A Correlation of

SCOTT FORESMAN ▪ ADDISON WESLEY

Mathematics

c.2005

to the

Ohio Department of Education

District Curriculum Alignment Tool for Mathematics

Grades K - 6

PEARSON Scott Foresman

G/M-230

Introduction

This document demonstrates the high degree of success students will achieve when using ***Scott Foresman – Addison Wesley Mathematics*** in meeting the objectives of the Ohio District Curriculum Alignment Tool for Mathematics. Correlation page references are to the Teacher Edition. The Teacher Edition contains facsimile Student Edition pages.

Scott Foresman – Addison Wesley Mathematics was carefully developed to reflect the specific needs of students and teachers at every grade level, while maintaining an overall primary goal: to have math make sense from every perspective. This program is based on scientific research that describes how children learn mathematics well and on classroom-based evidence that validates proven reliability.

- **Reaching All Learners**

Scott Foresman – Addison Wesley Mathematics addresses the needs of every student through structured instruction that makes concepts easier for students to grasp. Lessons provide step-by-step examples that show students how to think about and solve the problem. Built-in leveled practice in every lesson allows the teacher to customize instruction to match students' abilities. Reaching All Learners, featured in the Teacher Edition, helps teachers meet the diverse needs of the classroom with fun and stimulating activities that are easy to incorporate directly into the lesson plan.

- **Test Prep**

Scott Foresman - Addison Wesley Mathematics builds understanding through connections to prior knowledge, math strands, other subjects and the real world. It provides practice for maximum results and offers assessment in a variety of ways. Besides carefully placed reviews at the end of each Section, an important Test Prep strand runs throughout the program. Writing exercises prepare students for open-ended and short-or extended-response questions on state and national tests. Spiral review in a test format help students keep their test-taking skills sharp.

- **Priority on problem solving:**

Problem-solving instruction is systematic and explicit. Reading connections help children with problem-solving skills and strategies for math. Reading for Math Success encourages students to use the reading skills and strategies they already know to solve math problems.

- **Instructional Support**

In the Teacher Edition, the Lesson Planner provides an easy, at-a-glance planning tool. It identifies objectives, math understandings, focus questions, vocabulary, and resources for each lesson in the chapter. Professional Development at the beginning of each chapter in the Teacher Edition includes a Skills Trace as well as Math Background and Teaching Tips for each section in the chapter.

Ancillaries help to reach all learners with practice, problem solving, hands-on math, language support, assessment and teacher support. Technology resources for both the student and the teacher provide a whole new dimension to math instruction by helping to create motivating and engaging lessons.

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Standard: Geometry and Spatial Sense	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Kindergarten						
1. Identify and sort two- dimensional shapes and three- dimensional objects. For example:						
a. Identify and describe two-dimensional figures and three-dimensional objects from the environment using the child's own vocabulary.	☒195, 197–198, 211–212, 213–214	☒	199–200, 201–202, 203–204, 205–206	☐		
b. Sort shapes and objects into groups based on student-defined categories.	☒195, 197–198, 199–200, 201–202, 203–204, 205–206	☒	207–208, 209–210	☐		
c. Select all shapes or objects of one type from a group.	☒197–198, 199–200, 201–202, 203–204, 205–206	☒	195	☐		
d. Build two-dimensional figures using paper shapes or tangrams; build simple three-dimensional objects using blocks.	☒207–208, 209–210	☒	196, 203–204, 211–212, 213–214, 215–216	☐		

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2. Name and demonstrate the relative position of objects as follows:						
a. Place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of;	☒3A–3B, 3–4, 5A–5B, 5–6, 7A–7B, 21A–21B, 21–22	☒	1, 2, 7–8	☐		
b. Describe placement of objects with terms such as on, inside, outside, above, below, over, under, beside, between, in front of, behind.	☒1, 2, 3–4, 5A–5B, 5–6, 7A–7B, 21–22	☒	7–8	☐		

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Standard: Geometry and Spatial Sense	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade One						
1. Identify, compare, and sort two-dimensional shapes; i.e., square, circle, ellipse, triangle, rectangle, rhombus, trapezoid, parallelogram, pentagon, and hexagon. For example:						
a. Recognize and identify triangles and rhombuses independent of position, shape or size;	☒155, 165–166, 167–168, 177–178, 179–180	☒	161–162, 169–170	☐		
b. Describe two-dimensional shapes using attributes such as number of sides and number of vertices (corners, or angles).	☒155, 165–166, 167–168, 179–180	☒	157–158, 159–160	☐		
2. Create new shapes by combining or cutting apart existing shapes.	☒177–1 78, 179–180	☒	157–158, 162, 163, 165–166, 171–172, 173–174	☐		
3. Identify the shapes of the faces of three-dimensional objects.	☒159–160, 161–162, 201–201	☒	155, 157–158, 163, 180, 193	☐		
4. Extend the use of location words to include distance (near, far, close to) and directional words (left, right).	☐	☒	This objective is taught in Grade K.	☐		

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5. Copy figures and draw simple two-dimensional shapes from memory.	☒165–166, 167–168, 169A–169B, 169–170, 201	☒	155, 156, 157–158, 161B, 171–172	☐		

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Grade Two						
1. Identify, describe, compare, and sort three-dimensional objects (i.e., cubes, spheres, prisms, cones, cylinders and pyramids) according to the shape of the faces or the numbers of faces, edges, or vertices.	☒245, 246, 247A–247B, 247–248, 249–250, 253	☒	251–252	☐		
2. Predict what new shapes will be formed by combining or cutting apart existing shapes.	☒255A–255B, 255–256, 264	☒	251A–252B, 251–252	☐		
3. Recognize two-dimensional shapes and three-dimensional objects from different positions.	☒257–258, 259A–259B, 259–260, 261A–262B, 264	☒	249B, 249–250, 251A–252B, 251–252, 255–256	☐		
4. Identify and determine whether two-dimensional shapes are congruent (same shape and size) or similar (same shape different size) by copying or using superposition (lay one thing on top of another).	☒257–258	☐		☐		

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5. Create and identify two-dimensional figures with line symmetry; e.g., what letter shapes, logos, polygons are symmetrical?	☒261A–262B, 261–262, 267	☒	269A–269B, 269–270	☐		

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Grade Three						
1. Analyze and describe properties of two-dimensional shapes and three-dimensional objects using terms such as vertex, edge, angle, side and face.	☒426–427, 428A–428B, 428–429, 432–433, 440–441	☒	430–431	☐		
2. Identify and describe the relative size of angles with respect to right angles as follows:						
a. Use physical models, like straws, to make different sized angles by opening and closing the sides, not by changing the side lengths.	☒444A–444B	☐		☐		
b. Identify, classify and draw right, acute, obtuse and straight angles.	☒444–445	☒	450–451, 452–453	☐		
3. Find and name locations on a labeled grid or coordinate system; e.g., a map or graph.	☒218A–218B, 218–221, 222A–222B, 222–223, 224–225	☒	226–227	☐		
4. Draw lines of symmetry to verify symmetrical two-dimensional shapes.	☒460–461	☒	460A–460B	☐		

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5. Build a three-dimensional model of an object composed of cubes; e.g., construct a model based on an illustration or actual object.	☐	☒	Related Content: 428–429, 433, 435, 442–443, 444	☐		

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Grade Four						
1. Identify, describe and model intersecting, parallel and perpendicular lines and line segments; e.g., use straws or other material to model lines.	☒440A–440B, 440–441, 444B, 444	☒	442–443, 444A, 464	☐		
2. Describe, classify, compare and model two- and three-dimensional objects using their attributes.	☒434A–434B, 434–435, 436–437, 438–439, 444A–444B, 444–445, 446–447	☒	432, 438B	☐		
3. Identify similarities and differences of quadrilaterals; e.g., squares, rectangles, parallelograms and trapezoids.	☒438B, 438–439, 444A–444B, 445	☒	446–447	☐		
4. Identify and define triangles based on angle measures (equiangular, right, acute and obtuse triangles) and side lengths (isosceles, equilateral and scalene triangles).	☒444A–444B, 444–445, 446–447	☒	438–439	☐		
5. Describe points, lines and planes, and identify models in the environment.	☒440A–440B, 440–443, 444A	☒	434A–434B, 434–435	☐		

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6. Specify locations and plot ordered pairs on a coordinate plane, using first quadrant points.	☒212A–212B, 212–215	☒	692A–692B, 692–693	☐		
7. Identify, describe and use reflections (flips), rotations (turns), and translations (slides) in solving geometric problems; e.g., use transformations to determine if 2 shapes are congruent.	☒452A–452B, 452–453, 454–455	☐		☐		
8. Use geometric models to solve problems in other areas of mathematics, such as number (multiplication/division) and measurement (area, perimeter, border).	☒449, 460A, 461, 464A–464B, 464–465, 466–467, 468A–468B, 468–471, 472–473, 474A–474B, 474–475	☒	450–451, 478A–478B, 480–481	☐		

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Grade Five						
1. Draw circles, and identify and determine relationships among the radius, diameter, center and circumference; e.g., radius is half the diameter, the ratio of the circumference of a circle to its diameter is an approximation of π.	☐	☒	336A–336B, 336–337	☐		Note: Covered in Grade 4
2. Use standard language to describe line, segment, ray, angle, skew, parallel and perpendicular.	☒328A–328B, 328–329, 330–331, 332A–332B, 332–335, 336–337, 338–339, 341, 342–343, 363	☐		☐		
3. Label vertex, rays, interior and exterior for an angle.	☒330–331, 332A–332B, 332–335	☒	328–329	☐		
4. Describe and use properties of congruent figures to solve problems.	☒360–361, 362–363	☒	360A–360B	☐		
5. Use physical models to determine the sum of the interior angles of triangles and quadrilaterals.	☒342–345, 348–349	☒	342A–342B, 346–347	☐		

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Standard: Geometry and Spatial Sense	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
6. Extend understanding of coordinate system to include points whose *x* or *y* values may be negative numbers.	☒724–727, 728A–728B, 728–729, 732–733, 737, 738–739, 746–747	☒	724A–724B	☐		
7. Understand that the measure of an angle is determined by the degree of rotation of an angle side rather than the length of either side.	☐	☒	332A–332B, 332–335	☐		
8. Predict what three-dimensional object will result from folding a two-dimensional net, then confirm the prediction by folding the net.	☒598A–598B, 598–601, 602A–602B, 603	☒	608–609, 610A–610B	☐		

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Standard: Geometry and Spatial Sense	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Six						
1. Classify and describe two-dimensional and three-dimensional geometric figures and objects by using their properties; e.g., interior angle measures, perpendicular/parallel sides, congruent angles/sides.	☒496A–496B, 496–497, 498–499, 500–501;	☒	494A–494B, 500A–500B, 504–505	☐		Note: 3-D is not covered
2. Use standard language to define geometric vocabulary: vertex, face, altitude, diagonal, isosceles, equilateral, acute, obtuse, and other vocabulary as appropriate.	☒476, 494, 497, 586	☒	477	☐		
3. Use multiple classification criteria to classify triangles; e.g., right scalene triangle.	☒496A–496B, 496–497, 498–499	☐		☐		
4. Identify and define relationships between planes; i.e., parallel, perpendicular and intersecting.	☒475	☒	472A–472B, 472–474	☐		
5. Predict and describe sizes, positions and orientations of two-dimensional shapes after transformations such as reflections, rotations, translations and dilations.	☒510A–510B, 514A–514B, 514–515	☐		☐		

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6. Draw similar figures that model proportional relationships; e.g., model similar figures with a 1 to 2 relationship by sketching two of the same figure, one with corresponding sides twice the length of the other.	☐	☒	316–317, 508–509	☐		
7. Build three-dimensional objects built with cubes and sketch the two- dimensional representations of each side; i.e., projection sets.	☒520–521	☐		☐		

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Standard: Measurement	Alignment to Academic Content Standards	Partial Alignment Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Kindergarten						
1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days.	☒173A–173B, 173–174, 175A–175B, 175–176	☒	171–172, 177A, 177–178	☐		
2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less.	☒133A–133B, 133–134, 135A–135B, 135–136, 137A–137B, 137–138, 149A–149B, 149–150	☒	151A–151B, 151–152, 199–200	☐		
3. Measure length and volume (capacity) using uniform objects in the environment. For example, find:						
a. how many paper clips long is a pencil;	☒139A–139B, 141A–141B, 141–142	☒	139–140, 143A–143B, 143–144	☐		
b. how many small containers it takes to fill one big container using sand, rice, beans.	☒145A–145B, 145–146, 147A–147B, 147–148	☐		☐		

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4. Order events based on time. For example:						
a. Activities that take a long or short time;	☒177A–177B, 177–178	☐		☐		
b. Review what we do first, next, last;	☒169A–169B, 169–170	☒	171–172	☐		
c. recall what we did or plan to do yesterday, today, tomorrow.	☒163A–163B, 163–164	☐		☐		

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Standard: Measurement	Alignment to Academic Content Standards	Partial Alignment Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade One						
1. Recognize and explain the need for fixed units and tools for measuring length and weight; e.g., rulers and balance scales.	☒393–394, 397A–397B, 397–398	☒	389A–389B, 387A–387B	☐		
2. Tell time to the hour and half hour on digital and analog (dial) timepieces.	☒207A–207B, 207–208, 209A–209B, 209–210, 211A–211B, 211–212, 213–214	☒	203, 204, 215A–215B, 215–218	☐		
3. Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night.	☒219A–219B, 219–220	☒	223–224	☐		
4. Estimate and measure weight using non-standard units; e.g., blocks of uniform size.	☒389A–389B, 389–390, 391A–391B, 391–392	☒	383A–383B, 383–386	☐		
5. Estimate and measure lengths using non-standard and standard units; i.e., centimeters, inches and feet.	☒365A–365B, 365–366, 367–368, 369A–369B, 369–370	☐		☐		

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Grade Two						
1. Identify and select appropriate units of measure for:						
a. length – centimeters, meters, inches, feet, or yards;	☒279, 343–344, 345, 436, 351–352, 379	☐		☐		
b. volume (capacity) – liters, cups, pints, or quarts;	☒355–356, 378	☐		☐		
c. weight – grams, ounces, or pounds;	☒365–366, 367–368, 380	☐		☐		
d. time – hours, half-hours, quarter-hours, or minutes and time designations a.m. or p.m.	☒ 291–292, 293–294, 295–296, 297–298, 299–300, 301–302, 329–330	☐		☐		
2. Establish personal or common referents for units of measure to make estimates and comparisons; e.g., the width of a finger is a centimeter, a large bottle of soda pop is 2 liters, a small paper clip weighs about one gram.	☒341–342	☐		☐		

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3. Describe and compare the relationships among units of measure, such as centimeters and meters; inches, feet and yards; cups, pints and quarts; ounces and pounds; and hours, half-hours, and quarter-hours; e.g., how many inches in a foot?	☒ 353–354, 363–364, 369	☐		☐		
4. Tell time to the nearest minute interval on digital and to the nearest 5 minute interval on analog (dial) timepieces.	☒ 291–292, 293–294, 295–296, 297–298, 299–300, 329–330	☐		☐		
5. Estimate and measure the length and weight of common objects, using metric and U.S. customary units, accurate to the nearest unit.	☒ 341–342, 343–344	☐		☐		
6. Select and use appropriate measurement tools; e.g., a ruler to draw a segment 3 inches long, a measuring cup to place 2 cups of rice in a bowl, a scale to weigh 50 grams of candy.	☒ 343–344, 345–346, 347–348, 379	☐		☐		
7. Make and test predictions about measurements, using different units to measure the same length or volume.	☐	☒	Related Content: 341–342, 343–344, 353–354, 357–358	☐		

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Grade Three						
1. Identify and select appropriate units for measuring:						
a. length – miles, kilometers and other units of measure as appropriate.	☒532, 533, 536, 537, 539, 540, 582–583, 584–585, 586–587	☐		☐		
b. volume (capacity) – gallons;	☒680–681, 682–683	☐		☐		
c. weight – ounces, pounds, grams, or kilograms;	☒690–691, 692, 694–695	☐		☐		
d. temperature – degrees (Fahrenheit or Celsius).	☒696–697	☐		☐		
2. Establish personal or common referents to include additional units; e.g., a gallon container of milk; a postage stamp is about a square inch.	☒680, 683, 690, 694	☐		☐		

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3. Tell time to the nearest minute and find elapsed time using a calendar or a clock.	☒192–193, 194–195, 196–197, 198–199	☐		☐		
4. Read thermometers in both Fahrenheit and Celsius scales.	☒696–697	☐		☐		
5. Estimate and measure length, weight and volume (capacity), using metric and U.S. customary units, accurate to the nearest $\frac{1}{2}$ or $\frac{1}{4}$ unit as appropriate.	☒353–354, 357–358, 363–364, 365–366, 367–368	☐		☐		
6. Use appropriate measurement tools and techniques to construct a figure or approximate an amount of specified length, weight or volume (capacity); e.g., construct a rectangle with length $2\frac{1}{2}$ inches and width 3 inches, fill a measuring cup to the $\frac{3}{4}$ cup mark.	☐	☒	Can be taught from: 532–533, 534–535, 536–537, 582–587, 6800, 684, 690, 694	☐		
7. Make estimates for perimeter, area and volume using links, tiles, cubes and other models.	☒436–437, 468–470, 472–473	☐		☐		

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Grade Four						
1. Relate the number of units to the size of the units used to measure an object; e.g., compare the number of cups to fill a pitcher to the number of quarts to fill the same pitcher.	☒476–477	☐		☐		
2. Demonstrate and describe perimeter as surrounding and area as covering a two-dimensional shape, and volume as filling a three-dimensional object.	☒464–465, 466, 468–470, 471	☐		☐		
3. Identify and select appropriate units to measure:						
a. Perimeter – string or links (inches or centimeters).	☒465–466	☐		☐		
b. Area – tiles (square inches or square centimeters).	☒468–469, 470–471	☐		☐		
c. Volume – cubes (cubic inches or cubic centimeters).	☒476–477	☐		☐		

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4. Develop and use strategies to find perimeter using string or links, area using tiles or a grid, and volume using cubes; e.g., count squares to find area of regular or irregular shapes on a grid, layer cubes in a box to find its volume.	☒464–465, 466	☐		☐		
5. Make simple unit conversions within a measurement system; e.g., inches to feet, kilograms to grams, quarts to gallons.	☒661	☐		☐		
6. Write, solve and verify solutions to multi-step problems involving measurement.	☒599	☐		☐		

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Standard: Measurement	Alignment to Academic Content Standards	Partial Alignment Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Five						
1. Identify and select appropriate units to measure angles; i.e., degrees.	☒343–344, 347–348	☐		☐		
2. Identify paths between points on a grid or coordinate plane and compare the lengths of the paths; e.g., shortest path, paths of equal length.	☒675, 724–725	☐		☐		
3. Demonstrate and describe the differences between covering the faces (surface area) and filling the interior (volume) of three-dimensional objects.	☒548–549, 594A–594B, 594–595, 602–603, 610–613	☐		☐		
4. Demonstrate understanding of the differences among linear units, square units and cubic units.	☒548–549, 550–551, 552, 610–611, 612	☐		☐		
5. Make conversions within the same measurement system while performing computations.	☒528A–528B, 528–529, 530–531, 534–535	☐		☐		

Standard: Measurement	Alignment to Academic Content Standards	Partial Alignment Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
6. Use strategies to develop formulas for determining perimeter and area of triangles, rectangles and parallelograms, and volume of rectangular prisms.	☒540–541, 548–549, 550–551, 552, 610–611, 612	☐		☐		
7. Use benchmark angles (e.g.; 45º, 90º, 120º) to estimate the measure of angles, and use a tool to measure and draw angles.	☒332–335	☐		☐		

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Grade Six						
1. Understand and describe the difference between surface area and volume.	☒575, 580–581, 590–591	☐		☐		
2. Use strategies to develop formulas for finding circumference and area of circles, and to determine the area of sectors; e.g., $\frac{1}{2}$ circle, $\frac{2}{3}$ circle, $\frac{1}{3}$ circle, $\frac{1}{4}$ circle.	☒580–581	☐		☐		
3. Estimate perimeter or circumference and area for circles, triangles and quadrilaterals, and surface area and volume for prisms and cylinders by:						
a. estimating lengths using string or links, areas using tiles or grid, and volumes using cubes;	☒568–569, 572–573, 574, 580–581	☐		☐		

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Standard: Measurement	Alignment to Academic Content Standards	Partial Alignment Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
b. measuring attributes (diameter, side lengths, or heights) and using established formulas for circles, triangles, rectangles, parallelograms and rectangular prisms.	☒564–565, 566–567, 568–569, 572–573, 574, 580–581	☐		☐		
4. Determine which measure (perimeter, area, surface area, volume) matches the context for a problem situation; e.g., perimeter is the context for fencing a garden, surface area is the context for painting a room.	☒564–565, 567–568, 570–571, 572–573, 574, 576–577, 580–581, 590–591, 592, 595, 596–597	☐		☐		
5. Understand the difference between perimeter and area, and demonstrate that two shapes may have the same perimeter, but different areas or may have the same area, but different perimeters.	☒565–566, 567	☐		☐		
6. Describe what happens to the perimeter and area of a two-dimensional shape when the measurements of the shape are changed; e.g. length of sides are doubled.	☒570–571, 593, 597	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Kindergarten						
1. Compare and order whole numbers up to 10.	☒55–56, 55–56, 57-58, 59–60, 61-62, 63–64, 65-66, 77–78, 79-80, 81–82, 83–84, 85–86	☐		☐		
2. Explain rules of counting, such as each object should be counted once and that order does not change the number.	☒27–28, 29–30, 31–33	☐		☐		
3. Count to twenty; e.g., in play situations or while reading number books.	☒103–104, 105–106	☐		☐		
4. Determine “how many” in sets (groups) of 10 or fewer objects.	☒53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 77–78, 79–80, 81–82, 83–84, 85–86	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
5. Relate, read and write numerals for single-digit numbers (0 to 9).	☒53–54, 57–58, 77–78, 79–80, 83–84	☐		☐		
6. Construct multiple sets of objects each containing the same number of objects.	☒1M–1N , 19–20, 53A–53B, 53–54, 55A–55B, 55-56, 57A–57B, 57–58, 59–60, 63–64	☒	11–12, 13–14, 15–16, 17–18, 27–28	☐		
7. Compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects.	☒27A–27B, 27–28, 29–30, 53–54, 61, 63–64	☐		☐		
8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.	☒77A–77B, 78, 79A–79B, 80	☒	71–72	☐		
9. Identify and state the value of a penny, nickel and dime.	☒179–180, 181-182, 183–184, 185–186	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example:						
a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount.	☒225–226, 235–236, 247–248,	☐		☐		
b. Count on (forward) and count back (backward) on a number line between 0 and 10.	☒53-54, 55-56, 57-58, 59–60	☐		☐		
11. Demonstrate joining multiple groups of objects, each containing the same number of objects; e.g., combining 3 bags of candy, each containing 2 pieces.	☒249	☒	227, 248, 251–252, 253, 258	☐		
12. Partition or share a small set of objects into groups of equal size; e.g., sharing 6 stickers equally among 3 children.	☐	☒	Related Content: 213–214, 215–216, 217–218, 220	☐		
13. Recognize the number or quantity of sets up to 5 without counting; e.g., recognize without counting the dot arrangement on a domino as 5.	☒57B, 63B	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade One						
1. Use ordinal numbers to order objects; e.g., first, second, third.	☒240, 267–268	☐		☐		
2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by "10 blocks", full tens frame, numeral 10, 5 + 5, 15 - 5, one less than 11, my brother's age.	☒149, 287–288	☒	343–344, 346, 347–348, 357	☐		
3. Read and write the numerals for numbers to 100.	☒11–12, 13–14, 31–32, 241–242	☐		☐		
4. Count forward to 100, count backwards from 100, and count forward or backward starting at any number between 1 and 100.	☒1K, 245–246, 255–256, 273, 304	☐		☐		
5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:						

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
a. Develop a system to group and count by twos, fives and tens.	☒243–244, 255–258, 269	☐		☐		
b. Identify patterns and groupings in a 100's chart and relate to place value concepts.	☒245–246, 255–256, 273	☐		☐		
c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100.	☒241–242, 247A, 283A–283B, 287A, 287–288	☐		☐		
6. Identify and state the value of a penny, nickel, dime, quarter and dollar.	☒331, 333, 343, 347, 357	☐		☐		
7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters.	☒331–332, 333-334, 335A–335B, 335–336, 337A–337B, 337–338	☐		☐		
8. Show different combinations of coins that have the same value.	☒333–334, 335–336, 343–344	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
9. Represent commonly used fractions using words and physical models for halves, thirds and fourths, recognizing fractions are represented by equal size parts of a whole and of a set of objects.	☒181–182, 183–184, 185–186, 187–190, 191–192,	☐		☐		
10. Model, represent and explain addition as combining sets (part + part = whole) and counting on. For example:						
a. Model and explain addition using physical materials in contextual situations.	☒92–93, 95–96, 99–100, 101–102, 103–104, 109–110, 111–112	☐		☐		
b. Draw pictures to model addition.	☒109–110 111–112, 121	☐		☐		
c. Write number sentences to represent addition.	☒49–52, 57–58	☐		☐		
d. Explain that adding two whole numbers yields a larger whole number.	☒47–48, 49–50	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
11. Model, represent and explain subtraction as take-away and comparison. For example:						
a. Model and explain subtraction using physical materials in contextual situations.	☒61A–61B, 61–62, 63A–63B, 63–64, 65–66 , 67A–67B, 67–68	☐		☐		
b. Draw pictures to model subtraction.	☒64, 65–66	☐		☐		
c. Write number sentences to represent subtraction.	☒65–68, 133–134	☐		☐		
d. Explain that subtraction of whole numbers yields an answer smaller than the original number.	☒61–62, 63–64, 65–66	☐		☐		
12. Use conventional symbols to represent the operations of addition and subtraction.	☒49	☐		☐		
13. Model and represent multiplication as repeated addition and rectangular arrays in contextual situations; e.g., four people will be at my party and if I want to give 3 balloons to each person, how many balloons will I need to buy?	☐	☒	243–244, 255–258, 259–262, 451	☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
14. Model and represent division as sharing equally in contextual situations; e.g., sharing cookies.	☒191–192	☐		☐		
15. Demonstrate that equal means "the same as" using visual representations.	☒49–50, 297–298	☐		☐		
16. Develop strategies for basic addition facts, such as:						
a. counting all;	☒1K, 241B	☐		☐		
b. counting on;	☒91–92, 95–96	☐		☐		
c. one more, two more;	☒245–246	☐		☐		
d. doubles;	☒243–244, 255–256, 273	☐		☐		
e. doubles plus or minus one;	☐	☒	Can be developed from: 11–12, 13–14, 103–104, 417–420	☐		
f. make ten;	☒295–296	☐		☐		
g. using tens frames;	☒15–18, 25–28, 107–108, 241, 244, 251–252, 281–282, 421–424, 441–442	☐		☐		
h. identity property (adding zero).	☒51–52	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
17. Develop strategies for basic subtraction facts, such as:						
a. relating to addition (for example, think of 7 - 3 = ? as "3 plus? equals 7");	☒139–140, 437–438	☐		☐		
b. one less, two less;	☒27–28, 125–128	☐		☐		
c. all but one (for example, 8 - 7, 5 - 4);	☐	☒	Can be developed from: 27–28, 61–62, 127–130, 443–444	☐		
d. using tens frames;	☒471–474	☐		☐		
e. missing addends.	☒126, 476	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Two						
1. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example:						
a. Recognize 10 can mean "10 ones" or a single entity (1 ten) through physical models and trading games.	☒281A–281B, 281–282, 283A–283B, 283–284	☐		☐		
b. Read and write 3-digit numerals (e.g., 243 as two hundred forty three, 24 tens and 3 ones, or 2 hundreds and 43 ones, etc.) and construct models to represent each.	☒303A–303B, 303–306	☐		☐		
2. Recognize and classify numbers as even or odd.	☒265A–265B, 265–266	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
3. Count money and make change using coins and a dollar bill.	☒329–330, 341–342, 345–346, 347–348	☒	333A–333B, 333–334, 335A–335B, 335–336, 337A–337B, 337–338, 345A–345B	☐		
4. Represent and write the value of money using the ¢ sign and in decimal form when using the $ sign.	☒331–332, 333–334, 335–336, 337–338, 339–340, 341, 345–346, 347–348, 349–350	☐		☐		
5. Represent fractions (halves, thirds, fourths, sixths and eighths), using words, numerals and physical models. For example:						
a. Recognize that a fractional part can mean different amounts depending on the original quantity.	☒185A–185B	☒	187A–187B	☐		
b. Recognize that a fractional part of a rectangle does not have to be shaded with contiguous parts.	☐	☒	183–184, 185B, 185–186, 189B, 189–190	☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
c. Identify and illustrate parts of a whole and parts of sets of objects.	☒181–182, 183–184, 187–188, 189–190	☐		☐		
d. Compare and order physical models of halves, thirds and fourths in relations to 0 and 1.	☐	☒	Related Content: 181–182, 183–184, 185–186, 187–188, 189–190	☐		
6. Model, represent and explain subtraction as comparison, take-away and part-to-whole; e.g., solve missing addend problems by counting up or subtracting, such as "I had six baseball cards, my sister gave me more, and I now have ten. How many did she give me?" can be represented as 6 + ? = 10 or 10 - 6 = ?.	☒61A–61B, 61–62, 63–64, 65A–65B, 65–66, 67–68	☐		☐		
7. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.	☒451	☒	259–260, 261–262	☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
8. Model, represent and explain division as sharing equally and repeated subtraction.	☐	☒	181A–181B, 181–182, 191–192	☐		
9. Model and use the commutative property for addition.	☒93–94, 116	☐		☐		
10. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions; e.g., 9 + 9 = 18, 18 – 9 = 9.	☒91–92, 93–94, 95–96, 97–98, 99–100, 101–102, 103–104	☐		☐		
11. Add and subtract multiples of 10.	☒459-460, 460A–460B	☒	461–462	☐		
12. Demonstrate multiple strategies for adding and subtracting 2- or 3-digit whole numbers, such as:						
a. compatible numbers;	☒91–92, 95–98	☐		☐		
b. compensatory numbers;	☐	☒	Related Content: 459–460, 461–462; See Grade 2.	☐		
c. informal use of commutative and associative properties of addition.	☒425A–425B, 425–426	☐		☐		
13. Estimate the results of whole number addition and subtraction problems using front-end estimation, and judge the reasonableness of the answers.	☒467A–467B, 467–468	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Three						
1. Identify and generate equivalent forms of whole numbers; e.g., 36, 30 + 6, 9 x 4, 46 - 10, number of inches in a yard.	☒70–71, 384–385	☒	168–169	☐		
2. Use place value concepts to represent whole numbers and decimals using numerals, words, expanded notation and physical models. For example:						
a. Recognize 100 means "10 tens" as well as a single entity (1 hundred) through physical models and trading games.	☒128A–128B, 128–129, 146A–146B, 146–147, 150B, 150	☐		☐		
b. Describe the multiplicative nature of the number system; e.g., the structure of 3205 as 3 x 1000 plus 2 x 100 plus 5 x 1.	☒8A–8B, 8–9, 18–19,	☒	128–129, 146, 150	☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
c. Model the size of 1000 in multiple ways; e.g., packaging 1000 objects into 10 boxes of 100, modeling a meter with centimeter and decimeter strips, or gathering 1000 pop-can tabs.	☒10A–10B, 10–11, 12A–12B, 12–13	☒	22B, 22–23	☐		
d. Explain the concept of tenths and hundredths using physical models, such as metric pieces, base ten blocks, decimal squares or money.	☒564A–564B, 564–565, 566A–566B, 566–566	☒	568–569	☐		
3. Use mathematical language and symbols to compare and order; e.g., less than, greater than, at most, at least, <, >, =, ≤,≥	☒18A–18B, 18–19, 20–21, 31, 168A–168B, 168-169, 506A–506B, 506–509, 568A–568B, 568–570	☐		☐		
4. Count money and make change using coins and paper bills to ten dollars.	☒36A–36B, 36–39, 40A–40B, 40–41, 571	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
5. Represent fractions and mixed numbers using words, numerals and physical models.	☒502A–502B, 502–503, 504A–504B, 504–505, 508–509, 522–523, 524–525	☒	506A–506B, 506–507, 512–513,	☐		
6. Compare and order commonly used fractions and mixed numbers using number lines, models (such as fraction circles or bars), points of reference (such as more or less than $\frac{1}{2}$), and equivalent forms using physical or visual models.	☒506A–506B, 506–509, 512–513, 522–523	☐		☐		
7. Recognize and use decimal and fraction concepts and notations as related ways of representing parts of a whole or a set; e.g., 3 of 10 marbles are red can also be described as $\frac{3}{10}$ and 3 tenths are red.	☒498A–498B, 502A–502B, 502–503, 504A–504B, 504–505, 516–517, 518–519, 568–569, 571, 572, 574–575	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
8. Model, represent and explain multiplication; e.g., repeated addition, skip counting, rectangular arrays and area model. For example:						
a. Use conventional mathematical symbols to write equations for word problems involving multiplication.	☒316A–316B, 317, 318B, 319, 320A–320B, 320–321, 322–323, 324A, 324, 326, 344–345	☐		☐		
b. Understand that, unlike addition and subtraction, the factors in multiplication and division may have different units; e.g., 3 boxes of 5 cookies each.	☒316B, 317, 318B, 319, 320B, 320–321, 326, 344–345	☐		☐		
9. Model, represent and explain division; e.g., sharing equally, repeated subtraction, rectangular arrays and area model. For example:						

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
a. Translate contextual situations involving division into conventional mathematical symbols.	☒370A–370B, 370–371, 372–373, 374A–374B, 374–377, 378–379	☐		☐		
b. Explain how a remainder may impact an answer in a real-world situation; e.g., 14 cookies being shared by 4 children.	☒398B, 398–399, 400–401, 656A–656B, 656–657	☐		☐		
10. Explain and use relationships between operations, such as:						
a. relate addition and subtraction as inverse operations;	☒70A–70B, 70–71	☐		☐		
b. relate multiplication and division as inverse operations;	☒384A–384B, 384–385	☐		☐		
c. relate addition to multiplication (repeated addition);	☒260A–260B, 260–261	☐		☐		
d. relate subtraction to division (repeated subtraction).	☒372–373	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
11. Model and use the commutative and associative properties for addition and multiplication.	☒66, 263	☐		☐		
12. Add and subtract whole numbers with and without regrouping.	☒126	☐		☐		
13. Demonstrate fluency in multiplication facts through 10 and corresponding division facts.	☒276–279, 280–281, 282–283, 286–287, 288–299, 316–317, 318–319, 320–323, 324–327, 386–387, 388–389, 390–391, 392–393, 396–397, 402–403	☐		☐		
14. Divide 2- and 3-digit numbers by a single-digit number, without remainders for division.	☒370–371, 375, 376–377, 386–387, 388–389, 390–391, 392–393, 394–395, 401–403	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
15. Evaluate the reasonableness of computations based upon operations and the numbers involved; e.g., considering relative size, place value and estimates.	☒86–87, 88–89, 90–91, 98–101, 134, 137, 214, 616–617, 622–623, 630, 696	☒	346–347	☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Four						
1. Identify and generate equivalent forms of fractions and decimals. For example:						
a. Connect physical, verbal and symbolic representations of fractions, decimals and whole numbers; e.g., $\frac{1}{2}$, $\frac{5}{10}$, "five tenths," 0.5, shaded rectangles with half, and five tenths.	☒500A–500B, 500–501, 502A–502B, 502–503, 504B, 504–505, 506, 508B, 508–509, 510–511, 514–515, 516A–516B, 516–517, 624B	☐		☐		
b. Understand and explain that ten tenths is the same as one whole in both fraction and decimal form.	☒502–503, 504–505, 506–507, 508A–508B, 508–509, 628–629	☒	500A–500B, 628A–628B, 630B	☐		
2. Use place value structure of the base-ten number system to read, write, represent and compare whole numbers through millions and decimals through thousandths.	☒4A–4B, 4–5, 6–7, 16A–16B, 16–17, 18–19	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
3. Round whole numbers to a given place value.	☒20A–20B, 20–21, 68	☐		☐		
4. Identify and represent factors and multiples of whole numbers through 100, and classify numbers as prime or composite.	☒124A–124B, 124–125, 256A–256B, 256–257, 314A–314B, 314–315	☐		☐		
5. Use models and points of reference to compare commonly used fractions.	☒500–501, 502A–502B, 504B, 504–507, 508–509	☐		☐		
6. Use associative and distributive properties to simplify and perform computations; e.g., use left to right multiplication and the distributive property to find an exact answer without paper and pencil, such as 5 x 47 = 5 x 40 + 5 x 7 = 200 + 35 = 235.	☒62A–62B, 62–63, 136A–136B, 136–137, 288A–288B, 288–289	☐		☐		
7. Recognize that division may be used to solve different types of problem situations and interpret the meaning of remainders; e.g., situations involving measurement, money.	☒146A–146B, 146–147, 148B, 148–149, 150–151, 153, 154–155, 392A–392B, 392–393	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
8. Solve problems involving counting money and making change, using both coins and paper bills.	☒24B, 30A–30B, 30–31, 32A–32B, 32–33, 286A–286B, 286–287, 340–341, 392A–392B, 392–393	☒	28–29, 76–79	☐		
9. Estimate the results of computations involving whole numbers, fractions and decimals, using a variety of strategies.	☒23, 62–63, 64–67, 68–71, 258, 316, 368, 508–509, 576, 580, 636–637	☐		☐		
10. Use physical models, visual representations, and paper and pencil to add and subtract decimals and commonly used fractions with like denominators.	☒564A–564B, 564–565, 566–567, 638A–638B, 638–639, 642A–642B, 642–643	☐		☐		
11. Develop and explain strategies for performing computations mentally.	☒62–63, 64–67, 262–263, 314–315, 406–407	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
12. Analyze and solve multi-step problems involving addition, subtraction, multiplication and division using an organized approach, and verify and interpret results with respect to the original problem.	☒156–157	☐		☐		
13. Use a variety of methods and appropriate tools for computing with whole numbers; e.g., mental math, paper and pencil, and calculator.	☒87, 283, 339	☐		☐		
14. Demonstrate fluency in adding and subtracting whole numbers and in multiplying and dividing whole numbers by 1- and 2-digit numbers and multiples of ten.	☒76–79, 82–85, 128–131, 256–257, 314–315, 380–383, 406–407	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Five						
1. Use models and visual representation to develop the concept of ratio as part-to-part and part-to-whole, and the concept of percent as part-to-whole.	☒646A–646B, 646–647, 648B, 648, 651	☐		☐		
2. Use various forms of "one" to demonstrate the equivalence of fractions; e.g., $\frac{18}{24} = \frac{9}{12}$ x $\frac{2}{2} = \frac{3}{4}$ x $\frac{6}{6}$.	☒410A–410B, 410–411, 412–413	☐		☐		
3. Identify and generate equivalent forms of fractions, decimals and percents.	☒8–11, 410–411, 412–413, 426–429, 668–669	☐		☐		
4. Round decimals to a given place value and round fractions (including mixed numbers) to the nearest half.	☒26–31, 205–207, 402–403	☐		☐		
5. Recognize and identify perfect squares and their roots.	☒167, 346–349, 550–551	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
6. Represent and compare numbers less than 0 by extending the number line and using familiar applications; e.g., temperature, owing money.	☒712A–712B, 712–715, 716A–716B, 716–717, 718A–718B, 718–719	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
7. Use commutative, associative, distributive, identity and inverse properties to simplify and perform computations.	☒22–25, 66–67, 70–71, 132–135, 152–153, 696–701	☐		☐		
8. Identify and use relationships between operations to solve problems.	☒40–41, 132–135	☐		☐		
9. Use order of operations, including use of parentheses, to simplify numerical expressions.	☒172–173	☐		☐		
10. Justify why fractions need common denominators to be added or subtracted.	☒420–423, 460–461	☐		☐		
11. Explain how place value is related to addition and subtraction of decimals; e.g., 0.2 + 0.14; the two tenths is added to the one tenth because they are both tenths.	☒8A–8B, 8–9, 38–39, 40–41	☐		☐		
12. Use physical models, points of reference, and equivalent forms to add and subtract commonly used fractions with like and unlike denominators and decimals.	☒426–429, 462–463, 466–469	☐		☐		

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Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
13. Estimate the results of computations involving whole numbers, fractions and decimals, using a variety of strategies.	☒28–31, 68–69, 86–87, 138–141, 159, 204–207, 233, 402–403, 494–495	☐		☐		

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District Curriculum Alignment Tool for Mathematics

Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Six						
1. Decompose and recompose whole numbers using factors and exponents (e.g., 32 = 2 x 2 x 2 x 2 x 2 = 2^5), and explain why "squared" means "second power" and "cubed" means "third power."	☒8A–8B, 8–11, 147	☐		☐		
2. Find and use the prime factorization of composite numbers. For example:						
a. Use the prime factorization to recognize the greatest common factor (GCF).	☒150A–150B, 150–151, 158	☐		☐		
b. Use the prime factorization to recognize the least common multiple (LCM).	☒152A–152B, 152–153, 202	☒	158	☐		
c. Apply the prime factorization to solve problems and explain solutions.	☒147–149	☒	146A–146B, 146, 150A, 150–151	☐		

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District Curriculum Alignment Tool for Mathematics

Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
3. Explain why a number is referred to as being "rational," and recognize that the expression $\frac{a}{b}$ can mean *a* parts of size $\frac{1}{b}$ each, *a* divided by *b*, or the ratio of *a* to *b*	☒412A–412B, 412–413	☐		☐		
4. Describe what it means to find a specific percent of a number, using real-life examples.	☒354A–354B, 354–355, 356–357, 366–367, 368A–368B, 370–371, 368–369	☒	358–359, 364–365	☐		
5. Use models and pictures to relate concepts of ratio, proportion and percent, including percents less than 1 and greater than 100.	☒300–301, 354A–354B, 354–357	☒	362–363	☐		
6. Use the order of operations, including the use of exponents, decimals and rational numbers, to simplify numerical expressions.	☒24–25, 26–27, 38–39	☒	8–9, 24A–24B, 76–77, 412–413	☐		

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District Curriculum Alignment Tool for Mathematics

Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
7. Use simple expressions involving integers to represent and solve problems; e.g., if a running back loses 15 yards on the first carry but gains 8 yards on the second carry, what is the net gain/loss?	☒54–55, 120–121, 182–183, 228–229, 280–281, 334–335, 388–389, 430–431, 520–521, 598–599, 676–677, 724–725	☐		☐		
8. Represent multiplication and division situations involving fractions and decimals with models and visual representations; e.g., show with pattern blocks what it means to take $2\frac{2}{3} \div \frac{1}{6}$.	☒90A–90B, 90–91, 100A–100B, 100–103, 248–249, 252–253, 254–255, 266–267, 268	☒	92–93, 104, 248A–248B, 250–251, 266A–266B	☐		
9. Give examples of how ratios are used to represent comparisons; e.g., part-to-part, part-to-whole, whole-to-part.	☒300A–300B, 300–301, 302A–302B, 302–305	☐		☐		

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District Curriculum Alignment Tool for Mathematics

Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
10. Recognize that a quotient may be larger than the dividend when the divisor is a fraction; e.g., 6 ÷ $\frac{1}{2}$ = 12.	☒266A–266B, 266–267	☒	270B	☐		
11. Perform fraction and decimal computations and justify their solutions; e.g., using manipulatives, diagrams, mathematical reasoning.	☒86A–86B, 86–87, 90–91, 204A–204B, 204–205, 206A–206B, 206–209, 210–211, 220–223, 224A–224B, 224–225	☒	202–203, 218–219	☐		
12. Develop and analyze algorithms for computing with fractions and decimals, and demonstrate fluency in their use.	☒82–83, 90–91, 100–101, 276A–276B, 276–277	☐		☐		

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District Curriculum Alignment Tool for Mathematics

Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
13. Estimate reasonable solutions to problem situations involving fractions and decimals; e.g., $\frac{7}{8} + \frac{12}{13} \approx 2$ and $4.23 \times 5.8 \approx 25$.	☒82–83, 256–257	☐		☐		
14. Use proportional reasoning, ratios and percents to represent problem situations and determine the reasonableness of solutions.	☒300–301, 303, 318–321, 361, 366–367, 368–369	☐		☐		
15. Determine the percent of a number and solve related problems; e.g., find the percent mark-down if the original price was $140, and the sale price is $100.	☒353, 357, 360–361, 366B, 370–371	☒	364–365, 366–367	☐		

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Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Kindergarten						
1. Sort, classify and order objects by size, number and other properties. For example:						
a. Identify how objects are alike and different.	☒11A–11B, 11–12, 13A–13B, 13–14, 17–18, 19A–19B, 19–20, 35A–35B, 35–36, 47–48,	☒	39–40, 41A–41B, 41–42,	☐		
b. Order three events or objects according to a given attribute, such as time or size.	☒15–16, 17–18	☐		☐		
c. Recognize and explain how objects can be classified in more than one way.	☒11A–11B, 11–12, 15–16, 17A–17B, 17–18	☒	13A–13B, 13–14	☐		
d. Identify what attribute was used to sort groups of objects that have already been sorted.	☒11–12, 13–14, 23–24	☐		☐		

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District Curriculum Alignment Tool for Mathematics

Standard: Number, Number Sense and Operations	Alignment to Academic Content Standards Curriculum	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.	☒35A–35B, 35–36, 37A–37B, 37–38, 39A–39B, 39–40, 41A–41B, 41–42, 43A–43B, 43–44	☐		☐		
3. Describe orally the pattern of a given sequence.	☒35A–35B, 37B, 37–38, 39A, 39–40, 41A–41B	☐		☐		
4. Model a problem situation using physical materials.	☒217–218	☐		☐		

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District Curriculum Alignment Tool for Mathematics

Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade One						
1. Sort, classify and order objects by two or more attributes, such as color and shape, and explain how objects were sorted.	☒167–168, 307–308	☐		☐		
2. Extend sequences of sounds, shapes or simple number patterns, and create and record similar patterns. For example:						
a. Analyze and describe patterns with multiple attributes using numbers and shapes; e.g., AA, B, aa, b, AA, B, aa, b,…	☒3–4, 5–6, 33–34, 270	☐		☐		
b. Continue repeating and growing patterns with materials, pictures and geometric items; e.g., XO, XOO, XOOO, XOOOO.	☒3–4, 33–34, 270	☐		☐		

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Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
3. Describe orally the basic unit or general plan of a repeating or growing pattern.	☒3–4, 33–34, 270	☐		☐		
4. Solve open sentences by representing an expression in more than one way using the commutative property; e.g., 4 + 5 = 5 + 4 or the number of blue balls plus red balls is the same as the number of red balls plus blue balls (R+B=B+R).	☒31–31, 40, 93–94, 116,197, 263–264, 301–302	☐		☐		
5. Describe orally and model a problem situation using words, objects or number phrase or sentence.	☒23–24, 57–58, 79–80, 113–114, 133–134, 145–146, 193–194, 229–230, 269–270, 319–320, 353–354, 405–406, 447–448, 483–484	☐		☐		

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Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Two						
1. Extend simple number patterns (both repeating and growing patterns), and create similar patterns using different objects, such as using physical materials or shapes to represent numerical patterns.	☒5A–5B, 5–6, 33A–33B, 33–34, 37, 269–270	☒	7A–7B, 7–8	☐		
2. Use patterns to make generalizations and predictions; e.g., determine a missing element in a pattern.	☒5A–5B, 5–6, 7–8, 33A–33B, 33–34, 37, 269–270	☐		☐		
3. Create new patterns with consistent rules or plans, and describe the rule or general plan of existing patterns.	☒3–4, 5A–5B, 5–6, 33–34	☐		☐		
4. Use objects, pictures, numbers and other symbols to represent a problem situation.	☒21–22, 57–58, 111–112, 133–134, 177–178, 261–262, 291–292, 351–352, 369–370	☐		☐		

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Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
5. Understand equivalence and extend the concept to situations involving symbols; e.g., 4 + 5 = 9 and 9 = 4 + 5 and 4 + 5 = 3 + 6 = Δ + □.	☐	☒	149–150, 287A–287B, 287–288	☐		
6. Use symbols to represent unknown quantities and identify values for symbols in an expression or equation using addition and subtraction; e.g., □ + O = 10, Δ - 2 = 4.	☐	☒	83, 96, 126, 422, 428, 476	☐		
7. Describe qualitative and quantitative changes, especially those involving addition and subtraction; e.g., a student growing taller versus a student growing two inches in one year.	☐	☒	6, 7B, 33–34, 269–270	☐		

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District Curriculum Alignment Tool for Mathematics

Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Three						
1. Extend multiplicative and growing patterns, and describe the pattern or rule in words.	☒277, 282, 286, 288–299, 340–341	☐		☐		
2. Analyze and replicate arithmetic sequences with and without a calculator.	☒288A-288B, 288-289, 401, 402A-402B, 402-403	☐		☐		
3. Use patterns to make predictions, identify relationships, and solve problems.	☒332–335, 344–345, 401–402	☐		☐		
4. Model problem situations using objects, pictures, tables, numbers, letters and other symbols.	☒76–78, 140–143, 236–237, 270–273, 436–439, 578–579	☐		☐		
5. Write, solve and explain simple mathematical statements, such as $7 + \square > 8$ or $\Delta + 8 = 10$.	☒89, 281, 287, 293, 343, 384–385, 614, 629, 655, 682	☐		☐		
6. Express mathematical relationships as equations and inequalities.	☒70–71, 76–77, 384–385, 168–169	☐		☐		

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Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
7. Create tables to record, organize and analyze data to discover patterns and rules.	☒270–273, 340–341	☐		☐		
8. Identify and describe quantitative changes, especially those involving addition and subtraction; e.g., the height of water in a glass becoming 1 centimeter lower each week due to evaporation.	☒259, 344A-344B, 344-345, 685	☐		☐		

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Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Four						
1. Use models and words to describe, extend and make generalizations of patterns and relationships occurring in computation, numerical patterns, geometry, graphs and other applications.	☒4–7, 8–9, 10–11, 37, 90–91, 128–131, 136–137, 256–257, 275, 314–315, 366–367, 407	☐		☐		
2. Represent and analyze patterns and functions using words, tables and graphs.	☒140–143, 204–205, 206–207, 208–211, 212–215, 216–219, 222–223, 275	☐		☐		
3. Construct a table of values to solve problems associated with a mathematical relationship.	☒140–143, 704–705	☐		☐		
4. Use rules and variables to describe patterns and other relationships.	☒98–99, 140–141, 142, 164–165, 366–367, 439	☐		☐		

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Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
5. Represent mathematical relationships with equations or inequalities.	☒100–101, 166–167, 396–400, 688–689, 690–691	☐		☐		
6. Describe how a change in one variable affects the value of a related variable; e.g., as one increases the other increases or as one increases the other decreases.	☐	☒	98-99, 160-163	☐		

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Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Five						
1. Justify a general rule for a pattern or a function by using physical materials, visual representations, words, tables or graphs.	☒67, 106–107, 144–145, 223, 531, 545, 728–729	☐		☐		
2. Use calculators or computers to develop patterns, and generalize them using tables and graphs.	☐	☒	Related Content: 11, 14, 76–77, 84, 91, 136, 167, 179, 221, 273, 283, 305, 367, 397	☐		
3. Use variables as unknown quantities in general rules when describing patterns and other relationships.	☒100–103, 203, 706–709	☐		☐		
4. Create and interpret the meaning of equations and inequalities representing problem situations.	☒108–109, 696–699, 700–701, 702–703, 704–709	☐		☐		
5. Model problems with physical materials and visual representations, and use models, graphs and tables to draw conclusions and make predictions.	☒104–105, 724–727, 728–729	☐		☐		

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Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
6. Describe how the quantitative change in a variable affects the value of a related variable; e.g., describe how the rate of growth varies over time, based upon data in a table or graph.	☐	☒	Related Content: 22–23, 24, 66–67, 70–71, 262–263, 264–265, 278–279, 282–283	☐		

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Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Six						
1. Represent and analyze patterns, rules and functions, using physical materials, tables and graphs.	☒444A–444B, 444–447	☐		☐		
2. Use words and symbols to describe numerical and geometric patterns, rules and functions.	☒444A–444B, 444–447	☐		☐		
3. Recognize and generate equivalent forms of algebraic expressions, and explain how the commutative, associative and distributive properties can be used to generate equivalent forms; e.g., perimeter as $2(1 + w)$ or $21 + 2w$.	☒28–29, 30–31, 38–39, 40A–40B, 40–43, 251, 271	☐		☐		
4. Solve simple linear equations and inequalities using physical models, paper and pencil, tables and graphs.	☒718–721	☐		☐		
5. Produce and interpret graphs that represent the relationship between two variables.	☒718–721					

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Standard: Patterns, Functions and Algebra	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
6. Evaluate simple expressions by replacing variables with given values, and use formulas in problem-solving situations.	☒40–43	☒	40A–40B			
7. Identify and describe situations with constant or varying rates of change, and compare them.	☒306A–306B, 306–307, 308–309, 312–313	☒	312A–312B			
8. Use technology to analyze change; e.g., use computer applications or graphing calculators to display and interpret rate of change.	☐	☒	Related Content: 43, 103, 109, 163,167, 179, 209, 255, 258, 322–333, 357, 370, 421			

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Standard: Data Analysis and Probability	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Kindergarten						
1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes.	☒33A–33B, 33–34	☐		☐		
2. Arrange objects in a floor or table graph according to attributes, such as use, size, color, or shape.	☒13A–13B, 13–14, 15A–15B, 15–16, 17A–17B, 17–18, 19A–19B, 19–20,	☐		☐		
3. Select the category or categories that have the most or fewest objects in a floor or table graph.	☒29A–29B, 29–30, 31A–31B, 31–32, 33A–33B, 33–34	☐		☐		

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Standard: Data Analysis and Probability	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade One						
1. Identify multiple categories for sorting data.	☒307–309	☐		☐		
2. Collect and organize data into charts using tally marks.	☒313–314, 320, 364, 403–404, 410	☐		☐		
3. Display data in picture graphs with units of 1 and bar graphs with intervals of 1.	☒251–252, 309–310, 311–312, 324, 479–482	☐		☐		
4. Read and interpret charts, picture graphs and bar graphs as sources of information to identify main ideas, draw conclusions, and make predictions.	☒7–8, 40, 191–192, 251–252, 339–340	☐		☐		
5. Construct a question that can be answered by using information from a graph.	☒251A–251B, 251–252, 253–254	☐		☐		
6. Arrange five objects by an attribute, such as size or weight, and identify the ordinal position of each object.	☒307–309	☐		☐		

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Standard: Data Analysis and Probability	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
7. Answer questions about the number of objects represented in a picture graph, bar graph or table graph; e.g., category with most, how many more in a category compared to another, how many altogether in two categories.	☒7–8, 191–192, 251–252, 339–340, 481–482,	☐		☐		
8. Describe the likelihood of simple events as possible/impossible and more likely/less likely; e.g., when using spinners or number cubes in classroom activities.	☒401–402, 403–404	☐		☐		

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Standard: Data Analysis and Probability	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Two						
1. Pose questions, use observations, interviews and surveys to collect data, and organize data in charts, picture graphs and bar graphs.	☒309A–309B, 309–310, 311A–311B, 311–312, 313A–313B, 313–314	☒	40, 159, 167, 175–176, 177–178, 191–192, 259–260, 261–262, 265–266, 275, 429–430, 431–432	☐		
2. Read, interpret and make comparisons and predictions from data represented in charts, line plots, picture graphs and bar graphs.	☒40, 159, 167, 175–176, 177–178, 191–192, 251–252, 259–260, 261–262, 265–266, 275, 309–310, 311–312, 317–318, 339–340, 429–430, 431–432	☐		☐		
3. Read and construct simple timelines to sequence events.	☐	☒	203K–203L, 213–214, 215–216, 219–220, 223–224, 234, 235–238, 238A–238B	☐		
4. Write a few sentences to describe and compare categories of data represented in a chart or graph, and make statements about the data as a whole.	☒191–192, 223–224, 251–252, 339–340	☐		☐		
5. Identify untrue or inappropriate statements about a given set of data.	☐	☒	309–310, 311–312, 313–314	☐		

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Standard: Data Analysis and Probability	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
6. Recognize that data may vary from one population to another; e.g., favorite TV shows of students and of parents.	☒309–310, 311–312, 313–314	☐		☐		
7. List some of the possible outcomes of a simple experiment, and predict whether given outcomes are more, less or equally likely to occur.	☒7–8, 259–260, 349–350, 403–404	☐		☐		
8. Use physical models and pictures to represent possible arrangements of 2 or 3 objects.	☒3–4, 5–6, 7–10	☐		☐		

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District Curriculum Alignment Tool for Mathematics

Standard: Data Analysis and Probability	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Three						
1. Collect and organize data from an experiment, such as recording and classifying observations or measurements, in response to a question posed.	☒204A–204B, 204–205, 206–207	☒	211–212	☐		
2. Draw and interpret picture graphs in which a symbol or picture represents more than one object.	☒212A–212B, 212–213, 214–215	☐		☐		
3. Read, interpret and construct bar graphs with intervals greater than one.	☒212–213, 214–215	☐		☐		
4. Support a conclusion or prediction orally and in writing, using information in a table or graph.	☒212A–212B, 212–213, 214–215, 236–237, 270–271	☐		☐		
5. Match a set of data with a graphical representation of the data.	☒204A–2104B, 204–205, 206–207, 208A–208B, 208–209, 212–213, 214–215	☐		☐		

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Standard: Data Analysis and Probability	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
6. Translate information freely among charts, tables, line plots, picture graphs and bar graphs; e.g., create a bar graph from the information in a chart.	☐	☒	204A–2104B, 204–205, 206–207, 208A–208B, 208–209, 212–213, 214–215	☐		
7. Analyze and interpret information represented on a timeline.	☐	☒	Related Content: 194, 197; See Grades 4, 5.	☐		
8. Identify the mode of a data set and describe the information it gives about a data set.	☒208A–208B, 208–209	☐		☐		
9. Conduct a simple experiment or simulation of a simple event, record the results in a chart, table or graph, and use the results to draw conclusions about the likelihood of possible outcomes.	☒44–45, 236–237, 238–239, 270–273, 294–295, 348–349	☐		☐		
10. Use physical models, pictures, diagrams and lists to solve problems involving possible arrangements or combinations of two to four objects.	☒44–45, 170–171, 238–239, 294–295, 348–349, 476–477, 710–711	☐		☐		

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Standard: Data Analysis and Probability	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Four						
1. Create a plan for collecting data for a specific purpose.	☒230–231, 326–327	☒	12–13, 24–25, 90–91	☐		
2. Represent and interpret data using tables, bar graphs, line plots and line graphs.	☒204–205, 206–207, 208–211, 212, 216–219, 229, 230–231	☐		☐		
3. Interpret and construct Venn diagrams to sort and describe data.	☒71	☐		☐		
4. Compare different representations of the same data to evaluate how well each representation shows important aspects of the data, and identify appropriate ways to display the data.	☒220–221, 222A–222B, 222–223, 224–225, 232–233, 234–235	☐		☐		
5. Propose and explain interpretations and predictions based on data displayed in tables, charts and graphs.	☒208–209, 210–211, 212–213, 216–219, 230–231, 710A–710B, 710–711	☐		☐		
6. Describe the characteristics of a set of data based on a graphical representation, such as range of the data, clumps of data, and holes in the data.	☒226–229, 404–405	☐		☐		

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7. Identify the median of a set of data and describe what it indicates about the data.	☒226–229	☐		☐		
8. Use range, median and mode to make comparisons among related sets of data.	☒226–229	☐		☐		
9. Conduct simple probability experiments and draw conclusions from the results; e.g., rolling number cubes or drawing marbles from a bag.	☒704–705, 706–709, 710–711	☐		☐		
10. Represent the likelihood of possible outcomes for chance situations; e.g., probability of selecting a red marble from a bag containing 3 red and 5 white marbles.	☒700A–700B, 700–701, 702–703, 704A–704B, 704–705, 706A–706B, 706–707, 708–709	☐		☐		
11. Relate the concepts of impossible and certain-to-happen events to the numerical values of 0 (impossible) and 1 (certain).	☒706–707	☐		☐		
12. Place events in order of likelihood and use a diagram or appropriate language to compare the chance of each event occurring; e.g. impossible, unlikely, equal, likely, certain.	☒704A–704B, 704–705	☐		☐		

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13. List and count all possible combinations using one member from each of several sets, each containing 2 or 3 members; e.g., the number of possible outfits from 3 shirts, 2 shorts and 2 pair of shoes.	☒704A–704B, 704–705	☐		☐		

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Standard: Data Analysis and Probability	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Five						
1. Read, construct and interpret frequency tables, circle graphs and line graphs.	☒260–261, 266–267, 268–269, 276	☐		☐		
2. Select and use a graph that is appropriate for the type of data to be displayed; e.g., numerical vs. categorical data, discrete vs. continuous data.	☒176–177, 178, 652–653, 728–729	☐		☐		
3. Read and interpret increasingly complex displays of data, such as double bar graphs.	☒292A–292B, 292–293	☐		☐		
4. Determine appropriate data to be collected to answer questions posed by students or teacher, collect and display data, and clearly communicate findings.	☒260, 262–263, 264–265, 266, 269, 270, 272–276, 278–279, 280, 282–283, 284, 287	☐		☐		
5. Modify initial conclusions, propose and justify new interpretations and predictions as additional data are collected.	☒282–283, 284	☐		☐		
6. Determine and use the range, mean, median and mode, and explain what each does and does not indicate about the set of data.	☒272–273, 282–283, 284–285	☐		☐		

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Standard: Data Analysis and Probability	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
7. List and explain all possible outcomes in a given situation.	☒296–297, 298–299, 300–301	☐		☐		
8. Identify the probability of events within a simple experiment, such as three chances out of eight.	☒297	☐		☐		
9. Use 0,1 and ratios between 0 and 1 to represent the probability of outcomes for an event, and associate the ratio with the likelihood of the outcome.	☐	☒	This Objective is taught in Grade 6.	☐		
10. Compare what should happen (theoretical/expected results) with what did happen (experimental/actual results) in a simple experiment.	☒296–297, 298–299	☐		☐		
11. Make predictions based on experimental and theoretical probabilities.	☒296–297, 298–299, 302–305	☐		☐		

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Standard: Data Analysis and Probability	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
Grade Six						
1. Read, construct and interpret line graphs, circle graphs and histograms.	☒631, 638–641, 642–645	☐		☐		
2. Select, create and use graphical representations that are appropriate for the type of data collected.	☒628A–628B, 628–631, 632A–632B, 632–633, 636A–636B, 636–637, 638–639, 642–643, 648–649	☒	624–625, 627	☐		
3. Compare representations of the same data in different types of graphs, such as a bar graph and circle graph.	☐	☒	638–639, 640–641, 644–645, 646–647	☐		
4. Understand the different information provided by measures of center (mean, mode and median) and measures of spread (range).	☒18, 624–627	☐		☐		

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Standard: Data Analysis and Probability	Alignment to Academic Content Standards	Partial Alignment To Academic Content Standards		No Alignment To Academic Content Standards		District Resources Aligned To Academic Content Standards
5. Describe the frequency distribution of a set of data, as shown in a histogram or frequency table, by general appearance or shape; e.g., number of modes, middle of data and level of symmetry, outliers.	☒628–631	☐		☐		
6. Make logical inferences from statistical data.	☐	☒	620–621	☐		
7. Design an experiment to test a theoretical probability and explain how the results may vary.	☒664A–664B, 664–667	☐		☐		