PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA BOLDED TEXT.

Kindergarten	Grade 1
BIG IDEAS	BIG IDEAS
Numbers tell how much and how many and can be represented in many different forms.	Numbers tell how much and how many and can be rep
Patterns represented in various ways show repeated regularities.	Patterns represented in various ways show
Objects and shapes can be described, measured, and compared in many ways.	Objects and shapes can be described, measured,
Information can be collected and represented by several methods.	Information can be collected and represented
Curricular Competencies	Curricular Competencies
Students will be able to problem solve. Analyzing a problem Use multiple strategies, including real-life concrete and pictorial contexts, to develop, construct, and apply mathematical understanding through play, inquiry, and problem solving Estimate reasonably using whole-number benchmarks of 5 Develop mental math strategies and abilities to make sense of quantities up to 10 Reasoning and proof Communicating Communicatin Use reasoning in and logic to explore and make connections Communicatin Use reasoning using whole-number benchmarks, and using simple spoken or written language) to express, describe, explain, represent, and apply mathematical ideas Connecting Visualize and describe mathematical concepts Connect mathematical concepts to each other and make mathematical connections to the real world Representing Develop mathematical understanding through concrete, pictorial, and symbolic representations Visualize and Content Students will know and understand the following concepts and content. number concepts to 10 partitioning numbers to 10	 Students will be able to problem solve. Analyzing a problem Use multiple strategies, including real-life concrete and pictorial contexts, to develop, construct, and appendix the reasonably using whole-number benchmarks of 10 and personal referents (such as hands, bevelop mental math strategies and abilities to make sense of sums and differences up to 20 Reasoning and proof Use reasoning and logic to explore and make connections Communicating Communicate in many ways (concretely, pictorially, symbolically, and using simple spoken or written lar Connecting Visualize and describe mathematical concepts Connect mathematical concepts to each other and make mathematical connections to the real world Representing Develop mathematical understanding through concrete, pictorial, and symbolic representations Use technology appropriately to explore mathematics, solve problems, record, communicate, and representations Students will know and understand the following concepts and content. number concepts to 20 addition and subtraction to 20
repeating patterns with two or three elements	repeating patterns with multiple elements and attributes recognize and describe coins
 concrete relationship through change (ex. Show me how do I go from 4 to 6?) equality as a balance and inequality as an imbalance 	 verbal relationship through change (ex. Tell me how do I go from 10 to 15?) the meaning of equality and inequality daily events in a timeline
direct comparative measurement, based on one attribute	 indirect comparative measurement, based on one attribute measurement with non-standard units comparing time using non-standard duration
3D objects, based on one attribute	3D objects and 2D shapes, based on one attribute
• positional language, such as beside, on top of, under, and in front of	 relative positions, using positional language such as up, down, in, and out concrete graphs using one-to-one correspondence
the likelihood of familiar, real-life events	the likelihood of less-familiar, real-life events

represented in many different forms.

now repeated regularities.

red, and compared in many ways.

ented by several methods.

I apply mathematical understanding through play, inquiry, and problem solving ds, arms, etc.)

language) to express, describe, explain, represent, and apply mathematical ideas

present thinking

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA BOLDED TEXT.

Students will be able to problem solve. St Analyzing a problem Varial Use multiple strategies, including real-life concrete and pictorial contexts, to develop, construct, and apply mathematical understanding through problem solving - L Estimate reasonably using whole-number benchmarks of 25, 50, and 100 and personal referents - E > Develop mental math strategies and abilities to make sense of sums and differences up to 100 - E Reasoning and logic to explore and make connections - E Communicating - Communicate in many ways (concretely, pictorially, symbolically, and using simple spoken or written language) to express, describe, explain, represent, and apply mathematical ideas - C Connecting - Visualize and describe mathematical concepts - C • Visualize and describe mathematical concepts - C - C • Develop mathematical understanding through concrete, pictorial, and symbolic representations - C • Use technology appropriately to explore mathematics, solve problems, record, communicate, and represent thinking - C Concepts and Content - C Students will know and understand the following concepts and content. St	Patterns represent identified regularities and can Objects and shapes can be described using attributes, and can be measure Information can be collected and represented in various forms Units of measure can be used to compare and determine the r Algebraic symbols can be used to represent, mc Units will be able to problem solve. halyzing a problem Use an increasing variety of strategies to develop, construct, and apply mathematical understanding th Estimate quantities reasonably, using large whole-number and fraction benchmarks, and the reasona Develop and apply mental math strategies for all operations to deepen understanding and develop Beasoning and proof Reason and use logic to explore, make connections, analyze observations, make generalizations fro communicating
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Use technology appropriately to explore mathematics, solve problems, record, communicate, and represent thinking Concepts and Content Students will know and understand the following concepts and content. onumber concepts to 100	Develop mathematical understanding through concrete, pictorial, and symbolic representations
Concepts and Content Concepts and content Students will know and understand the following concepts and content. St • number concepts to 100 • r	Jse technology appropriately to explore mathematics, solve problems, record, communicate, and repres
Students will know and understand the following concepts and content. • number concepts to 100 • r	oncepts and Content
	udents will know and understand the following concepts and content.
addition and subtraction to 100	number concepts to 1000
• addition and subtraction to 100 • a	addition and subtraction to 1000
• •	one-step addition and subtraction equations with an unknown number
	ractions
	nultiplication and division of single-digit numbers
repeating and increasing patterns • in	ncreasing and decreasing patterns
• values of coins	nonetary denominations, using coins and bills
symbolic relationship through change using numbers and/or symbols	tionetary actionalitations, doing coins and bins
symbolic representation of equality and inequality	
	neasurement using standard units
	standard units of time
	2D shapes and 3D objects, based on faces, edges, and vertices
relative positions, including distance	2D shapes and 3D objects, based on faces, edges, and vertices preservation of shape (ex. Rotating will not change properties)
	preservation of shape (ex. Rotating will not change properties)
	preservation of shape (ex. Rotating will not change properties) one-to-one correspondence using pictographs, charts, and tables
	preservation of shape (ex. Rotating will not change properties)
	preservation of shape (ex. Rotating will not change properties) one-to-one correspondence using pictographs, charts, and tables
	preservation of shape (ex. Rotating will not change properties) one-to-one correspondence using pictographs, charts, and tables

ed, and calculated in many different ways.

can be used to solve problems

asured, constructed, compared, and sorted in many ways orms that allow us to make interpretations. the measurable values of objects and shapes.

, model, and analyze scenarios.

ing through problem solving sonableness of large whole-number calculations elop computational fluency

s from patterns, and test these generalizations

uage) to express, describe, explain, represent, clarify, modify, reinforce, and apply

epresent thinking

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA BOLDED TEXT.

Grade 4	Grade 5
BIG IDEAS	BIG IDEAS
Number relationships are the foundation of mathematical communication.	Numbers represent values that can be used in calcula
	Attributes of objects and shapes can be used to p
Data can be collected, organized, and displayed in many different ways.	
Units of measure can be used to compare and determine the measurable values of objects and shapes.	
Algebraic symbols can be used to represent, model, and analyze scenarios.	Patterns can be expressed with algebraic variables and sym
Time is arranged into measurable segments that can help us organize our daily lives.	Time is arranged into predictable units that allow fo Chance and uncertainty are used to inform
Curricular Competencies	Curricular Competencies
	Students will be able to problem solve.
	Analyzing a problem
 Use multiple strategies to develop, construct, and apply mathematical understanding through problem solving Estimate quantities reasonably using large whole-number, decimal, and fraction benchmarks, and the reasonableness of large whole number and decimal calculations Develop and apply mental math strategies for all operations to deepen understanding and develop fluency in making computations 	Reasoning and proof
Reason and use logic to explore and make connections, analyze observations, make generalizations from patterns, and test these generalizations	Communicating
mathematical ideas Connecting • Visualize and describe mathematical concepts	Connecting
• Connect mathematical concepts to each other and make mathematical connections to the real world	
Representing	Representing
Develop mathematical understanding through concrete, pictorial, and symbolic representations	
Use technology appropriately to explore mathematics, solve problems, record, communicate and represent thinking	
	Concepts and Content
	Students will know and understand the following concepts and content.
number concepts to 10 000 addition and subtraction to 10 000	
decimals to hundredths, including addition and subtraction one-step equations with an unknown number	
ordersing and comparing fractions	
multiplication and division of two- or three-digit numbers by one-digit numbers	
increasing and decreasing patterns, including use of charts, graphs, and tables	
pattern rules with words and numbers and exercise and elements	
monetary calculations, purchasing and change	
a parimeter of cimple regular and irregular shaped	
 perimeter of simple regular and irregular shapes how to tell time with analogue and digital clocks, using 12- and 24-hour clocks polygons line symmetry 	
one-to-one correspondence and many-to-one correspondence, using bar graphs, pictographs, charts, and tables simple probability experiments	

ulations and expressed in many ways.

to predict spatial relationships.

ymbols to represent problems and solutions.

v for planning and problem solving. rm decisions in everyday life

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA BOLDED TEXT.

Grade 6	Grade 7
BIG IDEAS	BIG IDEAS
Numbers tell us how many or how much of both very large and very small quantities.	Parts of wholes can be represented in many ways the
Understanding whole-number operations helps us make sense of and use operations with decimal number.	Understanding whole-number operations helps us make sense of and c
Shapes can be described and classified by many properties, including their angles.	Circles of all sizes contain and share im
Transformations describe meaningful spatial relationships.	Linear relations can be represented in many ways t
	Different measures and uses of data help us com
Relationships in patterns can be represented in many ways, and these representations have important connections.	
Curricular Competencies	Curricular Competencies
Students will be able to problem solve. Analyzing a problem	Students will be able to problem solve. Analyzing a problem
Reasoning and proof	Reasoning and proof
Communicating	Communicating
Connecting	Connecting
Representing	Representing
Concepts and Content	Concepts and Content
Students will know and understand the following concepts and content.	Students will know and understand the following concepts and content.

that have important connections.

nd do these operations with fractions and integers.

ys that have important connections.

compare and interpret information

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA BOLDED TEXT.

Grade 8	Grade 9
BIG IDEAS	BIG IDEAS
Proportional reasoning helps us make sense of how quantities are related in real-life contexts.	
Understanding whole-number multiplication and division helps us make sense of and do these operations with fractions and integers.	
oncerstations with ractions and integers.	
We can make sense of 3D objects through different perspectives.	
Linear relations can be represented in many ways that have important connections.	Linear relations can be represented in many ways the
Data collection and representation help us communicate with others.	
	Through inquiry, we explore mathematics flexible
	People can solve problems and express their mathem
Curricular Competencies	Curricular Competencies
Students will be able to problem solve.	Students will be able to problem solve.
Analyzing a problem	Analyzing a problem
	 Engage in multiple strategies to solve problems in both abstract and real-life situations
	 Estimate and determine the reasonableness of values
	Develop and apply mental math strategies to determine decimal and fraction calculations, deepen under
Reasoning and proof	Reasoning and proof
Communicating	 Inductively and deductively reason and use logic to explore, make connections, predict, analyze, gener Communicating
20mmanicating	Communicating Communicate concretely, pictorially, symbolically, and using spoken and written language to express,
	mathematical ideas
Connecting	Connecting
	Visualize and describe mathematical concepts
	Connect mathematical concepts to each other and make mathematical connections to the real world
	Explore, demonstrate, apply, and connect mathematical concepts incorporated in other disciplines
Representing	Representing
	 Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations Use technology appropriately to explore, illustrate, examine relationships, test conjectures, solve proble
Concepts and Content	Concepts and Content
Students will know and understand the following concepts and content.	Students will know and understand the following concepts and content.
	 numerical and spatial reasoning, logic, and patterns to solve puzzles and games exponents
	• exponents
	personal budgets
	 factors, prime factors, and numerical radicals
	rational and irrational
	multiplication and division of decimals, fractions, mixed numbers, and integers
	• two-variable linear relations, including graphs, rates of change, functions, and relations
	 operations with polynomials, of degree less than or equal to two
	one- and two-step equations with rational coefficients and solutions multi step are unrichle linear equations and inequalities
	multi-step one-variable linear equations and inequalities aquations involving distribution
	equations involving distribution
	 surface area and volume of composite solids
	 volume of prisms, pyramids, cones, and spheres
	primary trigonometric ratios
	Pythagorean theorem
	scale diagrams of 2D shapes
	 data collection, display, and analysis, including population and sample data probability in society
	producinty in society

that have important connections.

bly, creatively, and reflectively. matical thinking in a range of forms. ected and interrelated.

nderstanding, and reinforce whole number computational fluency

neralize, and make conclusions

ess, describe, explain, represent, clarify, modify, reinforce, apply, defend, and extend

s blems, record, communicate and represent thinking