

Content Standard: ALGEBRAIC REASONING: PATTERNS AND FUNCTIONS

Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.

Guiding Question:

How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?

Students in K-12 should understand and describe patterns and functional relationships

1

Students in grade 1 should examine attributes of objects and describe their relationships.

- (1) Sort, classify and order objects and numbers based on one and two attributes and describe the rule used.
- (2) Recognize, extend, describe and create a variety of patterns, and translate the same pattern from one representation (such as color) to another representation (such as shape).
- (3) Describe counting patterns and number patterns.
- (4) Develop and test generalizations based on observations of patterns and relationships.

2

Students in grade 2 should describe and extend patterns.

- (Alg. 2.1) Describe and classify data and objects based on more than one attribute.
- (Alg. 2.2) Use patterns and the rules that describe them to identify a missing object, objects with common or different attributes, and the complement of a set of objects.
- (Alg. 2.3) Explore a variety of ways to describe and write rules for patterns.

3

Students in grade 3 should create and describe patterns using different objects and symbols.

- (1) Use a variety of materials to construct, reproduce, describe and extend numerical and spatial patterns.
- (2) Explore and describe patterns and sequences using tables, graphs and charts.
- (3) Sort and classify the same set of objects in more than one way and explain the reason for each sort.

	<p>Students in grade 2 should analyze change in terms of quantity and quality using patterns.</p> <p>(Alg. 2.4) Explore and describe number patterns including odd and even numbers, counting by 2s, 5s, 10s, 100s and counting on by 10.</p> <p>(Alg. 2.5) Make comparisons of data and analyze observable changes using qualitative and quantitative descriptions.</p>	
<p>Students in K-12 should represent and analyze quantitative relationships in a variety of ways.</p>		
<p style="text-align: center;">1</p> <p>Students in grade 1 should represent the result of counting, combining and separating sets of objects using number sentences.</p> <p>(1) Model real-life situations that involve addition and subtraction of whole numbers using objects, pictures and open sentences.</p>	<p style="text-align: center;">2</p> <p>Students in grade 2 should represent real-life situations using number sentences.</p> <p>(Alg. 2.6) Model situations involving addition and subtraction of whole numbers using objects, pictures, symbols and open sentences.</p>	<p style="text-align: center;">3</p> <p>Students in grade 3 should identify mathematical relationships as equations.</p> <p>(1) Model situations that reflect mathematical relationships involving addition, subtraction, multiplication and division as open number sentences and match number sentences to story problems.</p>

Students in K-12 should use operations, properties and algebraic symbols to determine equivalence and solve problems.		
1	2	3
<p>Students in grade 1 should identify quantities as equivalent or non-equivalent.</p> <p>(1) Demonstrate balance or equivalence using models.</p>	<p>Students in grade 2 should represent quantities that have the same value with an equal sign.</p> <p>(Alg. 2.7) Demonstrate understanding of the = sign as an equality symbol.</p>	<p>Students in grade 3 should represent quantities that have the same value with an equal sign.</p> <p>(1) Demonstrate understanding of the = sign as an equality symbol and explore inequalities and the \neq symbol.</p> <p>(2) Demonstrate equivalence using the commutative and associative properties of whole numbers.</p>

Content Standard: NUMERICAL AND PROPORTIONAL REASONING

Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.

Guiding Question:

How are quantitative relationships represented by numbers?

Students in K-12 should understand that a variety of numerical representations can be used to describe quantitative relationships.

1	2	3
<p>Students in grade 1 should represent and order two-digit numbers as groups of tens and ones in the base ten place value system..</p> <p>(1) Estimate and describe quantity with benchmark amounts such as 0, 10 and 100. (2) Represent two-digit numbers on number lines and using models. (3) Determine and compare values and trade with sets of pennies and dimes. (4) Identify ordinal position of objects, first through tenth.</p>	<p>Students in grade 2 should represent three-digit numbers as groups of hundreds, tens and ones in the base ten place value system.</p> <p>(Num.2.1) Use place value models and pictures to represent two- and three-digit numbers and write numbers in expanded and regrouped forms. (Num.2.2) Locate, label and order two- and three-digit numbers using place value models, pictures and number lines. (Num.2.3) Use place value models, pictures and number lines to identify 10 more and 10 less and 100 more and 100 less than a number. (Num.2.4) Count with and trade pennies, <i>nickels</i>, dimes, <i>quarters</i>, and dollars and determine and compare values.</p>	<p>Students in grade 3 should. represent numbers in expanded and regrouped forms in the base ten place value system.</p> <p>(1) Use models and expanded and regrouped forms to represent two- and three-digit numbers. (2) Locate, label, compare and order whole numbers to 1000, including multiples of 10 and 100, using place value models, number patterns and the number line. (3) Name and state the value of pennies, nickels, dimes, quarters and half-dollars and show different ways to make a given amount. (4) Determine and compare the values of sets of coins and write the values using decimal notation.</p>

<p style="text-align: center;">1</p> <p>Students in grade 1 should identify and compare equal parts of a whole.</p> <p>1) Identify and represent $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of a whole and identify portions that are not halves, thirds or fourths. (2) Compare parts of a whole object and estimate whether they are closer to a very little, one half or one whole. (3) Make a whole of equal-sized parts of familiar objects.</p>	<p style="text-align: center;">2</p> <p>Students in grade 2 should represent fractions by sharing portions of equal size as parts of a whole or parts of a set.</p> <p>(Num.2.5) Model and describe equal parts of a whole as unit fractions $\frac{1}{2}$ through $\frac{1}{10}$. (Num.2.6) Use models and familiar objects to estimate, compare and order unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) of a whole. (Num.2.7) Estimate and use counting and grouping of objects to find equal parts of a small set of counting objects, such as $\frac{1}{2}$, $\frac{1}{3}$ or $\frac{1}{4}$ of 12 cookies. (Num.2.8) Explore equivalent fractions using models.</p>	<p style="text-align: center;">3</p> <p>Students in grade 3 should recognize that a fraction with the same numerator and denominator represents the whole object or an entire set.</p> <p>(1) Use models and pictures to represent fractions and label the parts with words and fraction symbols. (2) Identify a whole as a fraction with the same numerator and denominator. (3) Use counting and grouping of objects to find equal parts of a set of objects and use models and number patterns to identify amounts such as $\frac{2}{3}$ of 12 is 8.</p>
<p style="text-align: center;">1</p> <p>Students in grade 1 should partition a set of objects into smaller groups with equal amounts.</p> <p>(1) Identify half of a small set of objects considered to be the whole.</p>	<p style="text-align: center;">2</p> <p>Students in grade 2 should recognize that the denominator of a fraction tells how many equal parts an object or a set has been divided into, and that the numerator indicates how many of the parts are being considered.</p> <p>(Num.2.9) Identify and build models of fractional parts of a whole (such as $\frac{3}{4}$), other than unit fractions. (Num.2.10) Explore and describe addition with like denominators and write matching</p>	<p style="text-align: center;">3</p> <p>Students in grade 3 should use fractions to measure and to represent points on a ruler or number line.</p> <p>(1) Estimate fractional values and measure to the nearest half unit with the aid of number lines and rulers.</p>

	fraction sentences using models.	
1 Students in grade 1 should describe relationships between quantities using ratios. (1) Describe patterns with simple ratios using familiar contexts, such as 1 cat has 4 legs, 2 cats have 8 legs.	2 Students in grade 2 should describe relationships between quantities using ratios. (Num.2.11) Describe simple ratios in patterns using models and pictures (e.g., in a pattern of green, green, red blocks, there are always two green blocks for each red block).	

Students in K-12 should use numbers and their properties to compute flexibly and fluency and to reasonably estimate measures and quantities.		
1	2	3
<p>Students in grade 1 should count by groups, add one more to the grouping and compare values of groups.</p> <p>(1) Count whole numbers to 100. (2) Identify, read and write numerals to 100 and beyond. (3) Group and skip count by 2s, 5s and 10s. (4) Count on from a given amount, orally and with models, and count back from 10. (5) Identify 1 more and 1 less and explore 10 more and 10 less than a number.</p>	<p>Students in grade 2 should develop fact families of basic facts using the inverse relationship of addition and subtraction.</p> <p>(Num.2.12) Recall basic addition and subtraction facts. (Num.2.13) Identify reasonable answers and solve addition and subtraction problems involving real-world experiences.</p>	<p>Students in grade 3 should use strategies that involve place value patterns and algebraic properties to estimate, add and subtract.</p> <p>(1) Identify 10 and 100 more and less than a number. (2) Compare and round numbers to the nearest 10 and 100. (3) Use commutative and associative properties to solve problems.</p>
<p>Students in grade 1 should add by counting and combining and subtract by separating, comparing or counting on.</p> <p>(1) Write number sentences and use objects and pictures to model and solve addition and subtraction story problems. (2) Develop, describe and use a variety of strategies to add and subtract one-digit numbers. (3) Explore finding the sum of two two-digit numbers using models and counting strategies. (4) Identify reasonable answers to problems that reflect real-world experiences.</p>	<p>Students in grade 2 should explore the relationship of multiplication and division through a variety of methods.</p> <p>(Num.2.14) Explore multiplication by extending number patterns, skip counting, combining repeated addends, building models of groups the same size and using arrays and pictures. (Num.2.15) Explore the connection between multiplication and division using models and pictures of groups and arrays.</p>	<p>Students in grade 3 should. approximate solutions to problems involving computation through the use of efficient methods.</p> <p>(1) Estimate, add and subtract with two- and three-digit numbers using a variety of strategies. (2) Use estimation strategies to determine and justify the reasonableness of a computational answer. (3) Recognize when an estimate is appropriate and determine whether an estimation strategy will result in an over-or underestimate.</p>

	<p style="text-align: center;">1</p> <p>Students in grade 2 should. identify and use equivalent representations of numbers to estimate and compute.</p> <p>(Num.2.16) Compare and round numbers to the nearest 10 using place value models and number lines. (Num.2.17) Explore and describe strategies for representing, estimating, adding and subtracting two two-digit numbers with and without regrouping. (Num.2.18) Recognize when an estimate is appropriate and use estimation strategies that result in identifying a reasonable answer to a problem.</p>	<p style="text-align: center;">2</p> <p>Students in grade 3 should solve multiplication and division problems using rectangular arrays, number patterns, skip counting and repeated addends.</p> <p>(1) State the multiplication and division facts with factors of 1, 2, 3, 4, 5 and 10. (2) Explore division problems with and without remainders. (3) Write and solve multiplication and division story problems and match to number sentences (equations). (4) Use models and pictures of sets and arrays to represent multiplication and division of two- and three-digit numbers by one-digit numbers.</p>
		<p>Students in grade 3 should compare fractions, identify equivalent fractions and add and subtract fractions with like and unlike denominators using models and pictures.</p> <p>(1) Construct and use models to identify equivalent fractions and to compare and order fractions with like and unlike denominators of 2, 3, 4, 5, 6 and 8. (2) Identify patterns with equivalent ratios such as 3 out of 6 crayons are red or 4 out of 8 crayons are red are the same as 1 out of 2 crayons is red. (3) Construct and use models to add and subtract fractions with like and unlike denominators and write fraction sentences to match the models. (4) Write and solve story problems that involve</p>

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GEOMETRY AND MEASUREMENT

Shapes and structures can be analyzed, visualized, measured and transformed using a variety of strategies, tools and technologies.

Guiding Question:

How do geometric relationships and measurements help us to solve problems and make sense of our world?

Students in K-12 should use properties and characteristics of two- and three-dimensional shapes and geometric theorems to describe relationships, communicate ideas and solve problems.

1

Students in grade 1 should classify shapes and solids by common characteristics.

- (1) Sort, build, name and draw two- and three-dimensional objects.
- (2) Use a variety of materials to create two- and three-dimensional designs and copy them from visual memory.
- (3) Create and explore shapes and designs with a line of symmetry.

2

Students in grade 2 should identify shapes as the same when there are changes in position.

- (GeoMeas.2.1) Explore translations (slides), reflections (flips) and rotations (turns) of simple polygons using manipulative materials.
- (GeoMeas.2.2) Build and identify shapes that have one or more lines of reflective symmetry or that can be divided into two congruent parts.
- (GeoMeas.2.3) Explore filling a two-dimensional region with different shapes.

3

Students in grade 3 should classify and compare polygons and solids using various attributes.

- (1) Sort polygons and solids through using characteristics such as the relationship of sides (parallel, perpendicular), kinds of angles (acute, right and obtuse), symmetry and congruence.
- (2) Describe similarities and differences of two- and three-dimensional shapes in the environment using physical features such as number of sides, number of angles, lengths of sides and straight and curved parts.
- (3) Investigate ways to tile or tessellate a region or shape using various polygons.

Students in K-12 should use spatial reasoning, location and geometric relationships to solve problems.		
1	2	3
<p>Students in grade 1 should describe, name and interpret direction and position of objects.</p> <p>(1) Indicate relative position, direction and location with terms such as inside, outside, top, bottom, left and right.</p>	<p>Students in grade 2 should recognize and use geometric relationships to solve problems.</p> <p>(GeoMeas.2.4) Explore combining and subdividing polygons and solids with manipulative materials and reconstruct them from visual memory. (GeoMeas.2.5) Build, describe, draw and identify polygons, solids and other two- and three-dimensional objects found in the environment.</p>	<p>Students in grade 3 should represent location on simple maps.</p> <p>(1) Draw and interpret simple maps using coordinate systems and shapes or pictures.</p>
Students in K-12 should develop and apply units, systems, formulas and appropriate tools to estimate and measure.		
1	2	3
<p>Students in grade 1 should plan and sequence events.</p> <p>(1) Estimate and compare the length of time needed to complete tasks using terms such as longer or shorter. (2) Use the calendar to identify dates, days, weeks and months and to plan and sequence events. (3) Tell time to the hour with analog and digital</p>	<p>Students in grade 2 should estimate and measure the length of time to complete activities and tasks.</p> <p>(GeoMeas.2.6) Use the calendar to write and solve problems involving time. (GeoMeas.2.7) Tell time to the half-hour, and explore time to the quarter-hour (analog and digital).</p>	<p>Students in grade 3 should plan events and make schedules.</p> <p>(1) Tell time to the minute, using analog and digital clocks, and identify AM and PM. (2) Use calendars and clocks to plan and sequence events.</p>

<p>clocks.</p>		
<p>Students in grade 1 should estimate length, area, volume, weight and temperature using nonstandard units.</p> <p>(1) Use physical referents to make estimates and to determine and describe the reasonableness of answers to measurement problems. (2) Use estimation, physical referents and nonstandard units to sort and compare objects.</p>	<p>Students in grade 2 should measure through direct comparison and through repetition of units.</p> <p>(GeoMeas.2.8) Develop and use nonstandard referents and standard benchmarks to estimate and measure length, area, weight, capacity and volume. (GeoMeas.2.9) Identify reasonable estimates and describe the strategies used to determine the estimates. (GeoMeas.2.10) Explore using measurement tools such as thermometers, basic rulers and balance scales to measure temperature, length and weight.</p>	<p>Students in grade 3 should determine and use different tools and units appropriate for specific measurement tasks.</p> <p>(1) Develop and explain strategies for using nonstandard and standard referents to estimate measurements of length, area, weight, temperature, volume and capacity. (2) Explore strategies for estimating and measuring the perimeters, areas and volumes of irregular shapes and solids. (3) Describe and use estimation strategies that can identify a reasonable answer to a measurement problem when an estimate is appropriate.</p>
<p>Students in grade 1 use standard units of measure to communicate measurement in a universal manner.</p> <p>(1) Explore using the standard units of inch and centimeter to estimate and measure length.</p>		

<p>Content Standard: WORKING WITH DATA: PROBABILITY AND STATISTICS Data can be analyzed to make informed decisions using a variety of strategies, tools and technologies.</p>		
<p>Guiding Question: How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions?</p>		
<p>Students in K-12 should collect, organize and display data using appropriate statistical and graphical methods.</p>		
<p>1</p>	<p>2</p>	<p>3</p>
<p>Students in grade 1 should collect, organize, record and describe data.</p> <p>(1) Pose questions and collect, organize, record and describe data using tallies, tables, real graphs, picture graphs, glyphs (coded pictures) and bar graphs.</p>	<p>Students in grade 2 should construct graphs from data, then make comparisons and draw conclusions.</p> <p>(Data.2.1) Pose questions and systematically collect, sort, organize, record and analyze data using tables, charts and picture and bar graphs. (Data.2.2) Use comparative terms to describe data.</p>	<p>Students in grade 3 should design surveys for the collection of data and justify conclusions drawn from the data.</p> <p>(1) Pose questions and use a variety of ways to collect, organize and analyze data from samples and surveys. (2) Display, read, interpret and draw conclusions from data that is represented in a variety of ways including tables, charts, lists, diagrams, line plots and bar graphs.</p>
<p>Students in K-12 should analyze data sets to form hypotheses and make predictions.</p>		
<p>Students in grade 1 should organize data in tables and graphs and make comparisons of the data.</p> <p>(1) Use various methods to organize information including lists, systematic counting, sorting, graphic organizers and tables. (2) Use comparative language to describe the data in tables and graphs.</p>	<p>Students in grade 2 should determine patterns and make predictions from data displayed in tables and graphs.</p> <p>(Data.2.3) Investigate combinations using models.</p>	<p>Students in grade 3 should analyze data to identify a typical element or event.</p> <p>(1) Describe trends in data using range and mode.</p>

Students in K-12 should understand and apply basic concepts of probability

1	2	3
<p>Students in grade 1 should determine the likelihood of certain events through simple experiments and observations of games.</p> <p>(1) Observe, record, graph and describe the results of simple probability activities and games. (2) Describe and explain the likelihood of various events in the students' world.</p>	<p>Students in grade 2 should analyze data gathered from experiments and identify the likelihood of future events.</p> <p>(Data.2.4) Discuss the likelihood of various events, state possibilities, make predictions and test them in practical situations. (Data.2.5) Conduct probability experiments and record the results in tables and graphs.</p>	<p>Students in grade 3 should use samples and simulations to determine probability and to make and test predictions.</p> <p>(1) Make predictions and test them by conducting probability experiments and recording results. (2) Explore the fairness of games involving a variety of spinners and dice.</p>