CURRICULUM ROAD MAP



MATH (K-8)



K - 8th Grade		Mathematics Curriculum + Materials/Resources		
K - Ist Grade	2nd - 3rd Grade	4th - 5th Grade	6th - 8th Grade	
<section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header>	Montessori Math Sequence presentations and follow-up works with auto- didactic, hands-on materials for mastery-based learning Common Core Math Units Weekly math lessons on a single Common Core math standard. Units include "I can" statements, follow-up work with manipulatives, task cards, and a formative assessment. All grade-level standards are covered. Spiral Math Levels incremental instruction and weekly practice for mastery-based learning Fact Practice + Xtra Math students master addition, subtraction, multiplication, and division facts Freckle Math or MAP Accelerator online differentiated math levels for individual student growth Beatles Math Songs math facts, prime/composite numbers, area/ perimeter/volume, angles, etc.	Common Core Math Units Weekly math lessons on a single Common Core math standard. Units include "I can" statements, follow-up work with manipulatives, task cards, and a formative assessment. All grade-level standards are covered. MAP Accelerator online differentiated math levels for individual student growth Montessori Math Materials hands-on experiences for mastery-based learning Spiral Math Levels incremental instruction and weekly practice for mastery-based learning Fact Practice + Xtra Math students master addition, subtraction, multiplication, and division facts Beatles Math Songs math facts, prime/composite numbers, area/ perimeter/volume, angles, etc.	"Big Ideas" Math Curriculum Common Big Ideas Math programs use a Universal Design for Learning to create a fun and innovative program that uses hands-on activities and scaffolded instruction. This allows for balanced lessons with built-in Learning targets and success criteria help to focus student learning and make learning visible to teachers and students. Explorations help students develop a growth mindset by engaging them in productive struggle, leading to conceptual understanding. With a strong emphasis on problem solving in the classroom, students can transfer their mathematical knowledge to new concepts and apply their understanding to real- life situations. MAP Accelerator Online differentiated math levels for individual student growth Algebra I Course online course for advanced 8th graders, participating students receive high school credit	

KINDERGARTEN MATH COMMON CORE STANDARDS

CURRICULUM ROAD MAP

COUNTING & CARDINALITY

CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Know number names and the count sequence	1) Count to 100 by ones and by tens.	100 Board, 10 Board, Short Bead Chain of 10	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
	2) Count forward in known range beginning from any number.	Math Levels	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
[K.CC.1, K.CC.2, K.CC.3]	3) Write numerals from 0 to 9.	Sandpaper Numbers, Handwriting w/o Tears, Explicit instruction	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
	4) Write a stated number 0 to 20 when given verbal name.	Informal Inventory	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
	1) Count objects accurately by saying one number for each object.	1:1 Correspondence, Cards/Counters	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Count to tell the number objects [K.CC.4, K.CC.5]	2) Write the number of objects that have been counted.	Memory Game: Guess the Number, Sandpaper numbers	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	3) Given a row of objects and the number, write the number for a row that has one more.	100 Board Chart	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
	4) Write the number for up to 10 objects in any configuration.	Bead Bars, Cards and Counters	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
	5) Write the number for up to 20 objects in a line.	Counters; Bead Bars	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
	6) Write the number for up to 20 objects in a circle.	Teen Board,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
	7) Write the number for up to 20 objects in an array.	Bead Cabinet/Bars, ten frames	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
	1) Compare two groups of up to 10 objects by one-to- one matching.	Cards/Counters, Bead Bars	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Compare Numbers [K.CC.6, K.CC.7]	2) Compare two groups of up to 10 objects by counting.	Spindle Boxes, Red and Blue Rods	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
	3) Compare two numbers between 1 and 10 presented as written numerals.	Spindle Boxes, Bead Bars	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment

CURRICULUM ROAD MAP

KINDERGARTEN MATH COMMON CORE STANDARDS

OPERATIONS & ALGEBRAIC THINKING

NUMBER & OPERATIONS IN BASE TEN

CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
	1) Represent addition and subtraction with objects, fingers, or claps.	Addition Strip Board, table top rods, addition boxes with objects	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	2) Represent addition and subtraction with drawings.	Spiral Math, explicit instruction, math groups	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	3) Represent addition and subtraction with equations.	Spiral Math, explicit instruction, math groups	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	4) Add within 10 by using objects or drawings.	Addition boxes unifix cubes snake game	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
[K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5]	5) Subtract within 10 by using objects or drawings.	Math Grops Explicit instruction Subtraction Boxes	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
	6) Decompose numbers to 10 into pairs in more than one way.	Snake Game, red and blue tabletop rods	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
	 Find missing addends to make 10 by using objects or drawings. 	Red and Blue Tabletop Rods, Subtraction Strip Board	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	8) Fluently add and subtract within 5.	Subtraction Boxes/addition boxes	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	1) Combine a group of 10 objects with a group of up to 9 objects and write the number sentence.	Teen Board, hanging teens, ten frames	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Work with numbers 11–19 to gain foundations for place value. [K.NBT.1]	2) Separate a group of 11 to 19 objects into 10 and ones, and write the number sentence.	Teen Board, hanging teens, ten frames	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	3) Write the missing number in a sentence that represents composition or decomposition of 11-19. (i.e. 10 + = 14)	Teen Board, Spiral Math	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

CURRICULUM ROAD MAP

KINDERGARTEN MATH COMMON CORE STANDARDS

GEOMETRY

MEASUREMENT & DATA

CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
	1) Identify squares, circles, triangles, rectangles, and hexagons.	Constructive Triangle Boxes	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Identify and describe shapes	2) Identify cubes, cones, cylinders, and spheres.	Geometric Solids	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
rectangles, hexagons, cubes, cones, cylinders, and spheres).	 Describe relative positions of shapes using terms such as above, below, beside, in front of, behind, and next to. 	Math Levels	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
[K.G.1, K.G.2, K.G.3]	4) Understand that a shape can have any orientation or size.	Pink Tower, Brown Stair, Knobless Cylinders	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	5) Identify shapes as flat or solid.	Geometric Solids, Geometric Cabinet, spiral math	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
	1) Analyze and compare two-dimensional shapes.	Geometric Cabinet	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	2) Analyze and compare three- dimensional shapes.	Geometric Solids	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Analyze, compare, create, and compose shapes.	3) Build simple models of flat shapes.	Constructive Triangles	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
[K.G.4, K.G.5]	4) Draw simple two-dimensional shapes.	Metal Insets	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	5) Build simple models of solid shapes.	Binomial and Trinomial Cubes	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	6) Put simple flat shapes together to form larger shapes.	Constructive Triangles	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	1) Describe measurable attributes of objects, such as length or weight.	Spiral Math	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Describe and compare measurable attributes.	2) Directly compare objects to see which is taller/shorter.	Red Rods	X Fall O Winter O Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
[K.MD.1, K.MD.2]	3) Directly compare objects to see which is longer/shorter.	Red Rods,Red/blue rods	X Fall O Winter O Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	4) Directly compare objects to see which is heavier/lighter.	Math Levels, weights/measures	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	1) Given a group of mixed objects, classify objects into given categories.	Object Counting	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Classify objects and count the number of objects in each	2) For a group of mixed objects, count objects in a given category.	Object Counting	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
[K.MD.3]	3) Tell which category has the most/least objects.	Object Counting	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
	4) Given a group of mixed objects, sort the categories by count.	Object Counting	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment



MATH SCOPE AND SEQUENCE

KINDERGARTEN

WEEKS	SKILLS COVERED	୯୯୫୫	TEKS
1-3	Number writing, adding to 8 and 9, number bonds, before/after, addition (+1, +2)	K.CC.A3 K.CC.B.4.A K.CC. B.4.B K.CC.B.4.C K.CC.B.5	K.2B K.2C K.2D K.2I
WEEKS	SKILLS COVERED	CCSS	TEKS
4-6	Numbers to 10: number writing, counting, quantity identification, ten frames, more/less	K.CC.A3 K.CC.B.4.A K.CC. B.4.B K.CCC.6	K.2B K.2C K.2D K.2I K.2.G
WEEKS	SKILLS COVERED	୯୯୫୫	TEKS
7-9	Numbers to 10: number writing, counting, quantity identification, ten frames, one and two more	K.CC.A3 K.CC.B.4.A K.CC. B.4.B K.CC.B.4.C K.CC.B.5	K.2B K.2C K.2D K.2F
WEEKS	SKILLS COVERED	୯୯୫୫	TEKS
10-12	Number writing to 20, addition to 5, quantity identification, before/after, number words	K.CC.A3 K.CC.B.4.A K.CC. B.4.B K.CC.B.4.C K.CC.B.5 K.OA.A.2	K.2B K.2C K.2F K.2I K.3A
WEEKS	SKILLS COVERED	୧୯୫୫	TEKS
13-15	Number writing, adding to 6 and 7, ordering numbers, before/after, skip counting by 10s	K.CC.A2 K.CC.A.1 K.CC.A.3 K.OA.A.1 K.OA.A.2 K.OA.A.3	K.2B K.2F K.2I K5

WEEKS	SKILLS COVERED	CCSS	TEKS
16-18	Date, addition with pictures, number bonds, before/after, addition fact fluency	K.CC.A2 K.CC.A.1 K.CC.A.3 K.OA.A.1 K.OA.A.3	K.2B K.2F K.2I K5
WEEKS	SKILLS COVERED	CCSS	TEKS
19-21	Date, addition with pictures, number bonds, counting back, heavier/lighter	K.CC.A2 K.CC.A.1 K.CC.A.3 K.OA.A.1 K.OA.A.3 K.MD.A.2	K.2B K.2F K.2I K5 K.7A
WEEKS	SKILLS COVERED	CCSS	TEKS
22-24	Date, ten frames (teens), tallies, shapes, number bonds	K.NBT.A.1 K.CC.A.5 K.OA.A.3 K.OA.A.4 K.G.A.2	K.2A K.2B K.2C K.2I K.6A
WEEKS	SKILLS COVERED	୯୯ଟଟ	TEKS
25-27	Date, subtraction, ten partners, shapes, number patterns	K.OA.A.1 K.CC.A.4 K.OA.A.2 K.G.A.2 K.G.A.4 K.CC.A.1-2	K.3A K.2I K.6D K.5
WEEKS	SKILLS COVERED	୯୯୫୫	TEKS
28-30	Date, addition stories, measurement, coin identification, greater than/less than	K.OA.A.2 K.MD.A.2 CC.A.7	K.3B K.7B K.4 K.2H

WEEKS	SKILLS COVERED	୯୯୨୨	TEKS
31-33	Date, ten partners addition and subtraction, subtraction number stories, addition fact fluency	K.OA.A.1 K.OA.A.2 K.OA.A.4	K.2I K.3A K.3B
WEEKS	SKILLS COVERED	CCSS	TEKS

1ST GRADE MATH COMMON CORE STANDARDS

CURRICULUM ROAD MAP

OPERATIONS & ALGEBRAIC THINKING

CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
	1) Add and subtract within 20 to solve word problems about combining or separating.	Addition and Subtraction, Strip Boards, Finger Boards, Boxes	O Fall O Winter O Spring XOngoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Democratical columnshipme	2) Add and subtract within 20 to solve word problems about comparing.	Spiral Math, Comparing Bead Bars	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
involving addition and subtraction.	3) Use objects or drawings to represent word problems.	Spiral Math, Freckle	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment X Standardized Assessment
[1.0A.1, 1.0A.2]	4) Use equations to represent word problems.	Spiral Math, Freckle	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment X Standardized Assessment
	5) Add three numbers with sums to 20 to solve word problems.	Snake Game, Bead Bars, Spiral Math, Freckle	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment X Standardized Assessment
Understand and apply properties of	1) Apply the commutative property for addition.	Addition Strip Board, Spiral Math, Bead Bars, Freckle	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
operations and the relationship between addition and subtraction.	2) Apply the associative property when adding three numbers.	Bead Bars, Spiral Math, Number Line, 100 Board, Freckle	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
[1.OA.3, 1.OA.4]	3) Relate subtraction to finding a missing addend.	Red and Blue Rods, Bead Bars, Ten Frames, Spiral Math	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	1) Relate counting on or back to adding or subtracting 1 or 2.	Tabletop Rods, Bead Bars, Number Lines, 100 Board	X Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
	2) Relate counting on or back to adding or subtracting 3.	Tabletop Rods, Bead Bars, Number Lines, 100 Board	X Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
	3) Add fluently within 10.	Bead Bars, Spiral Math, Finger Boards, Freckle	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment X Standardized Assessment
	4) Subtract fluently within 10.	Bead Bars, Spiral Math, Finger Boards, Freckle	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment X Standardized Assessment
Add and subtract within 20.	5) Find sums greater than 10 by decomposing to make 10.	Snake Game, Golden Beads, Stamp Game	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	6) Subtract from numbers greater than 10 by decomposing to make 10.	Snake Game, Golden Beads, 100 Board	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	7) Subtract by recalling addition facts.	Bead Bars, Spiral Math	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	8) Add within 20 (using various strategies).	Addition Strip Board, 100 Board, Number Lines	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment X Standardized Assessment
	9) Subtract within 20 (using various strategies).	100 Board, Number Lines	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment X Standardized Assessment
Work with addition and	1) Determine if equations involving addition and/or subtraction are true or false.	Spiral Math, Bead Bars, Finger Boards	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
subtraction equations.	2) Find a missing number in an addition equation.	Snake Game, Red and Blue Rods, Ten Frames, Spiral Math	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
[1.UA.7, 1.UA.8]	3) Find a missing number in a subtraction equation.	Snake Game, Red and Blue Rods, Number Lines, Spiral Math	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

1ST GRADE MATH COMMON CORE STANDARDS

CURRICULUM ROAD MAP

NUMBER & OPERATIONS IN BASE TEN

CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
	1) Count to 120, starting at any number less than 120.	Number Lines, Spiral Math, Freckle	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Extend the counting sequence. [1.NBT.1]	2) Read and write numbers to 120.	Number of the Day, Spiral Math, Golden Beads	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	 Represent a number of objects to 120 with a written numeral. 	Number of the Day, Spiral Math, Golden Beads	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	 Understand that the two digits of a two- digit number represent amounts of tens and ones. 	Golden Beads, Spiral Math, Freckle	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	2) Understand how to represent numbers from 11 to 19 as a 10 and ones.	Golden Beads, Spiral Math, Freckle	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Understand place value. [1.NBT.2, 1.NBT.3]	3) Understand that 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to tens with no ones.	Golden Beads, Ten Board, 100 Board	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	4) Compare numbers to 20 using the symbols >, =, and <.	Montessori Math Levels, Spiral Math, Freckle	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment X Standardized Assessment
	5) Compare two 2-digit numbers using the symbols >, =, and <.	Montessori Math Levels, Spiral Math, Freckle	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment X Standardized Assessment
	1) Add within 100 using models or drawings.	100 Board, Golden Beads, Stamp Game	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	2) Add a two-digit number and a one-digit number.	100 Board, Golden Beads, Stamp Game	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	3) Add a two-digit number and a multiple of 10.	100 Board, Golden Beads, Stamp Game	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Use place value understanding and properties of operations to	4) Add two two-digit numbers, with or without composing a ten.	Golden Beads, Stamp Game	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
[1.NBT.4, 1.NBT.5, 1.NBT.6]	5) Mentally find 10 more or 10 less than any two-digit number.	Golden Beads, Stamp Game, Number of the Day, Spiral Math 100 Board	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	 Subtract with multiples of 10 using models or drawings. 	Golden Beads, Stamp Game, Number of the Day, Spiral Math, 100 Board	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	7) Subtract with multiples of 10 using place value.	Golden Beads, Stamp Game, Number of the Day, Spiral Math, 100 Board	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	8) Subtract with multiples of 10 by relating to addition.	Golden Beads, Stamp Game, Number of the Day, Spiral Math, 100 Board	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

CURRICULUM ROAD MAP

1ST GRADE MATH COMMON CORE STANDARDS

GEOMETRY

MEASUREMENT & DATA

CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
	1) Sort shapes by a defining attribute such as the number of sides.	Geometric Cabinet, Sorting Shape Cards, Spiral Math	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	2) Draw shapes with a given defining attribute.	Geometric Cabinet, Metal Insets, Spiral Math	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Reason with shapes and their attributes.	 Combine 2D shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter- circles) to create a composite shape. 	Constructive Triangle Boxes, Spiral Math	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
[1.G.1, 1.G.2, 1.G.3]	 Combine 3D shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape. 	Geometric Solids, Spiral Math	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	5) Partition circles and rectangles into two and four equal shares.	Fraction Circles/Insets, Spiral Math	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	6) Describe shares of wholes using the words halves, fourths, and quarters.	Fractions Circles/Insets, Spiral Math	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Measure lengths indirectly and by iterating length units.	1) Order three objects by length.	Red Rods, Spiral Math	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	2) Compare the lengths of two objects indirectly by using a third object.	Red Rods, Spiral Math	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
[1.MD.1, 1.MD.2]	 Repeat a short object end-to-end to measure a longer object. 	Red Rods, Spiral Math, Classroom objects	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	 When measuring, know that there cannot be gaps or overlaps. 	Red Rods, Classroom objects	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	1) Tell and write time in hours using analog clocks.	Clock Work Materials, Spiral Math	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Tell and write time. [1.MD.3]	2) Tell and write time in half-hours using analog clocks.	Clock Work Materials and Lessons w/ Bead Bars, Spiral Math	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
	3) Tell and write time in hours and half- hours using digital clocks.	Clock Work Materials and Lessons, Spiral Math	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Represent and interpret data.	1) Organize and represent data with up to three categories.	Spiral Math, Freckle, Classroom Shelf Work	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
[1.MD.4]	2) Interpret data with up to three categories.	Spiral Math, Freckle, Classroom Shelf Work	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment



MATH SCOPE AND SEQUENCE

Weeks	Skills Covered	CCSS	TEKS
1-3	fact fluency, subitizing, number tracing, counting, basic addition using pictures	1.NBT.A.1 A.OA.C.6	1.2A 1.3D 1.5F
Weeks	Skills Covered	CCSS	TEKS
4-6	fact fluency, ten frames, part-part- whole, basic addition using pictures,	1.OA.C.5 1.OA.C.6 1.OA.D.8	1.2A 1.3D
Weeks	Skills Covered	CCSS	TEKS
7-9	fact fluency, ten frames, part-part- whole, basic addition/subtraction using pictures, composing/decomposing 10	1.0A.C.5 1.0A.C.6 1.0A.D.8	1.2A 1.3D
Weeks	Skills Covered	CCSS	TEKS
10-12	fact fluency, mixed addition/subtraction, number patterns, part-part-whole, composing/decomposing 10	1.0A.B.3 1.0A.C.5 1.0A.C.6 1.0A.D.8	1.3C 1.3D 1.5B 1.5F
Weeks	Skills Covered	CCSS	TEKS
13-15	fact fluency, fact families, basic addition/subtraction, part-part- whole, true/false, composing/decomposing 10	1.OA.B.3 1.OA.C.5 1.OA.C.6 1.OA.D.7 1.OA.D.8	1.3C 1.3D 1.5E 1.5F
		Weeks	Skills Co

Weeks	Skills Covered	CCSS	TEKS
16-18	fact fluency, subtraction, true/false, number patterns, missing addend, composing/decomposing 10	1.OA.B.3 1.OA.C.5 1.OA.C.6 1.OA.D.7 1.OA.D.8	1.3C 1.3D 1.58 1.5E 1.5F
Weeks	Skills Covered	(CSS)	TEKS
19-21	fact fluency, time to the hour/half hour, 1 more/less, 10 more/less, place value, composing/decomposing 10	LOAC.6 LOAD.7 INBT.B.2 INBT.C.5 IMD.B.3	1.2C 1.3C 1.3D 1.5C 1.7E
Weeks	Skills (overed	(CSS)	TEKS
22-24	fact fluency, standard/expanded form, balance equations, number bonds, adding three numbers	10A.A.2 10A.C.6 10A.D.7 10A.D.8 1NBT.B.2	12C 13C 13D 15E 15G
Weeks	Skills Covered	CCSS	TEKS
25-27	fact fluency, money identification, counting a collection of coins, greater/less than, balance equation, composing/decomposing 10, 1 more/less, 10 more/less	1.OA.C.6 1.OA.D.8 1.NBT.B.3 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6	1.2G 1.5G 1.3A 1.9D 1.3D 1.4B 1.4C 1.5E
Weeks	Skills Covered	CCSS	TEKS
28-30	fact fluency, geometry (2D & 3D), place value, missing addend, composing/decomposing 10	1.OA.C.6 1.OA.D.8 1.NBT.B.2 1.NBT.C.4 1.NBT.C.6 1.G.A.2	1.3B 1.3D 1.6.D 1.6E

Weeks	Skills Covered	CCSS	TEKS
31-33	fact fluency, geometry (2D & 3D), place value, missing addend, composing/decomposing 10, fractions, 2 digit addition/subtraction without regrouping, time	1.NBT.C.4 1.NBT.C.4 1.MD.B.3 1.G.A.3	1.3A 1.3D 1.5F 1.5G 1.6G 1.6H
Weeks	Skills Covered	CCSS	TEKS
34-36	fact fluency, graphs, number bonds, 2 digit addition/subtraction without regrouping (2 nd grade jumpstart), adding three numbers, fact families, composing/decomposing 10, mining addend	1.0A.D.8 1.NBT.B.2 1.NBT.C.6 1.NBT.C.4 1.ND.C.4	1.38 1.3D 1.5F 1.5G 1.8C

Walden Green Montessori + Math Pacing Guide				
2ND GRADE 3RD GRADE			3rd Grade	
CYCLE	FOCUS (+ MONTESSORI LEVEL, FRECKLE/MAP-A, SPIRAL, FACT PRACTICE)	CYCLE	FOCUS (+ MONTESSORI LEVEL, FRECKLE/MAP-A, SPIRAL, FACT PRACTICE)	
First 2 WEEKS	Using Spiral Data, place students in 4 Montessori Math Groups Students work on each level for 2 weeks before advancing	FIRST 2 WEEKS	Using Spiral Data, place students in 4 Montessori Math Groups Students work on each level for 2 weeks before advancing	
	2.NBT.I - PLACE VALUE		3.NBT.I - ROUNDING WHOLE NUMBERS	
1.1	2.NBT.2 - Counting & Skip Counting	1.1	3.NBT.2 - ADDING & SUBTRACTING	
1.2	2.NBT.3 - READING & WRITING NUMBERS TO 1000	1.2	3.NBT.3 - MULTIPLY BY MULTIPLES OF 10	
1.3	2.NBT.4 - COMPARING NUMBERS	1.3	Review and Test of NBT Domain	
1.4	2.NBT.5 - ADDING AND SUBTRACTING WHOLE NUMBERS	1.4	3.OA.1 - INTERPRET MULTIPLICATION PRODUCTS	
1.5	2.NBT.6 - ADDING TWO-DIGIT NUMBERS	1.5	3.OA.2 - EQUAL GROUPS DIVISION	
1.6	2.NBT.7 - Adding and Subtracting within 1000	1.6	3.OA.3 - MULTIPLICATION & DIVISION STRATEGIES & WORD PROBLEMS	
1.7	2.NBT.8 - Mentally Add and Subtract 100 or 10	1.7	3.OA.4 - MULTIPLICATION AND DIVISION EQUATIONS	
1.8	2.NBT.9 - EXPLAIN ADDITION AND SUBTRACTION STRATEGIES	1.8	3.OA.5 - PROPERTIES OF OPERATIONS	
2.1	Review and Test of NBT Domain	2.1	3.OA.6 - Division as an Unknown-Factor Problem	
2.2	2.OA.I - Addition and Subtraction Word Problems	2.2	3.OA.7 - MULTIPLY AND DIVIDE WITHIN 100	
2.3	2.OA.2 - Adding and Subtracting within 20	2.3	3.OA.8 - Two-Step Word Problems, Equations & Estimation	
2.4	2.OA.3 - Even and Odd Numbers	2.4	3.OA.9 - ARITHMETIC PATTERNS	
2.5	2.OA.4 - ARRAYS & REPEATED ADDITION	2.5	Review and Test of OA Domain	
2.6	Review and Test of OA Domain	2.6	3.NF.I - EQUAL PARTS, FRACTIONS	
2.7	2.MD.I - MEASURING LENGTHS	2.7	3.NF.2 - Fractions on Number Lines	
2.8	2.MD.2 - DIFFERENT MEASUREMENT UNITS	2.8	3.NF.3 - EQUIVALENT FRACTIONS & COMPARING FRACTIONS	
3.1	2.MD.3 - ESTIMATE LENGTHS (IN., FT., CM, & M)	3.1	Review and Test of Fractions Domain	
3.2	2.MD.4 - DIFFERENCES IN LENGTHS	3.2	3.MD.I - TELLING TIME TO THE MINUTE & ELAPSED TIME	
3.3	2.MD.5 - Word Problems Involving Length	3.3	3.MD.2 - VOLUME & MASS	
3.4	2.MD.6 - Number Lines	3.4	3.MD.3 - BAR GRAPHS & (PICTURE) PICTOGRAPHS	
3.5	2.MD.7 - TIME	3.5	3.MD.4 - MEASUREMENT & LINE PLOTS	
3.6	2.MD.8 - MONEY	3.6	3.MD.5 - Recognize Area & Unit Squares	
3.7	2.MD.9 - LINE PLOTS	3.7	3.MD.6 - MEASURE AREAS USING UNIT SQUARES	
3.8	2.MD.10 - Picture Graphs and Bar Graphs	3.8	3.MD.7 - Area: Multiplication, Addition & Tiling	
ACE TERM: WEEK I	Review and Test of Measurement and Data Domain	ACE TERM: WEEK I	3.MD.8 - Perimeter of Polygons	
ACE TERM: WEEK 2	2.G.I - SHAPES	ACE TERM: WEEK 2	Review and Test of Measurement and Data Domain	
ACE TERM: WEEK 3	2.G.2 - Partition Rectangles	ACE TERM: WEEK 3	3.G.I - IDENTIFY & CLASSIFY SHAPES	
ACE TERM: WEEK 4	2.G.3 - FRACTIONS & EQUAL SHARES	ACE TERM: WEEK 4	3.G.2 - PARTITION SHAPES	
ACE TERM: WEEK 5-6	Review and Test of Geometry Domain	ACE TERM: WEEK 5-6	Review and Test of Geometry Domain	

N/r	WALDEN GREEN SPIRAL CURRICULUM ALIGNMENT MONTESSORI ~ 2ND YEAR MATH ~	
LEVEL	Common Core Standard	New Skill (in combination with all other previous skills)
1.1	2.NBT.A.I	THEVALUE OF A 3 DIGIT NUMBER
1.2	2.NBT.A.I	THEVALUE OF A 3 DIGIT NUMBER
1.3	2.NBT.A.I.(A,B)	BUNDLING 10'S; UNDERSTANDING 100'S
1.4	2.NBT.A.2	SKIP COUNTING BY 5'S, 10'S, AND 100'S
1.5	2.NBT.A.3	STANDARD AND WORD FORM
1.6	2.NBT.A.3	EXPANDED FORM
1.7	2.NBT.A.4	COMPARING NUMBERS (3-DIGIT)
1.8	2.MD.D.10	BAR GRAPHS
2.1	2.MD.D.10	PICTURE GRAPHS
2.2	2.MD.D.10	BAR GRAPHS AND PICTURE GRAPHS
2.3	2.OA.B.2	FLUENTLY ADD WITHIN 20
2.4	2.OA.B.2	FLUENTLY SUBTRACT WITHIN 20
2.5	2.OA.A.I	FLUENTLY ADD WITHIN 100
2.6	2.OA.A.I	FLUENTLY SUBTRACT WITHIN 100
2.7	2.OA.A.I	FLUENTLY ADD AND SUBTRACT WITHIN 100
2.8	2.OA.A.I	SOLVE ONE AND TWO STEP PROBLEMS
2.9	2.OA.A.I	SOLVE ONE AND TWO STEP PROBLEMS
3.1	2.MD.C.7	TELL AND WRITE TIME TO THE NEAREST 5 MINUTES
3.2	2.MD.C.7	TIME CONTINUED
3.3	2.MD.A.I	MEASUREMENT: SELECTING AND USING APPROPRIATE TOOLS
3.4	2.MD.A.2	MEASUREMENT: COMPARE DIFFERENT UNITS OF MEASURE
3.5	2.MD.A.3	MEASUREMENT: ESTIMATE LENGTHS
3.6	2.MD.A.4	MEASUREMENT: COMPARE THE LENGTH OF OBJECTS
3.7	2.MD.B.6	USING A NUMBER LINE (SUMS AND DIFFERENCES)
3.8	2.MD.B.5	MEASUREMENT WORD PROBLEMS
3.9	2.MD.D.9	USING LINE PLOTS
4.1	2.NBT.B.6, 2.MD.C.8	ADD FOUR 2-DIGIT NUMBERS; SOLVE MONEY WORD PROBLEMS
4.2	2.NBT.B.7, 2.NBT.B.8	ADD & SUBTRACT TWO 3-DIGIT NUMBERS; MENTALLY ADD & SUBTRACT
4.3	2.G.A.I	RECOGNIZE ATTRIBUTES OF SHAPES (2D AND 3D)
4.4	2.G.A.2, 2.G.A.3	PARTITIONING RECTANGLES AND CIRCLES INTO EQUAL SHARES
4.5	2.OA.C.3, 2.OA.C.4	ODD AND EVEN NUMBERS; ARRAYS

	WALDEN GREEN MONTESSORI	Spiral Curriculum Alignment ~ 3rd Year Math ~
LEVEL	Common Core Standard	New Skill (in combination with all other previous skills)
1.1	3.NBT.A.I	ROUNDING TO THE NEAREST 10 AND 100
1.2	3.NBT.A.2	ADDING AND SUBTRACTING NUMBERS TO 1,000 USING DIFFERENT STRATEGIES
1.3	3.NBT.A.2	ADDITION AND SUBTRACTION PRACTICE (CONTINUED)
1.4	3.NBT.A.3	MULTIPLICATION WITH MULTIPLIES OF 10
1.5	3.OA.A.I	MULTIPLICATION STRATEGIES
1.6	3.OA.A.I, 3.OA.A.2	MULTIPLICATION AND DIVISION STRATEGIES
1.7	3.OA.A.3	PROBLEM SOLVING WITH MULTIPLICATION AND DIVISION
1.8	3.OA.A.4, 3.OA.A.6	FINDING THE UNKNOWN NUMBER
2.1	3.OA.A.I, 3.OA.A.2	MULTIPLICATION AND DIVISION (EXTRA PRACTICE)
2.2	3.OA.D.8	MULTI-STEP PROBLEM SOLVING
2.3	3.OA.D.8	MULTI-STEP PROBLEM SOLVING (MORE PRACTICE)
2.4	3.MD.C.5(A,B), 3.MD.C.6	AREA OF A RECTANGLE (COUNTING SQUARE UNITS)
2.5	3.MD.C.7(A,B)	AREA OF A RECTANGLE (USING MULTIPLICATION)
2.6	3.MD.D.8	AREA OF A RECTANGLE (PROBLEM SOLVING)
2.7	3.MD.C.7.D	AREA OF TWO RECTANGULAR FIGURES
2.8	3.MD.B.3	DATA AND GRAPHS (PICTURE GRAPHS)
2.9	3.MD.B.3	DATA AND GRAPHS (BAR GRAPHS)
3.1	3.G.A.I	CLASSIFYING SHAPES
3.2	3.G.A.2	PARTITION SHAPES AND NAME FRACTIONS
3.3	3.NF.A. I, 3.NF.A.2(A,B)	FRACTIONS ON A NUMBER LINE
3.4	3.NF.A. I, 3.NF.A.2(A,B)	PROBLEM SOLVING WITH FRACTIONS USING A NUMBER LINE
3.5	3.NF.A.3 (A,B)	IDENTIFY EQUIVALENT FRACTIONS
3.6	3.NF.A.3 (A,B)	EQUIVALENT FRACTIONS (CONTINUED)
3.7	3.NF.A.3.C	WHOLE NUMBERS AS FRACTIONS
3.8	3.NF.A.3.D	COMPARING FRACTIONS WITH SAME DENOMINATOR OR NUMERATOR
3.9	3.NF.A.3.D	COMPARING FRACTIONS PROBLEM SOLVING
4.1	3.MD.A.I	ELAPSED TIME
4.2	3.MD.A.I	ELAPSED TIME PROBLEM SOLVING
4.3	3.MD.A.2	MEASURING LIQUID VOLUME AND MASS (INCLUDES PROBLEM SOLVING)
4.4	3.MD.D.8	FINDING THE PERIMETER (W/ UNKNOWN SIDES)
4.5	3.MD.B.4	MEASUREMENT OF LENGTH; LINE PLOTS

Walden Green Montessori + Math Pacing Guide			
	4TH GRADE 5TH GRADE		
CYCLE	FOCUS (+ MONTESSORI LEVEL, MAP-A, WEEKLY SPIRAL, FACT PRACTICE)	CYCLE	FOCUS (+ MONTESSORI LEVEL, MAP-A, WEEKLY SPIRAL, FACT PRACTICE)
First 2 Weeks	Using Spiral Data, place students in 4 Montessori Math Groups Students work on each level for 2 weeks before advancing	FIRST 2 WEEKS	Using Spiral Data, place students in 4 Montessori Math Groups Students work on each level for 2 weeks before advancing
	4.NBT.I - PLACE VALUE		5.NBT.I - PLACE VALUE
1.1	4.NBT.2 - Reading, Writing, and Comparing Numbers	1.1	5.NBT.2 - Multiplying and Dividing by Powers of 10
1.2	4.NBT.3 - ROUNDING	1.2	5.NBT.3 - Read, Write and Compare Decimals
1.3	4.NBT.4 - ADDING AND SUBTRACTING WHOLE NUMBERS	1.3	5.NBT.4 - Rounding Decimals
1.4	4.NBT.5 - MULTIPLYING WHOLE NUMBERS	1.4	5.NBT.5 - MULTIPLYING WHOLE NUMBERS
1.5	4.NBT.6 - DIVIDING WHOLE NUMBERS	1.5	5.NBT.6 - DIVIDING WHOLE NUMBERS
1.6	Review and Test of NBT Domain	1.6	5.NBT.7 - ADD, SUBTRACT, MULTIPLY & DIVIDE DECIMALS
1.7	4.0A.1 - MULTIPLICATIVE COMPARISONS	1.7	Review and Test of NBT Domain
1.8	4.OA.2 - MULTIPLICATIVE COMPARISONS WORD PROBLEMS	1.8	5.OA.1 - Order of Operations
2.1	4.OA.3 - MULTI-STEP WORD PROBLEMS	2.1	5.OA.2 - NUMERICAL EXPRESSIONS
2.2	4.OA.4 - Factors & Multiples	2.2	5.OA.3 - NUMERICAL PATTERNS, ORDERED PAIRS & GRAPHING
2.3	4.OA.5 - Identifying Patterns	2.3	Review and Test of OA Domain
2.4	Review and Test of OA Domain	2.4	5.NF.I - Adding and Subtracting Fractions
2.5	4.NF.I - Equivalent Fractions	2.5	5.NF.2 - Adding & Subtracting Fractions Word Problems
2.6	4.NF.2 - Comparing Fractions	2.6	5.NF.3 - Fractions as Division
2.7	4.NF.3 - Adding and Subtracting Fractions	2.7	5.NF.4 - Multiplying Fractions
2.8	4.NF.4 - Multiplying Fractions	2.8	5.NF.5 - Multiplication as Scaling
3.1	4.NF.5 - Adding Fractions	3.1	5.NF.6 - FRACTION WORD PROBLEMS
3.2	4.NF.6 - FRACTIONS AND DECIMALS	3.2	5.NF.7 - Dividing Fractions
3.3	4.NF.7 - Comparing Decimals	3.3	Review and Test of NF Domain
3.4	Review and Test of NF Domain	3.4	5.MD.1 - Measurement Conversions
3.5	4.MD.1 - UNITS OF MEASURE	3.5	5.MD.2 - LINE PLOTS
3.6	4.MD.2 - MEASUREMENT WORD PROBLEMS	3.6	5.MD.3/4 - VOLUME
3.7	4.MD.3 - Area & Perimeter + 4.MD.4 - Line Plots	3.7	5.MD.5 - VOLUME WORD PROBLEMS
3.8	4.MD.5 - Recognizing Angles	3.8	Review and Test of Measurement and Data Domain
ACE TERM: WEEK I	4.MD.6 - Measuring Angles + 4.MD.7 - Adding Angles	ACE TERM: WEEK I	5.G.I - COORDINATE GRAPHING
ACE TERM: WEEK 2	Review and Test of Measurement and Data Domain	ACE TERM: WEEK 2	5.G.2 - GRAPHING REAL-WORLD PROBLEMS
ACE TERM: WEEK 3	4.G.I - ANGLES & LINES + 4.G.2 - CLASSIFYING 2D SHAPES	ACE TERM: WEEK 3	5.G.3 - IDENTIFY & CLASSIFY SHAPES
ACE TERM: WEEK 4	4.G.3 - LINES OF SYMMETRY	ACE TERM: WEEK 4	5.G.4 - CLASSIFYING TWO-DIMENSIONAL SHAPES
ACE TERM: WEEK 5-6	Review and Test of Geometry Domain	ACE TERM: WEEK 5-6	Review and Test of Geometry Domain

Standard Code	Standard	Grade 6			
Ratios and Prop	Ratios and Proportional Relationships				
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.4			
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio $a : b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.	3.5, 3.6			
6.RP.A.3	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.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.4, 6.4			
	a. 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.	3.3, 3.4, 3.5, 3.6, 4.4, 6.4			
	 Solve unit rate problems including those involving unit pricing and constant speed. 	3.5, 3.6			
	c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	4.4			
	d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	3.6, 7.1, 7.7			
The Number Sys	stem				
6.NS.A.1	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.	2.2, 2.3			
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.	2.6, 2.7, 7.1, 7.3, 7.7			
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	2.4, 2.5, 2.7, 5.3, 6.2, 7.6, 8.8, 9.2, 9.3			
6.NS.B.4	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.	1.4, 1.5, 5.5			
6.NS.C.5	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, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8			

Mathematical Content Correlated to Grade 6

Standard Code	Standard	Grade 6		
6.NS.C.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.	8.1, 8.3		
	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.	8.5 , 8.6		
	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.	8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8		
6.NS.C.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. 	4.3, 8.2, 8.3, 8.4, 8.7, 8.8		
	b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.	4.3, 8.2, 8.3, 8.4		
	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.	8.4		
	d. Distinguish comparisons of absolute value from statements about order.	8.4		
6.NS.C.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.	3.4, 6.4, 8.5, 8.6		
Expressions and Equations				
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	1.1, 1.2, 5.1		
6.EE.A.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.	5.2 , 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 8.7, 8.8		
	 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. 	1.3, 1.4, 1.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1		

Mathematical Content Correlated to Grade 6

Standard Code	Standard	Grade 6
	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).	5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.5, 7.7, 8.7, 8.8
6.EE.A.3	Apply the properties of operations to generate equivalent expressions.	5.3, 5.4, 5.5
6.EE.A.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).	5.3, 5.4, 5.5
6.EE.B.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.	6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.7, 8.7, 8.8
6.EE.B.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.	6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.5, 7.7, 8.7, 8.8
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all non-negative rational numbers.	6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.7
6.EE.B.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.	8.7, 8.8
6.EE.C.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.	6.4
Geometry		
6.G.A.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.	7.1, 7.2, 7.3, 7.5, 7.6, 8.6
6.G.A.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.	7.7

Standard Code	Standard	Grade 6
6.G.A.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.	8.6
6.G.A.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.	7.5, 7.6
Statistics and Pi	robability	
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	9.1 , 9.2, 9.3, 10.1, 10.4
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	9.1, 9.2, 9.3, 9.4, 9.5, 10.1, 10.3, 10.4, 10.5
6.SP.A.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.	9.2, 9.3, 9.4, 9.5, .10.1, 10.4, 10.5
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	9.1, 9.2, 9.3, 9.4, 9.5, 10.1, 10.2, 10.3, 10.4, 10.5
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:	
	a. Reporting the number of observations.	9.1, 9.2, 9.3, 9.4, 9.5, 10.1, 10.2, 10.4
	b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	9.1
	c. Giving 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.	9.2, 9.3, 9.4, 9.5, 10.1, 10.4, 10 .5
	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.	10.4

Boldface indicates a lesson in which the standard is a primary focus.

Mathematical Content Correlated to Grade 7

Standard Code	Standard	Grade 7
Ratios and Prop	oortional Relationships	
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	5.1, 5.2, 5.3, 5.5
7.RP.A.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.	5.3, 5.5
	 Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. 	5.2, 5.3, 5.5
	c. Represent proportional relationships by equations.	5.5
	 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. 	5.5
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.	5.1, 5.2, 5.3, 5.4 , 5.5, 5.6, 6.2, 6.3, 6.4, 6.5, 6.6, 8.1, 8.2, 9.3, 10.2, 10.5, 10.6
The Number Sy	rstem	
7.NS.A.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.	1.2, 1.3
	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 inverse). Interpret sums of rational numbers by describing real-world contexts.	1.2, 1.3, 1.4, 1.5
	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.	1.4, 1.5
	 Apply properties of operations as strategies to add and subtract rational numbers. 	1.2, 1.3, 1.4, 1.5

Standard Code	Standard	Grade 7
7.NS.A.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 realworld contexts.	2.1, 2.4, 2.5
	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.	2.2, 2.3, 2.5, 6.1
	 Apply properties of operations as strategies to multiply and divide rational numbers. 	2.1, 2.4, 2.5
	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.	2.3, 2.5, 6.1
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1, 3.3, 4.1, 4.2, 4.3, 4.5, 4.6, 4.7
xpressions and	d Equations	
7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	3.1, 3.2, 3.3, 3.4
7.EE.A.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.	3.1, 3.2, 3.3, 3.4, 6.4, 6.5, 6.6, 9.2
7.EE.B.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 answers using mental computation and estimation strategies.	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.3, 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 5.1, 5.2, 5.4, 6.1 , 6.2, 6.3, 6.4, 6.5, 6.6 , 7.1, 7.2, 7.3, 7.4, 9.1, 9.2, 9.3, 10.1, 10.2, 10.3, 10.4, 10.5
7.EE.B.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.	4.1, 4.2, 4.3, 6.2, 6.3, 6.5, 6.6, 7.2, 9.1, 9.5, 10.4

Boldface indicates a lesson in which the standard is a primary focus.

Mathematical Content Correlated to Grade 7

Standard

Ste

Standard Code	Standard	Grade 7
	b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, 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.	4.4, 4.5, 4.6, 4.7
Geometry		
7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	5.6, 9.4, 10.3
7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	9.4
7.G.A.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.	10.6
7.G.B.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.	9.1, 9.2, 9.3
7.G.B.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.	9.5
7.G.B.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.	9.3, 10.1, 10.3, 10.4, 10.5
Statistics and P	robability	
7.SP.A.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.	8.1, 8.2, 8.4
7.SP.A.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.	8.1, 8.2, 8.4
7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.	8.3
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	8.4

Code	Standard	Glade 1
7.SP.C.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 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	7.1, 7.2, 7.3, 7.4
7.SP.C.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.	7.1, 7.2
7.SP.C.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.	
	 Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. 	7.2, 7.3
	b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	7.1, 7.2
7.SP.C.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 com- pound event is the fraction of outcomes in the sample space for which the compound event occurs.	7.3, 7.4
	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 which compose the event.	7.3
	 c. Design and use a simulation to generate frequencies for compound events. 	7.4

Boldface indicates a lesson in which the standard is a primary focus.

Mathematical Content Correlated to Grade 8

Standard Code	Standard	Grade 8
The Number Sy	stem	
8.NS.A.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, and convert a decimal expansion which repeats eventually into a rational number.	9.4, 9.5
8.NS.A.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., π^2).	9.5
Expressions and	Equations	
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions.	8.2, 8.3, 8.4, 8.5, 8.6, 8.7
8.EE.A.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.	9.1, 9.2, 9.3, 9.5, 9.6, 10.1, 10.2, 10.3
8.EE.A.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.	8.5, 8.6, 8.7
8.EE.A.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.	8.5, 8.6, 8.7
8.EE.B.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	4.3, 7.2, 7.3
8.EE.B.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 .	4.2, 4.3, 4.4

Standard Standard Grade 8 Code 8.EE.C.7 Solve linear equations in one variable. a. Give examples of linear equations in one variable with 1.1, 1.2, 1.3, 5.4 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 = bresults (where a and b are different numbers). b. Solve linear equations with rational number coefficients, 1.1, 1.2, 1.3, 2.6, 2.7, 3.1, 3.2, 3.3, including equations whose solutions require expanding expressions using the distributive property and collecting 3.4, 4.1, 4.3, 4.5, like terms. 4.6, 5.2, 5.3, 5.4, 6.2, 7.2, 10.1, 10.2, 10.4 8.EE.C.8 Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear 5.1, 5.2, 5.3, 5.4 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 5.1, 5.2, 5.3, 5.4 algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. c. Solve real-world and mathematical problems leading to two 5.1, 5.2, 5.3, 5.4

	linear equations in two variables.	
Functions		
8.F.A.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.	7.1, 7.2, 7.3, 7.4
8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	7.3 , 7.4
8.F.A.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	7.3, 7.4

Boldface indicates a lesson in which the standard is a primary focus.

Mathematical	Content	Correlated to	Grade 8

Standard Code	Standard	Grade 8
8.F.B.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.	4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 6.2, 7.2 , 7.3 , 7.4
8.F.B.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.	7.5
Geometry		
8.G.A.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.	2.1, 2.2, 2.3, 2.4, 3.1
	b. Angles are taken to angles of the same measure.	2.1, 2.2, 2.3, 2.4, 3.1
	c. Parallel lines are taken to parallel lines.	2.1, 2.2, 2.3, 2.4, 3.1
8.G.A.2	Understand 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.	2.4, 2.6
8.G.A.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
8.G.A.4	Understand 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.	2.6, 3.4, 4.2

ish facts about the angle sum 3.1, 3.2, 3.4
bout the angles created when sal, and the angle-angle 5.
an Theorem and its converse. 9.2, 9.6
to determine unknown side vorld and mathematical sions.
to find the distance between 9.2 , 9.5, 9.6
es of cones, cylinders, and al-world and mathematical
ots for bivariate measurement sociation between two as clustering, outliers, inear association, and
ly used to model relationships es. For scatter plots that mally fit a straight line, and judging the closeness of the
el to solve problems in the tata, interpreting the slope
ciation can also be seen splaying frequencies and table. Construct and interpret a on two categorical variables Use relative frequencies describe possible association 6.3

Boldface indicates a lesson in which the standard is a primary focus.