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(edited 5.MD.C.5b and 6.G.A.2 to use capital B)

## Introduction

### Development of K-12 Louisiana Student Standards for Mathematics

The Louisiana mathematics standards were created by over one hundred Louisiana educators with input by thousands of parents and teachers from across the state. Educators envisioned what mathematically proficient students should know and be able to do to compete in our society and focused their efforts on creating standards that would allow them to do so. The new standards provide appropriate content for all grades or courses, maintain high expectations, and create a logical connection of content across and within grades.

### The Role of Standards in Establishing Key Student Skills and Mathematical Proficiency

Students in Louisiana are ready for college or a career if they are able to meet college and workplace expectations without needing remediation in mathematics skills and concepts. The standards define what Louisiana students should know, understand, and be able to do mathematically and represent the steps students must take along the way to be able to meet this goal.

For example, all students should be able to recall and use math skills and concepts on a daily basis. That is, a student should know certain math facts and concepts such as how to add, subtract, multiply, and divide basic numbers with ease, how to work with simple fractions and percentages, and how to apply basic algebra and geometry principles. Additionally, students need to be able to reason mathematically, communicate with others about math through speaking and writing, and problem solve in real-world situations to be prepared mathematically for post-secondary education or to pursue a career.

The K-12 mathematics standards lay the foundation that allows students to become mathematically proficient by focusing on conceptual understanding, procedural skill and fluency, and application.

- **Conceptual understanding** refers to understanding mathematical concepts, operations, and relations. It is more than knowing isolated facts and methods. Students should be able to make sense of why a mathematical idea is important and the kinds of contexts in which it is useful. It also allows students to connect prior knowledge to new ideas and concepts.
- **Procedural Skill and Fluency** is the ability to apply procedures accurately, efficiently, and flexibly. It requires speed and accuracy in calculation while giving students opportunities to practice basic skills. Students' ability to solve more complex application tasks is dependent on procedural skill and fluency.
- **Application** provides a valuable context for learning and the opportunity to solve problems in a relevant and a meaningful way. It is through real-world application that students learn to select an efficient method to find a solution, determine whether the solution(s) makes sense by reasoning, and develop critical thinking skills.

### Structure of the Standards

There are two types of standards in the Louisiana Mathematics Standards – mathematical practice and content. A summary of each type is provided below:

1. Standards for Mathematical Practice
  - Apply to all grade levels
  - Describe mathematically proficient students
2. Standards for Mathematical Content
  - K-8 standards presented by grade level
  - High school standards presented by high school course (Algebra I, Geometry, Algebra II), then organized by conceptual categories:
 

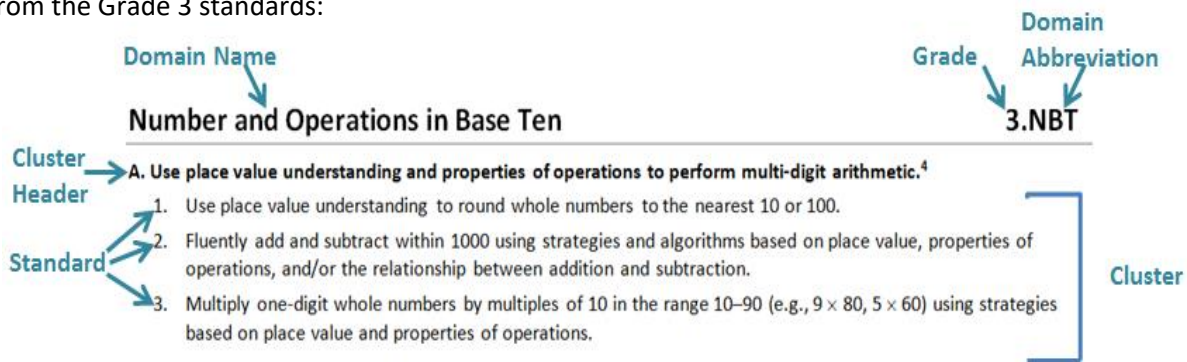
• Number and Quantity	• Modeling
• Algebra	• Geometry
• Functions	• Statistics and Probability

The following terms will assist in understanding how to read the content standards and their codes. Terms are defined in order from most specific to most general.

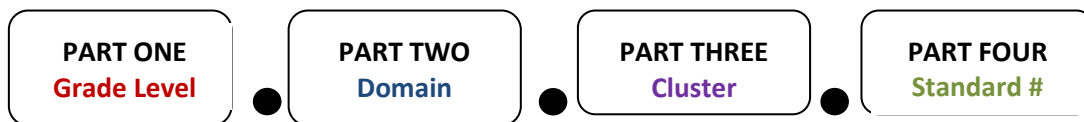
- **Standards** - Statements of what a student should know, understand, and be able to do.
- **Clusters** - Groups of **related** standards. Cluster headings may be considered as the big idea(s) that the group of standards they represent are addressing. Cluster headings are therefore useful as a quick summary of the progression of ideas that the standards in a domain are covering and can help teachers to determine the focus of the standards they are teaching.
- **Domains** - A **large** category of mathematics that the clusters and their respective content standards delineate and address. For example, *Number and Operations – Fractions* is a domain under which there are a number of clusters (the big ideas that will be addressed) along with their respective content standards, which give the specifics of what the student should know, understand, and be able to do when working with fractions.
- **Conceptual Categories** – The content standards, clusters, and domains in Algebra I, Geometry, and Algebra II are further organized under conceptual categories. These are very broad categories of mathematical thought and lend themselves to the organization of high school course work. For example, Algebra is a conceptual category in the high school standards under which are domains such as Seeing Structure in Expressions, Creating Equations, Arithmetic with Polynomials and Rational Expressions, etc.

### Reading Standards and Interpreting their Codes in Grades K-8

Example from the Grade 3 standards:



There are four parts to the code for a mathematics standard in Kindergarten through Grade 8. The Cluster Headers are identified by an uppercase letter (A, B, C...). If a Domain has four clusters, then the letter A is assigned to the heading for the first cluster, B to the second, C to the third, and D to the fourth cluster. Each part of the code is separated by a period and has a specific meaning:



Look at the example below. It is the code for the last Grade 3 standard in the above list.

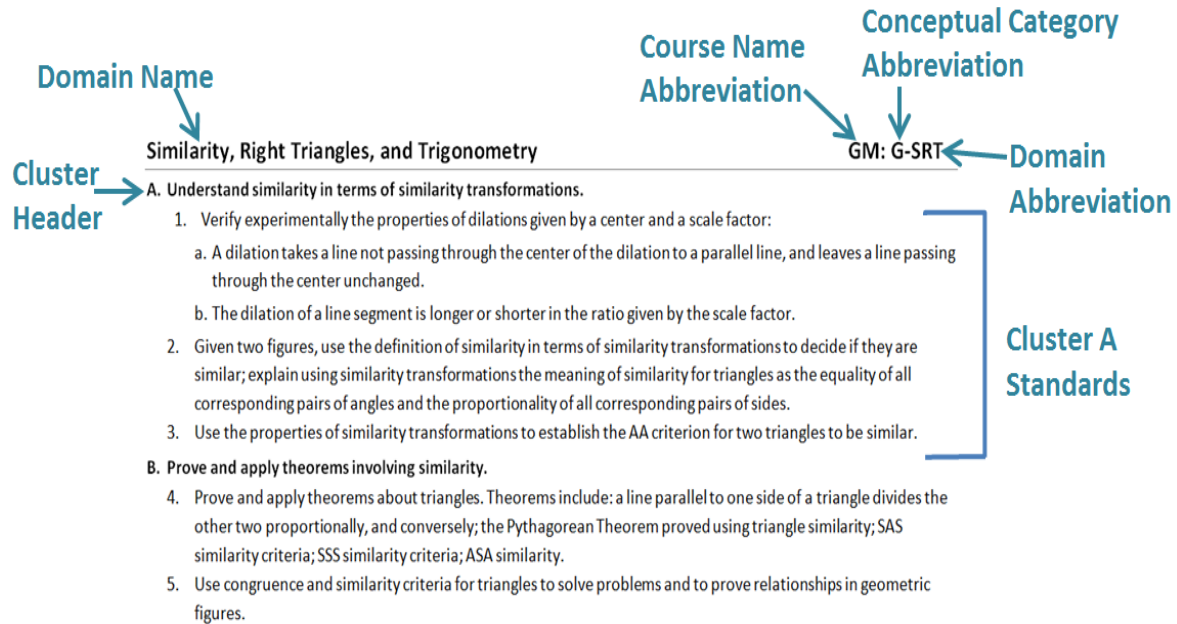
**3.NBT.A.3**

The grade level is 3, the domain code is NBT (Numbers and Operations in Base Ten), the cluster is A (first cluster), and the standard number is 3. The text of standard 3.NBT.A.3 is provided below.

3.NBT.A.3. *Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.*

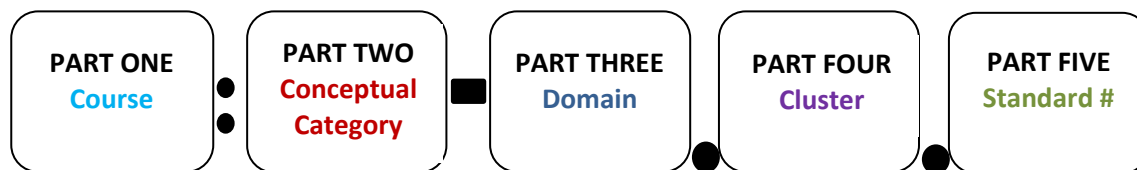
**Reading Standards and Interpreting their Codes in High School Courses**

The codes for standards in high school math courses have five parts. An excerpt of the standards for the high school Geometry course as displayed in this document is shown below.



As indicated in the excerpt, the abbreviation used for the high school Geometry course is GM. The abbreviations used for Algebra I and Algebra II are A1 and A2, respectively. The course name abbreviation is followed by abbreviations for the Conceptual Category and the Domain, the letter of the Cluster Header, and then the standard number. High school Conceptual Categories and their abbreviations are located in the table of the next section ([Progressions](#)).

The code for standard 5 in the list above is **GM: G-SRT.B.5** with the meaning of each part noted in the graphic below.



**Algebra I Example**    **A1: N-Q.A.2**

**Quantities\***

**A1: N-Q**

**A. Reason quantitatively and use units to solve problems.**

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

**Algebra II Example**    **A2: F-LE.B.4**

**Linear, Quadratic, and Exponential Models★**

**A2: F-LE**

- A. Construct and compare linear, quadratic, and exponential models and solve problems.**
- Given a graph, a description of a relationship, or two input-output pairs (include reading these from a table), construct linear and exponential functions, including arithmetic and geometric sequences, to solve multi-step problems
  - For exponential models, express as a logarithm the solution to  $ab^{ct} = d$  where  $a$ ,  $c$ , and  $d$  are numbers and the base  $b$  is 2, 10, or  $e$ ; evaluate the logarithm using technology.
- B. Interpret expressions for functions in terms of the situation they model.**
- Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.

Note: There is not an error in the Algebra II listing of standards above. Standards 1 and 3 in the Linear, Quadratic, and Exponential Models domain are in the Algebra I standard with codes of A1: F-LE.A.1 and A1:F-LE.A.3.

**Companion Documents for Teachers**

documents for teachers are designed to assist educators in interpreting and implementing the new Louisiana Student Standards for Mathematics by providing descriptions and examples for each standard in a grade level or course. The companion documents are linked in the Resources section and the grade level listings of this document. Access the companion document for a specific grade or course by clicking an icon similar to the one to the right which links to the Grade 5 Teachers Companion document.

**Progressions in the Math Standards**

The standards for each grade should not be considered a checklist or taught in isolation. There is a flow or progression that creates coherence within a grade and from one grade to the next. The progressions are organized using domains in grades K-8 and conceptual categories in high school. The color-coded table shows the domains, categories, and their abbreviations, and identifies the five progressions present in the Louisiana Student Standards for Mathematics. Each of the progressions begins in Kindergarten and indicates a constant movement toward the high school standards. Progressions guarantee a steady, age-appropriate development of each topic and also ensure that gaps are not created in the mathematical education of Louisiana's students. The table is designed to allow teachers to see the coherence and connections among the mathematical topics in the standards.

Kindergarten	1	2	3	4	5	6	7	8	High School						
Domains and Abbreviations									Categories and Abbreviations						
Counting and Cardinality (CC)									Number and Quantity (N)						
Numbers and Operations in Base Ten (NBT)										Ratios and Proportional Relationships (RP)					
										Number and Operations – Fractions (NF)		The Number System (NS)			
Operations and Algebraic Thinking (OA)					Expressions and Equations (EE)			Algebra (A)							
							Functions (F)	Functions (F)							
Geometry (G)					Geometry (G)			Geometry (G)							
Measurement and Data (MD)					Statistics and Probability (SP)			Statistics and Probability (S)							

## Mathematics | Standards for Mathematical Practice

Being successful in mathematics requires that development of approaches, practices, and habits of mind are implemented as one strives to develop mathematical fluency, procedural skills, and conceptual understanding. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

The Standards for Mathematical Practice are typically developed as students solve high-level mathematical tasks that support approaches, practices, and habits of mind which are called for within these standards.

The following are the eight Standards for Mathematical Practice and their descriptions.

### 1 **Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### 2 **Reason abstractly and quantitatively.**

Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

### 3 **Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to



determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**4 Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**5 Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**6 Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**7 Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well-remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as

5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**8 Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content**

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.



## Mathematics | Kindergarten

[Teachers Companion Documents.zip](#)

### Grade Level Overview

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ . (Kindergarten students should see addition and subtraction equations, and student writing of equations in Kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

### Counting and Cardinality

**K.CC**

#### A. Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

#### B. Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
  - a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence.
  - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “How many?” questions.
  - a. Count objects up to 20, arranged in a line, a rectangular array, or a circle.
  - b. Count objects up to 10 in a scattered configuration.
  - c. When given a number from 1–20, count out that many objects.

#### C. Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup>
7. Compare two numbers between 1 and 10 presented as written numerals.

<sup>1</sup> Include groups with up to ten objects.

## Operations and Algebraic Thinking

**K.OA**

**A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

1. Represent addition and subtraction with objects, fingers, mental images, drawings<sup>2</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

## Number and Operations in Base Ten

**K.NBT**

**A. Work with numbers 11–19 to gain foundations for place value.**

1. Gain understanding of place value.
  - a. Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
  - b. Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings).
  - c. Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones,  $18 = 1 \text{ ten} + 8 \text{ ones}$ ,  $18 = 10 + 8$ ).

## Measurement and Data

**K.MD**

**A. Describe and compare measurable attributes.**

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

**B. Classify objects and count the number of objects in each category.**

3. Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by count.<sup>3</sup>

**C. Work with money.**

4. Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.)

<sup>2</sup> Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

<sup>3</sup> Limit category counts to be less than or equal to 10.

## Geometry

## K.G

### A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

### B. Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

## Mathematics | Grade 1

[Teachers Companion Documents.zip](#)

### Grade Level Overview

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.<sup>1</sup>

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

### Operations and Algebraic Thinking

1.OA

#### A. Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).<sup>2</sup>
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

#### B. Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations to add and subtract.<sup>3</sup> *Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.*

#### C. Add and subtract within 20.

<sup>1</sup> Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

<sup>2</sup> See Glossary, Table 1.

<sup>3</sup> Students need not use formal terms for these properties.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

**D. Work with addition and subtraction equations.**

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .*
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \square - 3$ ,  $6 + 6 = \square$ .*

## Number and Operations in Base Ten

## 1.NBT

**A. Extend the counting sequence.**

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**B. Understand place value.**

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  - a. 10 can be thought of as a bundle of ten ones—called a “ten.”
  - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

**C. Use place value understanding and properties of operations to add and subtract.**

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.
  - a. Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation.
  - b. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

## Measurement and Data

## 1.MD

### A. Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

### B. Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

### C. Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

### D. Work with money.

5. Determine the value of a collection of coins up to 50 cents. (Pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.)

## Geometry

## 1.G

### A. Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<sup>4</sup>
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

<sup>4</sup> Students do not need to learn formal names such as “right rectangular prism.”



## Mathematics | Grade 2

[Teachers Companion Documents.zip](#)

### Grade Level Overview

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

### Operations and Algebraic Thinking

**2.OA**

#### A. Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>

#### B. Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By the end of Grade 2, know from memory all sums of two one-digit numbers.

#### C. Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

<sup>1</sup> See Glossary, Table 1.

<sup>2</sup> See standard 1.OA.6 for a list of mental strategies.

## Number and Operations in Base Ten

## 2.NBT

### A. Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
  - a. 100 can be thought of as a bundle of ten tens—called a “hundred.”
  - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

### B. Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>3</sup>

## Measurement and Data

## 2.MD

### A. Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

### B. Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

<sup>3</sup> Explanations may be supported by drawings or objects.

**C. Work with time and money.**

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

**D. Represent and interpret data.**

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>4</sup> using information presented in a bar graph.

**Geometry**

**2.G**

**A. Reason with shapes and their attributes.**

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>5</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

<sup>4</sup> See Glossary, Table 1.

<sup>5</sup> Sizes are compared directly or visually, not compared by measuring.

## Mathematics | Grade 3

[Teachers Companion Documents.zip](#)

### Grade Level Overview

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example,  $\frac{1}{2}$  of the paint in a small bucket could be less paint than  $\frac{1}{3}$  of the paint in a larger bucket, but  $\frac{1}{3}$  of a ribbon is longer than  $\frac{1}{5}$  of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

## Operations and Algebraic Thinking

## 3.OA

### A. Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .*
2. Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = \square \div 3$ ,  $6 \times 6 = ?$ .*

<sup>1</sup> See Glossary, Table 2.

**B. Understand properties of multiplication and the relationship between multiplication and division.**

5. Apply properties of operations as strategies to multiply and divide.<sup>2</sup> *Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

**C. Multiply and divide within 100.**

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

**D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.**

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.<sup>3</sup>
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

**Number and Operations in Base Ten**

**3.NBT**

**A. Use place value understanding and properties of operations to perform multi-digit arithmetic.<sup>4</sup>**

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

**Number and Operations - Fractions**

**3.NF**

**A. Develop understanding of fractions as numbers.**

1. Understand a fraction  $1/b$ , with denominators 2, 3, 4, 6, and 8, as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .
2. Understand a fraction with denominators 2, 3, 4, 6, and 8 as a number on a number line diagram.
  - a. Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line.
  - b. Represent a fraction  $a/b$  on a number line diagram by marking off  $a$  lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.

<sup>2</sup> Students need not use formal terms for these properties.

<sup>3</sup> This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

<sup>4</sup> A range of algorithms may be used.

3. Explain equivalence of fractions with denominators 2, 3, 4, 6, and 8 in special cases, and compare fractions by reasoning about their size.
  - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
  - b. Recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.
  - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.  
*Examples: Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram.*
  - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

## Measurement and Data

## 3.MD

### A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Understand time to the nearest minute.
  - a. Tell and write time to the nearest minute and measure time intervals in minutes, within 60 minutes, on an analog and digital clock.
  - b. Calculate elapsed time greater than 60 minutes to the nearest quarter and half hour on a number line diagram.
  - c. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).<sup>5</sup> Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.<sup>6</sup>

### B. Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

### C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
  - a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
  - b. A plane figure that can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
7. Relate area to the operations of multiplication and addition.

<sup>5</sup> Excludes compound units such as  $\text{cm}^3$  and finding the geometric volume of a container.

<sup>6</sup> Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2).



- a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.

**D. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**

8. Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

**E. Work with money**

9. Solve word problems involving pennies, nickels, dimes, quarters, and bills greater than one dollar, using the dollar and cent symbols appropriately.

## Geometry

## 3.G

**A. Reason with shapes and their attributes.**

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.*

## Mathematics | Grade 4

[Teachers Companion Documents.zip](#)

### Grade Level Overview

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g.,  $\frac{15}{9} = \frac{5}{3}$ ), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

### Operations and Algebraic Thinking

4.OA

#### A. Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7, and 7 times as many as 5.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and/or equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison (Example: 6 times as many vs. 6 more than).<sup>1</sup>
3. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *Example: Twenty-five people are going to the movies. Four people fit in each car. How many cars are needed to get all 25 people to the theater at the same time?*

#### B. Gain familiarity with factors and multiples.

4. Using whole numbers in the range 1–100,
  - a. Find all factor pairs for a given whole number.
  - b. Recognize that a given whole number is a multiple of each of its factors.
  - c. Determine whether a given whole number is a multiple of a given one-digit number.
  - d. Determine whether a given whole number is prime or composite.

<sup>1</sup> See Glossary, Table 2.

**C. Generate and analyze patterns.**

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

**Number and Operations in Base Ten**

**4.NBT**

**A. Generalize place value understanding for multi-digit whole numbers.**

1. Recognize that in a multi-digit whole number less than or equal to 1,000,000, a digit in one place represents ten times what it represents in the place to its right. *For example, (1) recognize that  $700 \div 70 = 10$ ; (2) in the number 7,246, the 2 represents 200, but in the number 7,426 the 2 represents 20, recognizing that 200 is ten times as large as 20, by applying concepts of place value and division.*
2. Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers, less than or equal to 1,000,000, to any place.

**B. Use place value understanding and properties of operations to perform multi-digit arithmetic.**

4. Fluently add and subtract multi-digit whole numbers with sums less than or equal to 1,000,000, using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

**Number and Operations—Fractions**

**4.NF**

**A. Extend understanding of fraction equivalence and ordering.**

1. Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)

**B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**

3. Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ . (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
  - a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. *Example:*  $3/4 = 1/4 + 1/4 + 1/4$ .
  - b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:*  $3/8 = 1/8 + 1/8 + 1/8$ ;  $3/8 = 1/8 + 2/8$ ;  $2\frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ .
  - c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
  - d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Multiply a fraction by a whole number. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
  - a. Understand a fraction  $a/b$  as a multiple of  $1/b$ . *For example, use a visual fraction model to represent  $5/4$  as the product  $5 \times (1/4)$ , recording the conclusion by the equation  $5/4 = 5 \times (1/4)$ .*
  - b. Understand a multiple of  $a/b$  as a multiple of  $1/b$ , and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express  $3 \times (2/5)$  as  $6 \times (1/5)$ , recognizing this product as  $6/5$ . (In general,  $n \times (a/b) = (n \times a)/b$ .)*
  - c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat  $3/8$  of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

**C. Understand decimal notation for fractions, and compare decimal fractions.**

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.<sup>2</sup> *For example, express  $3/10$  as  $30/100$ , and add  $3/10 + 4/100 = 34/100$ .*
6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite  $0.62$  as  $62/100$ ; describe a length as  $0.62$  meters; locate  $0.62$  on a number line diagram; represent  $62/100$  of a dollar as  $\$0.62$ .*
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.

**Measurement and Data**

**4.MD**

**A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**

1. Know relative sizes of measurement units within one system of units including ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (Conversions are limited to one-step conversions.) *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*

<sup>2</sup> Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction<sup>3</sup> or a whole number), and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

**B. Represent and interpret data.**

4. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

**C. Geometric measurement: understand concepts of angle and measure angles.**

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
  - a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where two rays intersect the circle.
  - b. An angle that turns through  $\frac{1}{360}$  of a circle is called a "one-degree angle," and can be used to measure angles.
  - c. An angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees.
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a letter for the unknown angle measure.

**D. Relate area to operations of multiplication and addition.**

8. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

## Geometry

## 4.G

**A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

<sup>3</sup> Students in Grade 4 will be assessed on multiplying a fraction and a whole number as indicated in the NF domain. Some students may be able to multiply a fraction by a fraction as a result of generating equivalent fractions; however, mastery of multiplying two fractions occurs in Grade 5.

## Mathematics | Grade 5

[Teachers Companion Documents.zip](#)

### Grade Level Overview

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems.

### Operations and Algebraic Thinking

5.OA

#### A. Write and interpret numerical expressions.

1. Use parentheses or brackets in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with whole numbers, fractions, and decimals, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18,932 + 9.21)$  is three times as large as  $18,932 + 9.21$ , without having to calculate the indicated sum or product.*

#### B. Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*



## Number and Operations in Base Ten

## 5.NBT

### A. Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $\frac{1}{10}$  of what it represents in the place to its left.
2. Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. *For example,  $10^0 = 1$ ,  $10^1 = 10 \dots$  and  $2.1 \times 10^2 = 210$ .*
3. Read, write, and compare decimals to thousandths.
  - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$ .
  - b. Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

### B. Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, subtracting multiples of the divisor, and/or the relationship between multiplication and division. Illustrate and/or explain the calculation by using equations, rectangular arrays, area models, or other strategies based on place value.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation.

## Number and Operations—Fractions

## 5.NF

### A. Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,  $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ . (In general,  $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$ .)*
2. Solve word problems involving addition and subtraction of fractions.
  - a. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.
  - b. Use benchmark fractions and number sense of fractions to estimate mentally and justify the reasonableness of answers. *For example, recognize an incorrect result  $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ , by observing that  $\frac{3}{7} < \frac{1}{2}$ .*

### B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ( $\frac{a}{b} = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret  $\frac{3}{4}$  as the result of dividing 3 by 4, noting that  $\frac{3}{4}$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each*

*person has a share of size  $\frac{3}{4}$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
  - a. Interpret the product  $(\frac{m}{n}) \times q$  as  $m$  parts of a partition of  $q$  into  $n$  equal parts; equivalently, as the result of a sequence of operations,  $m \times q \div n$ . *For example, use a visual fraction model to show understanding, and create a story context for  $(\frac{m}{n}) \times q$ .*
  - b. Construct a model to develop understanding of the concept of multiplying two fractions and create a story context for the equation. [In general,  $(\frac{m}{n}) \times (\frac{c}{d}) = (\frac{mc}{nd})$ .]
  - c. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.
  - d. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), by:
  - a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
  - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case).
  - c. Explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
  - d. Relating the principle of fraction equivalence  $\frac{a}{b} = (\frac{n \times a}{n \times b})$  to the effect of multiplying  $\frac{a}{b}$  by 1.
6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup>
  - a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for  $(\frac{1}{3}) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(\frac{1}{3}) \div 4 = \frac{1}{12}$  because  $(\frac{1}{12}) \times 4 = \frac{1}{3}$ .*
  - b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for  $4 \div (\frac{1}{5})$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (\frac{1}{5}) = 20$  because  $20 \times (\frac{1}{5}) = 4$ .*
  - c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share  $\frac{1}{2}$  lb of chocolate equally? How many  $\frac{1}{3}$ -cup servings are in 2 cups of raisins?*

## Measurement and Data

## 5.MD

### A. Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m; 9 ft to 108 in).

<sup>1</sup> Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

**B. Represent and interpret data.**

2. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

**C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.**

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
  - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
  - b. A solid figure that can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.
  - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
  - b. Apply the formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.
  - c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

**Geometry**

**5.G**

**A. Graph points on the coordinate plane to solve real-world and mathematical problems.**

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number in the ordered pair indicates how far to travel from the origin in the direction of one axis, and the second number in the ordered pair indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,  $x$ -axis and  $x$ -coordinate,  $y$ -axis and  $y$ -coordinate).
2. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

**B. Classify two-dimensional figures into categories based on their properties.**

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify quadrilaterals in a hierarchy based on properties. (Students will define a trapezoid as a quadrilateral with at least one pair of parallel sides.)

## Mathematics | Grade 6

[Teachers Companion Documents.zip](#)

### Grade Level Overview

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as  $3x = y$ ) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

## Ratios and Proportional Relationships

## 6.RP

### A. Understand ratio concepts and use ratio reasoning to solve problems.

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
- Understand the concept of a unit rate  $\frac{a}{b}$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $\frac{3}{4}$  cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."*<sup>1</sup>
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
  - Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
  - Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed?*
  - Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $\frac{30}{100}$  times the quantity); solve problems involving finding the whole, given a part and the percent.
  - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

## The Number System

## 6.NS

### A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

- Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for  $(\frac{2}{3}) \div (\frac{3}{4})$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$  because  $\frac{3}{4}$  of  $\frac{8}{9}$  is  $\frac{2}{3}$ . (In general,  $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$ .) How much chocolate will each person get if 3 people share  $\frac{1}{2}$  lb of chocolate equally? How many  $\frac{3}{4}$ -cup servings are in  $\frac{2}{3}$  of a cup of yogurt? How wide is a rectangular strip of land with length  $\frac{3}{4}$  mi and area  $\frac{1}{2}$  square mi?*

### B. Compute fluently with multi-digit numbers and find common factors and multiples.

- Fluently divide multi-digit numbers using the standard algorithm.
- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express  $36 + 8$  as  $4(9 + 2)$ .*

### C. Apply and extend previous understandings of numbers to the system of rational numbers.

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits,

<sup>1</sup> Expectations for unit rates in this grade are limited to non-complex fractions.



positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
  - a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite.
  - b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
  - c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
7. Understand ordering and absolute value of rational numbers.
  - a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right.*
  - b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .*
  - c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.*
  - d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than  $-30$  dollars represents a debt greater than 30 dollars.*
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

## Expressions and Equations

## 6.EE

### A. Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Write and evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
  - a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract  $y$  from 5" as  $5 - y$ .*
  - b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression  $2(8 + 7)$  as a product of two factors; view  $(8 + 7)$  as both a single entity and a sum of two terms.*
  - c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas  $V = s^3$  and  $A = 6s^2$  to find the volume and surface area of a cube with sides of length  $s = \frac{1}{2}$ .*
3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ .*



4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for.*

**B. Reason about and solve one-variable equations and inequalities.**

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations and inequalities of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers. Inequalities will include  $<$ ,  $>$ ,  $\leq$ , and  $\geq$ .
8. Write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

**C. Represent and analyze quantitative relationships between dependent and independent variables.**

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.*

## Geometry

## 6.G

**A. Solve real-world and mathematical problems involving area, surface area, and volume.**

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = lwh$  and  $V = Bh$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

## Statistics and Probability

## 6.SP

### A. Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

### B. Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
  - a. Reporting the number of observations.
  - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
  - c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
  - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

## Mathematics | Grade 7

[Teachers Companion Documents.zip](#)

### Grade Level Overview

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

### Ratios and Proportional Relationships

7.RP

#### A. Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. *For example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour.*
2. Recognize and represent proportional relationships between quantities.
  - a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
  - b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
  - c. Represent proportional relationships by equations. *For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ .*
  - d. Explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate.

3. Use proportional relationships to solve multi-step ratio and percent problems of simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.

## The Number System

## 7.NS

### A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
  - a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
  - b. Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
  - c. Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
  - d. Apply properties of operations as strategies to add and subtract rational numbers.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
  - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
  - b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.
  - c. Apply properties of operations as strategies to multiply and divide rational numbers.
  - d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
3. Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>1</sup>

## Expressions and Equations

## 7.EE

### A. Use properties of operations to generate equivalent expressions.

1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients to include multiple grouping symbols (e.g., parentheses, brackets, and braces).
2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example,  $a + 0.05a = 1.05a$  means that “increase by 5%” is the same as “multiply by 1.05.”*

### B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of

<sup>1</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

answers using mental computation and estimation strategies. *For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional  $\frac{1}{10}$  of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar  $9\frac{3}{4}$  inches long in the center of a door that is  $27\frac{1}{2}$  inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
  - a. Solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*
  - b. Solve word problems leading to inequalities of the form  $px + q > r$ ,  $px + q \geq r$ ,  $px + q < r$  or  $px + q \leq r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.*

## Geometry

## 7.G

### A. Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
2. Draw (freehand, with ruler and protractor, or with technology) geometric shapes with given conditions. (Focus is on triangles from three measures of angles or sides, noticing when the conditions determine one and only one triangle, more than one triangle, or no triangle.)
3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

### B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (Pyramids limited to surface area only.)

## Statistics and Probability

## 7.SP

### A. Use random sampling to draw inferences about a population.

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the*

*book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

**B. Draw informal comparative inferences about two populations.**

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities using quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

**C. Investigate chance processes and develop, use, and evaluate probability models.**

5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around  $\frac{1}{2}$  indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
  - a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
  - b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
  - a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
  - b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space that compose the event.
  - c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*



## Mathematics | Grade 8

[Teachers Companion Documents.zip](#)

### Grade Level Overview

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ( $y/x = m$  or  $y = mx$ ) as special linear equations ( $y = mx + b$ ), understanding that the constant of proportionality ( $m$ ) is the slope, and the graphs are lines through the origin. They understand that the slope ( $m$ ) of a line is a constant rate of change, so that if the input or  $x$ -coordinate changes by an amount  $A$ , the output or  $y$ -coordinate changes by the amount  $m \cdot A$ . Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and  $y$ -intercept) in terms of the situation.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

### The Number System

**8.NS**

#### A. Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers, show that the decimal expansion repeats eventually. Convert a decimal expansion that repeats eventually into a rational number by analyzing repeating patterns.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g.,  $\pi^2$ ). *For example, by truncating the decimal expansion of  $\sqrt{2}$ , show that  $\sqrt{2}$  is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations to the hundredths place.*

## Expressions and Equations

## 8.EE

### A. Work with radicals and integer exponents.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .*
2. Use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that  $\sqrt{2}$  is irrational.
3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as  $3 \times 10^8$  and the population of the world as  $7 \times 10^9$ , and determine that the world population is more than 20 times larger.*
4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

### B. Understand the connections between proportional relationships, lines, and linear equations.

5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
6. Use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation  $y = mx$  for a line through the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ .

### C. Analyze and solve linear equations and pairs of simultaneous linear equations.

7. Solve linear equations in one variable.
  - a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
  - b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
8. Analyze and solve pairs of simultaneous linear equations.
  - a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
  - b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.*
  - c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

## Functions

## 8.F

### A. Define, evaluate, and compare functions.

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in this grade level.)
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*
3. Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; categorize functions as linear or nonlinear when given equations, graphs, or tables. *For example, the function  $A = s^2$  giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

### B. Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two  $(x, y)$  values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

## Geometry

## 8.G

### A. Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations:
  - a. Lines are taken to lines, and line segments to line segments of the same length.
  - b. Angles are taken to angles of the same measure.
  - c. Parallel lines are taken to parallel lines.
2. Explain that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. (Rotations are only about the origin and reflections are only over the  $y$ -axis and  $x$ -axis in Grade 8.)
3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. (Rotations are only about the origin, dilations only use the origin as the center of dilation, and reflections are only over the  $y$ -axis and  $x$ -axis in Grade 8.)
4. Explain that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (Rotations are only about the origin, dilations only use the origin as the center of dilation, and reflections are only over the  $y$ -axis and  $x$ -axis in Grade 8.)
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*

**B. Understand and apply the Pythagorean Theorem.**

6. Explain a proof of the Pythagorean Theorem and its converse using the area of squares.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

**C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.**

9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

**Statistics and Probability**

**8.SP**

**A. Investigate patterns of association in bivariate data.**

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

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## Number and Quantity

### The Real Number System

**A1: N-RN**

#### B. Use properties of rational and irrational numbers.

3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

### Quantities★

**A1: N-Q**

#### A. Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

## Algebra

### Seeing Structure in Expressions

**A1: A-SSE**

#### A. Interpret the structure of expressions.

1. Interpret expressions that represent a quantity in terms of its context. ★
  - a. Interpret parts of an expression, such as terms, factors, and coefficients.
  - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .*
2. Use the structure of an expression to identify ways to rewrite it. *For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ , or see  $2x^2 + 8x$  as  $(2x)(x) + 2x(4)$ , thus recognizing it as a polynomial whose terms are products of monomials and the polynomial can be factored as  $2x(x+4)$ .*

#### B. Write expressions in equivalent forms to solve problems.

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★
  - a. Factor a quadratic expression to reveal the zeros of the function it defines.
  - b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
  - c. Use the properties of exponents to transform expressions for exponential functions emphasizing integer exponents. *For example, the growth of bacteria can be modeled by either  $f(t) = 3^{(t+2)}$  or  $g(t) = 9(3^t)$  because the expression  $3^{(t+2)}$  can be rewritten as  $(3^t)(3^2) = 9(3^t)$ .*

### Arithmetic with Polynomials and Rational Expressions

**A1: A-APR**

#### A. Perform arithmetic operations on polynomials.

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

#### B. Understand the relationship between zeros and factors of polynomials.

- Identify zeros of quadratic functions, and use the zeros to sketch a graph of the function defined by the polynomial.

## **Creating Equations★**

**A1: A-CED**

### **A. Create equations that describe numbers or relationships.**

- Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear, quadratic, and exponential functions.*
- Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
- Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .*

## **Reasoning with Equations and Inequalities**

**A1: A-REI**

### **A. Understand solving equations as a process of reasoning and explain the reasoning.**

- Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

### **B. Solve equations and inequalities in one variable.**

- Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- Solve quadratic equations in one variable.
  - Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.
  - Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as "no real solution."

### **C. Solve systems of equations.**

- Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
- Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

### **D. Represent and solve equations and inequalities graphically.**

- Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- Explain why the  $x$ -coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, piecewise linear (to include absolute value), and exponential functions.★
- Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.



## Functions

### Interpreting Functions

**A1: F-IF**

#### A. Understand the concept of a function and use function notation.

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Recognize that sequences are functions whose domain is a subset of the integers. Relate arithmetic sequences to linear functions and geometric sequences to exponential functions.

#### B. Interpret functions that arise in applications in terms of the context.

4. For linear, piecewise linear (to include absolute value), quadratic, and exponential functions that model a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior.* ★
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.* ★
6. Calculate and interpret the average rate of change of a linear, quadratic, piecewise linear (to include absolute value), and exponential function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★

#### C. Analyze functions using different representations.

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★
  - a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
  - b. Graph piecewise linear (to include absolute value) and exponential functions.
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
  - a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
9. Compare properties of two functions (linear, quadratic, piecewise linear [to include absolute value] or exponential) each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, determine which has the larger maximum.*

## Building Functions

**A1: F-BF**

### A. Build a function that models a relationship between two quantities.

1. Write a linear, quadratic, or exponential function that describes a relationship between two quantities. ★
  - a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

### B. Build new functions from existing functions.

3. Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $kf(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative). Without technology, find the value of  $k$  given the graphs of linear and quadratic functions. With technology, experiment with cases and illustrate an explanation of the effects on the graph that include cases where  $f(x)$  is a linear, quadratic, piecewise linear (to include absolute value), or exponential function.

## Linear, Quadratic, and Exponential Models★

**A1: F-LE**

### A. Construct and compare linear, quadratic, and exponential models and solve problems.

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
  - a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
  - b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
  - c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
3. Observe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

### B. Interpret expressions for functions in terms of the situation they model.

5. Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.

## Statistics and Probability★

## Interpreting Categorical and Quantitative Data

**A1: S-ID**

### A. Summarize, represent, and interpret data on a single count or measurement variable.

2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

### B. Summarize, represent, and interpret data on two categorical and quantitative variables.

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
  - a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear and quadratic models.*
  - b. Informally assess the fit of a function by plotting and analyzing residuals.

- c. Fit a linear function for a scatter plot that suggests a linear association.

**C. Interpret linear models.**

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

★Modeling Standards - Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards. The basic modeling cycle involves

1. identifying variables in the situation and selecting those that represent essential features,
2. formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables,
3. analyzing and performing operations on these relationships to draw conclusions,
4. interpreting the results of the mathematics in terms of the original situation,
5. validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable,
6. reporting on the conclusions and the reasoning behind them.

Choices, assumptions, and approximations are present throughout this cycle.

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## Geometry

### Congruence

### GM: G-CO

#### A. Experiment with transformations in the plane.

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane using, e.g., transparencies, tracing paper, or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

#### B. Understand congruence in terms of rigid motions.

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

#### C. Prove and apply geometric theorems.

9. Prove and apply theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
10. Prove and apply theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to  $180^\circ$ ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
11. Prove and apply theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

#### D. Make geometric constructions.

12. Make formal geometric constructions with a variety of tools and methods, e.g., compass and straightedge, string, reflective devices, paper folding, or dynamic geometric software. *Examples: copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

**Similarity, Right Triangles, and Trigonometry**

**GM: G-SRT**

**A. Understand similarity in terms of similarity transformations.**

1. Verify experimentally the properties of dilations given by a center and a scale factor:
  - a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
  - b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

**B. Prove and apply theorems involving similarity.**

4. Prove and apply theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity; SAS similarity criteria; SSS similarity criteria; AA similarity criteria.*
5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

**C. Define trigonometric ratios and solve problems involving right triangles.**

6. Understand that by similarity, side ratios in right triangles, including special right triangles (30-60-90 and 45-45-90), are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
7. Explain and use the relationship between the sine and cosine of complementary angles.
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.\*

**Circles**

**GM: G-C**

**A. Understand and apply theorems about circles.**

1. Prove that all circles are similar.
2. Identify and describe relationships among inscribed angles, radii, and chords, including the following: *the relationship that exists between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; and a radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

**B. Find arc lengths and areas of sectors of circles.**

5. Use similarity to determine that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

**Expressing Geometric Properties with Equations**

**GM: G-GPE**

**A. Translate between the geometric description and the equation for a conic section.**

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

**B. Use coordinates to prove simple geometric theorems algebraically.**

4. Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point  $(1, \sqrt{3})$  lies on the circle centered at the origin and containing the point  $(0, 2)$ .*
5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.\*

**Geometric Measurement and Dimension**

**GM: G-GMD**

**A. Explain volume formulas and use them to solve problems.**

1. Give an informal argument, e.g., dissection arguments, Cavalieri's principle, or informal limit arguments, for the formulas for the circumference of a circle; area of a circle; volume of a cylinder, pyramid, and cone.
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.\*

**B. Visualize relationships between two-dimensional and three-dimensional objects.**

4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

**Modeling with Geometry**

**GM: G-MG**

**A. Apply geometric concepts in modeling situations.**

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).\*
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).\*
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).\*

**Statistics and Probability\***

**Conditional Probability and the Rules of Probability**

**GM: S-CP**

**A. Understand independence and conditional probability and use them to interpret data.**

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
2. Understand that two events  $A$  and  $B$  are independent if the probability of  $A$  and  $B$  occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
3. Understand the conditional probability of  $A$  given  $B$  as  $P(A \text{ and } B)/P(B)$ , and interpret independence of  $A$  and  $B$  as saying that the conditional probability of  $A$  given  $B$  is the same as the probability of  $A$ , and the conditional probability of  $B$  given  $A$  is the same as the probability of  $B$ .
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly*



*selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*

5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

**B. Use the rules of probability to compute probabilities of compound events in a uniform probability model.**

6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
7. Apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.

\*Modeling Standards - Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards. The basic modeling cycle involves

1. identifying variables in the situation and selecting those that represent essential features,
2. formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables,
3. analyzing and performing operations on these relationships to draw conclusions,
4. interpreting the results of the mathematics in terms of the original situation,
5. validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable,
6. reporting on the conclusions and the reasoning behind them.

Choices, assumptions, and approximations are present throughout this cycle.

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## Number and Quantity

### The Real Number System

A2: N-RN

#### A. Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define  $5^{1/3}$  to be the cube root of 5 because we want  $(5^{1/3})^3 = 5^{(1/3)3}$  to hold, so  $(5^{1/3})^3$  must equal 5.*
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

### Quantities★

A2: N-Q

#### A. Reason quantitatively and use units to solve problems.

2. Define appropriate quantities for the purpose of descriptive modeling.

### The Complex Number System

A2: N-CN

#### A. Perform arithmetic operations with complex numbers.

1. Know there is a complex number  $i$  such that  $i^2 = -1$ , and every complex number has the form  $a + bi$  with  $a$  and  $b$  real.
2. Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

#### C. Use complex numbers in polynomial identities and equations.

7. Solve quadratic equations with real coefficients that have complex solutions.

## Algebra

### Seeing Structure in Expressions

A2: A-SSE

#### A. Interpret the structure of expressions.

2. Use the structure of an expression to identify ways to rewrite it. *For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .*

#### B. Write expressions in equivalent forms to solve problems.

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★
  - c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression  $1.15^t$  can be rewritten as  $(1.15^{1/12})^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
4. Apply the formula for the sum of a finite geometric series (when the common ratio is not 1) to solve problems. *For example, calculate mortgage payments.* ★

### Arithmetic with Polynomials and Rational Expressions

A2: A-APR

#### B. Understand the relationship between zeros and factors of polynomials.

2. Know and apply the Remainder Theorem: For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ .
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

**C. Use polynomial identities to solve problems.**

4. Use polynomial identities to describe numerical relationships. *For example, the polynomial identity  $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$  can be used to generate Pythagorean triples.*

**D. Rewrite rational expressions.**

6. Rewrite simple rational expressions in different forms; write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.

**Creating Equations★**

**A2: A-CED**

**A. Create equations that describe numbers or relationships.**

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

**Reasoning with Equations and Inequalities**

**A2: A-REI**

**A. Understand solving equations as a process of reasoning and explain the reasoning.**

1. Explain each step in solving an equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

**B. Solve equations and inequalities in one variable.**

4. Solve quadratic equations in one variable.
  - b. Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

**C. Solve systems of equations.**

6. Solve systems of linear equations exactly and approximately (e.g., with graphs), limited to systems of at most three equations and three variables. With graphic solutions, systems are limited to two variables.
7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ .*

**D. Represent and solve equations and inequalities graphically.**

11. Explain why the  $x$ -coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★

**Functions**

**Interpreting Functions**

**A2: F-IF**

**B. Interpret functions that arise in applications in terms of the context.**

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

*Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★*

6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★

**C. Analyze functions using different representations.**

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★
  - b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
  - c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
  - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
  - b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as  $y = (1.02)^t$ ,  $y = (0.97)^t$ ,  $y = (1.01)^{12t}$ ,  $y = (1.2)^{t/10}$ , and classify them as representing exponential growth or decay.*
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, determine which has the larger maximum.*

**Building Functions**

**A2: F-BF**

**A. Build a function that models a relationship between two quantities.**

1. Write a function that describes a relationship between two quantities. ★
  - a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
  - b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. ★

**B. Build new functions from existing functions.**

3. Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
4. Find inverse functions.
  - a. Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse and write an expression for the inverse. *For example,  $f(x) = 2x^3$  or  $f(x) = (x+1)/(x-1)$  for  $x \neq 1$ .*

**Linear, Quadratic, and Exponential Models★**

**A2: F-LE**

**A. Construct and compare linear, quadratic, and exponential models and solve problems.**

2. Given a graph, a description of a relationship, or two input-output pairs (include reading these from a table), construct linear and exponential functions, including arithmetic and geometric sequences, to solve multi-step problems.

4. For exponential models, express as a logarithm the solution to  $a b^{ct} = d$  where  $a$ ,  $c$ , and  $d$  are numbers and the base  $b$  is 2, 10, or  $e$ ; evaluate the logarithm using technology.

**B. Interpret expressions for functions in terms of the situation they model.**

5. Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.

**Trigonometric Functions**

**A2: F-TF**

**A. Extend the domain of trigonometric functions using the unit circle.**

1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

**B. Model periodic phenomena with trigonometric functions.**

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.\*

**C. Prove and apply trigonometric identities.**

8. Prove the Pythagorean identity  $\sin^2(\theta) + \cos^2(\theta) = 1$  and use it to find  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$  given  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$  and the quadrant.

**Statistics and Probability\***

**Interpreting Categorical and Quantitative Data**

**A2: S-ID**

**A. Summarize, represent, and interpret data on a single count or measurement variable.**

4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

**B. Summarize, represent, and interpret data on two categorical and quantitative variables.**

6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
  - a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize exponential models.*

**Making Inferences and Justifying Conclusions**

**A2: S-IC**

**A. Understand and evaluate random processes underlying statistical experiments.**

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

**B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

6. Evaluate reports based on data.

★Modeling Standards - Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards. The basic modeling cycle involves

1. identifying variables in the situation and selecting those that represent essential features,
2. formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables,
3. analyzing and performing operations on these relationships to draw conclusions,
4. interpreting the results of the mathematics in terms of the original situation,
5. validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable,
6. reporting on the conclusions and the reasoning behind them.

Choices, assumptions, and approximations are present throughout this cycle.



## Glossary

**Addition and subtraction within 5, 10, 20, 100, or 1000.** Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example:  $8 + 2 = 10$  is an addition within 10,  $14 - 5 = 9$  is a subtraction within 20, and  $55 - 18 = 37$  is a subtraction within 100.

**Additive inverses.** Two numbers whose sum is 0 are additive inverses of one another. Example:  $\frac{3}{4}$  and  $-\frac{3}{4}$  are additive inverses of one another because  $\frac{3}{4} + (-\frac{3}{4}) = (-\frac{3}{4}) + \frac{3}{4} = 0$ .

**Associative property of addition.** See Table 3 in this Glossary.

**Associative property of multiplication.** See Table 3 in this Glossary.

**Bivariate data.** Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

**Box plot.** A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.<sup>25</sup>

**Commutative property.** See Table 3 in this Glossary.

**Complex fraction.** A fraction  $\frac{A}{B}$  where  $A$  and/or  $B$  are fractions ( $B$  nonzero).

**Computation algorithm.** A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. See also: *computation strategy*.

**Computation strategy.** Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. See also: *computation algorithm*.

**Congruent.** Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

**Counting on.** A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again; one can find the total by *counting on*—pointing to the top book and saying “eight,” following this with “nine, ten, eleven. There are eleven books now.”

**Dot plot.** See: line plot.

**Dilation.** A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

**Expanded form.** A multi-digit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example,  $643 = 600 + 40 + 3$ .

**Expected value.** For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

**First quartile.** For a data set with median  $M$ , the first quartile is the median of the data values less than  $M$ . Example: For the data set  $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the first quartile is 6.<sup>26</sup> See also: median, third quartile, interquartile range.

**Fraction.** A number expressible in the form  $\frac{a}{b}$  where  $a$  is a whole number and  $b$  is a positive whole number. (The word *fraction* in these standards always refers to a nonnegative number.) See also: rational number.

**Identity property of 0.** See Table 3 in this Glossary.

<sup>25</sup> Adapted from Wisconsin Department of Public Instruction, <http://dpi.wi.gov/standards/mathelos.html>, accessed March 2, 2010.

<sup>26</sup> Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., “Quartiles in Elementary Statistics,” *Journal of Statistics Education* Volume 14, Number 3 (2006).

**Independently combined probability models.** Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

**Integer.** A number expressible in the form  $a$  or  $-a$  for some whole number  $a$ .

**Interquartile Range.** A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the interquartile range is  $15 - 6 = 9$ . *See also:* first quartile, third quartile.

**Line plot.** A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.<sup>27</sup>

**Mean.** A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.<sup>28</sup> Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean is 21.

**Mean absolute deviation.** A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean absolute deviation is 20.

**Median.** A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.

**Midline.** In the graph of a trigonometric function, the horizontal line half-way between its maximum and minimum values.

**Multiplication and division within 100.** Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example:  $72 \div 8 = 9$ .

**Multiplicative inverses.** Two numbers whose product is 1 are multiplicative inverses of one another. Example:  $\frac{3}{4}$  and  $\frac{4}{3}$  are multiplicative inverses of one another because  $\frac{3}{4} \times \frac{4}{3} = \frac{4}{3} \times \frac{3}{4} = 1$ .

**Number line diagram.** A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.

**Percent rate of change.** A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by  $5/50 = 10\%$  per year.

**Probability distribution.** The set of possible values of a random variable with a probability assigned to each.

**Properties of operations.** See Table 3 in this Glossary.

**Properties of equality.** See Table 4 in this Glossary.

**Properties of inequality.** See Table 5 in this Glossary.

**Properties of operations.** See Table 3 in this Glossary.

**Probability.** A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, testing for a medical condition).

**Probability model.** A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. *See also:* uniform probability model.

**Random variable.** An assignment of a numerical value to each outcome in a sample space.

<sup>27</sup> Adapted from Wisconsin Department of Public Instruction, *op. cit.*

<sup>28</sup> To be more precise, this defines the *arithmetic mean*.

**Rational expression.** A quotient of two polynomials with a non-zero denominator.

**Rational number.** A number expressible in the form  $a/b$  or  $-a/b$  for some fraction  $a/b$ . The rational numbers include the integers.

**Rectilinear figure.** A polygon that has all right angles.

**Rigid motion.** A transformation of points in space consisting of a sequence of one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

**Repeating decimal.** The decimal form of a rational number. *See also:* terminating decimal.

**Sample space.** In a probability model for a random process, a list of the individual outcomes that are to be considered.

**Scatter plot.** A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.<sup>29</sup>

**Similarity transformation.** A rigid motion followed by a dilation.

**Tape diagram.** A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

**Terminating decimal.** A decimal is called terminating if its repeating digit is 0.

**Third quartile.** For a data set with median  $M$ , the third quartile is the median of the data values greater than  $M$ .

Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the third quartile is 15. *See also:* median, first quartile, interquartile range.

**Trapezoid:** A quadrilateral with at least one pair of parallel sides.

**Transitivity principle for indirect measurement.** If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

**Uniform probability model.** A probability model which assigns equal probability to all outcomes. *See also:* probability model.

**Vector.** A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.

**Visual fraction model.** A tape diagram, number line diagram, or area model.

**Whole numbers.** The numbers 0, 1, 2, 3, ....

<sup>29</sup> Adapted from Wisconsin Department of Public Instruction, *op. cit.*

TABLE 1. Common addition and subtraction situations.<sup>30</sup>

	Result Unknown	Change Unknown	Start Unknown
<b>Add to</b>	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
<b>Take from</b>	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	Total Unknown	Addend Unknown	Both Addends Unknown <sup>1</sup>
<b>Put Together/ Take Apart<sup>2</sup></b>	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$
	Difference Unknown	Bigger Unknown	Smaller Unknown
<b>Compare<sup>3</sup></b>	(“How many more?” version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?  (“How many fewer?” version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?  (Version with “fewer”): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have?  (Version with “fewer”): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?, ? + 3 = 5$

<sup>1</sup>These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the  $=$  sign does not always mean makes or results in but always does mean is the same number as.

<sup>2</sup>Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.

<sup>3</sup>For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

<sup>30</sup> Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).

TABLE 2. Common multiplication and division situations.<sup>31</sup>

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	$3 \times 6 = ?$	$3 \times ? = 18$ and $18 \div 3 = ?$	$? \times 6 = 18$ and $18 \div 6 = ?$
<b>Equal Groups</b>	There are 3 bags with 6 plums in each bag. How many plums are there in all? <i>Measurement example.</i> You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? <i>Measurement example.</i> You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? <i>Measurement example.</i> You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
<b>Arrays,<sup>4</sup> Area<sup>5</sup></b>	There are 3 rows of apples with 6 apples in each row. How many apples are there? <i>Area example.</i> What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? <i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? <i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
<b>Compare</b>	A blue hat costs \$6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? <i>Measurement example.</i> A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs \$18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? <i>Measurement example.</i> A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs \$18 and a blue hat costs \$6. How many times as much does the red hat cost as the blue hat? <i>Measurement example.</i> A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
<b>General</b>	$a \times b = ?$	$a \times ? = p$ , and $p \div a = ?$	$? \times b = p$ , and $p \div b = ?$

<sup>4</sup>The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.

<sup>5</sup>Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

<sup>31</sup> The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.

**TABLE 3.** The properties of operations. Here  $a$ ,  $b$  and  $c$  stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

<i>Associative property of addition</i>	$(a + b) + c = a + (b + c)$
<i>Commutative property of addition</i>	$a + b = b + a$
<i>Additive identity property of 0</i>	$a + 0 = 0 + a = a$
<i>Existence of additive inverses</i>	For every $a$ there exists $-a$ so that $a + (-a) = (-a) + a = 0$ .
<i>Associative property of multiplication</i>	$(a \times b) \times c = a \times (b \times c)$
<i>Commutative property of multiplication</i>	$a \times b = b \times a$
<i>Multiplicative identity property of 1</i>	$a \times 1 = 1 \times a = a$
<i>Existence of multiplicative inverses</i>	For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$ .
<i>Distributive property of multiplication over addition</i>	$a \times (b + c) = a \times b + a \times c$

**TABLE 4.** The properties of equality. Here  $a$ ,  $b$  and  $c$  stand for arbitrary numbers in the rational, real, or complex number systems.

<i>Reflexive property of equality</i>	$a = a$
<i>Symmetric property of equality</i>	If $a = b$ , then $b = a$ .
<i>Transitive property of equality</i>	If $a = b$ and $b = c$ , then $a = c$ .
<i>Addition property of equality</i>	If $a = b$ , then $a + c = b + c$ .
<i>Subtraction property of equality</i>	If $a = b$ , then $a - c = b - c$ .
<i>Multiplication property of equality</i>	If $a = b$ , then $a \times c = b \times c$ .
<i>Division property of equality</i>	If $a = b$ and $c \neq 0$ , then $a \div c = b \div c$ .
<i>Substitution property of equality</i>	If $a = b$ , then $b$ may be substituted for $a$ in any expression containing $a$ .

**TABLE 5.** The properties of inequality. Here  $a$ ,  $b$  and  $c$  stand for arbitrary numbers in the rational or real number systems.

Exactly one of the following is true: $a < b$ , $a = b$ , $a > b$ .
If $a > b$ and $b > c$ then $a > c$ .
If $a > b$ , then $b < a$ .
If $a > b$ , then $-a < -b$ .
If $a > b$ , then $a \pm c > b \pm c$ .
If $a > b$ and $c > 0$ , then $a \times c > b \times c$ .
If $a > b$ and $c < 0$ , then $a \times c < b \times c$ .
If $a > b$ and $c > 0$ , then $a \div c > b \div c$ .
If $a > b$ and $c < 0$ , then $a \div c < b \div c$ .



## RESOURCES

Local districts are free to use any materials that are appropriate to meet the needs of students. The LDOE offers these **optional** resources for consideration by districts as ways to support their teachers in implementing the new Louisiana Student Standards for Mathematics.

### Instructional Materials Review (IMR)

In Louisiana, all districts are able to purchase instructional materials that are best for their local communities. The Louisiana Department of Education engages in an online review of instructional materials to determine the degree of alignment with state content standards to support districts with these decisions. Based on these reviews, instructional materials fall into one of three categories:

**TIER 1 - EXEMPLIFIES QUALITY:**

Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.

**TIER 2 - APPROACHING QUALITY:**

Meets all non-negotiable criteria and some indicators of superior quality.

**TIER 3 - NOT REPRESENTING QUALITY:**

Does not meet non-negotiable criteria.

The Department will continue to review and evaluate instructional materials based on the standards in place at the time of the review. Additionally, the Department will conduct additional reviews when standards change and publishers update their materials upon request. Click [here](#) to see up-to-date annotated reviews of instructional materials.

### K-8 Math Standards by Domain

This document arranges the math standards for Kindergarten through Grade 8 in such a way to show how mathematical concepts are built within each domain and how those concepts progress across grades. This progression shows the coherence across grades within each domain that can be used to inform teaching and learning.

[K-8 Math Standards by Domain](#)

### Louisiana Student Standards for Mathematics: Companion Document for Teachers

These are grade or course level documents designed to assist teachers in interpreting and implementing the standards through the use of descriptions and examples.

[Teachers Companion Documents.zip](#)

### Math Remediation Guides

These guides, one for each grade or course, are designed to help teachers more quickly determine the required previous knowledge needed for each individual standard using easy-to-access charts.

[Kindergarten Remediation Guide](#)

[Grade 1 Remediation Guide](#)

[Grade 2 Remediation Guide](#)

[Grade 3 Remediation Guide](#)

[Grade 4 Remediation Guide](#)

[Grade 5 Remediation Guide](#)

[Grade 6 Remediation Guide](#)

[Grade 7 Remediation Guide](#)

[Grade 8 Remediation Guide](#)

[Algebra I Remediation Guide](#)

[Geometry Remediation Guide](#)

[Algebra II Remediation Guide](#)