



Abe_07.png



INTRO_stripe_cut.png



INTRO_stripe_small.png



M2_L1_A2_02_maria.png



M2_L4_A1_03_pic_2.png



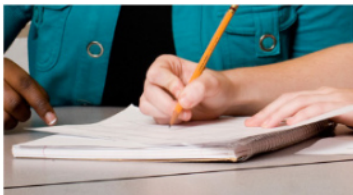
M2_L4_A1_03_pic_3.png



M2_L4_A1_03_pic_4.png



M2_L4_A1_03_pic_4a.png



M2_L4_A1_03_pic_5.png



M2_L4_A1_03_smallpic_1.png



M2_L4_A1_03_smallpic_2.png



maria_comp.png



monitor_laptop_01.png



notepad_04.png



PBL_M1_L0_01.png



Pbl_M1_L3_A1_01_Pic1.png



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pbl_m2_l1_a1_01.png

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| <p>Students will be able to:</p> <ul style="list-style-type: none"> • understand the concept of multiplication and division • understand the concept of multiplication and division • understand the concept of multiplication and division | <p>Students will be able to:</p> <ul style="list-style-type: none"> • understand the concept of multiplication and division • understand the concept of multiplication and division • understand the concept of multiplication and division |
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| <p>Use visualization, spatial reasoning, and geometric modeling to solve problems</p> | <ul style="list-style-type: none"> • build and draw geometric objects; • create and describe mental images of objects, patterns, and paths; • identify and build a three-dimensional object from two-dimensional representations of that object; • identify and draw a two-dimensional representation of a three-dimensional object; • use geometric models to solve problems in other areas of mathematics, such as number and measurement; • recognize geometric ideas and relationships and apply them to other disciplines and to problems that arise in the classroom or in everyday life. |
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| Understand measurable attributes of objects and the units, systems, and processes of measurement | <ul style="list-style-type: none"> • understand such attributes as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute; • understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems; • carry out simple unit conversions, such as from centimeters to meters, within a system of measurement; • understand that measurements are approximations and how differences in units affect precision; • explore what happens to measurements of a two-dimensional shape such as its perimeter and area when the shape is changed in some way. |
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| Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them | <ul style="list-style-type: none"> design investigations to address a question and consider how data-collection methods affect the nature of the data set; collect data using observations, surveys, and experiments; represent data using tables and graphs such as pie plots, bar graphs, and line graphs; recognize the differences in representing categorical and numerical data. |
| Select and use appropriate statistical methods to analyze data | <ul style="list-style-type: none"> describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed, |

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| Specify locations and describe spatial relationships using coordinate geometry and other representational techniques | <ul style="list-style-type: none"> • use coordinate geometry to represent and examine the properties of geometric shapes and figures, including similarity and congruence • use coordinate geometry to represent geometric shapes, such as regular polygons or those with parts of parallel or perpendicular lines |
| Apply transformations and use symmetry to analyze mathematical relationships | <ul style="list-style-type: none"> • describe basic positions, and orientations of shapes under informal transformations such as flips, turns, slides, and scaling • describe the congruence, similarity, and line or rotational symmetry of objects and figures |
| Use mathematical reasoning to solve problems | <ul style="list-style-type: none"> • CHALLENGE CHALLENGE: use symmetry to solve problems • CHALLENGE CHALLENGE: use angle relationships to solve problems • CHALLENGE CHALLENGE: use congruence and properties of lines to solve problems such as those involving surface area and volume • CHALLENGE CHALLENGE: use symmetry to represent 2D problems • CHALLENGE CHALLENGE: use geometric methods to represent and solve problems and diagrams, mathematical shapes and objects, and figures • CHALLENGE CHALLENGE: use geometric methods to solve problems and diagrams, mathematical shapes and objects, and figures |

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| <p>Instructional programs from prekindergarten through grade 12 should enable all students to:</p> | <p>In grades 4–6 all students should—</p> |
| <p>Understand measurable attributes of objects and</p> | <p>understand both metric and customary systems of measurement;</p> |
| <p>Apply appropriate techniques, tools, and formulas to determine measurements</p> | <ul style="list-style-type: none"> • understand, select, and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume; • use common benchmarks to select appropriate methods for estimating measurements; • select and apply techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision; • solve problems involving scale factors, using ratio and proportion; |

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Principles & Standards for School Mathematics

Updated! Eighth Edition
Revised 2000

Number and Operations Algebra Geometry Measurement Data Analysis and Probability

Overview: Standards for School Mathematics: Prekindergarten through Grade 12

The Standards for school mathematics describe the mathematical understanding, knowledge, and skills that students should acquire from prekindergarten through grade 12. Each Standard consists of two to four specific goals that apply across all the grades. For the five Content Standards, each goal encompasses as many as seven specific expectations for the four grade bands: *Understanding in Principles and Standards for Prekindergarten through Grade 12*, grades 2–3; *Grades 6–8*, and *Grades 9–12*. For each of the five Process Standards, the goals are described for all grades.

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