

**Red Oak Community School District Mathematics Education**

<b>MATHEMATICS EDUCATION</b>				Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
			<b>INTEGRATIONS:</b> CE=Career Education; CM=Communication Skills; GE=Global Education; HOTS=Higher Order Thinking Skills; LS=Learning & Studying; MCGF=Multicultural/Gender Fair; T=Technology													
<b>K-12 Mathematics Standards and Benchmarks</b>																
<b>I</b>	<b>*</b>	<b>*</b>	<b>STANDARD: Number and Operations.</b>													
			<b>Benchmarks and Performance Indicators</b>													
>	1		<b>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</b>													
			<b>Pre-K–2 Expectations:</b>													
		a	count with understanding and recognize "how many" in sets of objects; (HOTS, LS)	I	D	M										
		b	use multiple models to develop initial understandings of place value and the base-ten number system; (LS)	I	D	D										
		c	money--identify coins and values (LS)	I	D	D										
		d	develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections; (HOTS)	I	D	D										
		e	develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers; (HOTS)	I	D	D										
		f	connect number words and written numerals to the quantities they represent, using various physical models and representations; (CM)	I	D	D										
		g	understand and represent commonly used fractions, such as 1/4, 1/3, and 1/2 (CM, LS)	I	I	D										
			<b>Grades 3–5 Expectations:</b>													
		h	understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals; (CE, GE, HOTS)				D	D	D							
		i	perform money computations (CE)				D	D	D							
		j	recognize equivalent representations for the same number and generate them by decomposing and composing numbers; (HOTS)				D	D	D							
		k	develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers; (CE, HOTS)				D	D	D							
		l	use models, benchmarks, and equivalent forms to judge the size of fractions; (CE, HOTS)				I	D	D							
		m	recognize and generate equivalent forms of commonly used fractions, decimals, and percents; (CE, HOTS)				I	D	D							
		n	explore numbers less than 0 by extending the number line and through familiar applications; (HOTS)				I	D	D							

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	o	describe classes of numbers according to characteristics such as the nature of their factors. (CM)				I	D	D							
		<b>Grades 6–8 Expectations:</b>													
	p	work flexibly with fractions, decimals, and percents to solve problems; (CE, GE, LS, T)							I	D	D				
	q	compare and order fractions, decimals, and percents efficiently and find their approximate locations on a number line; (CE, GE, HOTS, LS, T)							I	D	D				
	r	develop meaning for percents greater than 100 and less than 1; (CE, GE, HOTS, LS)							I	D	D				
	s	understand and use ratios and proportions to represent quantitative relationships; (CE, GE, HOTS)								I	D				
	t	develop an understanding of large numbers and recognize and appropriately use exponential, scientific, and calculator notation; (T)								I	D				
	u	use factors, multiples, prime factorization, and relatively prime numbers to solve problems; (LS)							I	D	D				
	v	develop meaning for integers and represent and compare quantities with them. (HOTS)							I	I	D				
		<b>Grades 9–12 Expectations:</b>													
	w	develop a deeper understanding of very large and very small numbers and of various representations of them; (CE)										MR	MR	MR	MR
	x	compare and contrast the properties of numbers and number systems, including the rational and real numbers, and understand complex numbers as solutions to quadratic equations that do not have real solutions; (HOTS)											ID	D	D
	y	understand vectors and matrices as systems that have some of the properties of the real-number system; (HOTS)											IDR	M	M
	z	use number-theory arguments to justify relationships involving whole numbers. (HOTS)												D	D
>	2	<b>Understand meanings of operations and how they relate to one another</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations; (HOTS, LS)	I	I	D										
	b	understand the effects of adding and subtracting whole numbers; (HOTS, LS)	I	I	D										
	c	understand situations that entail equal groupings of objects and sharing equally. (HOTS, LS)		I	I										
	d	understand situations that entail multiplication and division (HOTS, LS)			I										
		<b>Grades 3–5 Expectations:</b>													
	e	understand various meanings of multiplication and division; (HOTS)				I	D	D							
	f	understand the effects of multiplying and dividing whole numbers; (HOTS)				I	D	D							

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	g	identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems; (CM, HOTS)				I	D	D							
	h	understand and use properties of operations, such as the distributivity of multiplication over addition. (CM, HOTS)				I	D	D							
		<b>Grades 6–8 Expectations:</b>													
	i	understand the meaning and effects of arithmetic operations with fractions, decimals, and integers; (CE, LS)							I	D	D				
	j	use the associative and commutative properties of addition and multiplication and the distributive property of multiplication over addition to simplify computations with integers, fractions, and decimals; (CE, LS)							I	D	D				
	k	understand and use the inverse relationships of addition and subtraction, multiplication and division, and squaring and finding square roots to simplify computations and solve problems. (CE, LS)							I	D	D				
		<b>Grades 9–12 Expectations:</b>													
	l	judge the effects of such operations as multiplication, division, and computing powers and roots on the magnitudes of quantities; (CE)										M	R	R	R
	m	develop an understanding of properties of, and representations for, the addition and multiplication of vectors and matrices; (CE)											I	D	D
	n	develop an understanding of permutations and combinations as counting techniques. (CE)													ID
>	<b>3</b>	<b>Compute fluently and make reasonable estimates</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	develop and use strategies for whole-number computations, with a focus on addition and subtraction; (HOTS, LS)	I	I	D										
	b	develop fluency with basic number combinations for addition and subtraction; (CM, LS)	I	I	D										
	c	use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators. (LS, T)	I	I	D										
		<b>Grades 3–5 Expectations:</b>													
	d	develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as $30 \times 50$ . (CE, HOTS)				D	D	D							
	e	develop fluency in adding, subtracting, multiplying, and dividing whole numbers; (CE, LS)				I	D	D							

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	f	develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results; (CE, HOTS)				I	D	D							
	g	develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience; (HOTS)				I	D	D							
	h	use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals; (LS)				I	D	D							
	i	select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tools. (CE, HOTS, LS)				I	D	D							
		<b>Grades 6–8 Expectations:</b>													
	j	select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil, depending on the situation, and apply the selected methods; (CE, HOTS, T)							I	D	D				
	k	develop and analyze algorithms for computing with fractions, decimals, and integers and develop fluency in their use; (CE, HOTS)								I	D				
	l	develop and use strategies to estimate the results of rational-number computations and judge the reasonableness of the results; (CE, HOTS)							I	D	D				
	m	develop, analyze, and explain methods for solving problems involving proportions, such as scaling and finding equivalent ratios. (CE, CM, GE, HOTS, MCGF, T)								I	D				
		<b>Grades 9–12 Expectations:</b>													
	n	develop fluency in operations with real numbers, vectors, and matrices, using mental computation or paper-and-pencil calculations for simple cases and technology for more-complicated cases. (CE, T)										ID	M	R	R
	o	judge the reasonableness of numerical computations and their results. (CM, HOTS, LS)										D	M	R	R
<b>II</b>	<b>*</b>	<b>* Standard: Algebra.</b>													
		<b>Benchmarks and Performance Indicators</b>													
>	<b>1</b>	<b>Understand patterns, relations, and functions</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	sort, classify, and order objects by size, number, and other properties; (LS)	I	D	D										
	b	recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns; (LS)	I	I	D										
	c	analyze how both repeating and growing patterns are generated. (HOTS)	I	I	D										

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		<b>Grades 3–5 Expectations:</b>													
	d	describe, extend, and make generalizations about geometric and numeric patterns; (CM, HOTS)				D	D	D							
	e	represent and analyze patterns and functions, using words, tables, and graphs. (CE, CM, HOTS, LS)				I	D	D							
		<b>Grades 6–8 Expectations:</b>													
	f	represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic rules; (CE, CM, HOTS, MCGF)								I	D				
	g	relate and compare different forms of representation for a relationship; (LS)									I				
	h	identify functions as linear or nonlinear and contrast their properties from tables, graphs, or equations. (CE, HOTS, LS, MCGF)									I				
		<b>Grades 9–12 Expectations:</b>													
	i	generalize patterns using explicitly defined and recursively defined functions; (HOTS)											D	M	M
	j	understand relations and functions and select, convert flexibly among, and use various representations for them; (HOTS)										D	M	M	R
	k	analyze functions of one variable by investigating rates of change, intercepts, zeros, asymptotes, and local and global behavior; CE, GE, MCGF)										I	D	M	R
	l	understand and perform transformations such as arithmetically combining, composing, and inverting commonly used functions, using technology to perform such operations on more-complicated symbolic expressions; (HOTS, T)											ID		ID
	m	understand and compare the properties of classes of functions, including exponential, polynomial, rational, logarithmic, and periodic functions; (HOTS, T)											ID		ID
	n	interpret representations of functions of two variables (HOTS)										D	M	R	R
>	2	<b>Represent and analyze mathematical situations and structures using algebraic symbols</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	illustrate general principles and properties of operations, such as commutativity, using specific numbers; (LS)		I	I										
	b	use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations. (CM, LS)	I	I	D										
		<b>Grades 3–5 Expectations:</b>													
	c	identify such properties as commutativity, associativity, and distributivity and use them to compute with whole numbers; (CM, HOTS)				I	D	D							

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	d	represent the idea of a variable as an unknown quantity using a letter or a symbol; (GE, HOTS)				I	D	D							
	e	express mathematical relationships using equations. (GE, HOTS)				I	D	D							
		<b>Grades 6–8 Expectations:</b>													
	f	develop an initial conceptual understanding of different uses of variables; (CM, LS)							I	D	D				
	g	explore relationships between symbolic expressions and graphs of lines, paying particular attention to the meaning of intercept and slope; (CE, HOTS)									I				
	h	use symbolic algebra to represent situations and to solve word problems, especially those that involve linear relationships; (CM, LS)								I	D				
	i	recognize and generate equivalent forms for simple algebraic expressions and solve linear equations (HOTS)							I	I	D				
		<b>Grades 9–12 Expectations:</b>													
	j	understand the meaning of equivalent forms of expressions, equations, inequalities, and relations; (HOTS)										D	M	R	R
	k	write equivalent forms of equations, inequalities, and systems of equations and solve them with fluency—mentally or with paper and pencil in simple cases and using technology in all cases; (CE, CM, T)										I	D	M	R
	l	use symbolic algebra to represent and explain mathematical relationships; (CE, CM)										D	D	M	R
	m	use a variety of symbolic representations, including recursive and parametric equations, for functions and relations; (HOTS, T)													I
	n	judge the meaning, utility, and reasonableness of the results of symbol manipulations, including those carried out by technology. (CM, HOTS, T)											D	M	R
>	<b>3</b>	<b>Use mathematical models to represent and understand quantitative relationships</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols. (LS)	I	D	D										
		<b>Grades 3–5 Expectations:</b>													
	b	model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions. (CE, HOTS)				I	D	D							
		<b>Grades 6–8 Expectations:</b>													
	c	model and solve contextualized problems using various representations, such as graphs, tables, and equations. (CE, HOTS, MCGF)							I	I	D				
		<b>Grades 9–12 Expectations:</b>													
	d	identify essential quantitative relationships in a situation and determine the class or classes of functions that might model the relationships; (HOTS)											ID		M

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	e	draw reasonable conclusions about a situation being modeled (CM, MCGF)										I	D	D	D
>	4	<b>Analyze change in various contexts</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	describe qualitative change, such as a student's growing taller; (CE, CM, LS)	I	D	D										
	b	describe quantitative change, such as a student's growing two inches in one year. (CE, CM)			I										
		<b>Grades 3–5 Expectations:</b>													
	c	investigate how a change in one variable relates to a change in a second variable; (CE, LS)				I	I	I							
		<b>Grades 6–8 Expectations:</b>													
	d	use graphs to analyze the nature of changes in quantities in linear relationships. (CE, HOTS)									I				
		<b>Grades 9–12 Expectations:</b>													
	e	approximate and interpret rates of change from graphical and numerical data. (CE)										I	D	M	R
<b>III</b>	<b>*</b>	<b>* Standard: Geometry</b>													
		<b>Benchmarks and Performance Indicators</b>													
>	1	<b>Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	recognize, name, build, draw, compare, and sort two- and three-dimensional shapes; (HOTS)	I	I	I										
	b	describe attributes and parts of two- and three-dimensional shapes; (CM, HOTS)	I	I	I										
	c	investigate and predict the results of putting together and taking apart two-dimensional shapes. (CM, HOTS)	I	I	I										
		<b>Grades 3–5 Expectations:</b>													
	d	identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes; (CE, CM, GE, HOTS)				I	D	D							
	e	classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids; (CE, CM, GE, HOTS)				I	D	D							
	f	investigate the results of subdividing, combining, and transforming shapes; (CE, HOTS)				I	D	D							
	g	explore congruence and similarity; (LS)				I	D	D							
	h	explore geometric properties and relationships. (LS)				I	D	D							

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		<b>Grades 6–8 Expectations:</b>													
	i	precisely describe, classify, and understand relationships among types of two- and three-dimensional objects using their defining properties; (HOTS)							I	D	D				
	j	understand relationships among the angles, side lengths, perimeters, areas, and volumes of similar objects; (GE, LS, MCGF)							D	D	D				
	k	create and critique inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship. (GE, HOTS, MCGF)								I	D				
		<b>Grades 9–12 Expectations:</b>													
	l	analyze properties and determine attributes of two- and three-dimensional objects; (MCGF)													DM
	m	explore relationships (including congruence and similarity) among classes of two- and three-dimensional geometric objects, make and test conjectures about them, and solve problems involving them; (HOTS)													DM
	n	establish the validity of geometric conjectures using deduction, prove theorems, and critique arguments made by others; (CM, HOTS)													ID
	o	use trigonometric relationships to determine lengths and angle measures. (HOTS)											I	DM	MR
>	2	<b>Specify locations and describe spatial relationships using coordinate geometry and other representational systems</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	describe, name, and interpret relative positions in space and apply ideas about relative position; (CM, HOTS, LS)	I	I	I										
	b	describe, name, and interpret direction and distance in navigating space and apply ideas about direction and distance; (CM, HOTS, LS)	I	I	I										
	c	find and name locations with simple relationships such as "near to." (CM, HOTS, LS)	I	I	I										
		<b>Grades 3–5 Expectations:</b>													
	d	describe location and movement using common language and geometric vocabulary; (CM, LS)				I	D	D							
	e	make and use coordinate systems to specify locations and to describe paths; (CE, CM, HOTS)				I	D	D							
	f	find the distance between points along horizontal and vertical lines of a coordinate system. (CE, HOTS)						I							
		<b>Grades 6–8 Expectations:</b>													
	g	use coordinate geometry to represent and examine the properties of geometric shapes; (LS)							I	D	D				

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	h	use coordinate geometry to examine special geometric shapes, such as regular polygons or those with pairs of parallel or perpendicular sides. (LS)							I	D	D				
		<b>Grades 9–12 Expectations:</b>													
	i	use Cartesian coordinates and other coordinate systems, such as navigational, polar, or spherical systems, to analyze geometric situations; (CE, HOTS, T)												I	D
	j	investigate conjectures and solve problems involving two-dimensional objects represented with Cartesian coordinates. (HOTS, T)											I		D
	k	investigate conjectures and solve problems involving three-dimensional objects represented with Cartesian coordinates. (HOTS, T)											I		D
>	<b>3</b>	<b>Apply transformations and use symmetry to analyze mathematical situations</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	recognize and apply slides, flips, and turns; (HOTS, LS)	I	I	I										
	b	recognize and create shapes that have symmetry. (HOTS, LS)	I	D	D										
		<b>Grades 3–5 Expectations:</b>													
	c	predict and describe the results of sliding, flipping, and turning two-dimensional shapes; (CM, HOTS)					I	D							
	d	describe a motion or a series of motions that will show that two shapes are congruent; (CM, HOTS)					I	D							
	e	identify and describe line and rotational symmetry in two- and three-dimensional shapes and designs. (CE, CM, HOTS)				I	D	D							
		<b>Grades 6–8 Expectations:</b>													
	f	describe sizes, positions, and orientations of shapes under informal transformations such as flips, turns, slides, and scaling; (GE, MCGF)								I	D				
	g	examine the congruence, similarity, and line or rotational symmetry of objects using transformations. (HOTS)									I				
		<b>Grades 9–12 Expectations:</b>													
	h	understand and represent translations, reflections, rotations, and dilations of objects in the plane by using sketches, coordinates, vectors, function notation, and matrices; (T)											I		D
	i	use various representations to help understand the effects of simple transformations and their compositions. (CM)											I		D
>	<b>4</b>	<b>Use visualization, spatial reasoning, and geometric modeling to solve problems</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	create mental images of geometric shapes using spatial memory and spatial visualization; (HOTS, LS)	I	I	D										

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	b	recognize and represent shapes from different perspectives; (HOTS, LS)	I	I	I										
	c	relate ideas in geometry to ideas in number and measurement; (HOTS, LS)	I	I	I										
	d	recognize geometric shapes and structures in the environment and specify their location. (GE, HOTS, LS)	I	I	D										
	<b>Grades 3–5 Expectations:</b>														
	e	build and draw geometric objects; (CE, LS)				I	D	D							
	f	create and describe mental images of objects, patterns, and paths; (CM, HOTS)				I	D	D							
	g	identify a three-dimensional object from two-dimensional representations of that object; (CE, HOTS)				I	D	D							
	h	identify and draw a two-dimensional representation of a three-dimensional object; (CE, HOTS)						D							
	i	use geometric models to solve problems in other areas of mathematics, such as number and measurement; (HOTS)				I	D	D							
	j	recognize geometric ideas and relationships and apply them to other disciplines and to problems that arise in the classroom or in everyday life. (CE, HOTS)				I	D	D							
	<b>Grades 6–8 Expectations:</b>														
	k	draw geometric objects with specified properties, such as side lengths or angle measures; (GE, LS, MCGF)							D	D	D				
	l	use two-dimensional representations of three-dimensional objects to visualize and solve problems such as those involving surface area and volume; (GE, MCGF)							I	I	D				
	m	use visual tools such as networks to represent and solve problems; (LS)									I				
	n	use geometric models to represent and explain numerical and algebraic relationships; (HOTS)							I	D	D				
	o	recognize and apply geometric ideas and relationships in areas outside the mathematics classroom, such as art, science, and everyday life. (CE, CM, GE, HOTS, MCGF)							I	D	D				
	<b>Grades 9–12 Expectations:</b>														
	p	draw and construct representations of two-dimensional geometric objects using a variety of tools; (CE, T)											ID	ID	
	q	draw and construct representations of three-dimensional geometric objects using a variety of tools; (CE, T)												I	
	r	visualize three-dimensional objects and spaces from different perspectives and analyze their cross sections; (CE, HOTS, MCGF, T)												ID	ID

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	s	use geometric models to gain insights into, and answer questions in, other areas of mathematics; (HOTS)												ID	
	t	use geometric ideas to solve problems in, and gain insights into, other disciplines and other areas of interest such as art and architecture. (CE, HOTS, MCGF)												I	
<b>IV</b>	<b>*</b>	<b>* Standard: Measurement</b>													
		<b>Benchmarks and Performance Indicators</b>													
>	1	<b>Understand measurable attributes of objects and the units, systems, and processes of measurement</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	recognize the attributes of length, volume, weight, area, and time; (LS)	I	I	I										
	b	compare and order objects according to these attributes; (HOTS, LS)	I	I	I										
	c	understand how to measure using nonstandard and standard units; (LS)	I	I	I										
	d	select an appropriate unit and tool for the attribute being measured. (HOTS, LS)	I	I	I										
		<b>Grades 3–5 Expectations:</b>													
	e	understand such attributes as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute; (CE, CM, T)				I	D	D							
	f	understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems; (GE, LS)				I	D	D							
	g	carry out simple unit conversions, such as from centimeters to meters, within a system of measurement; (CE, GE)				I	D	D							
	h	understand that measurements are approximations and how differences in units affect precision; (CE, GE)				I	D	D							
	i	explore what happens to measurements of a two-dimensional shape such as its perimeter and area when the shape is changed in some way. (CE)					I	D							
		<b>Grades 6–8 Expectations:</b>													
	j	understand both metric and customary systems of measurement; (CE, GE, LS, MCGF)							D	D	D				
	k	understand relationships among units and convert from one unit to another within the same system; (GE, HOTS, MCGF, T)							D	D	D				
	l	understand, select, and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume. (CE, GE, HOTS, MCGF, T)							I	D	D				
		<b>Grades 9–12 Expectations:</b>													
	m	make decisions about units and scales that are appropriate for problem situations involving measurement. (CE, MCGF)										D	DM	M	R
>	2	<b>Apply appropriate techniques, tools, and formulas to determine measurements.</b>													

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<b>MATHEMATICS EDUCATION</b>			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		<b>Pre-K–2 Expectations:</b>													
	a	measure with multiple copies of units of the same size, such as paper clips laid end to end; (LS)	I	I	I										
	b	use repetition of a single unit to measure something larger than the unit, for instance, measuring the length of a room with a single meterstick; (LS)	I	I	I										
	c	use tools to measure; (LS)	I	I	I										
	d	develop common referents for measures to make comparisons and estimates. (HOTS, LS)	I	I	I										
		<b>Grades 3–5 Expectations:</b>													
	e	develop strategies for estimating the perimeters and areas of irregular shapes; (CE, HOTS)				I	D	D							
	f	select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles; (CE, GE, HOTS, T)				I	D	D							
	g	select and use benchmarks to estimate measurements; CE, GE, HOTS)				I	D	D							
	h	develop, understand, and use formulas to find the area of rectangles; (CE, GE, HOTS)				I	D	D							
	i	develop strategies to determine the volumes of rectangular solids. (CE, GE, HOTS)						I							
		<b>Grades 6–8 Expectations:</b>													
	j	use common benchmarks to select appropriate methods for estimating measurements; (CE, GE, LS, MCGF)							I	D	D				
	k	select and apply techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision; (GE, HOTS, MCGF, T)							D	D	D				
	l	develop and use formulas to determine the circumference of circles and the area of triangles, parallelograms, trapezoids, and circles and develop strategies to find the area of more-complex shapes; (GE, HOTS, MCGF, T)							I	D	D				
	m	develop strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders; (GE, HOTS, MCGF, T)								I	D				
	n	solve problems involving scale factors, using ratio and proportion; (GE, HOTS, MCGF, T)								I	D				
	o	solve simple problems involving rates and derived measurements for such attributes as velocity and density. (GE, HOTS, MCGF, T)								I	D				
		<b>Grades 9–12 Expectations:</b>													
	p	analyze precision, accuracy, and approximate error in measurement situations; (HOTS)										D	D	M	M
	q	understand and use formulas for the area, surface area, and volume of geometric figures, including cones, spheres, and cylinders; (HOTS)												DM	DM

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<b>MATHEMATICS EDUCATION</b>			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	r	apply informal concepts of successive approximation, upper and lower bounds, and limit in measurement situations; (HOTS)													I
	s	use unit analysis to check measurement computations. (CE, HOTS)										I	D	D	D
<b>V</b>	<b>*</b>	<b>* Standard: Data Analysis and Probability</b>													
		<b>Benchmarks and Performance Indicators</b>													
>	1	<b>Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	pose questions and gather data about themselves and their surroundings; (GE, HOTS)	I	I	I										
	b	sort and classify objects according to their attributes and organize data about the objects; (HOTS, LS)	I	I	D										
	c	represent data using concrete objects, pictures, and graphs. (CM, LS)	I	I	D										
		<b>Grades 3–5 Expectations:</b>													
	d	design investigations to address a question and consider how data-collection methods affect the nature of the data set; (CE, GE, HOTS)				I	D	D							
	e	collect data using observations, surveys, and experiments; (CE, GE, HOTS)				I	D	D							
	f	represent data using tables and graphs such as line plots, bar graphs, and line graphs; (CE, GE, HOTS)				I	D	D							
	g	recognize the differences in representing categorical and numerical data. (CE, GE, HOTS)				I	D	D							
		<b>Grades 6–8 Expectations:</b>													
	h	formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population; (CE, CM, GE, HOTS, MCGF)								I	D				
	i	select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatterplots. (CE, CM, GE, HOTS, MCGF)								I	D				
		<b>Grades 9–12 Expectations:</b>													
	j	understand the differences among various kinds of studies and which types of inferences can legitimately be drawn from each; (CE, HOTS)													ID
	k	know the characteristics of well-designed studies, including the role of randomization in surveys and experiments; (CE, HOTS)													ID
	l	understand histograms, parallel box plots, and scatterplots and use them to display data; (CE, T)											I		D

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<b>MATHEMATICS EDUCATION</b>			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		m	compute basic statistics and understand the distinction between a statistic and a parameter. (MCGF, T)												
>	2		<b>Select and use appropriate statistical methods to analyze data</b>												
			<b>Pre-K–2 Expectations:</b>												
		a	describe parts of the data and the set of data as a whole to determine what the data show. (CM, LS)												
			<b>Grades 3–5 Expectations:</b>												
		b	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; (CE, CM, HOTS)												
		c	use measures of center, focusing on the median, and understand what each does and does not indicate about the data set; (CE, CM, HOTS)												
		d	compare different representations of the same data and evaluate how well each representation shows important aspects of the data. (CE, CM, HOTS)												
			<b>Grades 6–8 Expectations:</b>												
		e	find, use, and interpret measures of center and spread, including mean and interquartile range; (CE, CM, HOTS, T)												
		f	discuss and understand the correspondence between data sets and their graphical representations, especially histograms, stem-and-leaf plots, box plots, and scatterplots. (CE, CM, HOTS)												
			<b>Grades 9–12 Expectations:</b>												
		g	for univariate measurement data, be able to display the distribution, describe its shape, and select and calculate summary statistics; (CM, LS, T)												
		h	for bivariate measurement data, be able to display a scatterplot, describe its shape, and determine regression coefficients, regression equations, and correlation coefficients using technological tools; (HOTS, T)												
		i	display and discuss bivariate data where at least one variable is categorical; (HOTS)												
		j	recognize how linear transformations of univariate data affect shape, center, and spread; (HOTS)												
		k	identify trends in bivariate data and find functions that model the data or transform the data so that they can be modeled. (HOTS)												
>	3		<b>Develop and evaluate inferences and predictions that are based on data</b>												
			<b>Pre-K–2 Expectations:</b>												
		a	discuss events related to students' experiences as likely or unlikely. (CM, LS)												

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<b>MATHEMATICS EDUCATION</b>			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		<b>Grades 3–5 Expectations:</b>													
	b	propose and justify conclusions and predictions that are based on data. (CM, HOTS)				I	D	D							
		<b>Grades 6–8 Expectations:</b>													
	c	use observations about differences between two or more samples to make conjectures about the populations from which the samples were taken; (CE, CM, GE, MCGF)									I				
	d	make conjectures about possible relationships between two characteristics of a sample on the basis of scatterplots of the data and approximate lines of fit; (CE, CM, HOTS)									I				
	e	use conjectures to formulate new questions and plan new studies to answer them. (CE, CM, HOTS)									I				
		<b>Grades 9–12 Expectations:</b>													
	f	use simulations to explore the variability of sample statistics from a known population and to construct sampling distributions; (CE, MCGF, T)													ID
	g	understand how sample statistics reflect the values of population parameters and use sampling distributions as the basis for informal inference; (HOTS)													ID
	h	evaluate published reports that are based on data by examining the design of the study, the appropriateness of the data analysis, and the validity of conclusions; (HOTS)													I
	i	understand how basic statistical techniques are used to monitor process characteristics in the workplace. (HOTS)													ID
>	<b>4</b>	<b>Understand and apply basic concepts of probability</b>													
		<b>Pre-K–2 Expectations:</b>													
	a	describe events using such words as certain, maybe, and impossible (CM, LS)		I	I										
		<b>Grades 3–5 Expectations:</b>													
	b	describe events as likely or unlikely and discuss the degree of likelihood using such words as certain, equally likely, and impossible; (CE, CM, HOTS)				I	D	D							
	c	predict the probability of outcomes of simple experiments and test the predictions; (CE, HOTS)				I	D	D							
	d	understand that the measure of the likelihood of an event can be represented by a number from 0 to 1. (CE, HOTS)				I	D	D							
		<b>Grades 6–8 Expectations:</b>													
	e	understand and use appropriate terminology to describe complementary and mutually exclusive events; (CE, CM, GE, HOTS, MCGF)									I				

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<b>MATHEMATICS EDUCATION</b>			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	f	use proportionality and a basic understanding of probability to make and test conjectures about the results of experiments and simulations; (CE, CM, GE, HOTS, MCGF)									I				
	g	compute probabilities for simple compound events, using such methods as organized lists, tree diagrams, and area models. (CE, CM, GE, HOTS, MCGF)									I				
		<b>Grades 9–12 Expectations:</b>													
	h	understand the concepts of sample space and probability distribution and construct sample spaces and distributions in simple cases; (CE, CM, T)													I
	i	use simulations to construct empirical probability distributions; (T)													I
	j	compute and interpret the expected value of random variables in simple cases; (HOTS, T)													I
	k	understand the concepts of conditional probability and independent events; (HOTS, T)													I
	l	understand how to compute the probability of a compound event. (HOTS, T)													I
<b>VI</b>	<b>*</b>	<b>* Process Standard</b>													
		<b>Benchmarks and Performance Indicators</b>													
>	<b>1</b>	<b>Use problem-solving strategies</b>													
		<b>Grades K–12 Expectations:</b>													
	a	build new mathematical knowledge through problem solving (CM, HOTS)	I	I	I	D	D	D	D	D	D	D	D	M	R
	b	solve problems that arise in mathematics and in other contexts (CM, HOTS)	I	I	I	D	D	D	D	D	D	D	D	M	R
	c	apply and adapt a variety of appropriate strategies to solve problems (CM, HOTS)	I	I	I	D	D	D	D	D	D	D	D	M	R
	d	monitor and reflect on the process of mathematical problem solving (CM, HOTS)	I	I	I	D	D	D	D	D	D	D	D	M	R
>	<b>2</b>	<b>Utilize reasoning and proof</b>													
		<b>Grades K–12 Expectations:</b>													
	a	recognize reasoning and proof as fundamental aspects of mathematics (CM, HOTS)	I	I	I	D	D	D	D	D	D	D	D	D	D
	b	make and investigate mathematical conjectures (CM, HOTS)				I	D	D	D	D	D	D	D	D	D
	c	develop and evaluate mathematical arguments and proofs (CM, HOTS)				I	D	D	D	D	D	D	D	D	D
	d	select and use various types of reasoning and methods of proof (CM, HOTS)	I	I	I	D	D	D	D	D	D	D	D	D	D