>) and <u>box plots (box and whiskers)</u>
	DOK	2	2	2	2	2	2	2	2
ST	MA 3 1.8	MA 3 1.8	MA 3 1.8	MA 3 1.10	MA 3 1.8	MA 3 1.2	MA 3 1.8	MA 3 1.8	MA 3 1.8

Data and Probability

2. Select and use appropriate statistical methods to analyze data									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A				*describe the <u>shape of data</u> and analyze it for patterns	*describe important <u>features</u> of the data set	compare related data sets	find the <u>range</u> and <u>measures of center</u> , including <u>median, mode and mean</u>	find, use and interpret <u>measures of center</u> and spread, including ranges	find, use and interpret <u>measures of center, outliers and spread</u> , including <u>range and interquartile range</u>
Describe and analyze data									
DOK				2	2	2	2	2	2
ST				MA 3 1.6	MA 3 1.6	MA 3 1.6	MA 3 1.10	MA 3 1.10	MA 3 1.10
B									compare different representations of the same data and evaluate how well each representation shows important aspects of the data
Compare data representations									
DOK									3
ST									MA 3 1.10
C									
Represent data algebraically									
DOK									
ST									

Data and Probability

3. Develop and evaluate inferences and predictions that are based on data									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A				*discuss events related to students' experiences as likely or unlikely	*given a set of data, propose and justify conclusions that are based on the data	given a set of data make and justify predictions	use observations about differences between 2 samples to make <u>conjectures</u> about the populations from which the samples were taken	use observations about differences between samples to make <u>conjectures</u> about the populations from which the samples were taken	make <u>conjectures</u> about possible relationships between 2 characteristics of a sample on the basis of scatter plots of the data and approximate lines of fit
Develop and evaluate inferences									
DOK				2	3	3	3	3	3
ST				MA 3 3.5	MA 3 3.5	MA 3 3.5	MA 3 3.5	MA 3 3.5	MA 3 3.5
B									
Analyze basic statistical techniques									
DOK									
ST									

Data and Probability

4. Understand and apply basic concepts of probability									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A						*describe the degree of likelihood of events using such words as certain, equally likely and impossible	use a model (diagrams, list, sample space, or area model) to illustrate the possible outcomes of an event	use models to compute the probability of an event and make conjectures (based on theoretical probability) about the results of experiments	
Apply basic concepts of probability									
DOK						2	2	3	
ST						MA 3 1.10	MA 3 1.10, 3.2	MA 3 3.8	
B									
Use and describe compound events									
DOK									
ST									