**Area of Learning: MATHEMATICS Kindergarten**

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Numbers** represent quantities that can be decomposed into smaller parts. |  | One-to-one correspondence and a sense of 5 and 10 are essential for **fluency** with numbers. |  | Repeating elements in **patterns** can be identified. |  | Objects have **attributes** that can be described, measured, and compared. |  | **Familiar events** can be described as likely or unlikely and compared. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*Reasoning and analyzing* Use reasoning to explore and make connections
* **Estimate reasonably**
* Develop **mental math strategies** and abilities to make sense of quantities
* Use **technology** to explore mathematics
* **Model** mathematics in contextualized experiences

Understanding and solving* Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Develop and use **multiple strategies** to engage in problem solving
* Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing* **Communicate** mathematical thinking in many ways
* Use mathematical vocabulary and language to contribute to mathematical discussions
* **Explain and justify** mathematical ideas and decisions
* Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**

Connecting and reflecting* **Reflect** on mathematical thinking
* Connect mathematical concepts to each other and to **other areas and personal interests**
* **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts
 | *Students are expected to know the following:** **number concepts** to 10
* **ways to make 5**
* **decomposition** of numbers to 10
* **repeating patterns** with two or three elements
* **change in quantity to 10**, using concrete materials
* **equality as a balance** and inequality as an imbalance
* **direct** **comparative measurement** (e.g., linear, mass, capacity)
* **single attributes** of 2D shapes and 3D objects
* concrete or pictorial **graphs** as a visual tool
* likelihood of **familiar life events**
* **financial literacy** — attributes of coins, and financial role-play
 |

**Area of Learning: MATHEMATICS Grade 1**

**BIG IDEAS**

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| **Numbers** to 20 represent quantities that can be decomposed into 10s and 1s. |  | Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational **fluency**. |  | Repeating elements in **patterns** can be identified. |  | Objects and shapes have **attributes** that can be described, measured, and compared. |  | Concrete graphs help us to compare and interpret **data** and show one-to-one correspondence. |

**Learning Standards**

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| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*Reasoning and analyzing* Use reasoning to explore and make connections
* **Estimate reasonably**
* Develop **mental math strategies** and abilities to make sense of quantities
* Use **technology** to explore mathematics
* **Model** mathematics in contextualized experiences

Understanding and solving* Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Develop and use **multiple strategies** to engage in problem solving
* Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing* **Communicate** mathematical thinking in many ways
* Use mathematical vocabulary and language to contribute to mathematical discussions
* **Explain and justify** mathematical ideas and decisions
* Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**

Connecting and reflecting* **Reflect** on mathematical thinking
* Connect mathematical concepts to each other and to **other areas and personal interests**
* **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts
 | *Students are expected to know the following:** **number concepts to 20**
* **ways to make 10**
* **addition and subtraction to 20** (understanding of operation and process)
* **repeating patterns** with multiple elements and attributes
* **change in quantity to 20**, concretely and verbally
* meaning of **equality and inequality**
* **direct measurement** with non-standard units (non-uniform and uniform)
* comparison of **2D shapes and 3D objects**
* **concrete graphs**, using one-to-one correspondence
* likelihood of **familiar life events**, using comparative language
* **financial literacy** — values of coins, and monetary exchanges
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**Area of Learning: MATHEMATICS Grade 2**

**BIG IDEAS**

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| **Numbers** to 100 represent quantities that can be decomposed into 10s and 1s. |  | Development of computational **fluency** in addition and subtraction with numbers to 100 requires an understanding of place value. |  | The regular change in increasing **patterns** can be identified and used to make generalizations. |  | Objects and shapes have **attributes** that can be described, measured, and compared. |  | Concrete items can be represented, compared, and interpreted pictorially in **graphs**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*Reasoning and analyzing* Use reasoning to explore and make connections
* **Estimate reasonably**
* Develop **mental math strategies** and abilities to make sense of quantities
* Use **technology** to explore mathematics
* **Model** mathematics in contextualized experiences

Understanding and solving* Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Develop and use **multiple strategies** to engage in problem solving
* Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing* **Communicate** mathematical thinking in many ways
* Use mathematical vocabulary and language to contribute to mathematical discussions
* **Explain and justify** mathematical ideas and decisions
* Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**

Connecting and reflecting* **Reflect** on mathematical thinking
* Connect mathematical concepts to each other and to **other areas and personal interests**
* **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts
 | *Students are expected to know the following:** **number concepts to 100**
* **benchmarks** of 25, 50, and 100 and personal referents
* addition and subtraction **facts to 20** (introduction of computational strategies)
* **addition and subtraction to 100**
* repeating and increasing **patterns**
* **change in quantity**, using pictorial and symbolic representation
* symbolic representation of equality and inequality
* **direct linear measurement**, introducing standard metric units
* multiple attributes of **2D shapes and 3D objects**
* **pictorial representation** of concrete graphs, using one-to-one correspondence
* likelihood of **familiar life events**, using comparative language
* **financial literacy** — coin combinations to 100 cents, and spending and saving
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**Area of Learning: MATHEMATICS Grade 3**

**BIG IDEAS**

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| Fractions are a type of **number** that can represent quantities.  |  | Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.  |  | Regular increases and decreases in **patterns** can be identified and used to make generalizations. |  | Standard unitsare used to describe, measure, and compare **attributes** of objects’ shapes. |  | The likelihood of possible **outcomes** can be examined, compared, and interpreted. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*Reasoning and analyzing* Use reasoning to explore and make connections
* **Estimate reasonably**
* Develop **mental math strategies** and abilities to make sense of quantities
* Use **technology** to explore mathematics
* **Model** mathematics in contextualized experiences

Understanding and solving* Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Develop and use **multiple strategies** to engage in problem solving
* Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing* **Communicate** mathematical thinking in many ways
* Use mathematical vocabulary and language to contribute to mathematical discussions
* **Explain and justify** mathematical ideas and decisions
* Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**

Connecting and reflecting* **Reflect** on mathematical thinking
* Connect mathematical concepts to each other and to **other areas and personal interests**
* **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts
 | *Students are expected to know the following:** **number concepts to 1000**
* **fraction concepts**
* **addition and subtraction** to 1000
* addition and subtraction facts to 20 (emerging **computational fluency**)
* **multiplication and division** concepts
* increasing and decreasing **patterns**
* **pattern rules** using words and numbers, based on concrete experiences
* one-step addition and subtraction **equations** with an unknown number
* measurement, using **standard units** (linear, mass, and capacity)
* **time** concepts
* construction of **3D shapes**
* **one-to-one correspondence** with bar graphs, pictographs, charts, and tables
* likelihood of **simulated events**, using comparative language
* **financial literacy** — fluency with coins and bills to 100 dollars, and earning and payment
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**Area of Learning: MATHEMATICS Grade 4**

**BIG IDEAS**

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| Fractions and decimals are types of **numbers** that can represent quantities. |  | Development of computational **fluency** and multiplicative thinking requires analysis of patterns and relations in multiplication and division.  |  | Regular changes in **patterns** can be identified and represented using tools and tables. |  | Polygons are closed shapes with similar **attributes** that can be described, measured, and compared. |  | Analyzing and interpreting experiments in **data** probability develops an understanding of chance. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*Reasoning and analyzing* Use reasoning to explore and make connections
* **Estimate reasonably**
* Develop **mental math strategies** and abilities to make sense of quantities
* Use **technology** to explore mathematics
* **Model** mathematics in contextualized experiences

Understanding and solving* Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Develop and use **multiple strategies** to engage in problem solving
* Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing* **Communicate** mathematical thinking in many ways
* Use mathematical vocabulary and language to contribute to mathematical discussions
* **Explain and justify** mathematical ideas and decisions
* Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**

Connecting and reflecting* **Reflect** on mathematical thinking
* Connect mathematical concepts to each other and to **other areas and personal interests**
* **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts
 | *Students are expected to know the following:** **number concepts** to 10 000
* **decimals to hundredths**
* ordering and comparing **fractions**
* **addition and subtraction** to 10 000
* **multiplication and division** of two- or three-digit numbers by one-digit numbers
* addition and subtraction of **decimals** to hundredths
* addition and subtraction facts to 20 (developing **computational fluency**)
* multiplication and division **facts** to 100 (introductory computational strategies)
* increasing and decreasing **patterns**, using tables and charts
* **algebraic relationships** among quantities
* **one-step equations** with an unknown number, using all operations
* how to **tell time** with analog and digital clocks, using 12- and 24-hour clocks
* regular and irregular **polygons**
* **perimeter** of regular and irregular shapes
* **line symmetry**
* **one-to-one correspondence** and many-to-one correspondence, using bar graphs and pictographs
* **probability experiments**
* **financial literacy** — monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions
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**Area of Learning: MATHEMATICS Grade 5**

**BIG IDEAS**

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| **Numbers** describe quantities that can be represented by equivalent fractions. |  | Computational **fluency** and flexibility with numbers extend to operations with larger (multi-digit) numbers. |  | Identified regularities in number **patterns** can be expressed in tables.  |  | Closed shapes have **area and perimeter** that can be described, measured, and compared. |  | **Data** represented in graphs can be used to show many-to-one correspondence. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*Reasoning and analyzing* Use reasoning to explore and make connections
* **Estimate reasonably**
* Develop **mental math strategies** and abilities to make sense of quantities
* Use **technology** to explore mathematics
* **Model** mathematics in contextualized experiences

Understanding and solving* Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Develop and use **multiple strategies** to engage in problem solving
* Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing* **Communicate** mathematical thinking in many ways
* Use mathematical vocabulary and language to contribute to mathematical discussions
* **Explain and justify** mathematical ideas and decisions
* Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**

Connecting and reflecting* **Reflect** on mathematical thinking
* Connect mathematical concepts to each other and to **other areas and personal interests**
* **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts
 | *Students are expected to know the following:** **number concepts** to 1 000 000
* decimals to thousandths
* equivalent fractions
* whole-number, fraction, and decimal **benchmarks**
* addition and subtraction of **whole numbers** to 1 000 000
* **multiplication and division** to three digits, including division with remainders
* addition and subtraction of **decimals** to thousandths
* **addition and subtraction facts to 20** (extending computational fluency)
* multiplication and division **facts to 100** (emerging computational fluency)
* rules for increasing and decreasing patterns with words, numbers, symbols, and variables
* **one-step equations** with variables
* area measurement of squares and rectangles
* relationships between **area and perimeter**
* duration, using measurement of **time**
* **classification** of prisms and pyramids
* single **transformations**
* one-to-one correspondence and **many-to-one correspondence**, using double bar graphs
* **probability experiments**, single events or outcomes
* **financial literacy** — monetary calculations, including making change with amounts to 1000 dollars and developing simple financial plans
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**Area of Learning: MATHEMATICS Grade 6**

**BIG IDEAS**

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| Mixed **numbers** and decimal numbers represent quantities that can be decomposed into parts and wholes. |  | Computational **fluency** and flexibility with numbers extend to operations with whole numbers and decimals. |  | **Linear relations** can be identified and represented using expressions with variables and line graphs and can be used to form generalizations. |  | **Properties** of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles. |  | **Data** from the results of an experiment can be used to predict the theoretical probability of an event and to compare and interpret. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*Reasoning and analyzing* Use **logic and patterns** to solve puzzles and play games
* Use **reasoning and logic** to explore, analyze, and apply mathematical ideas
* **Estimate reasonably**
* Demonstrate and **apply** mental math strategies
* Use tools or technology to explore and create patterns and relationships, and test conjectures
* **Model** mathematics in contextualized experiences

Understanding and solving* Apply **multiple strategies** to solve problems in both abstract and contextualized situations
* Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing* Use mathematical vocabulary and language to contribute to mathematical discussions
* **Explain and justify** mathematical ideas and decisions
* **Communicate** mathematical thinking in many ways
* Represent mathematical ideas in concrete, pictorial, and symbolic forms

Connecting and reflecting* **Reflect** on mathematical thinking
* Connect mathematical concepts to each other and to **other areas and personal interests**
* Use mathematical arguments to support **personal choices**
* **Incorporate First Peoples** worldviews and perspectives to **make connections** to mathematical concepts
 | *Students are expected to know the following:** **small to large numbers** (thousandths to billions)
* multiplication and division **facts to 100** (developing computational fluency)
* **order of operations** with whole numbers
* **factors and multiples** —greatest common factor and least common multiple
* **improper fractions** and mixed numbers
* introduction to **ratios**
* whole-number **percents** and percentage discounts
* multiplication and division of **decimals**
* increasing and decreasing **patterns**,using expressions, tables, and graphs as functional relationships
* **one-step equations** with whole-number coefficients and solutions
* **perimeter** of complex shapes
* **area** of triangles, parallelograms, and trapezoids
* **angle** measurementand classification
* **volume and capacity**
* **triangles**
* combinations of **transformations**
* **line graphs**
* **single-outcome probability**, both theoretical and experimental
* **financial literacy** — simple budgeting and consumer math
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**Area of Learning: MATHEMATICS Grade 7**

**BIG IDEAS**

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| Decimals, fractions, and percents are used to represent and describe parts and wholes of **numbers**. |  | Computational **fluency** and flexibility with numbers extend to operations with integers and decimals. |  | **Linear relations** can be represented in many connected ways to identify regularities and make generalizations. |  | The constant ratio between the circumference and diameter of circles can be used to describe, measure, and compare **spatial relationships.** |  | **Data** from circle graphs can be used to illustrate proportion and to compare and interpret. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*Reasoning and analyzing* Use **logic and patterns** to solve puzzles and play games
* Use **reasoning and logic** to explore, analyze, and apply mathematical ideas
* **Estimate reasonably**
* Demonstrate and **apply** mental math strategies
* Use tools or technology to explore and create patterns and relationships, and test conjectures
* **Model** mathematics in contextualized experiences

Understanding and solving* Apply **multiple strategies** to solve problems in both abstract and contextualized situations
* Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing* Use mathematical vocabulary and language to contribute to mathematical discussions
* **Explain and justify** mathematical ideas and decisions
* **Communicate** mathematical thinking in many ways
* Represent mathematical ideas in concrete, pictorial, and symbolic forms

Connecting and reflecting* **Reflect** on mathematical thinking
* Connect mathematical concepts to each other and to **other areas and personal interests**
* Use mathematical arguments to support **personal choices**
* **Incorporate First Peoples** worldviews and perspectives to **make connections** to mathematical concepts
 | *Students are expected to know the following:** multiplication and division **facts to 100** (extending computational fluency)
* **operations with integers** (addition, subtraction, multiplication, division, and order of operations)
* **operations with decimals** (addition, subtraction, multiplication, division, and order of operations)
* **relationships** between decimals, fractions, ratios, and percents
* **discrete linear relations**,using expressions, tables, and graphs
* **two-step equations** with whole-number coefficients, constants, and solutions
* **circumference** and area of circles
* **volume** of rectangular prisms and cylinders
* **Cartesian coordinates** and graphing
* combinations of **transformations**
* **circle graphs**
* **experimental probability** with two independent events
* **financial literacy** — financial percentage
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**Area of Learning: MATHEMATICS Grade 8**

**BIG IDEAS**

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| **Number** represents, describes, and compares the quantities of ratios, rates, and percents. |  | Computational **fluency** and flexibility extend to operations with fractions. |  | **Discrete linear relationships** can be represented in many connected ways and used to identify and make generalizations. |  | The relationship between surface area and volume of **3D objects** can be used to describe, measure, and compare spatial relationships. |  | Analyzing **data** by determining averages is one way to make sense of large data sets and enables us to compare and interpret. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*Reasoning and analyzing* Use **logic and patterns** to solve puzzles and play games
* Use **reasoning and logic** to explore, analyze, and apply mathematical ideas
* **Estimate reasonably**
* Demonstrate and **apply** mental math strategies
* Use tools or technology to explore and create patterns and relationships, and test conjectures
* **Model** mathematics in contextualized experiences

Understanding and solving* Apply **multiple strategies** to solve problems in both abstract and contextualized situations
* Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing* Use mathematical vocabulary and language to contribute to mathematical discussions
* **Explain and justify** mathematical ideas and decisions
* **Communicate** mathematical thinking in many ways
* Represent mathematical ideas in concrete, pictorial, and symbolic forms

Connecting and reflecting* **Reflect** on mathematical thinking
* Connect mathematical concepts to each other and to **other areas and personal interests**
* Use mathematical arguments to support **personal choices**
* **Incorporate First Peoples** worldviews and perspectives to **make connections** to mathematical concepts
 | *Students are expected to know the following:** **perfect squares and cubes**
* **square and cube roots**
* **percents** less than 1 and greater than 100 (decimal and fractional percents)
* numerical **proportional reasoning (**rates, ratio, proportions, and percent)
* operations with **fractions** (addition, subtraction, multiplication, division, and order of operations)
* **discrete linear relations** (extended to larger numbers, limited to integers)
* **expressions**- writing and evaluating using substitution
* **two-step equations** with integer coefficients, constants, and solutions
* **surface area and volume** of regular solids, including triangular and other right prisms and cylinders
* **Pythagorean theorem**
* construction, views, and nets of **3D objects**
* **central tendency**
* **theoretical probability** with two independent events
* **financial literacy** — best buys
 |

**Area of Learning: MATHEMATICS Grade 9**

**BIG IDEAS**

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| The principles and processes underlying operations with **numbers** apply equally to algebraic situations and can be described and analyzed. |  | Computational fluency and flexibility with numbers extend to operations with rational numbers. |  | **Continuous linear relationships** can be identified and represented in many connected ways to identify regularities and make generalizations. |  | Similar shapes have **proportional relationships** that can be described, measured, and compared. |  | Analyzing the validity, reliability, and representation of **data** enables us to compare and interpret. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*Reasoning and analyzing* Use **logic and patterns** to solve puzzles and play games
* Use **reasoning and logic** to explore, analyze, and apply mathematical ideas
* **Estimate reasonably**
* Demonstrate and **apply** mental math strategies
* Use tools or technology to explore and create patterns and relationships, and test conjectures
* **Model** mathematics in contextualized experiences

Understanding and solving* Apply **multiple strategies** to solve problems in both abstract and contextualized situations
* Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing* Use mathematical vocabulary and language to contribute to mathematical discussions
* **Explain and justify** mathematical ideas and decisions
* **Communicate** mathematical thinking in many ways
* Represent mathematical ideas in concrete, pictorial, and symbolic forms

Connecting and reflecting* **Reflect** on mathematical thinking
* Connect mathematical concepts to each other and to **other areas and personal interests**
* Use mathematical arguments to support **personal choices**
* **Incorporate First Peoples** worldviews and perspectives to **make connections** to mathematical concepts
 | *Students are expected to know the following:** **operations** with rational numbers(addition, subtraction, multiplication, division, and order of operations)
* **exponents** and exponent laws with whole-number exponents
* operations with **polynomials**, of degree less than or equal to 2
* **two-variable linear relations**,using graphing, interpolation, and extrapolation
* **multi-step** one-variable linear equations
* spatial **proportional reasoning**
* **statistics** in society
* **financial literacy** — simple budgets and transactions
 |