

# Kindergarten Standards

## 1. *Representing and comparing whole numbers, initially with sets of objects*

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

## 2. *Describing shapes and space*

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

### Counting and Cardinality

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

K.CC.1: Count to 100 by ones and by tens.

K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

#### Counting to tell the number of objects.

K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- Understand that each successive number name refers to a quantity that is one larger.

K.CC.5: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

#### Comparing numbers.

K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Note: Include groups with up to ten objects.)

K.CC.7: Compare two numbers between 1 and 10 presented as written numerals.

### Operations and Algebraic Thinking

#### Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.

K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics in the problem -- this applies wherever drawings are mentioned in the Standards.)

K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

K.OA.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.5: Fluently add and subtract within 5.

### Number and Operations in Base Ten

#### Working with numbers 11 – 19 to gain foundations for place value.

K.NBT.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

### Measurement and Data

#### Describe and compare measurable attributes.

K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

#### Classify objects and count the number of objects in each category.

K.MD.3: Classify objects or people into given categories; count the numbers in each category and sort the categories by count. (Note: Limit category counts to be less than or equal to 10.)

### Geometry

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

K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

K.G.2: Correctly name shapes regardless of their orientations or overall size.

K.G.3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

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

K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.6: Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

## Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

# First Grade Standards

## 1. **Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20**

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

## 2. **Developing understanding of whole number relationship and place value, including grouping in tens and ones**

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

## 3. **Developing understanding of linear measurement and measuring lengths as iterating length units**

- Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement. (Note: students should apply the principle of transitivity of measurement to make direct comparisons, but they need not use this technical term.)

## 4. **Reasoning about attributes of, and composing and decomposing geometric shapes**

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

## **Operations and Algebraic Thinking**

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

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

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

- 1.OA.3: Apply properties of operations as strategies to add and subtract. (Note: Students need not use formal terms for these properties.)  
*Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)*
- 1.OA.4: Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.*

### **Add and subtract within 20.**

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

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

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

## **Number and Operations in Base Ten**

### **Extend the counting sequence.**

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

### **Understand place value.**

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

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

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

## **Measurement and Data**

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

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

## **Tell and write time.**

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

### **Represent and interpret data.**

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

## **Geometry**

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

- 1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Note: Students do not need to learn formal names such as “right rectangular prism.”)
- 1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

## **Mathematical Practices**

- Make sense of problems and persevere in solving them.**
- Reason abstractly and quantitatively.**
- Construct viable arguments and critique the reasoning of others.**
- Model with mathematics.**
- Use appropriate tools strategically.**
- Attend to precision.**
- Look for and make use of structure.**
- Look for and express regularity in repeated reasoning.**

## Second Grade Standards

### 1. Extending understanding of base-ten notation

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

### 2. Building fluency with addition and subtraction

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

### 3. Using standard units of measure

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

### 4. Describing and analyzing shapes

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

## Operations and Algebraic Thinking

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

- 2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 1.)

### Add and subtract within 20.

- 2.OA.2: Fluently add and subtract within 20 using mental strategies. (Note: See standard 1.OA.6 for a list of mental strategies). By end of Grade 2, know from memory all sums of two one-digit numbers.

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

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

## Number and Operations in Base Ten

### Understand place value.

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

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

- 2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.8: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.)

## Measurement and Data

### Measure and estimate lengths in standard units.

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

### Relate addition and subtraction to length.

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

## Work with time and money.

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

## Represent and interpret data.

- 2.MD.9: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- 2.MD.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. (Note: See Glossary, Table 1.)

## Geometry

### Reason with shapes and their attributes.

- 2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Note: Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- 2.G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

## Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## Third Grade – Standards

### 1. Developing understanding of multiplication and division and strategies for multiplication and division within 100

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

### 2. Developing understanding of fractions, especially unit fractions (fractions with numerator 1)

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

### 3. Developing understanding of the structure of rectangular arrays and of area

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

### 4. Describing and analyzing two-dimensional shapes

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

### Operations and Algebraic Thinking

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

- 3.OA.1: Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .
- 3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .

- 3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 2.)
- 3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = \square \div 3$ ,  $6 \times 6 = ?$ .

#### Understand properties of multiplication and the relationship between multiplication and division.

- 3.OA.5: Apply properties of operations as strategies to multiply and divide. (Note: Students need not use formal terms for these properties.) Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)
- 3.OA.6: Understand division as an unknown-factor problem. For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.

#### Multiply and divide within 100.

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

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

- 3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Note: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order -- Order of Operations.)
- 3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

### Number and Operations in Base Ten

#### Use place value understanding and properties of operations to perform multi-digit arithmetic. (Note: A range of algorithms may be used.)

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

### Number and Operations - Fractions

#### Develop understanding of fractions as numbers.

Note: Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

- 3.NF.1: Understand a fraction  $\frac{1}{b}$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ .

- 3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- a. Represent a fraction  $\frac{1}{b}$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $\frac{1}{b}$  and that the endpoint of the part based at 0 locates the number  $\frac{1}{b}$  on the number line.
- b. Represent a fraction  $\frac{a}{b}$  on a number line diagram by marking off  $a$  lengths  $\frac{1}{b}$  from 0. Recognize that the resulting interval has size  $\frac{a}{b}$  and that its endpoint locates the number  $\frac{a}{b}$  on the number line.

- 3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

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

### Measurement and Data

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

- 3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- 3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Note: Excludes compound units such as  $\text{cm}^3$  and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Note: Excludes multiplicative comparison problems -- problems involving notions of “times as much”; see Glossary, Table 2.)

#### Represent and interpret data.

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

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

- 3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.
- a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
- b. A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.

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

- 3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.
- a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
- b. A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.
- 3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- 3.MD.7: Relate area to the operations of multiplication and addition.
- a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.
- d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

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

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

### Geometry

#### Reason with shapes and their attributes.

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

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Fourth Grade – Standards

### 1. **Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends**

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

### 2. **Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, multiplication of fractions by whole numbers**

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

### 3. **Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry**

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

### **Operations and Algebraic Thinking**

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

- 4.OA.1: Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 4.OA.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (Note: See Glossary, Table 2.)

- 4.OA.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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

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

#### **Generate and analyze patterns.**

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

**Number and Operations in Base Ten** *Note: Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.*

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

- 4.NBT.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division.*

- 4.NBT.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

- 4.NBT.3: Use place value understanding to round multi-digit whole numbers to any place.

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

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

**Number and Operations – Fractions** - *Note: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, & 100.*

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

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

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

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

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

- 4.NF.5: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express  $3/10$  as  $30/100$ , and add  $3/10 + 4/100 = 34/100$ . (Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)*
- 4.NF.6: Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite  $0.62$  as  $62/100$ ; describe a length as  $0.62$  meters; locate  $0.62$  on a number line diagram.*
- 4.NF.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.

### **Measurement and Data**

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

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

- 4.MD.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

- 4.MD.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

#### **Represent and interpret data.**

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

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

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

### **Geometry**

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

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

## Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

## Fifth Grade – Standards

### 1. Developing fluency with addition and subtraction of fractions, developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)

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

### 2. Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operation

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

### 3. Developing understanding of volume

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

#### Operations and Algebraic Thinking

##### Write and interpret numerical expressions.

- 5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- 5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.*

##### Analyze patterns and relationships.

- 5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one*

#### Number and Operations in Base Ten

##### Understand the place value system.

- 5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- 5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- 5.NBT.3: Read, write, and compare decimals to thousandths.
- Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .
  - Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

- 5.NBT.4: Use place value understanding to round decimals to any place.

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

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

#### Number and Operations - Fractions

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

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

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

- 5.NF.3: Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret  $3/4$  as the result of dividing 3 by 4, noting that  $3/4$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

- 5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- Interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . *For example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = ac/bd$ .)*
  - Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- 5.NF.5: Interpret multiplication as scaling (resizing), by:
- Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
  - Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.

- 5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

- 5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Note: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)
- Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .
  - Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .
  - Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?

#### Measurement and Data

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

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

##### Represent and interpret data.

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

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

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

#### Geometry

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

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

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

- 5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
- 5.G.4: Classify two-dimensional figures in a hierarchy based on properties.

## Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

# Sixth Grade Standards

## 1. **Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems**

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

## 2. **Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers**

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

## 3. **Writing, interpreting, and using expressions and equations**

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

## 4. **Developing understanding of statistical thinking**

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

### **Ratios and Proportional Relationships**

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

6.RP.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

6.RP.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. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $3/4$  cup of flour for each cup of sugar." "We paid \$75 for 15*

*hamburgers, which is a rate of \$5 per hamburger."* (Note: Expectations for unit rates in this grade are limited to non-complex fractions.)

- 6.RP.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.
- Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
  - Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
  - 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.
  - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

### **The Number System**

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

6.NS.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. *For example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi?*

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

6.NS.2: Fluently divide multi-digit numbers using the standard algorithm.

6.NS.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

6.NS.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. *For example, express  $36 + 8$  as  $4(9 + 2)$ .*

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

6.NS.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.

6.NS.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.

- 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.
- 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.
- 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.

6.NS.7: Understand ordering and absolute value of rational numbers.

- Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example,*

*interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right.*

- Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write  $-3^\circ C > -7^\circ C$  to express the fact that  $-3^\circ C$  is warmer than  $-7^\circ C$ .*
  - Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.*
  - Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than  $-30$  dollars represents a debt greater than 30 dollars.*
- 6.NS.8: Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

### **Expressions and Equations**

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

6.EE.1: Write and evaluate numerical expressions involving whole-number exponents.

6.EE.2: Write, read, and evaluate expressions in which letters stand for numbers.

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

6.EE.3: Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ .*

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

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

6.EE.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.EE.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.EE.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 nonnegative rational numbers.

6.EE.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.

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

6.EE.9: Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one

quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.*

### **Geometry**

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

6.G.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.

6.G.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.

6.G.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.

6.G.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.

#### **Develop understanding of statistical variability.**

6.SP.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*

6.SP.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.

6.SP.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.

#### **Summarize and describe distributions.**

6.SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6.SP.5: Summarize numerical data sets in relation to their context, such as by:

- Reporting the number of observations.
- Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- 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.
- 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.

## Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## Seventh Grade Standards

### 1. Developing understanding of and applying proportional relationships

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

### 2. Developing understanding of operations with rational numbers and working with expressions and linear equations

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

### 3. Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume

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

### 4. Drawing inferences about populations based on samples

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

### Ratio and Proportional Relationships

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

7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction (1/2)/(1/4) miles per hour, equivalently 2 miles per hour.*

7.RP.2: Recognize and represent proportional relationships between quantities.

- 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.

- Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- Represent proportional relationships by equations. *For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ .*
- 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.

7.RP.3: Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

### The Number System

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

- 7.NS.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.
- Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
  - Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
  - 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.
  - Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.2: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

- Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
- 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.
- Apply properties of operations as strategies to multiply and divide rational numbers.
- 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.

7.NS.3: Solve real-world and mathematical problems involving the four operations with rational numbers. (NOTE: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

### Expressions and Equations

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

7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

7.EE.2: Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example,  $a + 0.05a = 1.05a$  means that "increase by 5%" is the same as "multiply by 1.05."*

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

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

7.EE.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

a. Solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*

b. Solve word problems leading to inequalities of the form  $px + q > r$  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. *For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.*

### Geometry

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

7.G.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.

7.G.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.

7.G.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.

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

7.G.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.

7.G.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.

7.G.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.

### Statistics and Probability

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

7.SP.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.

7.SP.2: Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

#### Draw informal comparative inferences about two populations.

7.SP.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. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer*

*team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*

7.SP.4: Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

#### Investigate chance processes and develop, use, and evaluate probability models.

7.SP.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.SP.6: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*

7.SP.7: Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*

b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*

7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

- Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- 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.
- Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

## Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## Eighth Grade Standards

### 1. **Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations**

- Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ( $y/x = m$  or  $y = mx$ ) as special linear equations ( $y = mx + b$ ), understanding that the constant of proportionality ( $m$ ) is the slope, and the graphs are lines through the origin. They understand that the slope ( $m$ ) of a line is a constant rate of change, so that if the input or  $x$ -coordinate changes by an amount  $A$ , the output or  $y$ -coordinate changes by the amount  $m \cdot A$ . Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and  $y$ -intercept) in terms of the situation.
- Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

### 2. **Grasping the concept of a function and using functions to describe quantitative relationships**

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

### 3. **Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem**

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

## The Number System

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

- 8.NS.1: Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.
- 8.NS.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.,  $\sqrt{2}$ ). For example, by truncating the decimal expansion of  $\sqrt{2}$ , show that  $\sqrt{2}$  is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

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

- 8.EE.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .
- 8.EE.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.
- 8.EE.3: Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as  $3 \times 10^8$  and the population of the world as  $7 \times 10^9$ , and determine that the world population is more than 20 times larger.
- 8.EE.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.

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

- 8.EE.5: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
- 8.EE.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  $b$ .

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

- 8.EE.7: Solve linear equations in one variable.
- Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
  - Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
- 8.EE.8: Analyze and solve pairs of simultaneous linear equations.
- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

- Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.
- Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

## Functions

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

- 8.F.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. (Note: Function notation is not required in Grade 8.)
- 8.F.2: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
- 8.F.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. For example, the function  $A = s^2$  giving the area of a square as a function of its side length is not linear because its graph contains the points (1, 1), (2, 4) and (3, 9), which are not on a straight line.

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

- 8.F.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.
- 8.F.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

## Geometry

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

- 8.G.1: Verify experimentally the properties of rotations, reflections, and translations:
- Lines are taken to lines, and line segments to line segments of the same length.
  - Angles are taken to angles of the same measure.
  - Parallel lines are taken to parallel lines.
- 8.G.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.
- 8.G.3: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
- 8.G.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.

- 8.G.5: Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

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

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

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

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

## Statistics and Probability

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

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

## Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## Traditional Pathway Algebra I, Model from Common Core Mathematics Appendix A

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Critical Area 1:** By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

**Critical Area 2:** In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

**Critical Area 3:** This unit builds upon prior students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

**Critical Area 4:** In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

**Critical Area 5:** In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined.

### Unit 1: Relationship between Quantities and Reasoning with Equations

By the end of eighth grade students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. This unit builds on these earlier experiences by asking students to analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. All of this work is grounded on understanding quantities and on relationships between them.

| Kentucky Core Academic Standards  | Clusters with Instructional Notes   |
|---|---|
| N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.<br>N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.<br>N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.<br>A.SSE.1 Interpret expressions that represent a quantity in terms of its context. ★<br>a. Interpret parts of an expression, such as terms, factors, and coefficients.<br>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i> | Reason quantitatively and use units to solve problems.<br><i>Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.</i>   |
| A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i><br>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.<br>A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i><br>A.CED.4 Rearrange formulas to highlight a quantity of interest,  | Interpret the structure of expressions.<br><i>Limit to linear expressions and to exponential expressions with integer exponents.</i><br><br>Create equations that describe numbers or relationships.<br><br><i>Limit A.CED.1 and A.CED.2 to linear and exponential equations, and, in the case of exponential equations, limit to situations requiring evaluation of exponential functions at integer inputs. Limit A.CED.3 to linear equations and inequalities. Limit A.CED.4 to formulas which are linear in the variable of interest.</i> |

using the same reasoning as in solving equations. *For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .*  
A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Understand solving equations as a process of reasoning and explain the reasoning. *Students should focus on and master A.REI.1 for linear equations and be able to extend and apply their reasoning to other types of equations in future courses. Students will solve exponential equations with logarithms in Algebra II.*

Solve equations and inequalities in one variable. *Extend earlier work with solving linear equations to solving linear inequalities in one variable and to solving literal equations that are linear in the variable being solved for. Include simple exponential equations that rely only on application of the laws of exponents, such as  $5x=125$  or  $2x=1/16$ .*

### Unit 2: Linear and Exponential Relations

In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They move beyond viewing functions as processes that take inputs and yield outputs and start viewing functions as objects in their own right. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. They work with functions given by graphs and tables, keeping in mind that, depending upon the context, these representations are likely to be approximate and incomplete. Their work includes functions that can be described or approximated by formulas as well as those that cannot. When functions describe relationships between quantities arising from a context, students reason with the units in which those quantities are measured. Students explore systems of equations and inequalities, and they find and interpret their solutions. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

| Kentucky Core Academic Standards   | Clusters with Instructional Notes  |
|--|--|
| N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define <math>5^{1/3}</math> to be the cube root of 5 because we want <math>(5^{1/3})^3 = 5(1/3)^3</math> to hold, so <math>(5^{1/3})^3</math> must equal 5.</i><br>N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.<br>A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.<br>A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.   | Extend the properties of exponents to rational exponents.<br><i>In implementing the standards in curriculum, these standards should occur before discussing exponential functions with continuous domains. Solve systems of equations. Build on student experiences graphing and solving systems of linear equations from middle school to focus on justification of the methods used. Include cases where the two equations describe the same line (yielding infinitely many solutions) and cases where two equations describe parallel lines (yielding no solution); connect to GPE.5 when it is taught in Geometry, which requires students to prove the slope criteria for parallel lines. Represent and solve equations and inequalities graphically.</i> |
| A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).<br>A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★<br>A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. | <i>For A.REI.10, focus on linear and exponential equations and be able to adapt and apply that learning to other types of equations in future courses. For A.REI.11, focus on cases where <math>f(x)</math> and <math>g(x)</math> are linear or exponential.</i>   |
| F.IF.1 Understand that a function from one set (called the domain) to  | Understand the concept of a function and use function notation.  |

another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .

F.IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$ .*

F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*  
F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.* ★

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

F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

F.BF.1 Write a function that describes a relationship between two quantities. ★

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*

F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. ★

F.BF.3 Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*

F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.

a. Prove that linear functions grow by equal differences over equal intervals; and that exponential functions grow by equal factors over equal intervals.

b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

*Students should experience a variety of types of situations modeled by functions. Detailed analysis of any particular class of functions at this stage is not advised. Students should apply these concepts throughout their future mathematics courses.*

*Draw examples from linear and exponential functions. In F.IF.3, draw connection to F.BF.2, which requires students to write arithmetic and geometric sequences. Emphasize arithmetic and geometric sequences as examples of linear and exponential functions.*

*Interpret functions that arise in applications in terms of a context. For F.IF.4 and 5, focus on linear and exponential functions. For F.IF.6, focus on linear functions and exponential functions whose domain is a subset of the integers. Unit 5 in this course and the Algebra II course address other types of functions.*

Analyze functions using different representations.

*For F.IF.7a, 7e, and 9 focus on linear and exponentials functions. Include comparisons of two functions presented algebraically. For example, compare the growth of two linear functions, or two exponential functions such as  $y=3n$  and  $y=1002$*

Build a function that models a relationship between two quantities. *Limit to F.BF.1a, 1b, and 2 to linear and exponential functions.*

*In F.BF.2, connect arithmetic sequences to linear functions and geometric sequences to exponential functions.*

Build new functions from existing functions.

*Focus on vertical translations of graphs of linear and exponential functions. Relate the vertical translation of a linear function to its y-intercept. While applying other transformations to a linear graph is appropriate at this level, it may be difficult for students to identify or distinguish between the effects of the other transformations included in this standard.*

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

*For F.LE.3, limit to comparisons between linear and exponential models. In constructing linear*

|   |  |
|---|--|
| F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).<br>F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.<br>F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context. | <i>functions in F.LE.2, draw on and consolidate previous work in Grade 8 on finding equations for lines and linear functions (8.EE.6, 8.F.4).</i><br>1<br>Interpret expressions for functions in terms of the situation they model.<br><i>Limit exponential functions to those of the form <math>f(x) = bx + k</math>.</i> |
|---|--|

**Unit 3: Descriptive Statistics**

Experience with descriptive statistics began as early as Grade 6. Students were expected to display numerical data and summarize it using measures of center and variability. By the end of middle school they were creating scatterplots and recognizing linear trends in data. This unit builds upon that prior experience, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

| Kentucky Core Academic Standards   | Clusters with Instructional Notes   |
|--|---|
| S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).<br>S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.<br>S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).<br>S.ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.<br>S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.<br>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.</i><br>b. Informally assess the fit of a function by plotting and analyzing residuals.<br>c. Fit a linear function for a scatter plot that suggests a linear association.<br>S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.<br>S.ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.<br>S.ID.9 Distinguish between correlation and causation. | Summarize, represent, and interpret data on a single count or measurement variable.<br><i>In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</i><br>Summarize, represent, and interpret data on two categorical and quantitative variables.<br><i>Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals. S.ID.6b should be focused on linear models, but may be used to preview quadratic functions in Unit 5 of this course.</i><br>Interpret linear models.<br><i>Build on students' work with linear relationships in eighth grade and introduce the correlation coefficient. The focus here is on the computation and interpretation of the correlation coefficient as a measure of how well the data fit the relationship. The important distinction between a statistical relationship and a cause and effect relationship arises in S.ID.9.</i> |

**Unit 4: Expressions and Equations**

In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

| Kentucky Core Academic Standards  | Clusters with Instructional Notes  |
|---|--|
| A.SSE.1 Interpret expressions that represent a quantity in terms of its context.<br>a. Interpret parts of an expression, such as terms, factors, and coefficients.<br>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i><br>A.SSE.2 Use the structure of an expression to identify ways to rewrite it. <i>For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i> | Interpret the structure of expressions.<br><i>Focus on quadratic and exponential expressions. For A.SSE.1b, exponents are extended from the integer exponents found in Unit 1 to rational exponents focusing on those that represent square or cube roots.</i><br><br>Write expressions in equivalent forms to solve problems. |

|  |   |
|--|---|
| A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.<br>a. Factor a quadratic expression to reveal the zeros of the function it defines.<br>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.<br>c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression <math>1.15t</math> can be rewritten as <math>(1.151/12)^{12t} \approx 1.012^{12t}</math> to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i><br>A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | <i>It is important to balance conceptual understanding and procedural fluency in work with equivalent expressions. For example, development of skill in factoring and completing the square goes hand-in-hand with understanding what different forms of a quadratic expression reveal.</i> |
|--|---|

|  |  |
|--|--|
| Perform arithmetic operations on polynomials.<br><i>Focus on polynomial expressions that simplify to forms that are linear or quadratic in a positive integer power of <math>x</math>.</i> | Create equations that describe numbers or relationships.<br><i>Extend work on linear and exponential equations in Unit 1 to quadratic equations. Extend A.CED.4 to formulas involving squared variables.</i> Solve equations and inequalities in one variable.<br><i>Students should learn of the existence of the complex number system, but will not solve quadratics with complex solutions until Algebra II.</i> Solve equations and inequalities in one variable.<br><i>Students should learn of the existence of the complex number system, but will not solve quadratics with complex solutions until Algebra II.</i> |
|--|--|

|   |  |
|---|--|
| A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i><br>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.<br>A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law <math>V = IR</math> to highlight resistance <math>R</math>.</i><br>A.REI.4 Solve quadratic equations in one variable.<br>a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.<br>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ . |  |
|---|--|

|   |  |
|---|--|
| A.REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line <math>y = -3x</math> and the circle <math>x^2 + y^2 = 3</math>.</i> | Solve systems of equations.<br><i>Include systems consisting of one linear and one quadratic equation. Include systems that lead to work with fractions. For example, finding the intersections between <math>x^2 + y^2 = 1</math> and <math>y = (x+1)/2</math> leads to the point <math>(3/5, 4/5)</math> on the unit circle, corresponding to the Pythagorean triple <math>3^2 + 4^2 = 5^2</math>.</i> |
|---|--|

|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|

**Unit 5: Quadratic Functions and Modeling**

In preparation for work with quadratic relationships students explore distinctions between rational and irrational numbers. They consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students learn that when quadratic equations do not have real solutions the number system must be extended so that solutions exist, analogous to the way in which extending the whole numbers to the negative numbers allows  $x+1 = 0$  to have a solution. Formal work with complex numbers comes in Algebra II. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined.

| Kentucky Core Academic Standards   | Clusters with Instructional Notes  |
|--|--|
| N.RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.<br>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> | Use properties of rational and irrational numbers.<br><i>Connect N.RN.3 to physical situations, e.g., finding the perimeter of a square of area 2.</i><br><br>Interpret functions that arise in applications in terms of a context.<br><i>Focus on quadratic functions; compare with linear and exponential functions studied in Unit 2.</i> |

|   |  |
|---|--|
| F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.</i> ★<br>F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. |  |
|---|--|

|  |   |
|--|---|
| F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★<br>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.<br>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.<br>F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. ★<br>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.<br>b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>, <math>y = (0.97)^t</math>, <math>y = (1.01)^{12t}</math>, <math>y = (1.2)^{t/10}</math>, and classify them as representing exponential growth or decay.</i><br>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i><br>F.BF.1 Write a function that describes a relationship between two quantities.*<br>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.<br>b. Combine standard function types using arithmetic operations.<br><i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i> | Analyze functions using different representations.<br><i>For F.IF.7b, compare and contrast absolute value, step and piecewise defined functions with linear, quadratic, and exponential functions. Highlight issues of domain, range, and usefulness when examining piecewise defined functions. Note that this unit, and in particular in F.IF.8b, extends the work begun in Unit 2 on exponential functions with integer exponents.</i> |
|--|---|

|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
| F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i><br>F.BF.4 Find inverse functions.<br>a. Solve an equation of the form $f(x) = c$ for a simple function $f$ that has an inverse and write an expression for the inverse. <i>For example, <math>f(x) = 2x^3</math> or <math>f(x) = (x+1)/(x-1)</math> for <math>x \neq 1</math>.</i><br>F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. | Build a function that models a relationship between two quantities.<br><i>Focus on situations that exhibit a quadratic relationship.</i> |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|

**Mathematical Practices**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Traditional Pathway Geometry, Model from Common Core Mathematics Appendix A

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows.

**Critical Area 1:** In previous grades, students were asked to draw triangles based on given measurements.

They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems—using a variety of formats—and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

**Critical Area 2:** Students apply their earlier experience with dilations and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles, building on students' work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles.

**Critical Area 3:** Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.

**Critical Area 4:** Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

**Critical Area 5:** In this unit students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas and between two circles.

**Critical Area 6:** Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions

### Unit 1: Congruence, Proof, and Constructions

In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems—using a variety of formats—and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

| Kentucky Core Academic Standards  | Clusters with Instructional Notes  |
|---|--|
| G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.  | Experiment with transformations in the plane.  |
| G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). | <i>Build on student experience with rigid motions from earlier grades. Point out the basis of rigid motions in geometric concepts, e.g., translations move points a specified distance along a line parallel to a specified line; rotations move objects along a circular arc with a specified center through a specified angle.</i> |
| G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.   |  |

G.CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G.CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

G.CO.9 Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*

G.CO.10 Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*

G.CO.11 Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*

G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Understand congruence in terms of rigid motions. *Rigid motions are at the foundation of the definition of congruence. Students reason from the basic properties of rigid motions (that they preserve distance and angle), which are assumed without proof. Rigid motions and their assumed properties can be used to establish the usual triangle congruence criteria, which can then be used to prove other theorems. Prove geometric theorems.*

*Encourage multiple ways of writing proofs, such as in narrative paragraphs, using flow diagrams, in two-column format, and using diagrams without words. Students should be encouraged to focus on the validity of the underlying reasoning while exploring a variety of formats for expressing that reasoning.*

*Implementation of G.CO.10 may be extended to include concurrence of perpendicular bisectors and angle bisectors as preparation for G.C.3 in Unit 5.*

Make geometric constructions.

*Build on prior student experience with simple constructions. Emphasize the ability to formalize and explain how these constructions result in the desired objects.*

*Some of these constructions are closely related to previous standards and can be introduced in conjunction with them.*

### Unit 2: Similarity, Proof and Trigonometry

Students apply their earlier experience with dilations and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles.

| Kentucky Core Academic Standards  | Clusters with Instructional Notes                             |
|---|---|
| G.SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor. <ul style="list-style-type: none"> <li>a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.</li> <li>b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</li> </ul> | Understand similarity in terms of similarity transformations. |
| G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.  |   |
| G.SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.   |   |
| G.SRT.4 Prove theorems about triangles. <i>Theorems include: a line parallel to one side of a triangle divides the other two proportionally,</i>  | Prove theorems involving similarity.                          |

*and conversely; the Pythagorean Theorem proved using triangle similarity.*

G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G.SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G.SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.

G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★

G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ★

G.MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★

G.MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). ★

G.SRT.9 (+) Derive the formula  $A = 1/2 ab \sin(C)$  for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

G.SRT.10 (+) Prove the Laws of Sines and Cosines and use them to solve problems.

G.SRT.11 (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Define trigonometric ratios and solve problems involving right triangles.

Apply geometric concepts in modeling situations.

*Focus on situations well modeled by trigonometric ratios for acute angles*

Apply trigonometry to general triangles. *With respect to the general case of the Laws of Sines and Cosines, the definitions of sine and cosine must be extended to obtuse angles.*

### Unit 3: Extending to Three Dimension

Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.

| Kentucky Core Academic Standards   | Clusters with Instructional Notes   |
|--|---|
| G.GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. <i>Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i> | Explain volume formulas and use them to solve problems. <i>Informal arguments for area and volume formulas can make use of the way in which area and volume scale under similarity transformations: when one figure in the plane results from another by applying a similarity transformation with scale factor k, its area is k<sup>2</sup> times the area of the first. Similarly, volumes of solid figures scale by k<sup>3</sup> under a similarity transformation with scale factor k.</i> |
| G.GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. ★   | Visualize the relation between two dimensional and three-dimensional objects  |
| G.GMD.4 Identify the shapes of two-dimensional cross-sections of three dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.  | Apply geometric concepts in modeling situations.  |
| G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ★  | <i>Focus on situations that require relating two- and three-dimensional objects, determining and using volume, and the trigonometry of general triangles</i>  |

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Unit 4: Connecting Algebra and Geometry Through Coordinates**

Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

| Kentucky Core Academic Standards  | Clusters with Instructional Notes  |
|---|--|
| <p>G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).</i></p> <p>G.GPE.5 Prove the slope criteria for parallel and perpendicular lines and uses them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p> <p>G.GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p> <p>G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. ★</p> | <p>Use coordinates to prove simple geometric theorems algebraically. <i>This unit has a close connection with the next unit. For example, a curriculum might merge G.GPE.1 and the Unit 5 treatment of G.GPE.4 with the standards in this unit. Reasoning with triangles in this unit is limited to right triangles; e.g., derive the equation for a line through two points using similar right triangles. Relate work on parallel lines in G.GPE.5 to work on A.REI.5 in High School Algebra I involving systems of equations having no solution or infinitely many solutions. G.GPE.7 provides practice with the distance formula and its connection with the Pythagorean theorem.</i></p> <p>Translate between the geometric description and the equation for a conic section. <i>The directrix should be parallel to a coordinate axis.</i></p> |
| <p>G.GPE.2 Derive the equation of a parabola given a focus and directrix.</p>   |  |

**Mathematical Practices**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Unit 5: Circles With and Without Coordinates**

In this unit, students prove basic theorems about circles, with particular attention to perpendicularity and inscribed angles, in order to see symmetry in circles and as an application of triangle congruence criteria. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations to determine intersections between lines and circles or parabolas and between two circles.

| Kentucky Core Academic Standards  | Clusters with Instructional Notes  |
|---|--|
| <p>G.C.1 Prove that all circles are similar.</p> <p>G.C.2 Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i></p> <p>G.C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</p> <p>G.C.4 (+) Construct a tangent line from a point outside a given circle to the circle.</p> | <p>Understand and apply theorems about circles.</p> <p>Find arc lengths and areas of sectors of circles. <i>Emphasize the similarity of all circles. Note that by similarity of sectors with the same central angle, arc lengths are proportional to the radius. Use this as a basis for introducing radian as a unit of measure. It is not intended that it be applied to the development of circular trigonometry in this course</i></p> <p>Translate between the geometric description and the equation for a conic section.</p> <p>Use coordinates to prove simple geometric theorems algebraically. <i>Include simple proofs involving circles.</i></p> |
| <p>G.C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.</p>   | <p>Apply geometric concepts in modeling situations. <i>Focus on situations in which the analysis of circles is required.</i></p>   |
| <p>G.GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.</p> <p>G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).</i></p>  |  |
| <p>G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p>  |  |

**Unit 6: Applications of Probability ★**

Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions.

| Kentucky Core Academic Standards   | Clusters with Instructional Notes  |
|--|--|
| <p>S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).</p> <p>S.CP.2 Understand that two events <i>A</i> and <i>B</i> are independent if the probability of <i>A</i> and <i>B</i> occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p> <p>S.CP.3 Understand the conditional probability of <i>A</i> given <i>B</i> as <math>P(A \text{ and } B)/P(B)</math>, and interpret independence of <i>A</i> and <i>B</i> as saying that the conditional probability of <i>A</i> given <i>B</i> is the same as the probability of <i>A</i>, and the conditional probability of <i>B</i> given <i>A</i> is the same as the probability of <i>B</i>.</p> <p>S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i></p> <p>S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i></p> <p>S.CP.6 Find the conditional probability of <i>A</i> given <i>B</i> as the fraction of <i>B</i>'s outcomes that also belong to <i>A</i>, and interpret the answer in terms of the model.</p> <p>S.CP.7 Apply the Addition Rule, <math>P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)</math>, and interpret the answer in terms of the model.</p> <p>S.CP.8 (+) Apply the general Multiplication Rule in a uniform probability model, <math>P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)</math>, and interpret the answer in terms of the model.</p> <p>S.CP.9 (+) Use permutations and combinations to compute probabilities of compound events and solve problems.</p> <p>S.MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).</p> <p>S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p> | <p>Understand independence and conditional probability and use them to interpret data. <i>Build on work with two-way tables from Algebra I Unit 3 (S.ID.5) to develop understanding of conditional probability and independence.</i></p> <p>Use the rules of probability to compute probabilities of compound events in a uniform probability model.</p> <p>Use probability to evaluate outcomes of decisions. <i>This unit sets the stage for work in Algebra II, where the ideas of statistical inference are introduced. Evaluating the risks associated with conclusions drawn from sample data (i.e. incomplete information) requires an understanding of probability concepts.</i></p> |

## Traditional Pathway Algebra II, Model from Common Core Mathematics Appendix A

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.2 Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows:

**Critical Area 1:** This unit develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

**Critical Area 2:** Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena.

**Critical Area 3:** In this unit students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as “*the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions*” is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.

**Critical Area 4:** In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data—including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.

### Unit 1: Polynomial, Rational and Radical Relations

This unit develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. Rational numbers extend the arithmetic of integers by allowing division by all numbers except 0. Similarly, rational expressions extend the arithmetic of polynomials by allowing division by all polynomials except the zero polynomial. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

| Kentucky Core Academic Standards   | Clusters with Instructional Notes                           |
|--|---|
| N.CN.1 Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.   | Perform arithmetic operations with complex numbers.         |
| N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.   |   |
| N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.   | Use complex numbers in polynomial identities and equations. |
| N.CN.8 (+) Extend polynomial identities to the complex numbers. <i>For example, rewrite <math>x^2 + 4</math> as <math>(x + 2i)(x - 2i)</math>.</i>   |   |
| N.CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.  | Interpret the structure of expressions.                     |
| A.SSE.1 Interpret expressions that represent a quantity in terms of its context. <ul style="list-style-type: none"> <li>a. Interpret parts of an expression, such as terms, factors, and coefficients.</li> <li>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i></li> </ul> |   |
| A.SSE.2 Use the structure of an expression to identify ways to rewrite it. <i>For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus</i>  |   |

*recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .*

A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.* ★

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

A.APR.2 Know and apply the Remainder Theorem: For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ .

A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

A.APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity  $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$  can be used to generate Pythagorean triples.

A.APR.5 (+) Know and apply the Binomial Theorem for the expansion of  $(x + y)^n$  in powers of  $x$  and  $y$  for a positive integer  $n$ , where  $x$  and  $y$  are any numbers, with coefficients determined for example by Pascal’s Triangle.

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

A.APR.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

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

F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★

- c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

Write expressions in equivalent forms to solve problems.

*Consider extending A.SSE.4 to infinite geometric series in curricular implementations of this course description.*

Perform arithmetic operations on polynomials.

*Extend beyond the quadratic polynomials found in Algebra I.*

Understand the relationship between zeros and factors of polynomials.

Use polynomial identities to solve problems. *This cluster has many possibilities for optional enrichment, such as relating the example in A.APR.4 to the solution of the system  $u^2 + v^2 = 1$ ,  $v = t(u + 1)$ , relating the Pascal triangle property of binomial coefficients to  $(x + y)^{n+1} = (x + y)(x + y)^n$ , deriving explicit formulas for the coefficients, or proving the binomial theorem by induction.*

Rewrite rational expressions

*The limitations on rational functions apply to the rational expressions in A.APR.6. A.APR.7 requires the general division algorithm for polynomials.*

Rewrite rational expressions

*The limitations on rational functions apply to the rational expressions in A.APR.6. A.APR.7 requires the general division algorithm for polynomials.*

Understand solving equations as a process of reasoning and explain the reasoning. *Extend to simple rational and radical equations.*

Represent and solve equations and inequalities graphically. *Include combinations of linear, polynomial, rational, radical, absolute value, and exponential functions.*

Analyze functions using different representations.

*Relate F.IF.7c to the relationship between zeros of quadratic functions and their factored forms*

### Unit 2: Trigonometric Functions

Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena.

| Kentucky Core Academic Standards  | Clusters with Instructional Notes   |
|---|---|
| F.TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.  | Extend the domain of trigonometric functions using the unit circle.   |
| F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.                    |   |
| F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. ★   | Model periodic phenomena with trigonometric functions. Prove and apply trigonometric identities. <i>An Algebra II course with an additional focus on trigonometry could include the (+) standard F.TF.9: Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. This could be limited to acute angles in Algebra II.</i> |
| F.TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ , given $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ , and the quadrant of the angle. |   |

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### Unit 3: Modeling with Functions

In this unit students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. *The description of modeling as “the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions” is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.*

| Kentucky Core Academic Standards  | Clusters with Instructional Notes  |
|---|--|
| <p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm’s law <math>V = IR</math> to highlight resistance <math>R</math>.</i></p>   | <p>Create equations that describe numbers or relationships.<br/><i>For A.CED.1, use all available types of functions to create such equations, including root functions, but constrain to simple cases. While functions used in A.CED.2, 3, and 4 will often be linear, exponential, or quadratic the types of problems should draw from more complex situations than those addressed in Algebra I. For example, finding the equation of a line through a given point perpendicular to another line allows one to find the distance from a point to a line. Note that the example given for A.CED.4 applies to earlier instances of this standard, not to the current course.</i></p> <p>Interpret functions that arise in applications in terms of a context.<br/><i>Emphasize the selection of a model function based on behavior of data and context.</i></p> |
| <p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★</i></p> <p>F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function. ★</i></p> <p>F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★</p> <p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★</p> <p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> | <p>Analyze functions using different representations.<br/><i>Focus on applications and how key features relate to characteristics of a situation, making selection of a particular type of function model appropriate.</i></p>   |
| <p>F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p> <p>F.BF.1 Write a function that describes a relationship between two quantities. ★</p> <p>b. Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model..</i></p>   | <p>Build a function that models a relationship between two quantities.<br/><i>Develop models for more complex or sophisticated situations than in previous courses.</i></p>  |

|   |   |
|---|---|
| <p>F.BF.3 Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative); find the value of <math>k</math> given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>F.BF.4 Find inverse functions.</p> <p>a. Solve an equation of the form <math>f(x) = c</math> for a simple function <math>f</math> that has an inverse and write an expression for the inverse. <i>For example, <math>f(x) = 2x^3</math> or <math>f(x) = (x+1)/(x-1)</math> for <math>x \neq 1</math>.</i></p> | <p>Build new functions from existing functions.<br/><i>Use transformations of functions to find models as students consider increasingly more complex situations. For F.BF.3, note the effect of multiple transformations on a single graph and the common effect of each transformation across function types. Extend F.BF.4a to simple rational, simple radical, and simple exponential functions; connect F.BF.4a to F.LE.4. Construct and compare linear, quadratic, and exponential models and solve problems. Consider extending this unit to include the relationship between properties of logarithms and properties of exponents, such as the connection between the properties of exponents and the basic logarithm property that <math>\log xy = \log x + \log y</math>.</i></p> |
| <p>F.LE.4 For exponential models, express as a logarithm the solution to a <math>bct = d</math> where <math>a</math>, <math>c</math>, and <math>d</math> are numbers and the base <math>b</math> is 2, 10, or <math>e</math>; evaluate the logarithm using technology.</p>  |   |

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### Unit 4: Inferences and Conclusions from Data

In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data—including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.

| Kentucky Core Academic Standards  | Clusters with Instructional Notes   |
|---|---|
| <p>S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p>  | <p>Summarize, represent, and interpret data on a single count or measurement variable. <i>While students may have heard of the normal distribution, it is unlikely that they will have prior experience using it to make specific estimates. Build on students’ understanding of data distributions to help them see how the normal distribution uses area to make estimates of frequencies (which can be expressed as probabilities). Emphasize that only some data are well described by a normal distribution.</i></p>   |
| <p>S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>S.IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</i></p>  | <p>Understand and evaluate random processes underlying statistical experiments.<br/><i>For S.IC.2, include comparing theoretical and empirical results to evaluate the effectiveness of a treatment.</i></p> <p>Make inferences and justify conclusions from sample surveys, experiments, and observational studies. <i>In earlier grades, students are introduced to different ways of collecting data and use graphical displays and summary statistics to make comparisons. These ideas are revisited with a focus on how the way in which data is collected determines the scope and nature of the conclusions that can be drawn from that data. The concept of statistical significance is developed informally through simulation as meaning a result that is unlikely to have occurred solely as a result of random selection in sampling or random assignment in an experiment. For S.IC.4 and 5, focus on the variability of results from experiments—that is, focus on statistics as a way of dealing with, not eliminating, inherent randomness.</i></p> |
| <p>S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p> <p>S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>S.IC.6 Evaluate reports based on data.</p> | <p>Use probability to evaluate outcomes of decisions.<br/><i>Extend to more complex probability models. Include situations such as those involving quality control, or diagnostic tests that yield both false positive and false negative results.</i></p>  |
| <p>S.MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).</p> <p>S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>  |   |