

NEW YORK STATE EDUCATION DEPARTMENT



# New York State Next Generation Mathematics Learning Standards

2017

Enhanced Version  
Broome-Tioga BOCES\*

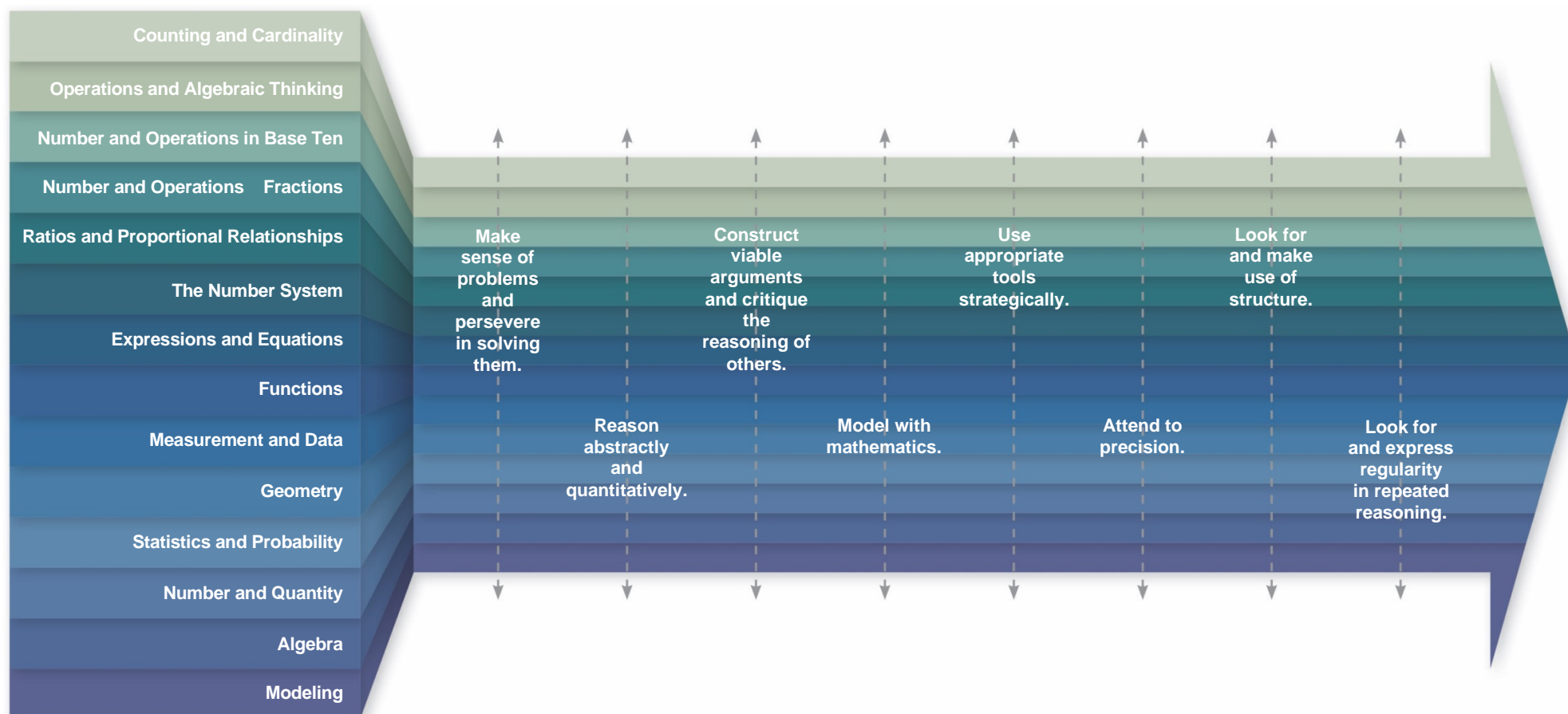


\*Our enhanced version provides hover overs and additional  
links to support the NYS Next Generation Mathematics Learning Standards.



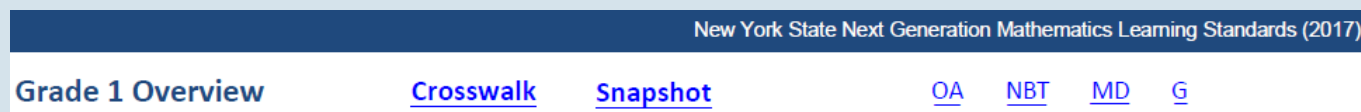
# New York State Next Generation Mathematics Learning Standards

2017



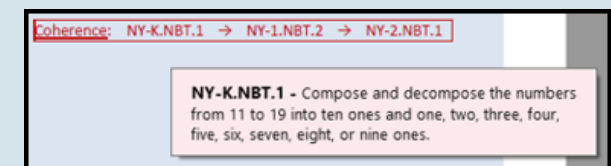
# Enhancements

## On each grade level overview page



Links to the crosswalk and snapshot

In document links to the grade level standards by domain



Hover overs for all coherence standards

6. Compose larger shapes from simple shapes.

Blue underlined words linked to the glossary of verbs document

Charts and diagrams are linked to their original source.

	Common Addition and Subtraction Situations		
	Put Together/ Take Apart	Put Together/ Take Apart	Put Together/ Take Apart
Add To	<b>Result Unknown</b> A bunny sat on the grass. B more bunnies hopped there. How many bunnies are on the grass now? $A + B = \square$	<b>Change Unknown</b> A bunny was on the grass. Some more bunnies hopped there. Then there were C bunnies. How many bunnies hopped over to the first A bunny? $A + \square = C$	<b>Start Unknown</b> Some bunnies were sitting on the grass. B more bunnies hopped there. Then there were C bunnies. How many bunnies were on the grass before? $\square + B = C$
	<b>Total Unknown</b> C apples were on the table. I ate B apples. How many apples are on the table now? $C - B = \square$	<b>Both Addends Unknown</b> Grandma has C flowers. How many can she put in her red vase and how many in her blue vase? $C = \square + \square$	<b>Addend Unknown</b> C apples are on the table. A are red and the rest are green. How many apples are green? $A + \square = C$ $C - A = \square$
Compare	<b>Difference Unknown</b> "How many more?" version: Lucy has A apples. Julie has C apples. How many more apples does Julie have than Lucy? "How many fewer?" version: Lucy has A apples. Julie has C apples. How many fewer apples does Lucy have than Julie? $A + \square = C$ $C - A = \square$	<b>Bigger Unknown</b> Version with "More": Julie has B more apples than Lucy. Lucy has A apples. How many apples does Julie have? Version with "Fewer": Lucy has B fewer apples than Julie. Lucy has A apples. How many apples does Julie have? $A + B = \square$	<b>Smaller Unknown</b> Version with "More": Julie has B more apples than Lucy. Julie has C apples. How many apples does Lucy have? Version with "Fewer": Lucy has B fewer apples than Julie. Julie has C apples. How many apples does Lucy have? $C - B = \square$ $\square + B = C$

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## Introduction

In 2015, New York State (NYS) began a process of review and revision of its current mathematics standards adopted in January of 2011. Through numerous phases of public comment, virtual and face-to-face meetings with committees consisting of NYS educators (Special Education, Bilingual Education and English as a New Language teachers), parents, curriculum specialists, school administrators, college professors, and experts in cognitive research, the *New York State Next Generation Mathematics Learning Standards (2017)* were developed. These revised standards reflect the collaborative efforts and expertise of all constituents involved.

The *New York State Next Generation Mathematics Learning Standards (2017)* reflect revisions, additions, vertical movement, and clarifications to the current mathematics standards. The Standards are defined as the knowledge, skills and understanding that individuals can and do habitually demonstrate over time because of instruction and learning experiences. These mathematics standards, collectively, are focused and cohesive—designed to support student access to the knowledge and understanding of the mathematical concepts that are necessary to function in a world very dependent upon the application of mathematics, while providing educators the opportunity to devise innovative programs to support this endeavor. As with any set of standards, they need to be rigorous; they need to demand a balance of conceptual understanding, procedural fluency and application and represent a significant level of achievement in mathematics that will enable students to successfully transition to post-secondary education and the workforce.

### Context for Revision of the *NYS Next Generation Mathematics Learning Standards (2017)*

#### *Changing expectations for mathematics achievement*

Today's children are growing up in a world very different from the one even 15 years ago. Seismic changes in the labor market mean that we are living and working in a knowledge-based economy—one that demands advanced literacy and Science, Technology, Engineering and Mathematics (STEM) skills, whether for application in the private or public sector. Today, information moves through media at lightning speeds and is accessible in ways that are unprecedented; technology has eliminated many jobs while changing and creating others, especially those involving mathematical and conceptual reasoning skills. One characteristic of these fast-growing segment of jobs is that the employee needs to be able to solve unstructured problems while working with others in teams. At the same time, migration and immigration rates around the world bring diversity to schools and neighborhoods. The exponential growth in interactions and information sharing from around the world means there is much to process, communicate, analyze and respond to in the everyday, across all settings. For a great majority of jobs, conceptual reasoning and technical writing skills are integral parts to the daily routine.

To prepare students for the changes in the way we live and work, and to be sure that our education system keeps pace with what it means to be mathematically literate and what it means to collaboratively problem solve, we need a different approach to daily teaching and learning. We need content-rich standards that will serve as a platform for advancing children's 21<sup>st</sup>-century mathematical skills—their abstract reasoning, their collaboration skills, their ability to learn from peers and through technology, and their flexibility as a learner in a dynamic learning environment. Students need to be engaged in dialogue and learning experiences that allow complex topics and ideas to be explored from many angles and perspectives. They also need to learn how to think and solve problems for which there is no one solution—and learn mathematical skills along the way.

#### *Increasingly Diverse Learner Populations*

The need for a deeper, more innovative approach to mathematics teaching comes at a time when the system is already charged with building up language skills among the increasingly diverse population. Students who are English Language Learners (ELLs)/Multilingual Learners (MLLs) now comprise over 20% of the school-age population, which reflects significant growth in the past several decades. Between 1980 and 2009, this population increased from 4.7 to 11.2 million young people, or from 10 to 21% of the school-age population. This growth will likely continue in U.S. schools; by 2030, it is anticipated that 40% of the school-age population in the U.S. will speak a language other than English at home.<sup>(1)</sup> Today, in schools and districts across the U.S., many students other than those classified as ELLs are learning English as an additional language, even if not in the initial stages of language development—these children are often described as “language minority learners.” Likewise, many students, large numbers of whom are growing up in poverty, speak a dialect of English that is different from the academic English found in school curriculum.<sup>(2),(3),(4)</sup>

Each of these groups—ELLs/MLLs, language minority learners, and students acquiring academic English—often struggle to access the language, and therefore the knowledge that fills the pages of academic texts, despite their linguistic assets. Therefore, the context for this new set of Mathematics Standards is that there is a pressing need to provide instruction that not only meets, but exceeds standards, as part of system-wide initiative to promote equal access to math skills for all learners while capitalizing on linguistic and cultural diversity.

All academic work does, to some degree, involve the academic language needed for success in school. For many students, including ELLs/MLLs, underdeveloped academic language affects their ability to comprehend and analyze texts, limits their ability to write and express their mathematical reasoning effectively, and can hinder their acquisition of academic content in all academic areas in which learning is demonstrated and assessed through oral and written language. If there isn't sufficient attention paid to building academic language across all content areas, students, including ELLs/MLLs, will not reach their potential and we will continue to perpetuate achievement gaps. The challenge is to design instruction that acknowledges the role of language; because language and knowledge are so inextricable.

In summary, today's children live in a society where many of their peers are from diverse backgrounds and speak different languages; one where technology is ubiquitous and central to daily life. They will enter a workforce and economy that demands critical thinking skills, and strong communication and social skills for full participation in society. This new society and economy has implications for today's education system—especially our instruction to foster a deeper and different set of communication and critical thinking skills, with significant attention to STEM.

### ***Students with Disabilities and the Standards***

One of the fundamental tenets guiding educational legislation (the *No Child Left Behind Act*, and *Every Student Succeeds Act*), and related policies over the past 15-years, is that all students, including students with disabilities, can achieve high standards of academic performance. A related trend is the increasing knowledge and skill expectations for PreK-Grade 12 students, especially in the area of reading and language arts, required for success in postsecondary education and 21<sup>st</sup> Century careers. Indeed, underdeveloped literacy skills have profound academic, social, emotional, and economic consequences for students, families, and society.

At the same time, the most recently available federal data<sup>(5)</sup> presents a portrait of the field reflecting both challenges and opportunities.

- *Students served under IDEA, Part B*: During the 2012-13 school year, there was a total of 5.83 million students with disabilities, ages 6-21; an increase from 5.67 million in 2010-11.
- *Access to the general education program*: More than 60 percent (62.1%) of students, ages 6 through 21 served under IDEA, Part B, were educated in the regular classroom 80% or more of the day, up from 60.5% in 2010-11.
- *Participation in state assessments*: Between 68.1 and 84.1 percent of students with disabilities in each of grades 3 through 8 and high school participated in the regular state assessment in reading based on grade-level academic achievement standards with or without accommodations.
- *English language arts proficiency*: The median percentages of students with disabilities in grades 3 through 8 and high school who were administered the 2012-13 state assessment in reading based on grade-level academic achievement standards who were proficient ranged from 25.4 to 37.3 percent.
- *Graduation*: Over sixty percent (65.1%) of students with disabilities graduated with a regular high school diploma.

Overall, the number of students with disabilities is increasing nationwide, as is their access to the general education curriculum, and participation in the state ELA and mathematics assessments. Attaining proficiency and graduating with a regular high school diploma are areas where significant improvements are needed.

Therefore, each student's individualized education program (IEP) must be developed in consideration of the State learning standards and should include information for teachers to effectively provide supports and services to address the individual learning needs of the student as they impact the student's ability to participate and progress in the general education curriculum. In addition to supports and services, special education must include specially designed instruction, which means adapting, as appropriate, the content, methodology or delivery of instruction to address the unique needs that result from the student's disability. By so doing, the teacher ensures each student's access to the general education curriculum so that he or she can meet the learning standards that apply to all students. The *Blueprint for Improved Results for Students with Disabilities* focuses on seven core evidence-based principles for students with disabilities to ensure they have the opportunity to benefit from high quality instruction and to

reach the same academic standards as all students. For additional information, please see <http://www.p12.nysed.gov/specialed/publications/2015-memos/blueprint-for-improved-results-for-students-with-disabilities.html>.

## Understanding the *NYS Next Generation Mathematics Learning Standards (2017)*

The *NYS Next Generation Mathematics Learning Standards (2017)* define what students should understand and be able to do as a result of their study of mathematics. To assess progress on the Standards, a teacher must assess whether the student has understood what has been taught and provide opportunities where a student can independently use and apply this knowledge to solve mathematical problems in similar or new contexts. While procedural skills are relatively straightforward to assess, teachers often ask: what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, why a particular mathematical statement is accurate or where a mathematical rule comes from. Correctly using language to articulate mathematical understanding plays a part in this justification. Making the distinction between mathematical understanding and procedural skill is critical when designing curriculum and assessment; both are important for the mastery of these standards. That is, there is a world of difference between a student who can summon a mnemonic device to expand a product such as  $(a + b)(x + y)$  and a student who can explain what the mnemonic represents as a process for systematically approaching algebraic problems. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task, such as expanding  $(a + b + c)(x + y)$ .

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English Language Learners (ELLs)/Multilingual Learners (MLLs) and for Students with Disabilities. However, the department ensured that teachers of English Language Learners (ELLs)/Multilingual Learners (MLLs) and Students with Disabilities participated in the revision of the standards. The New York State Education Department (NYSED) has created two statewide frameworks, the [Blueprint for Improved Results for Students with Disabilities](#) and the [Blueprint for English Language Learner Success](#), aimed to clarify expectations and to provide guidance for administrators, policymakers, and practitioners to prepare ELLs/MLLs and Students with Disabilities for success. These principles therein the frameworks are intended to enhance programming and improve instruction that would allow for students within these populations to reach the same standards as all students and leave school prepared to successfully transition to post school learning, living and working.

No set of grade-specific standards can fully reflect the variation in learning profiles, rates, and needs, linguistic backgrounds, and achievement levels of students in any given classroom. When designing and delivering mathematics instruction, educators must consider the cultural context and prior academic experiences of all students while bridging prior knowledge to new knowledge and ensuring that content is meaningful and comprehensible. In addition, as discussed above, educators must consider the relationship of language and content, and the vital role that language plays in obtaining and expressing mathematics content knowledge. The standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate adaptations to ensure equitable access and maximum participation of all students.



## How to Read the P-8 Standards for Mathematical Content

\*See [High School – Introduction](#) for how to read the High School Standards for Mathematical Content.

The standards are organized by grade level from Prekindergarten through grade eight.

**Standards** define what students should understand and be able to do.

**Clusters** summarize groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.

**Coherence Linkages** connect standards one grade level forward and/or back when there are very direct linking standards in those grades. For a more thorough analysis of how standards link to one another, see <http://achievethecore.org/coherence-map/>.

**Citations** are indicated by a blue number when information was taken or adapted from another source. The number will match the source number in the *Works Cited* section at the end of this document. When viewing these standards electronically, the source information (including page number) will appear as hover-over text.

### Prekindergarten through Grade Eight

Domain	Cluster Heading	Standards
NY-3.OA	Operations and Algebraic Thinking	<p>Solve problems involving the four operations, and identify and extend patterns in arithmetic.</p> <p>8. Solve two-step word problems posed with whole numbers and having whole-number answers using the four operations.</p> <p>a. Represent these problems using equations or expressions with a letter standing for the unknown quantity.</p> <p>b. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>9. Identify and extend arithmetic patterns (including patterns in the addition table or multiplication table).</p> <p>Connecting the Standards for Mathematical Practice to Mathematical Content:</p> <ul style="list-style-type: none"> <li>Students will analyze a number of situation types for multiplication and division, including arrays and measurement contexts. Extending their understanding of multiplication and division to these situations requires that they make sense of problems and persevere in solving them (MP.1), look for and make use of structure (MP.7) as they model these situations with mathematical forms (MP.4), and attend to precision (MP.6) as they distinguish different kinds of situations over time (MP.8).<sup>(14)</sup></li> </ul>

**Coherence Linkages**: NY-2.OA.1 → NY-3.OA.8 → NY-4.OA.3

**Notes to Clarify & Connect Standards**: Note: Two-step problems need not be represented by a single expression or equation.

**Citation**: (14)

The order in which the standards are presented is not necessarily the order in which the standards need to be taught. Standards from various domains are connected, and educators will need to determine the best overall design and approach, as well as the instructional strategies needed to support their learners to attain grade-level expectations and the knowledge articulated in the standards. That is, the standards do not dictate curriculum or teaching methods; learning opportunities and pathways will continue to vary across schools and school systems, and educators should make every effort to meet the needs of individual students, based on their pedagogical and professional impressions and information.



## The Standards for Mathematical Practice

The Standards for each grade level and course begin with eight Standards for Mathematical Practice. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections.<sup>(6)</sup> The second are the strands of mathematical proficiency specified in the National Research Council’s report [Adding it Up](#): adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

### 1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

### 3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that

these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

#### **5. Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

#### **6. Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

#### **7. Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well-remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

#### **8. Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

## Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards, which set an expectation of understanding, are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

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## Pre-Kindergarten Overview

## [Crosswalk](#)

## [Snapshot](#)

## [CC](#)

## [OA](#)

## [MD](#)

## [G](#)

In Pre-Kindergarten, instructional time should focus on two areas: (1) developing a good sense of numbers using concrete objects including concepts of correspondence, counting, cardinality, and comparison; (2) describing shapes in their everyday environment. More learning time in Pre-Kindergarten should be devoted to exploring\* and developing the sense of numbers than any other topic. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the **Counting and Cardinality** domain, students:
  - develop a sense of numbers and count to determine the number of objects;
  - understand that number words refer to quantity;
  - use 1:1 correspondence to solve problems by matching sets and comparing number amounts and in counting objects to 10 through a variety of experiences; and
  - understand that the last number name said tells the number of objects counted (cardinality) and they count to determine number amounts and compare quantities (using language such as more than, fewer than, or equal to (the same as) the number of objects in another group).
2. Through their learning in the **Geometry and Measurement and Data** domains, students:
  - describe the position of objects in space based on the relations of those objects (e.g., shape and special relations) using appropriate vocabulary;
  - identify and name basic two-dimensional shapes, such as triangles, rectangles, squares, and circles; and
  - use basic shapes and spatial reasoning to model objects in their everyday environment.

**\*Note:** *Explore* indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

### Mathematical Practices

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> </ol> | <ol style="list-style-type: none"> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> |
|---|---|

## NY-PK.CC

## Counting and Cardinality

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

1. Count to 20.
2. **Represent** a number of objects (0 - 5), with a written numeral 0–5 (with 0 **representing** a count of no objects).

**Coherence:** NY-PK.CC.1 → NY-K.CC.1

**Coherence:** NY-PK.CC.2 → NY-K.CC.3

**Note:** Students can select the corresponding number card and/or write the numeral.

**Note on Number Reversals:**

- Learning to write numerals is generally more difficult than learning to read them. It is common for students to reverse numbers at this stage (e.g., writing Ǝ for 3).<sup>(8)</sup>

## NY-PK.CC

## Counting and Cardinality

**Count to tell the number of objects.**

3. **Understand** the relationship between numbers and quantities to 10; connect counting to cardinality.
  - a. 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. (1:1 correspondence)
  - b. **Explore** and **develop** the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
- 4a. Answer counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 5 objects in a scattered configuration.
- 4b. Given a number from 1–10, count out that many objects.

**Coherence:** NY-PK.CC.3 → NY-K.CC.4

**Coherence:** NY-PK.CC.4 → NY-K.CC.5

e.g., “How many \_\_\_\_\_ are there?”

**Note on the Word *Explore*:**

- **Explore** indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

**Within-Grade Connections:**

- Much of the learning in prekindergarten—NY-PK.CC.5, all of NY-PK.OA.1, and NY-PK.MD.2—depends on the foundational ability to count to answer “how many?” (NY-PK.CC.4), which itself is grounded in NY-PK.CC.3. Therefore, work on NY-PK.CC.3 & 4 should likely begin at or near the beginning of the year.<sup>(9)</sup>

## NY-PK.CC

## Counting and Cardinality

## Compare numbers.

5. [Recognize](#) whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group.

Note: Include groups with up to five objects.

Coherence: NY-PK.CC.5 → NY-K.CC.6

e.g., using matching and counting strategies

6. [Identify](#) “first” and “last” related to order or position.

Coherence: NY-PK.CC.6 → NY-K.CC.4d



## NY-PK.OA

## Operations and Algebraic Thinking

**Understand** addition as adding to and **understand** subtraction as taking from.

1. **Explore** addition and subtraction by using objects, fingers, and responding to real world situations.

In the chart to the right, *Pre-Kindergarten* students **explore** the two unshaded (white) subtypes for **Add To** and **Take From** situations.

All four unshaded (white) subtypes are expectations in Kindergarten.

Grade 1 and 2 students work with all subtypes. Darker shading indicates the four difficult subtypes that students should work with in Grade 1 but need not master until Grade 2.

**Coherence:** NY-PK.OA.1 → NY-K.OA.1

e.g., If we have 3 apples and add two more, how many apples do we have all together?

		Result Unknown	Change Unknown	Start Unknown
Common Addition and Subtraction Situations	Add To	<i>A</i> bunnies sat on the grass. <i>B</i> more bunnies hopped there. How many bunnies are on the grass now? $A + B = \square$	<i>A</i> bunnies were on the grass. Some more bunnies hopped there. Then there were <i>C</i> bunnies. How many bunnies hopped over to the first <i>A</i> bunnies? $A + \square = C$	Some bunnies were sitting on the grass. <i>B</i> more bunnies hopped there. Then there were <i>C</i> bunnies. How many bunnies were on the grass before? $\square + B = C$
	Take From	<i>C</i> apples were on the table. I ate <i>B</i> apples. How many apples are on the table now? $C - B = \square$	<i>C</i> apples were on the table. I ate some apples. Then there were <i>A</i> apples. How many apples did I eat? $C - \square = A$	Some apples were on the table. I ate <i>B</i> apples. Then there were <i>A</i> apples. How many apples were on the table before? $\square - B = A$
		Total Unknown	Both Addends Unknown	Addend Unknown
Common Addition and Subtraction Situations	Put Together/ Take Apart	<i>A</i> red apples and <i>B</i> green apples are on the table. How many apples are on the table? $A + B = \square$	Grandma has <i>C</i> flowers. How many can she put in her red vase and how many in her blue vase? $C = \square + \square$	<i>C</i> apples are on the table. <i>A</i> are red and the rest are green. How many apples are green? $A + \square = C$ $C - A = \square$
	Compare	<b>Difference Unknown</b> "How many more?" version: Lucy has <i>A</i> apples. Julie has <i>C</i> apples. How many more apples does Julie have than Lucy? "How many fewer?" version: Lucy has <i>A</i> apples. Julie has <i>C</i> apples. How many fewer apples does Lucy have than Julie? $A + \square = C$ $C - A = \square$	<b>Bigger Unknown</b> Version with "More": Julie has <i>B</i> more apples than Lucy. Lucy has <i>A</i> apples. How many apples does Julie have? Version with "Fewer": Lucy has <i>B</i> fewer apples than Julie. Lucy has <i>A</i> apples. How many apples does Julie have? $A + B = \square$	<b>Smaller Unknown</b> Version with "More": Julie has <i>B</i> more apples than Lucy. Julie has <i>C</i> apples. How many apples does Lucy have? Version with "Fewer": Lucy has <i>B</i> fewer apples than Julie. Julie has <i>C</i> apples. How many apples does Lucy have? $C - B = \square$ $\square + B = C$

### Note on the Word **Explore**:

- **Explore** indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

### Connecting the Standards for Mathematical Practice to Mathematical Content:

- When students progress from drawing realistic (artistic) pictures of situations to diagramming addition and subtraction situations using circles or other symbols, and making connections between them, they are relating the concrete to the abstract (MP.2) and making their first mathematical models (MP.4).<sup>(9)</sup>
- A student choosing to use objects, fingers, or a math drawing to **represent** and solve a word problem is an example of the student using an appropriate tool strategically (MP.5).<sup>(9)</sup>

## NY-PK.OA

## Operations and Algebraic Thinking

**Understand simple patterns.**

2. Duplicate and extend simple patterns using concrete objects.

**Coherence:** NY-PK.OA.2 → NY-K.OA.6

e.g., What comes next?

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- When students duplicate and extend patterns (NY-PK.OA.2), they are noticing regularity and repeated reasoning (MP.8).

## NY-PK.MD

## Measurement and Data

**Describe and compare measurable attributes.**

1. Identify measurable attributes of objects, such as length or weight, and describe them using appropriate vocabulary.

Coherence: NY-PK.MD.1 → NY-K.MD.1

e.g., small, big, short, tall, empty, full, heavy, and light

## NY-PK.MD

## Measurement and Data

**Sort objects and count the number of objects in each category.**

2. Sort objects and shapes into categories; count the objects in each category.

Note: Limit category counts to be less than or equal to 10.

Coherence: NY-PK.MD.2 → NY-K.MD.3

**Within-Grade Connections:**

- Sorting objects into categories and counting them (NY-PK.MD.2) offers a context for cardinal counting (NY-PK.CC.4) and for comparing numbers (NY-PK.CC.5).<sup>(9)</sup>

## NY-PK.G

## Geometry

**Identify and describe** shapes (squares, circles, triangles, and rectangles).

1. **Describe** objects in the environment using names of shapes, and **describe** the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, and next to.

**Coherence:** NY-PK.G.1 → NY-K.G.1

2. Name shapes regardless of size.

**Coherence:** NY-PK.G.2 → NY-K.G.2

## NY-PK.G

## Geometry

**Explore** and create two- and three-dimensional objects.

3. **Explore** two- and three-dimensional objects and use informal language to **describe** their similarities, differences, and other attributes.

**Coherence:** NY-PK.G.3 → NY-K.G.4

4. Create and build shapes from components.

**Coherence:** NY-PK.G.4 → NY-K.G.5

e.g., sticks and clay balls

**Note on the Word *Explore*:**

- **Explore** indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

# Kindergarten Overview

## [Crosswalk](#)

## [Snapshot](#)

## [CC](#)

## [OA](#)

## [NBT](#)

## [MD](#)

## [G](#)

In Kindergarten, instructional time should focus on two areas: (1) developing a sound sense of numbers by representing and comparing numbers, initially using sets of objects; (2) recognizing and describing shapes and using spatial relations. More learning time in Kindergarten should be devoted to number than to any other topic. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the **Counting and Cardinality** and **Operations and Algebraic Thinking** domains, students:
  - develop a more formal sense of numbers;
  - 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  $7 - 2 = 5$ . *Note: Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required; and*
  - 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. Through their learning in the **Geometry** and **Measurement and Data** domains, students:
  - describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and appropriate vocabulary;
  - 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;
  - use basic shapes and spatial reasoning to model objects in their everyday environment to create and compose more complex shapes; and
  - explore\* coins and begin identifying of pennies and dimes.

**\*Note:** *Explore* indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

### Mathematical Practices

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> </ol> | <ol style="list-style-type: none"> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> |
|---|---|

## NY-K.CC

## Counting and Cardinality

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

1. Count to 100 by ones and by tens.
2. Count to 100 by ones beginning from any given number (instead of beginning at 1).
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).

Coherence: NY-PK.CC.1 → NY-K.CC.1 → NY-1.NBT.1

Coherence: NY-K.CC.2 → NY-1.NBT.1

Coherence: NY-PK.CC.2 → NY-K.CC.3 → NY-1.NBT.1

**Note on Number Reversals:**

- Learning to write numerals is generally more difficult than learning to read them. It is common for students to reverse numbers at this stage (e.g., writing **E** for **3**).<sup>(8)</sup>

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- Kindergarten students say the number names by ones and by tens (“ten, twenty, thirty, . . .”) all the way to 100 (NY-K.CC.1). The structure of a number name such as “thirty-two” reflects the underlying system of place value. Attending to and using that structure (MP.7) is an important foundation for place value. For more information about how patterns in the number names affect learning the teen numbers, see [K-5 Progression on Counting and Cardinality and Operations and Algebraic Thinking](#).<sup>(9)</sup>
- As students count by tens (NY-K.CC.1), they may make sense (MP.1) of these numbers by reciting each new number in the sequence “ten, twenty, thirty . . .” as a new child joins the children already standing in front of the classroom and showing all their fingers. The patterns in the place-value system—the structure of numbers (MP.7)—become more apparent when children say “six tens is sixty, seven tens is seventy, eight tens is eighty,” etc. Children can also flash ten fingers as they count by tens to feel the ten that are added on with each count.<sup>(9)</sup>



## NY-K.CC

## Counting and Cardinality

## Count to tell the number of objects.

4. [Understand](#) the relationship between numbers and quantities up to 20; connect counting to cardinality.
- a. 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. (1:1 correspondence)
- b. [Understand](#) that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
- c. [Understand](#) the concept that each successive number name refers to a quantity that is one larger.
- d. [Understand](#) the concept of ordinal numbers (first through tenth) to [describe](#) the relative position and magnitude of whole numbers.
- 5a. Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.
- 5b. Given a number from 1–20, count out that many objects.

Coherence: NY-PK.CC.3 → NY-K.CC.4

Coherence: NY-PK.CC.6 → NY-K.CC.4d

Coherence: NY-PK.CC.4 → NY-K.CC.5

e.g., “How many \_\_\_\_\_ are there?”

## Within-Grade Connections:

- Much of the learning in kindergarten—NY-K.CC.6, all of NY-K.OA and NY-K.NBT, and NY-K.MD.3—depends on the foundational ability to count to answer “how many?” (NY-K.CC.5), which itself is grounded in NY-K.CC.4. Therefore, work on NY-K.CC.4 and NY-K.CC.5 should likely begin near the beginning of the year.<sup>(9)</sup>

## NY-K.CC

## Counting and Cardinality

## Compare numbers.

6. [Identify](#) whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.
- [Note](#): Include groups with up to ten objects.
7. [Compare](#) two numbers between 1 and 10 presented as written numerals.

Coherence: NY-PK.CC.5 → NY-K.CC.6

e.g., using matching and counting strategies

Coherence: NY-K.CC.7 → NY-1.NBT.3

e.g., 6 is greater than 2

## Within-Grade Connections:

- If students are less than [fluent](#) in number [comparisons](#) (NY-K.CC.7) by the end of kindergarten, then they may not have mastered early number concepts (NY-K.CC.1 - 4). Note that NY-K.CC.6 is a precursor to NY-K.CC.7 and portrays the kind of concrete work that students should be doing en route to mastering numeral-based [comparisons](#).<sup>(9)</sup>

## NY-K.OA

## Operations and Algebraic Thinking

**Understand** addition as putting together and adding to, and **understand** subtraction as taking apart and taking from.

1. **Represent** addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies.

**Note:** Drawings need not show details, but should show the mathematics in the problem.

- 2a. Add and subtract within 10.

- 2b. **Solve** addition and subtraction word problems within 10.

**Coherence:** NY-PK.OA.1 → NY-K.OA.1

**Coherence:** NY-K.OA.2 → NY-1.OA.1

e.g., using objects or drawings to **represent** the problem

In the chart below, the four unshaded (white) subtypes are expectations in Kindergarten. Grade 1 and 2 students work with all subtypes. Darker shading indicates the four difficult subtypes that students should work with in Grade 1 but need not master until Grade 2.

		Result Unknown	Change Unknown	Start Unknown
Common Addition and Subtraction Situations	Add To	A bunnies sat on the grass. B more bunnies hopped there. How many bunnies are on the grass now? $A + B = \square$	A bunnies were on the grass. Some more bunnies hopped there. Then there were C bunnies. How many bunnies hopped over to the first A bunnies? $A + \square = C$	Some bunnies were sitting on the grass. B more bunnies hopped there. Then there were C bunnies. How many bunnies were on the grass before? $\square + B = C$
	Take From	C apples were on the table. I ate B apples. How many apples are on the table now? $C - B = \square$	C apples were on the table. I ate some apples. Then there were A apples. How many apples did I eat? $C - \square = A$	Some apples were on the table. I ate B apples. Then there were A apples. How many apples were on the table before? $\square - B = A$
	Put Together/ Take Apart	Total Unknown A red apples and B green apples are on the table. How many apples are on the table? $A + B = \square$	Both Addends Unknown Grandma has C flowers. How many can she put in her red vase and how many in her blue vase? $C = \square + \square$	Addend Unknown C apples are on the table. A are red and the rest are green. How many apples are green? $A + \square = C$ $C - A = \square$
	Compare	Difference Unknown "How many more?" version: Lucy has A apples. Julie has C apples. How many more apples does Julie have than Lucy? "How many fewer?" version: Lucy has A apples. Julie has C apples. How many fewer apples does Lucy have than Julie? $A + \square = C$ $C - A = \square$	Bigger Unknown Version with "More": Julie has B more apples than Lucy. Lucy has A apples. How many apples does Julie have? Version with "Fewer": Lucy has B fewer apples than Julie. Lucy has A apples. How many apples does Julie have? $A + B = \square$	Smaller Unknown Version with "More": Julie has B more apples than Lucy. Julie has C apples. How many apples does Lucy have? Version with "Fewer": Lucy has B fewer apples than Julie. Julie has C apples. How many apples does Lucy have? $C - B = \square$ $\square + B = C$

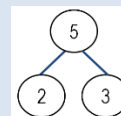
3. [Decompose](#) numbers less than or equal to 10 into pairs in more than one way.

Record each [decomposition](#) with a drawing or equation.

**Coherence:** NY-K.OA.3 → NY-1.OA.6

e.g., using objects or drawings

e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ , or



4. Find the number that makes 10 when given a number from 1 to 9.

Record the answer with a drawing or equation.

**Coherence:** NY-K.OA.4 → NY-1.OA.6

e.g., using objects or drawings

5. [Fluently](#) add and subtract within 5.

**Coherence:** NY-K.OA.5 → NY-1.OA.6

#### Note on [Fluency](#) with Facts:

- [Fluently](#) adding and subtracting within 5 in kindergarten (NY-K.OA.5) means students can find sums and differences within 5 reasonably quickly, and say or write it. [Fluency](#) involves a mixture of just [knowing](#) some answers, [knowing](#) some answers from patterns, and [knowing](#) some answers from the use of strategies.<sup>(10)</sup> In kindergarten, some students may still need to use fingers or make drawings. Students grow in fluency throughout the year as they work with addition and subtraction situations.<sup>(9)</sup> For more on how children [develop fluency](#), see [Grade K–5, Counting and Cardinality and Operations and Algebraic Thinking](#), pp. 18-19 and [Adding it Up](#), pp. 182-195.

#### Note on Manipulatives in Grades K-2:

- Manipulatives such as physical models of hundreds, tens, and ones, and visual models such as math drawings, are important parts of the K–2 classroom. These manipulatives and visual models should always be connected to written symbols and methods.<sup>(9)</sup>

#### Within-Grade Connections:

- Understanding that 18 is ten ones and eight more ones (NY-K.NBT.1) requires and supports understanding what it means to combine 10 and 8 or to take apart 18 (NY-K.OA.3 and NY-K.OA.4).<sup>(9)</sup>

#### Connecting the Standards for Mathematical Practice to Mathematical Content:

- When students progress from drawing realistic (artistic) pictures of situations to diagramming addition and subtraction situations using circles or other symbols, and making connections between them, they are relating the concrete to the abstract (MP.2) and making their first mathematical models (MP.4). Equations to [describe](#) these situations (such as  $8 + 2 = 10$ ) are also mathematical models.<sup>(9)</sup>
- A student choosing to use objects, fingers, or a math drawing to [represent](#) and solve a word problem is an example of the student using an appropriate tool strategically (MP.5).<sup>(9)</sup>

## NY-K.OA

## Operations and Algebraic Thinking

### [Understand](#) simple patterns.

6. Duplicate, extend, and create simple patterns using concrete objects.

**Coherence:** NY-PK.OA.2 → NY-K.OA.6

## NY-K.NBT

## Number and Operations in Base Ten

**Work with numbers 11–19 to gain foundations for place value.**

1. [Compose](#) and [decompose](#) the numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**Coherence:** NY-K.NBT.1 → NY-1.NBT.2

e.g., using objects or drawings

**Within-Grade Connections:**

- Understanding that 18 is ten ones and eight more ones (NY-K.NBT.1) requires and supports understanding what it means to combine 10 and 8 or to take apart 18 (NY-K.OA.3 and NY-K.OA.4).<sup>(9)</sup>
- Working with numbers 11–19 (NY-K.NBT.1) provides opportunities for cardinal counting beyond 10 (NY-K.CC.5) and for writing two-digit numbers (NY-K.CC.3). Ten frames, strips with ten ones and some loose ones, and math drawings can be helpful for this work.<sup>(9)</sup>

## NY-K.MD

## Measurement and Data

**Describe and compare measurable attributes.**

1. Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary.
2. Directly compare two objects with a common measurable attribute and describe the difference.

Coherence: NY-PK.MD.1 → NY-K.MD.1

e.g., small, big, short, tall, empty, full, heavy, and light

Coherence: NY-K.MD.2 → NY-1.MD.1

## NY-K.MD

## Measurement and Data

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

3. Classify objects into given categories; count the objects in each category and sort the categories by count.  
Note: Limit category counts to be less than or equal to 10.
4. Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes.

Coherence: NY-PK.MD.2 → NY-K.MD.3 → NY-1.MD.4

Coherence: NY-K.MD.4 → NY-1.MD.3b  
NY-1.MD.3c

**Note on the Word Explore:**

- Explore indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

**Within-Grade Connections:**

- Classifying objects into different categories and counting them (NY-K.MD.3) offers a context for cardinal counting (NY-K.CC.5), for comparing numbers (NY-K.CC.6), and for decomposing numbers less than or equal to 10 in more than one way (NY-K.OA.3).<sup>(9)</sup>

NY-K.G	Geometry
<b>Identify</b> and <b>describe</b> shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
1. <b>Describe</b> objects in the environment using names of shapes, and <b>describe</b> the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Coherence: NY-PK.G.1 → NY-K.G.1
2. Name shapes regardless of their orientation or overall size.	Coherence: NY-PK.G.2 → NY-K.G.2
3. <b>Understand</b> the difference between two-dimensional (lying in a plane, “flat”) and three-dimensional (“solid”) shapes.	

NY-K.G	Geometry
<b>Analyze, compare, sort, and compose</b> shapes.	
4. <b>Analyze, compare</b> , and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to <b>describe</b> their similarities, differences, parts, and other attributes.	Coherence: NY-PK.G.3 → NY-K.G.4 → NY-1.G.1 e.g., number of sides, number of vertices/“corners,” or having sides of equal length
5. Model objects in their environment by building and/or drawing shapes.	Coherence: NY-PK.G.4 → NY-K.G.5 e.g., using blocks to build a simple <b>representation</b> in the classroom <b>Note on and/or:</b> Students should be taught to model objects by building <i>and</i> drawing shapes; however, when answering a question, students can choose to model the object by building <i>or</i> drawing the shape.
6. <b>Compose</b> larger shapes from simple shapes.	Coherence: NY-K.G.6 → NY-1.G.2 e.g., join two triangles to <b>make</b> a rectangle



## Grade 1 Overview

## Crosswalk

## Snapshot

## OA

## NBT

## MD

## G

In Grade 1, instructional time should focus on three areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; and (3) developing understanding of linear measurement and measuring lengths as iterating length units. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the **Operations and Algebraic Thinking** domain, students:
  - develop strategies for adding and subtracting whole numbers based on their prior work with small numbers;
  - 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;
  - understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two);
  - 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; and
  - build their understanding of the relationship between addition and subtraction by comparing a variety of solution strategies.
2. Through their learning in the **Number and Operations in Base Ten** domain, students:
  - develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10;
  - compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes;
  - 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); and
  - understand the order of the counting numbers and their relative magnitudes through activities that build number sense.
3. Through their learning in the **Measurement and Data** domain, 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 transitivity principle of indirect measurement to make comparisons, but they need not use this technical term.

### Mathematical Practices

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> </ol> | <ol style="list-style-type: none"> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> |
|---|---|

## NY-1.OA

## Operations and Algebraic Thinking

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

1. Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from, putting together, taking apart, and/or [comparing](#), with unknowns in all positions.

**Note:** Problems should be [represented](#) using objects, drawings, and equations with a symbol for the unknown number. Problems should be *solved* using objects or drawings, and equations.

**Coherence:** NY-K.OA.2 → NY-1.OA.1 → NY-2.OA.1

In the chart below, the four unshaded (white) subtypes are mastered in Kindergarten. Grade 1 and 2 students work with all subtypes. *Darker shading indicates the four difficult subtypes that students should work with in Grade 1 but need not master until Grade 2.*

		Result Unknown	Change Unknown	Start Unknown
Common Addition and Subtraction Situations	Add To	A bunnies sat on the grass. B more bunnies hopped there. How many bunnies are on the grass now? $A + B = \square$	A bunnies were on the grass. Some more bunnies hopped there. Then there were C bunnies. How many bunnies hopped over to the first A bunnies? $A + \square = C$	Some bunnies were sitting on the grass. B more bunnies hopped there. Then there were C bunnies. How many bunnies were on the grass before? $\square + B = C$
	Take From	C apples were on the table. I ate B apples. How many apples are on the table now? $C - B = \square$	C apples were on the table. I ate some apples. Then there were A apples. How many apples did I eat? $C - \square = A$	Some apples were on the table. I ate B apples. Then there were A apples. How many apples were on the table before? $\square - B = A$
	Put Together/ Take Apart	A red apples and B green apples are on the table. How many apples are on the table? $A + B = \square$	Grandma has C flowers. How many can she put in her red vase and how many in her blue vase? $C = \square + \square$	C apples are on the table. A are red and the rest are green. How many apples are green? $A + \square = C$ $C - A = \square$
	Compare	"How many more?" version: Lucy has A apples. Julie has C apples. How many more apples does Julie have than Lucy? $A + \square = C$ $C - A = \square$	Version with "More": Julie has B more apples than Lucy. Lucy has A apples. How many apples does Julie have? Version with "Fewer": Lucy has B fewer apples than Julie. Lucy has A apples. How many apples does Julie have? $A + B = \square$	Version with "More": Julie has B more apples than Lucy. Julie has C apples. How many apples does Lucy have? Version with "Fewer": Lucy has B fewer apples than Julie. Julie has C apples. How many apples does Lucy have? $C - B = \square$ $\square + B = C$

2. [Solve](#) word problems that call for addition of three whole numbers whose sum is less than or equal to 20.

**Coherence:** NY-1.OA.2 → NY-2.NBT.6

e.g. by using objects, drawings, and equations with a symbol for the unknown number to [represent](#) the problem

### Note on Manipulatives in Grades K-2:

- A note on manipulatives in grades K-2: Manipulatives such as physical models of hundreds, tens, and ones, and visual models such as math drawings, are important parts of the K-2 classroom. These manipulatives and visual models should always be connected to written symbols and methods.<sup>[9]</sup>

## NY-1.OA

## Operations and Algebraic Thinking

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

3. **Apply** properties of operations as strategies to add and subtract.

**Note:** Students need not use formal terms for these properties.

**Coherence:** NY-1.OA.3 → NY-2.NBT.9

e.g.,

- 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.)

4. **Understand** subtraction as an unknown-addend problem within 20.

**Coherence:** NY-1.OA.4 → NY-2.NBT.9

e.g., Subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

#### Within-Grade Connections:

- When students use the *making ten* strategy (NY-1.OA.6), they are **applying** the Associative property of addition (NY-1.OA.3).<sup>(9)</sup> For example, when solving  $8 + 3$  by “making a ten,” a student **decomposes** the 3 into 2 + 1 in order to re-associate the 2 with the 8, making ten + 1.

$$\begin{array}{r} 8 + 3 \\ 8 + (2 + 1) \\ (8 + 2) + 1 \end{array}$$

#### Connecting the Standards for Mathematical Practice to Mathematical Content:

- All work with properties (NY-1.OA.3) and place value (e.g., NY-1.NBT.2 & 4) should be seen as an investigation and use of the structure of the number system and of arithmetic (MP.7). Students’ explanations of the properties and reasoning that they used in these contexts are early beginnings of the construction of (brief) logical arguments (MP.3). Examples of brief but excellent arguments at this grade level could include:
  - I **know** that  $7 - 3$  equals 4 because  $4 + 3$  equals 7. (This shows NY-1.OA.4 being met.)
  - I knew that  $8 + 8 = 20$  was wrong because  $10 + 10$  equals 20 and 8 is less than 10.
  - I **know** that  $8 + 7$  equals 15 because I **know** that  $8 + 8$  equals 16.<sup>(9)</sup>

## NY-1.OA

## Operations and Algebraic Thinking

## Add and subtract within 20.

5. Relate counting to addition and subtraction.

6a. Add and subtract within 20. Use strategies such as:

- counting on;
- [making](#) ten;
- [decomposing](#) a number leading to a ten;
- using the relationship between addition and subtraction; and
- creating equivalent but easier or [known](#) sums.

6b. [Fluently](#) add and subtract within 10.

**Coherence:** NY-K.CC.4c → NY-1.OA.5

e.g., by counting on 2 to add 2

**Coherence:** NY-K.OA.3  
NY-K.OA.4 → NY-1.OA.6 → NY-2.OA.2  
NY-K.OA.5

Levels	8 + 6 = 14	14 - 8 = 6
Level 1: Count all	<p>a</p> <p>b</p> <p>c</p>	<p>a</p> <p>b</p> <p>c</p>
Level 2: Count on	<p>Count On</p>	<p>To solve 14 - 8 I count on 8 + ? = 14</p>

e.g.,  $8 + 6 =$

$$\begin{array}{r} 8 + 6 = \\ 8 + 2 + 4 = \\ 10 + 4 = 14 \end{array}$$

e.g.,  $13 - 4 =$

$$\begin{array}{r} 13 - 4 = \\ 13 - 3 - 1 = \\ 10 - 1 = 9 \end{array}$$

e.g., [knowing](#) that  $8 + 4 = 12$ , one [knows](#)  $12 - 8 = 4$

e.g., adding  $6 + 7$  by creating the [known](#) equivalent  
 $6 + 6 + 1 = 12 + 1 = 13$

### Note on Fluency with Facts:

- [Fluently](#) adding and subtracting within 10 (NY-1.OA.6b) means students can find sums and differences within 10 reasonably quickly, and say or write it. [Fluency](#) involves a mixture of just [knowing](#) some answers, [knowing](#) some answers from patterns, and [knowing](#) some answers from the use of strategies.<sup>(10)</sup> Students grow in [fluency](#) throughout the year as they work with addition and subtraction situations.<sup>(9)</sup> For more on how children [develop fluency](#), see [K–5 Progression on Counting and Cardinality and Operations and Algebraic Thinking](#), pp. 18-19 and [Adding it Up](#), pp. 182-195.

### Connecting the Standards for Mathematical Practice to Mathematical Content:

- Grade 1 students work with some sophisticated addition and subtraction situations (NY-1.OA.1), such as “Lucy has 8 fewer apples than Julie. Julie has 12 apples. How many apples does Lucy have?” [Making](#) a math drawing or using objects to model the situation is very helpful for students (MP.5). The equations  $12 - 8 = ?$ ,  $8 + ? = 12$ , and  $? + 8 = 12$  are all mathematical models of this situation (MP.4).<sup>(9)</sup>

## NY-1.OA

## Operations and Algebraic Thinking

## Work with addition and subtraction equations.

7. [Understand](#) the meaning of the equal sign, and [determine](#) if equations involving addition and subtraction are true or false.

e.g., Which of the following equations are true and which are false?

$$6 = 6 \qquad 7 = 8 - 1 \quad 5 + 2 = 2 + 5 \qquad 4 + 1 = 5 + 2$$

8. [Determine](#) the unknown whole number in an addition or subtraction equation with the unknown in all positions.

e.g., [Determine](#) the unknown number that makes the equation true in each of the equations:

$$8 + ? = 11 \qquad \_\_ - 3 = 5 \qquad 6 + 6 = \square$$

## Within-Grade Connections:

- Understanding the meaning of the equal sign (NY-1.OA.7) is a crucial aspect of and solving equations (NY-1.OA.8). In order to gain understanding of the equal sign and solving equations, students must see varied equation forms – especially those with only one number on the left side of the equation. Through this work, students come to understand where the total is in addition equations (alone on one side) and in subtraction equations (before the minus sign).<sup>(9)</sup>

## NY-1.NBT

## Number and Operations in Base Ten

## Extend the counting sequence.

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.

Coherence: NY-K.CC.1 → NY-1.NBT.1 → NY-2.NBT.2  
 NY-K.CC.2 → NY-2.NBT.3  
 NY-K.CC.3

## Within-Grade Connections:

- Units are a connection between place value (NY-1.NBT) and measurement (NY-1.MD). Working with place value depends on having a sense of the sizes of the base-ten units and being able to see a larger unit as [composed](#) of smaller units within the system.<sup>(11)</sup>

## NY-1.NBT

## Number and Operations in Base Ten

[Understand](#) place value.

2. [Understand](#) that the two digits of a two-digit number [represent](#) amounts of tens and ones.
  - a. [Understand](#) 10 can be thought of as a bundle of ten ones, called a "ten".
  - b. [Understand](#) the numbers from 11 to 19 are [composed](#) of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  - c. [Understand](#) 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).
3. [Compare](#) two two-digit numbers based on meanings of the tens and ones digits, recording the results of [comparisons](#) with the symbols  $>$ ,  $=$ , and  $<$ .

Coherence: NY-K.NBT.1 → NY-1.NBT.2 → NY-2.NBT.1

Coherence: NY-K.CC.7 → NY-1.NBT.3 → NY-2.NBT.4



## NY-1.NBT

## Number and Operations in Base Ten

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

## 4. Add within 100, including

- a two-digit number and a one-digit number,
- a two-digit number and a multiple of 10.

Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.

Relate the strategy to a written representation and explain the reasoning used.

Coherence:

NY-1.NBT.4 → NY-2.NBT.5  
NY-2.NBT.7

Note on and/or: Students should be taught to use strategies based on place value, properties of operations, *and* the relationship between addition and subtraction; however, when solving any problem, students can choose any strategy.

Note: A written representation is any way of showing a strategy using words, pictures, or numbers.

5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Coherence:

NY-1.NBT.5 → NY-2.NBT.8

## 6. Subtract multiples of 10 from multiples of 10 in the range 10-90 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 used to a written representation and explain the reasoning.

Coherence:

NY-1.NBT.6 → NY-2.NBT.8

Note on and/or: Students should be taught to use concrete models and drawings; as well as strategies based on place value, properties of operations, *and* the relationship between addition and subtraction. When solving any problem, students can choose to use a concrete model *or* a drawing. Their strategy must be based on place value, properties of operations, or the relationship between addition and subtraction.

Note: A written representation is any way of showing a strategy using words, pictures, or numbers.

## Within-Grade Connections:

- Quickly finding 10 more or 10 less than a two-digit number (NY-1.NBT.5) is a good indicator of whether students have an understanding of place value for two-digit numbers (NY-1.NBT.2).<sup>(9)</sup>

## Connecting the Standards for Mathematical Practice to Mathematical Content:

- All work with properties (NY-1.OA.3) and place value (e.g., NY-1.NBT.2 & 4) should be seen as an investigation and use of the structure of the number system and of arithmetic (MP.7). Students' explanations of the properties and reasoning that they used in these contexts are early beginnings of the construction of (brief) logical arguments (MP.3). Examples of brief but excellent arguments at this grade level could include:
  - I know that  $7 - 3$  equals 4 because  $4 + 3$  equals 7. (This shows NY-1.OA.4 being met.)
  - I knew that  $8 + 8 = 20$  was wrong because  $10 + 10$  equals 20 and 8 is less than 10.
  - I know that  $8 + 7$  equals 15 because I know that  $8 + 8$  equals 16.<sup>(9)</sup>
- When students add two-digit numbers (NY-1.NBT.4), they "Look for and express regularity in repeated reasoning" (MP.8). Students will repeatedly think about the units of ten and the units of one in their concrete models or drawings and in their recorded written methods. During this work, students are also "modeling with mathematics" (MP.4).<sup>(9)</sup>

## NY-1.MD

## Measurement and Data

## Measure lengths indirectly and by iterating length units.

1. Order three objects by length; [compare](#) the lengths of two objects indirectly by using a third object.
2. Measure the length of an object using same-size “length units” placed end to end with no gaps or overlaps. [Express](#) the length of an object as a whole number of “length units.”

**Coherence:** NY-K.MD.2 → NY-1.MD.1 → NY-2.MD.4

**Coherence:** NY-1.MD.2 → NY-2.MD.1

**Note:** “Length units” could include cubes, paper clips, etc.

## Within-Grade Connections:

- Units are a connection between place value (NY-1.NBT) and measurement (NY-1.MD). Working with place value depends on having a sense of the sizes of the base-ten units and being able to see a larger unit as [composed](#) of smaller units within the system.<sup>(9)</sup>
- Measurement standards NY-1.MD.1 and NY-1.MD.2 together support and provide a context for the goal of solving problems that involve comparing (NY-1.OA.1).<sup>(9)</sup>

## NY-1.MD

## Measurement and Data

## Tell and write time and money.

- 3a. Tell and write time in hours and half-hours using analog and digital clocks. [Develop](#) an understanding of common terms, such as, but not limited to, *o'clock* and *half past*.
- 3b. [Recognize](#) and [identify](#) coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.
- 3c. Count a mixed collection of dimes and pennies and [determine](#) the cent value (total not to exceed 100 cents).

**Coherence:** NY-1.MD.3a → NY-2.MD.7

**Coherence:** NY-K.MD.4 → NY-1.MD.3b

**Coherence:** NY-1.MD.3c → NY-2.MD.8

e.g., 3 dimes and 4 pennies is the same as 3 tens and 4 ones, which is 34¢.

## Within-Grade Connections:

- While students are dealing with the limited precision of only whole hours and half-hours (NY-1.MD.3a), they must [distinguish](#) the position of the hour hand. This connects to partitioning circles into halves and quarters (NY-1.G.3).<sup>(9)</sup>
- When students count a mixed collection of dimes and pennies (NY-1.MD.3c), they [develop](#) understanding of place value (NY-1.NBT.2) and practice adding within 100 (NY-1.NBT.4-5).

## NY-1.MD

## Measurement and Data

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

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.

**Coherence:** [NY-K.MD.3](#) → [NY-1.MD.4](#) → [NY-2.MD.10](#)

**Within-Grade Connections:**

- When students 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 (NY-1.MD.4), they practice adding and subtracting numbers (NY-1.OA).<sup>(9)</sup>

NY-1.G	Geometry
<b>Reason with shapes and their attributes.</b>	
<p>1. <a href="#">Distinguish</a> between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.</p>	<p><b>Coherence:</b> NY-K.G.4 → NY-1.G.1 → NY-2.G.1</p> <p>e.g.,</p> <ul style="list-style-type: none"> <li>A defining attribute may include, but is not limited to: triangles are closed and three-sided.</li> <li>Non-defining attributes include, but are not limited to: color, orientation, and overall size.</li> </ul> <p><b>Note on and/or:</b> Students should be taught to build <i>and</i> draw shapes to possess defining attributes; however, when answering questions, students can choose to build <i>or</i> draw the shape.</p>
<p>2. <a href="#">Compose</a> 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 <a href="#">compose</a> new shapes from the composite shape.</p> <p><b>Note:</b> Students do not need to learn formal names such as “right rectangular prism.”</p>	<p><b>Coherence:</b> NY-K.G.6 → NY-1.G.2</p>
<p>3. Partition circles and rectangles into two and four equal shares, <a href="#">describe</a> the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. <a href="#">Describe</a> the whole as <i>two of</i>, or <i>four of</i> the shares. Understand for these examples that <a href="#">decomposing</a> into more equal shares creates smaller shares.</p>	<p><b>Coherence:</b> NY-1.G.3 → NY-2.G.3</p>
<p><b>Within-Grade Connections:</b></p> <ul style="list-style-type: none"> <li><a href="#">Composing</a> shapes to create a new shape (NY-1.G.2) is the spatial analogue of <a href="#">composing</a> numbers to create new numbers (NY-1.NBT.2). This concept is also connected to length measurement (NY-1.MD.2) since students must visualize an object that is to be measured as being built up out of equal-sized units (see also NY-1.G.3). Though assembling two congruent right triangles into a rectangle does not use the same facts or reasoning that assembling two fives into a ten uses, the idea of looking at how objects in some domain (numbers or shapes) can be combined to make other objects in that domain, and looking for new true statements one can make about these combinations, is a big idea that is common across mathematics.<sup>[9]</sup></li> </ul>	

## Grade 2 Overview

## [Crosswalk](#)

## [Snapshot](#)

## [OA](#)

## [NBT](#)

## [MD](#)

## [G](#)

In Grade 2, instructional time should focus on four areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) analyzing and classifying two dimensional shapes as polygons or non-polygons. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the **Number and Operations in Base Ten** domain, 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; and
  - 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. Through their learning in the **Operations and Algebraic Thinking** and **Numbers and Operations in Base Ten** domains, students:
  - use their understanding of addition to develop fluency with addition and subtraction within 100;
  - 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; and
  - 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. Through their learning in the **Measurement and Data** domain, students:
  - recognize the need for standard units of measure (centimeter and inch) and use rulers and other measurement tools with the understanding that linear measure involves an iteration of units; and
  - recognize that the smaller the unit, the more iterations needed to cover a given length.
4. Through their learning in the **Geometry** domain, students:
  - describe and classify shapes as polygons or non-polygons;
  - investigate, describe, and reason about decomposing and combining shapes to make other shapes; and
  - draw, partition, and analyze two-dimensional shapes to develop a foundation for understanding area, congruence, similarity, and fractions in later grades.

### Mathematical Practices

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

## NY-2.OA

## Operations and Algebraic Thinking

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

- 1a. Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

In the chart to the right, the four unshaded (white) subtypes are mastered in Kindergarten. Grade 1 and 2 students work with all subtypes. Darker shading indicates the four difficult subtypes that students should work with in Grade 1 but need not master until Grade 2.

**Coherence:** NY-1.OA.1 → NY-2.OA.1 → NY-3.OA.8

e.g., using drawings and equations with a symbol for the unknown number to **represent** the problem

		Result Unknown	Change Unknown	Start Unknown
Common Addition and Subtraction Situations	Add To	<i>A</i> bunnies sat on the grass. <i>B</i> more bunnies hopped there. How many bunnies are on the grass now? $A + B = \square$	<i>A</i> bunnies were on the grass. Some more bunnies hopped there. Then there were <i>C</i> bunnies. How many bunnies hopped over to the first <i>A</i> bunnies? $A + \square = C$	Some bunnies were sitting on the grass. <i>B</i> more bunnies hopped there. Then there were <i>C</i> bunnies. How many bunnies were on the grass before? $\square + B = C$
	Take From	<i>C</i> apples were on the table. I ate <i>B</i> apples. How many apples are on the table now? $C - B = \square$	<i>C</i> apples were on the table. I ate some apples. Then there were <i>A</i> apples. How many apples did I eat? $C - \square = A$	Some apples were on the table. I ate <i>B</i> apples. Then there were <i>A</i> apples. How many apples were on the table before? $\square - B = A$
		Total Unknown	Both Addends Unknown	Addend Unknown
	Put Together/ Take Apart	<i>A</i> red apples and <i>B</i> green apples are on the table. How many apples are on the table? $A + B = \square$	Grandma has <i>C</i> flowers. How many can she put in her red vase and how many in her blue vase? $C = \square + \square$	<i>C</i> apples are on the table. <i>A</i> are red and the rest are green. How many apples are green? $A + \square = C$ $C - A = \square$
	Compare	"How many more?" version: <i>Lucy</i> has <i>A</i> apples. <i>Julie</i> has <i>C</i> apples. How many more apples does <i>Julie</i> have than <i>Lucy</i> ? "How many fewer?" version: <i>Lucy</i> has <i>A</i> apples. <i>Julie</i> has <i>C</i> apples. How many fewer apples does <i>Lucy</i> have than <i>Julie</i> ? $A + \square = C$ $C - A = \square$	Version with "More": <i>Julie</i> has <i>B</i> more apples than <i>Lucy</i> . <i>Lucy</i> has <i>A</i> apples. How many apples does <i>Julie</i> have? Version with "Fewer": <i>Lucy</i> has <i>B</i> fewer apples than <i>Julie</i> . <i>Lucy</i> has <i>A</i> apples. How many apples does <i>Julie</i> have? $A + B = \square$	Version with "More": <i>Julie</i> has <i>B</i> more apples than <i>Lucy</i> . <i>Julie</i> has <i>C</i> apples. How many apples does <i>Lucy</i> have? Version with "Fewer": <i>Lucy</i> has <i>B</i> fewer apples than <i>Julie</i> . <i>Julie</i> has <i>C</i> apples. How many apples does <i>Lucy</i> have? $C - B = \square$ $\square + B = C$

- 1b. Use addition and subtraction within 100 to **develop** an understanding of solving two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

e.g., using drawings and equations with a symbol for the unknown number to **represent** the problem

**Note on Manipulatives in Grades K-2:**

- A note on manipulatives in grades K–2: Manipulatives such as physical models of hundreds, tens, and ones, and visual models such as math drawings, are important parts of the K–2 classroom. These manipulatives and visual models should always be connected to written symbols and methods.<sup>(9)</sup>

## NY-2.OA

## Operations and Algebraic Thinking

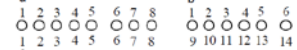
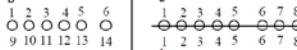
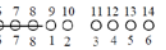
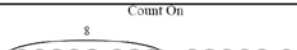
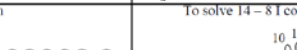
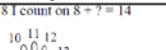
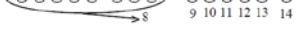

## Add and subtract within 20.

2a. [Fluently](#) add and subtract within 20 using mental strategies. Strategies could include:

- counting on;
- [making](#) ten;
- [decomposing](#) a number leading to a ten;
- using the relationship between addition and subtraction; and
- creating equivalent but easier or [known](#) sums.

2b. Know from memory all sums within 20 of two one-digit numbers.

**Coherence:** NY-1.OA.6 → NY-2.OA.2

Levels	8 + 6 = 14	14 - 8 = 6
Level 1: Count all	Count All a  b  c 	Take Away a  b  c 
Level 2: Count on	Count On  9 10 11 12 13 14	To solve 14 - 8 I count on 8 + ? = 14  8 to 14 is 6 so 14 - 8 = 6

e.g.,  $8 + 6 =$

$$\begin{array}{r} 8 + 6 = \\ 8 + 2 + 4 = \\ 10 + 4 = 14 \end{array}$$

e.g.,  $13 - 4 =$

$$\begin{array}{r} 13 - 4 = \\ 13 - 3 - 1 = \\ 10 - 1 = 9 \end{array}$$

e.g., [knowing](#) that  $8 + 4 = 12$ , one [knows](#)  $12 - 8 = 4$

e.g., adding  $6 + 7$  by creating the [known](#) equivalent  $6 + 6 + 1 = 12 + 1 = 13$

Note on *Fluency* with Facts:

- [Fluently](#) adding and subtracting within 20 (NY-2.OA.2) means students can find sums and differences within 20 reasonably quickly, and say or write it. [Fluency](#) involves a mixture of just [knowing](#) some answers, [knowing](#) some answers from patterns, and [knowing](#) some answers from the use of strategies.<sup>(10)</sup> Reaching [fluency](#) will take much of the year for many students. For more on how children [develop fluency](#), see [K-5 Progression on Counting and Cardinality and Operations and Algebraic Thinking](#), pp. 18-19 and [Adding it Up](#), pp. 182-195.

Note on *Fluency* vs. *Knowing from Memory*:

- The standards intentionally [distinguish](#) between asking for [fluency](#) with addition and subtraction (NY-2.OA.2a) and asking students to [know from memory](#) addition facts (NY-2.OA.2b). [Fluency](#) means students are fast, accurate, flexible, and have understanding. They use strategies efficiently.<sup>(12)</sup> By the end of the K-2 grade span, students have sufficient experience with these strategies to [know from memory](#) all single-digit sums.<sup>(10)</sup>

## NY-2.OA

## Operations and Algebraic Thinking

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

- 3a. [Determine](#) whether a group of objects (up to 20) has an odd or even number of members.

Coherence: NY-2.OA.3 → NY-3.OA.9

e.g., by pairing objects or counting them by 2s

- 3b. Write an equation to [express](#) an even number as a sum of two equal addends.

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.

Coherence: NY-2.OA.4 → NY-3.OA.1



## NY-2.NBT

## Number and Operations in Base Ten

Understand place value.

1. Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones.
  - a. Understand 100 can be thought of as a bundle of ten tens, called a “hundred.”
  - b. Understand 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. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
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.

Coherence: NY-1.NBT.2 → NY-2.NBT.1 → NY-3.NBT.4a

e.g., 706 equals 7 hundreds, 0 tens, and 6 ones

Coherence: NY-1.NBT.1 → NY-2.NBT.2

Coherence: NY-1.NBT.1 → NY-2.NBT.3 → NY-3.NBT.4b

e.g., expanded form:  $237 = 200 + 30 + 7$

Coherence: NY-1.NBT.3 → NY-2.NBT.4

## NY-2.NBT

## Number and Operations in Base Ten

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

5. [Fluently](#) add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Coherence:** NY-1.NBT.4 → NY-2.NBT.5 → NY-3.NBT.2

**Note on and/or:** Students should be taught to use strategies based on place value, properties of operations, *and* the relationship between addition and subtraction; however, when solving any problem, students can choose any strategy.

6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

**Coherence:** NY-1.OA.2 → NY-2.NBT.6

- 7a. 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 [representation](#).

**Note:** A *written representation* is any way of showing a strategy using words, pictures, or numbers.

**Coherence:** NY-1.NBT.4 → NY-2.NBT.7 → NY-3.NBT.2

**Note on and/or:** Students should be taught to use concrete models and drawings; as well as strategies based on place value, properties of operations, *and* the relationship between addition and subtraction. When solving any problem, students can choose to use a concrete model *or* a drawing. Their strategy must be based on place value, properties of operations, and/or the relationship between addition and subtraction.

- 7b. [Understand](#) that in adding or subtracting up to 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.

8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

**Coherence:** NY-1.NBT.5 → NY-2.NBT.8  
NY-1.NBT.6

9. [Explain](#) why addition and subtraction strategies work, using place value and the properties of operations.

**Coherence:** NY-1.OA.3 → NY-2.NBT.9  
NY-1.OA.4

**Note:** Explanations may be supported by drawings or objects.

**Note on [Fluency](#) with Procedures:**

- [Fluency](#) with procedures (*procedural fluency*) means students are accurate, efficient, flexible, and [know](#) when and how to use them appropriately. [Developing fluency](#) requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to [apply](#) in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12)(13)</sup> For more on [developing](#) procedural [fluency](#), see [Adding it Up](#), pp. 121-124.

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- When students [compose](#) ones and tens to make tens and hundreds, and [decompose](#) hundreds and tens when they need more tens and ones they are looking for and make use of structure (MP.7). They look for and [express](#) regularity in repeated reasoning (MP.8) both as they [compose](#) and [decompose](#) such units and as they initially extend their reasoning and written methods from adding and subtracting within 100 to adding and subtracting within 1000.<sup>(9)</sup>

## NY-2.MD

## Measurement and Date

## Measure and estimate lengths in standard units.

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

Coherence: NY-1.MD.2 → NY-2.MD.1 → NY-3.MD.4

Coherence: NY-1.MD.1 → NY-2.MD.4

## NY-2.MD

## Measurement and Date

## Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
6. [Represent](#) whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and [represent](#) whole-number sums and differences within 100 on a number line.

Coherence: NY-2.MD.5 → NY-3.MD.2

e.g., using drawings and equations with a symbol for the unknown number to [represent](#) the problem

Coherence: NY-2.MD.6 → NY-3.NF.2

## Within-Grade Connections:

- A number line (NY-2.MD.6) connects numbers, lengths, and units. Number lines are first used in grade 2. A number line shows units of length; the numbers at the end points of the lengths tell how many lengths so far. Bar-graph scales (NY-2.MD.10) and rulers (NY-2.MD.1 - 4) are number lines. Length units can be added and subtracted using rulers or number-line diagrams (NY-2.MD.5 & 6).<sup>(9)</sup>

## NY-2.MD

## Measurement and Date

## Work with time and money.

7. Tell and write time from analog and digital clocks in five minute increments, using a.m. and p.m. [Develop](#) an understanding of common terms, such as, but not limited to, *quarter past*, *half past*, and *quarter to*.

**Coherence:** NY-1.MD.3a → NY-2.MD.7 → NY-3.MD.1

- 8a. Count a mixed collection of coins whose sum is less than or equal to one dollar.

**Coherence:** NY-1.MD.3c → NY-2.MD.8 →

- 8b. Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbol appropriately.

e.g., If you have 2 quarters, 2 dimes, and 3 pennies, how many cents do you have?

**Note:** Students are not introduced to decimals, and therefore the dollar symbol, until Grade 4.

## Within-Grade Connections:

- Problems involving dollars, dimes, and pennies (NY-2.MD.8) should be connected with the place-value learning of hundreds, tens, and ones (NY-2.NBT.1). A dollar is 100 cents, or a “bundle” of 10 dimes, each of which is a “bundle” of 10 pennies. Work with dollars, dimes, and pennies (without the notation) can support methods of whole-number addition (e.g., dimes are added to dimes).<sup>(9)</sup>
- Work with nickels (NY-2.MD.8) and with telling time to the nearest five minutes on analog clocks (NY-2.MD.7) should be taken together with counting by 5s (NY-2.NBT.2) as contexts for gaining familiarity with repeating groups of 5 (NY-2.OA.4).<sup>(9)</sup>

## Connecting the Standards for Mathematical Practice to Mathematical Content:

- When students use rulers (NY-2.MD.1 – 4), clocks (NY-2.MD.7), coins (NY-2.MD.8), and the number line (essentially an abstract ruler or measurement scale), they are using objects that remain appropriate tools (MP.5) for a lifetime. The contexts of nickels, hands, and telling time, for example, may help students to understand the usefulness of counting by 5 in different situations. Through the use of these tools across the domains, students [recognize](#) that the same sequence of numbers (0, 5, 10, 15,...) is common to all of them. That sequence of number names [expresses](#) the regularity (MP.8) of a calculation (counting five more) that recurs in many contexts.<sup>(9)</sup>

## NY-2.MD

## Measurement and Date

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

9. **Generate** measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Present the measurement data in a line plot, where the horizontal scale is marked off in whole-number units.
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 picture graph or a bar graph.

**Coherence:** NY-2.MD.9 → NY-3.MD.4

**Coherence:** NY-1.MD.4 → NY-2.MD.10 → NY-3.MD.3

	Total Unknown	Both Addends Unknown	Addend Unknown
Put Together/ Take Apart	<p>A red apples and B green apples are on the table. How many apples are on the table?</p> $A + B = \square$	<p>Grandma has C flowers. How many can she put in her red vase and how many in her blue vase?</p> $C = \square + \square$	<p>C apples are on the table. A are red and the rest are green. How many apples are green?</p> $A + \square = C$ $C - A = \square$
	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare	<p>"How many more?" version: Lucy has A apples. Julie has C apples. How many more apples does Julie have than Lucy?</p> <p>"How many fewer?" version: Lucy has A apples. Julie has C apples. How many fewer apples does Lucy have than Julie?</p> $A + \square = C$ $C - A = \square$	<p>Version with "More": Julie has B more apples than Lucy. Lucy has A apples. How many apples does Julie have?</p> <p>Version with "Fewer": Lucy has B fewer apples than Julie. Lucy has A apples. How many apples does Julie have?</p> $A + B = \square$	<p>Version with "More": Julie has B more apples than Lucy. Julie has C apples. How many apples does Lucy have?</p> <p>Version with "Fewer": Lucy has B fewer apples than Julie. Julie has C apples. How many apples does Lucy have?</p> $C - B = \square$ $\square + B = C$

**Within-Grade Connections:**

- Picture graphs and bar graphs (NY-2.MD.10) can add variety as contexts for posing and solving addition and subtraction problems (NY-2.OA.1 & 2).<sup>(9)</sup>

NY-2.G	Geometry
<b>Reason with shapes and their attributes.</b>	
1. <a href="#">Classify</a> two-dimensional figures as polygons or non-polygons.	Coherence: NY-1.G.1 → NY-2.G.1 → NY-3.G.1
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Coherence: NY-2.G.2 → NY-3.MD.6
3. Partition circles and rectangles into two, three, or four equal shares. <a href="#">Describe</a> the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc. <a href="#">Describe</a> the whole as <i>two halves</i> , <i>three thirds</i> , <i>four fourths</i> . <a href="#">Recognize</a> that equal shares of identical wholes need not have the same shape.	Coherence: NY-1.G.3 → NY-2.G.3 → NY-3.G.2 NY-3.NF.1

## Grade 3 Overview

### Crosswalk

### Snapshot

### OA

### NBT

### NF

### MD

### G

In Grade 3, instructional time should focus on four areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing polygons based on the number of sides and vertices. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the **Operations and Algebraic Thinking** domain, 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;
  - 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; and
  - compare a variety of solution strategies to learn the relationship between multiplication and division.
2. Through their learning in the **Number Sense and Operations—Fractions** domain, students:
  - develop an understanding of fractions, beginning with unit fractions;
  - view fractions in general as being built out of unit fractions, and use fractions along with visual fraction models to represent parts of a whole;
  - understand that the size of a fractional part is relative to the size of the whole. Use fractions to represent numbers equal to, less than, and greater than one; and
  - solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.
3. Through their learning in the **Measurement and Data** domain, students:
  - recognize area as an attribute of two-dimensional regions;
  - 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; and
  - 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. Through their learning in the **Geometry** domain, students:
  - classify polygons by examining their sides and vertices; and
  - relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

### Mathematical Practices

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

## NY-3.OA

## Operations and Algebraic Thinking

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

1. **Interpret** products of whole numbers.

**Coherence:** NY-2.OA.4 → NY-3.OA.1 → NY-4.OA.1

e.g., **Interpret**  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. **Describe** a context in which a total number of objects can be **expressed** as  $5 \times 7$ .

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. **Describe** a context in which a number of shares or a number of groups can be **expressed** as  $56 \div 8$ .

3. **Use** multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

**Coherence:** NY-3.OA.3 → NY-4.OA.2

e.g., using drawings and equations with a symbol for the unknown number to represent the problem

	Unknown Product $a \times b = ?$	Group Size Unknown ("How many in each group?" Division) $a \times ? = p$ and $p \div a = ?$	Number of Groups Unknown ("How many groups?" Division) $? \times b = p$ and $p \div b = ?$
<b>Equal Groups</b>	There are $a$ bags with $b$ plums in each bag. How many plums are there in all? <i>Measurement example:</i> You need $a$ lengths of string, each $b$ inches long. How much string will you need altogether?	If $p$ plums are shared equally into $a$ bags, then how many plums will be in each bag? <i>Measurement example:</i> You have $p$ inches of string, which you will cut into $a$ equal pieces. How long will each piece of string be?	If $p$ plums are to be packed $b$ to a bag, then how many bags are needed? <i>Measurement example:</i> You have $p$ inches of string, which you will cut into pieces that are $b$ inches long. How many pieces of string will you have?
<b>Arrays &amp; Area</b>	There are $a$ rows of apples with $b$ apples in each row. How many apples are there? <i>Area example:</i> What is the area of an $a$ cm by $b$ cm rectangle?	If $p$ apples are arranged into $a$ equal rows, how many apples will be in each row? <i>Area example:</i> A rectangle has area $p$ square centimeters. If it is $a$ cm long, what is its width?	If $p$ apples are arranged into equal rows of $b$ apples, how many rows will there be? <i>Area example:</i> A rectangle has area $p$ square centimeters. If it is $b$ cm wide, what is its length?

Array problems can also be stated in terms of columns, exchanging the order of  $a$  and  $b$ , so that the same array is described. For example: There are  $b$  columns of apples with  $a$  apples in each column. How many apples are there?

4. **Determine** the unknown whole number in a multiplication or division equation relating three whole numbers.

e.g., **Determine** the unknown number that makes the equation true in each of the equations:  $8 \times ? = 48$ ,  $5 = \_\_ \div 3$ ,  $6 \times 6 = ?$

**Within-Grade Connections:**

- Students should begin work with multiplication and division (NY-3.OA) at or near the beginning of the year to allow time for understanding and **fluency** to **develop**.
  - The area models for products (NY-3.MD.7) are an important part of this process because they provide a visual model for understanding the concept of multiplication and because they provide a visual model that makes the distributive property explicit. Hence, work on concepts of area (NY-3.MD.5-6) should likely begin near the beginning of the year as well.<sup>(14)</sup>



## NY-3.OA

## Operations and Algebraic Thinking

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

5. **Apply** properties of operations as strategies to multiply and divide.

**Note:** Students need not use formal terms for these properties.

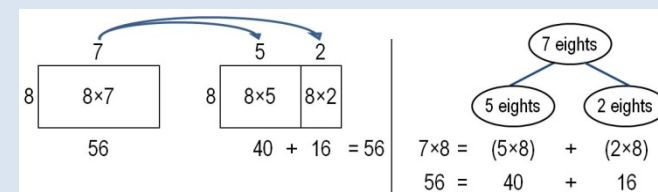
**Coherence:**

NY-3.OA.5 → NY-4.NBT.5  
NY-4.NBT.6

e.g.,

- 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)

**Note:** A variety of **representations** can be used when **applying** the properties of operations, which may or may not include parentheses. The area model (NY-3.MD.7c) is a multiplication/division strategy that applies the distributive property (NY-3.OA.5), e.g.,



6. **Understand** division as an unknown-factor problem.

**Coherence:**

NY-3.OA.6 → NY-4.NBT.6

e.g., Find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- Students learn and use strategies for finding products and quotients that are based on the properties of operations; for example, to find  $4 \times 7$ , they may **recognize** that  $7 = 5 + 2$  and compute  $4 \times 5 + 4 \times 2$ . This is an example of seeing and making use of structure (MP.7). Such reasoning processes amount to brief arguments that students may construct and critique (MP.3).<sup>(14)</sup>

## NY-3.OA

## Operations and Algebraic Thinking

## Multiply and divide within 100.

- 7a. [Fluently](#) solve single-digit multiplication and related divisions, using strategies such as the relationship between multiplication and division or properties of operations.
- 7b. [Know](#) from memory all products of two one-digit numbers.

**Coherence:** NY-3.OA.7 → NY-4.OA.4

e.g., Knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ .

Note on [Fluency](#) with Facts:

- [Fluency](#) involves a mixture of just [knowing](#) some answers, [knowing](#) some answers from patterns, and [knowing](#) some answers from the use of strategies.<sup>(10)</sup> Reaching [fluency](#) will take much of the year for many students.<sup>(14)</sup> For more on how children [develop fluency](#), see [K–5 Progression on Counting and Cardinality and Operations and Algebraic Thinking](#), pp. 18-19 and [Adding it Up](#), pp. 182-195.

Note on [Fluency](#) vs. [Knowing from Memory](#):

- The standards intentionally [distinguish](#) between asking for [fluency](#) with multiplication and division (NY-3.OA.7a) and asking students to [know from memory](#) multiplication facts (NY-3.OA.7b). [Fluency](#) means students are fast, accurate, flexible, and have understanding. They use strategies efficiently.<sup>(12)</sup> By the end of grade 3, students have sufficient experience with these strategies to [know from memory](#) all single-digit products.<sup>(10)</sup>

## NY-3.OA

## Operations and Algebraic Thinking

Solve problems involving the four operations, and [identify](#) and extend patterns in arithmetic.

8. Solve two-step word problems posed with whole numbers and having whole-number answers using the four operations.
- [Represent](#) these problems using equations or expressions with a letter standing for the unknown quantity.
  - Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
9. [Identify](#) and extend arithmetic patterns (including patterns in the addition table or multiplication table).

**Coherence:** NY-2.OA.1 → NY-3.OA.8 → NY-4.OA.3

**Note:** Two-step problems need not be [represented](#) by a single expression or equation.

**Coherence:** NY-2.OA.3 → NY-3.OA.9 → NY-4.OA.5

## Connecting the Standards for Mathematical Practice to Mathematical Content:

- Students will [analyze](#) a number of situation types for multiplication and division, including arrays and measurement contexts. Extending their understanding of multiplication and division to these situations requires that they make sense of problems and persevere in solving them (MP.1), look for and make use of structure (MP.7) as they model these situations with mathematical forms (MP.4), and attend to precision (MP.6) as they [distinguish](#) different kinds of situations over time (MP.8).<sup>(14)</sup>

## NY-3.NBT

## Number and Operations in Base Ten

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

1. Use place value [understanding](#) to round whole numbers to the nearest 10 or 100.

**Coherence:** NY-3.NBT.1 → NY-4.NBT.3

2. [Fluently](#) add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Coherence:** NY-2.NBT.5 → NY-3.NBT.2 → NY-4.NBT.4  
NY-2.NBT.7

**Note:** A range of algorithms may be used.

**Note on and/or:** Students should be taught to use strategies and algorithms based on place value, properties of operations, *and* the relationship between addition and subtraction; however, when solving any problem, students can choose any strategy.

3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.

**Coherence:** NY-3.NBT.3 → NY-4.NBT.5

e.g.,  $9 \times 80$ ,  $5 \times 60$

- 4a. [Understand](#) that the digits of a four-digit number [represent](#) amounts of thousands, hundreds, tens, and ones.

**Coherence:** NY-2.NBT.1 → NY-3.NBT.4a → NY-4.NBT.1

e.g., 3,245 equals 3 thousands, 2 hundreds, 4 tens, and 5 ones.

- 4b. Read and write four digit numbers using base-ten numerals, number names, and expanded form.

**Coherence:** NY-2.NBT.3 → NY-3.NBT.4b → NY-4.NBT.2

e.g., The number 3,245 in expanded form can be written as  $3,245 = 3,000 + 200 + 40 + 5$ .

**Note on Fluency with Procedures:**

- [Fluency](#) with procedures (*procedural fluency*) means students are accurate, efficient, flexible, and [know](#) when and how to use them appropriately. [Developing fluency](#) requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to [apply](#) in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12)(13)</sup> For more on [developing](#) procedural [fluency](#), see [Adding it Up](#), pp. 121-124.

## NY-3.NF

## Number and Operations – Fractions

**Develop** understanding of fractions as numbers.

**Note:** Fractions are limited to those with denominators 2, 3, 4, 6, and 8.

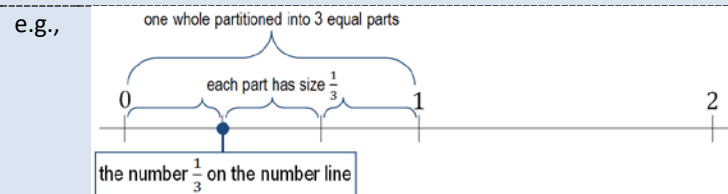
1. **Understand** a unit fraction,  $\frac{1}{b}$ , is the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts. **Understand** a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ .

**Coherence:** NY-2.G.3 → NY-3.NF.1 → NY-4.NF.3

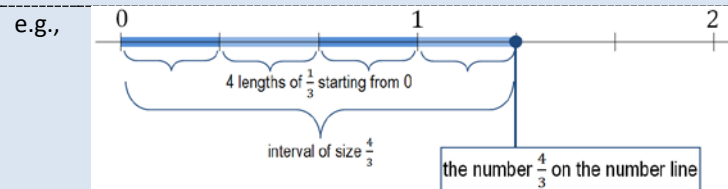
2. **Understand** a fraction as a number on the number line; **represent** fractions on a number line.

**Coherence:** NY-2.MD.6 → NY-3.NF.2

- a. **Represent** a fraction  $\frac{1}{b}$  on a number line 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 starting at 0 locates the number  $\frac{1}{b}$  on the number line.



- b. **Represent** a fraction  $\frac{a}{b}$  on a number line 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. **Explain** equivalence of fractions and **compare** fractions by reasoning about their size.

**Coherence:** NY-3.NF.3 → NY-4.NF.1  
NY-4.NF.5

- 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** equivalent fractions.

**Explain** why the fractions are equivalent.

e.g.,  $\frac{1}{2} = \frac{2}{4}$ ;  $\frac{4}{6} = \frac{2}{3}$

e.g., using a visual fraction model

- c. **Express** whole numbers as fractions, and **recognize** fractions that are equivalent to whole numbers.

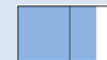
e.g., **Express** 3 in the form  $3 = \frac{3}{1}$ , **recognize** that  $\frac{6}{3} = 2$ , and locate  $\frac{4}{4}$  and 1 at the same point on a number line.

- d. **Compare** two fractions with the same numerator or the same denominator by reasoning about their size. **Recognize** that **comparisons** rely on the two fractions referring to the same whole. Record the results of **comparisons** with the symbols  $>$ ,  $=$ , or  $<$ , and **justify** the conclusions.

**Coherence:** NY-3.NF.3d → NY-4.NF.2

e.g., using a visual fraction model

**Note:** Without specifying the whole, the shaded area could represent the fraction  $\frac{3}{2}$  (if one square is the whole) or  $\frac{3}{4}$  (if the entire rectangle is the whole).<sup>(15)</sup>



## NY-3.MD

## Measurement and Data

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

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve one-step word problems involving addition and subtraction of time intervals in minutes.

**Coherence:** NY-2.MD.7 → NY-3.MD.1 → NY-4.MD.2

e.g., [representing](#) the problem on a number line or other visual model

**Note:** This includes one-step problems that cross into a new hour.

- 2a. Measure and estimate liquid volumes and masses of objects using grams (g), kilograms (kg), and liters (l).

**Note:** Does not include compound units such as  $\text{cm}^3$  and finding the geometric volume of a container.

- 2b. Add, subtract, multiply, or divide to solve one-step word problems involving masses or liquid volumes that are given in the same units.

**Note:** Does not include multiplicative [comparison](#) problems involving notions of “times as much.”

**Coherence:** NY-2.MD.5 → NY-3.MD.2

e.g., using drawings (such as a beaker with a measurement scale) to [represent](#) the problem

**Within-Grade Connections:**

- Work with metric measurements (NY-3.MD.2) supports understanding of the base-ten number system (NY-3.NBT.4) and work in science.

## NY-3.MD

## Measurement and Data

[Represent](#) and [interpret](#) data.

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 a scaled picture graph or a scaled bar graph.

**Coherence:** NY-2.MD.10 → NY-3.MD.3

e.g., Draw a bar graph in which each square in the bar graph might [represent](#) 5 pets.

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.

**Coherence:** NY-2.MD.9 → NY-3.MD.4 → NY-4.MD.4

**Within-Grade Connections:**

- Scaled graphs (NY-3.MD.3) can be a visually appealing context for solving one- and two-step multiplication and division problems (NY-3.OA.8).<sup>(14)</sup>

## NY-3.MD

## Measurement and Data

Geometric measurement: [understand](#) concepts of area and relate area to multiplication and to addition.

5. [Recognize](#) area as an attribute of plane figures and [understand](#) concepts of area measurement.
  - a. [Recognize](#) 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. [Recognize](#) 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.
6. Measure areas by counting unit squares.
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 length  $a$  and side length  $b + c$  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 figures [composed](#) of non-overlapping rectangles, and [apply](#) this technique to solve real world problems.

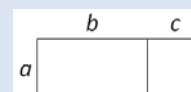
**Coherence:** NY-3.MD.5 → NY-5.MD.3

**Coherence:** NY-2.G.2 → NY-3.MD.6 → NY-5.MD.4

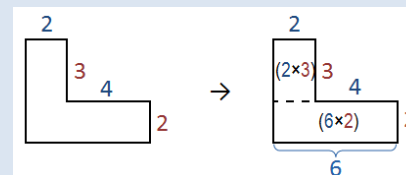
**Note:** Unit squares include square cm, square m, square in., square ft., and improvised units.

**Coherence:** NY-3.MD.7 → NY-4.MD.3  
NY-5.MD.5

e.g.,



e.g.,



**Note:** Problems include no more than one unknown side length.

#### Within-Grade Connections:

- Area models for products (NY-3.MD.7) make the distributive property (NY-3.OA.5) explicitly visible to students, and therefore, are an important part of the process of [developing](#) understanding and [fluency](#) with multiplication and division (NY-3.OA). In order to make this connection, students must first understand the concept of area (NY-3.MD.5-6). Therefore, this entire cluster should likely begin near the beginning of the year.<sup>[14]</sup>

## NY-3.MD

## Measurement and Data

**Geometric measurement:** [recognize](#) perimeter as an attribute of plane figures and [distinguish](#) between linear and area measures.

- 8a. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths or finding one unknown side length given the perimeter and other side lengths.
- 8b. [Identify](#) rectangles with the same perimeter and different areas or with the same area and different perimeters.

Coherence: NY-3.MD.8 → NY-4.MD.3

NY-3.G	Geometry
<b>Reason with shapes and their attributes.</b>	
1. <a href="#">Recognize</a> and <a href="#">classify</a> polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons, and hexagons). <a href="#">Identify</a> shapes that do not belong to one of the given subcategories.	<div>Coherence: NY-2.G.1 → NY-3.G.1 → NY-4.G.2</div> <div>Note: Include both regular and irregular polygons, however, students need not use formal terms “regular” and “irregular,” e.g., students should be able to <a href="#">classify</a> an irregular pentagon as “a pentagon,” but do not need to <a href="#">classify</a> it as an “irregular pentagon.”</div>
2. Partition shapes into parts with equal areas. <a href="#">Express</a> the area of each part as a unit fraction of the whole.	<div>Coherence: NY-2.G.3 → NY-3.G.2</div> <div>e.g., Partition a shape into 4 parts with equal area, and <a href="#">describe</a> the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</div>
<b>Within-Grade Connections:</b>	
<ul style="list-style-type: none"> <li>Student’s work with partitioning shapes (NY-3.G.2) relates to visual fraction models (NY-3.NF).<sup>(14)</sup></li> </ul>	



## Grade 4 Overview

## Crosswalk

## Snapshot

## OA

## NBT

## NF

## MD

## G

In Grade 4, instructional time should focus on three areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (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. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the **Number and Operations in Base Ten** domain, students:
  - generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place;
  - apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers;
  - select and accurately apply appropriate methods to estimate or mentally calculate products, depending on the numbers and the context;
  - 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;
  - 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; and
  - select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.
2. Through their learning in the **Numbers and Operations—Fractions** domain, students:
  - develop understanding of fraction equivalence and operations with fractions;
  - recognize that two different fractions can be equal (e.g.,  $15/9 = 5/3$ ), and develop methods for generating and recognizing equivalent fractions; and
  - 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. Through their learning in the **Geometry** domain, students:
  - deepen their understanding of properties of two-dimensional shapes (e.g., angles, parallelism, and symmetry).

### Mathematical Practices

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

## NY-4.OA

## Operations and Algebraic Thinking

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

1. [Interpret](#) a multiplication equation as a [comparison](#). [Represent](#) verbal statements of multiplicative [comparisons](#) as multiplication equations.

**Coherence:** NY-3.OA.1 → NY-4.OA.1 → NY-5.NF.5

e.g.,

- [Interpret](#)  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 or 7 times as many as 5.
- [Represent](#) “Four times as many as eight is thirty two” as an equation,  $4 \times 8 = 32$ .

2. Multiply or divide to solve word problems involving multiplicative [comparison](#), [distinguishing](#) multiplicative [comparison](#) from additive [comparison](#). Use drawings and equations with a symbol for the unknown number to [represent](#) the problem.

**Coherence:** NY-3.OA.3 → NY-4.OA.2

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	$a \times b = ?$	$a \times ? = p$ and $p \div a = ?$	$? \times b = p$ and $p \div b = ?$
Compare	A blue hat costs \$ $b$ . A red hat costs $a$ times as much as the blue hat. How much does the red hat cost?	A red hat costs \$ $p$ and that is $a$ times as much as a blue hat costs. How much does a blue hat cost?	A red hat costs \$ $p$ and a blue hat costs \$ $b$ . How many times as much does the red hat cost as the blue hat?
	<i>Measurement example:</i> A rubber band is $b$ cm long. How long will the rubber band be when it is stretched to be $a$ times as long?	<i>Measurement example:</i> A rubber band is stretched to be $p$ cm long and that is $a$ times as long as it was at first. How long was the rubber band at first?	<i>Measurement example:</i> A rubber band was $b$ cm long at first. Now it is stretched to be $p$ cm long. How many times as long is the rubber band now as it was at first?

Multiplicative Compare problems appear first in Grade 4, with whole-number values for  $a$ ,  $b$ , and  $p$ , and with the “times as much” language in the table. In Grade 5, unit fractions language such as “one third as much” may be used.

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 or expressions with a letter standing for the unknown quantity.
  - Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**Coherence:** NY-3.OA.8 → NY-4.OA.3

**Note:** Multistep problems need not be [represented](#) by a single expression or equation.

## Within-Grade Connections:

- The idea of “times as much” in multiplication (NY-4.OA.1) can be connected to the work that students do with units of measure (NY-4.MD.1–2) and with multiplication of a fraction by a whole number (NY-4.NF.4).<sup>(14)</sup>

## Connecting the Standards for Mathematical Practice to Mathematical Content:

- To compute and [interpret](#) remainders in word problems (NY-4.OA.3), students must reason abstractly and quantitatively (MP.2), make sense of problems (MP.1), and look for and [express](#) regularity in repeated reasoning (MP.8) as they search for the structure (MP.7) in problems with similar [interpretations](#) of remainders.<sup>(14)</sup>

## NY-4.OA

## Operations and Algebraic Thinking

**Gain familiarity with factors and multiples.**

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.

**Coherence:** NY-3.OA.7 → NY-4.OA.4 → NY-6.NS.4

**Within-Grade Connections:**

- Work with factors and multiples (NY-4.OA.4) supports students' work with multi-digit arithmetic (NY-4.NBT.4 – 6) as well as their work with fraction equivalence (NY-4.NF.1 – 2).<sup>(14)</sup>

## NY-4.OA

## Operations and Algebraic Thinking

**[Generate](#) and [analyze](#) patterns.**

5. [Generate](#) a number or shape pattern that follows a given rule. [Identify](#) and informally [explain](#) apparent features of the pattern that were not explicit in the rule itself.

**Coherence:** NY-3.OA.9 → NY-4.OA.5 → NY-5.OA.3

e.g., 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.

## NY-4.NBT

## Number and Operations in Base Ten

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

Note: Grade 4 expectations are limited to whole numbers less than or equal to 1,000,000.

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.

Coherence: [NY-3.NBT.4a](#) → [NY-4.NBT.1](#) → [NY-5.NBT.1](#)

e.g., [Recognize](#) that  $70 \times 10 = 700$  (and, therefore,  $700 \div 10 = 70$ ) by [applying](#) concepts of place value, multiplication, and division.

- 2a. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.

Coherence: [NY-3.NBT.4b](#) → [NY-4.NBT.2](#) → [NY-5.NBT.3](#)

e.g.,  $50,327 = 50,000 + 300 + 20 + 7$

- 2b. [Compare](#) two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of [comparisons](#).

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

Coherence: [NY-3.NBT.1](#) → [NY-4.NBT.3](#) → [NY-5.NBT.4](#)

## NY-4.NBT

## Number and Operations in Base Ten

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

**Note:** Grade 4 expectations are limited to whole numbers less than or equal to 1,000,000.

4. <a href="#">Fluently</a> add and subtract multi-digit whole numbers using a standard algorithm.	<b>Coherence:</b> NY-3.NBT.2 → NY-4.NBT.4
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 <a href="#">explain</a> the calculation by using equations, rectangular arrays, and/or area models.	<p>NY-3.NBT.3  <b>Coherence:</b> NY-3.OA.5 → NY-4.NBT.5 → NY-5.NBT.5            NY-3.MD.7</p> <p><b>Note on and/or:</b> Students should be taught to use equations, rectangular arrays, <i>and</i> area models; however, when illustrating and <a href="#">explaining</a> any calculation, students can choose any strategy.</p>
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 <a href="#">explain</a> the calculation by using equations, rectangular arrays, and/or area models.	<p>NY-3.OA.5  <b>Coherence:</b> NY-3.OA.6 → NY-4.NBT.6 → NY-5.NBT.6            NY-3.MD.7</p> <p><b>Notes on and/or:</b></p> <ul style="list-style-type: none"> <li>Students should be taught to use strategies based on place value, the properties of operations, <i>and</i> the relationship between multiplication and division; however, when solving any problem, students can choose any strategy.</li> <li>Students should be taught to use equations, rectangular arrays, <i>and</i> area models; however, when illustrating and <a href="#">explaining</a> any calculation, students can choose any strategy.</li> </ul>

**Note on [Fluency](#) with Procedures:**

- [Fluency](#) with procedures (*procedural fluency*) means students are accurate, efficient, flexible, and [know](#) when and how to use them appropriately. [Developing fluency](#) requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to [apply](#) in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12)(13)</sup> For more on [developing](#) procedural [fluency](#), see [Adding it Up](#), pp. 121-124.

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- When students [decompose](#) numbers into sums of multiples of base-ten units to multiply them (NY-4.NBT.5), they are seeing and making use of structure (MP.7). As they illustrate and [explain](#) the calculation by using physical or drawn models, they are modeling (MP.4), using appropriate drawn tools strategically (MP.5) and attending to precision (MP.6) as they use base-ten units in the appropriate places.<sup>(14)</sup>

## NY-4.NF

## Number and Operations—Fractions

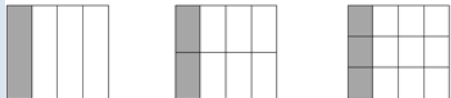
## Extend understanding of fraction equivalence and ordering.

**Note:** Grade 4 expectations are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

1. **Explain** why a fraction  $\frac{a}{b}$  is equivalent to a fraction  $\frac{a \times n}{b \times n}$  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.

**Coherence:** NY-3.NF.3 → NY-4.NF.1 → NY-5.NF.1

e.g.,  $\frac{1}{4} = \frac{1 \times 2}{4 \times 2} = \frac{1 \times 3}{4 \times 3}$



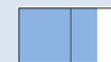
2. **Compare** two fractions with different numerators and different denominators.

**Recognize** that **comparisons** are valid only when the two fractions refer to the same whole.

**Coherence:** NY-3.NF.3d → NY-4.NF.2

e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $\frac{1}{2}$

**Note:** Without specifying the whole, the shaded area could **represent** the fraction  $\frac{3}{2}$  (if one square is the whole) or  $\frac{3}{4}$  (if the entire rectangle is the whole).<sup>(15)</sup>



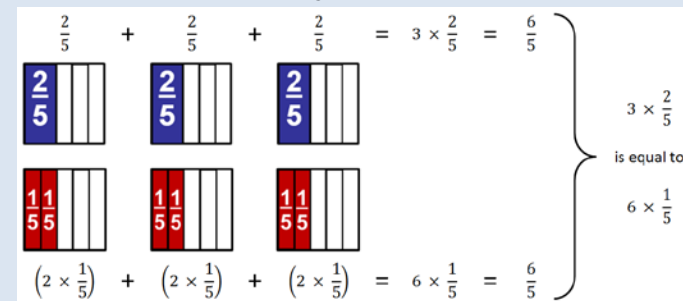
Record the results of **comparisons** with symbols  $>$ ,  $=$ , or  $<$ , and **justify** the conclusions.

e.g., using a visual fraction model

NY-4.NF	Number and Operations—Fractions
<p>Build fractions from unit fractions by <a href="#">applying</a> and extending previous understandings of operations on whole numbers.</p>	
<p><b>Note:</b> Grade 4 expectations are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</p>	
<p>3. <a href="#">Understand</a> a fraction <math>\frac{a}{b}</math> with <math>a &gt; 1</math> as a sum of fractions <math>\frac{1}{b}</math>.</p>	<p><b>Coherence:</b> NY-3.NF.1 → NY-4.NF.3 → NY-5.NF.1 NY-5.NF.2</p> <p><b>Note:</b> <math>\frac{1}{b}</math> refers to the unit fraction for <math>\frac{a}{b}</math>.</p>
<p>a. <a href="#">Understand</a> addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>	
<p>b. <a href="#">Decompose</a> a fraction into a sum of fractions with the same denominator in more than one way, recording each <a href="#">decomposition</a> by an equation. <a href="#">Justify decompositions</a>.</p>	<p>e.g., <a href="#">Justify decompositions</a> by using a visual fraction model such as, but not limited to:</p> <ul style="list-style-type: none"> <li><math>\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}</math></li> <li><math>\frac{3}{8} = \frac{1}{8} + \frac{2}{8}</math></li> <li><math>2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}</math></li> </ul>
<p>c. Add and subtract mixed numbers with like denominators.</p>	<p>e.g., replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction</p>
<p>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.</p>	<p>e.g., using visual fraction models and equations to <a href="#">represent</a> the problem</p>
<p>4. <a href="#">Apply</a> and extend previous understandings of multiplication to multiply a whole number by a fraction.</p>	<p><b>Coherence:</b> NY-4.NF.4 → NY-5.NF.4</p> <p><b>Note:</b> This standard refers to <math>n</math> groups of a fraction (where <math>n</math> is a whole number), e.g., 4 groups of <math>\frac{1}{3}</math>; which lends itself to being thought about as repeated addition. In grade 5 (NY-5.NF.4) students will be multiplying a fraction by a whole number, e.g., <math>\frac{1}{3}</math> of 4.</p>
<p>a. <a href="#">Understand</a> a fraction <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math>.</p>	<p>e.g., Use a visual fraction model to <a href="#">represent</a> <math>\frac{5}{4}</math> as the product <math>5 \times \frac{1}{4}</math>, recording the conclusion with the equation <math>\frac{5}{4} = 5 \times \frac{1}{4}</math>.</p>

- b. **Understand** a multiple of  $\frac{a}{b}$  as a multiple of  $\frac{1}{b}$ , and use this understanding to multiply a whole number by a fraction.

e.g., use a visual fraction model to **express**  $3 \times \frac{2}{5}$  as  $6 \times \frac{1}{5}$ , **recognizing** this product as  $\frac{6}{5}$ , e.g.,



In general,  $n \times \frac{a}{b} = \frac{(n \times a)}{b}$ .

- c. Solve word problems involving multiplication of a whole number by a fraction.

**Coherence:** NY-4.NF.4c → NY-5.NF.6

e.g., using visual fraction models and equations to **represent** the problem

e.g., If each person at a party will eat  $\frac{3}{8}$  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?

#### Within-Grade Connections:

- Addition of fractions (NY-4.NF.3) and concepts of angle measure (NY-4.MD.5a and NY-4.MD.7) are connected in that a one-degree measure is a fraction of an entire rotation and that adding angle measures together is adding fractions with a denominator of 360.<sup>(14)</sup>
- The work that students do with multiplication of a fraction by a whole number (NY-4.NF.4) can be connected to the idea of “times as much” in multiplication (NY-4.OA.1).<sup>(14)</sup>



## NY-4.NF

## Number and Operations—Fractions

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

**Note:** Grade 4 expectations are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

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.

**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.

6. Use decimal notation for fractions with denominators 10 or 100.

7. Compare two decimals to hundredths by reasoning about their size. **Recognize** that **comparisons** are valid only when two decimals refer to the same whole. Record the results of **comparisons** with the symbols  $>$ ,  $=$ , or  $<$ , and **justify** the conclusions.

**Coherence:** NY-3.NF.3 → NY-4.NF.5 → NY-5.NBT.7

e.g., **Express**  $\frac{3}{10}$  as  $\frac{30}{100}$ , and add  $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$ .

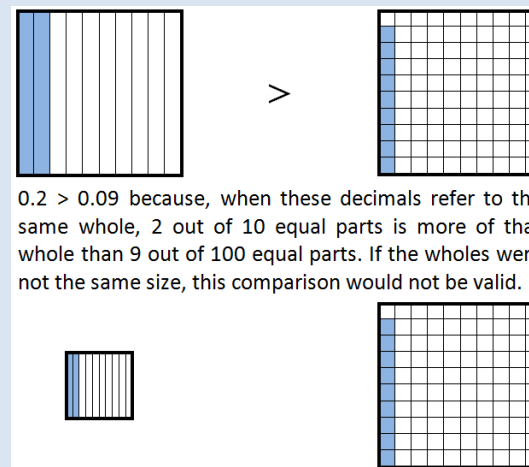
**Coherence:** NY-4.NF.6 → NY-5.NBT.3a

e.g.,

- Rewrite 0.62 as  $\frac{62}{100}$  or  $\frac{62}{100}$  as 0.62.
- **Describe** a length as 0.62 meters.
- Locate 0.62 on a number line.

**Coherence:** NY-4.NF.7 → NY-5.NBT.3b

e.g., using a visual model



$0.2 > 0.09$  because, when these decimals refer to the same whole, 2 out of 10 equal parts is more of that whole than 9 out of 100 equal parts. If the wholes were not the same size, this comparison would not be valid.

#### Within-Grade Connections:

- Students' work with decimals (NY-4.NF.5–7) depends to some extent on concepts of fraction equivalence (NY-4.NF.1–2) and elements of fraction arithmetic (NY-4.NF.3–4). Students **express** fractions with a denominator of 10 as an equivalent fraction with a denominator of 100; **comparisons** of decimals require that students use similar reasoning to **comparisons** with fractions.<sup>(14)</sup>

## NY-4.MD

## Measurement and Data

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

1. [Know](#) relative sizes of measurement units: ft., in.; km, m, cm

**Coherence:** NY-4.MD.1 → NY-5.MD.1

e.g., An inch is about the distance from the tip of your thumb to your first knuckle.  
A foot is the length of two dollar bills.  
A meter is about the height of a kitchen counter.  
A kilometer is 2 ½ laps around most tracks.

[Know](#) the conversion factor and use it to [convert](#) measurements in a larger unit in terms of a smaller unit: ft., in.; km, m, cm; hr., min., sec.

e.g., [Know](#) that 1 ft. is 12 times as long as 1 in. and [express](#) the length of a 4 ft. snake as 48 in.

Given the conversion factor, [convert](#) all other measurements within a single system of measurement from a larger unit to a smaller unit.

e.g., Given the conversion factors, [convert](#) kilograms to grams, pounds to ounces, or liters to milliliters.

Record measurement equivalents in a two-column table.

e.g., [Generate](#) a conversion table for feet and inches.

Feet	Inches
1	12
2	24
3	36

2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.
- Solve problems involving 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 that feature a measurement scale, such as number lines.

**Coherence:** NY-3.MD.1 → NY-4.MD.2

**Note:** Grade 4 expectations are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

**Coherence:** NY-3.MD.7  
NY-3.MD.8 → NY-4.MD.3

e.g., 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.

#### Within-Grade Connections:

- The work that students do with units of measure (NY-4.MD.1–2) can be connected to the idea of “times as much” in multiplication (NY-4.OA.1).<sup>(14)</sup>
- Standard NY-4.MD.2 refers to using the four operations to solve word problems involving measurement quantities such as liquid volume, mass, time, and so on. Some parts of this standard could be met earlier in the year (such as using whole-number multiplication to [express](#) measurements given in a larger unit in terms of a smaller unit — see also NY-4.MD.1), while others might be met only by the end of the year (such as word problems involving addition and subtraction of fractions or multiplication of a fraction by a whole number — see also NY-4.NF.3d and NY-4.NF.4c).<sup>(14)</sup>

## NY-4.MD

## Measurement and Data

**Represent and interpret data.**

4. **Make** a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

**Coherence:** NY-3.MD.4 → NY-4.MD.4 → NY-5.MD.2

e.g., Given measurement data on a line plot, find and **interpret** the difference in length between the longest and shortest specimens in an insect collection.

**Within-Grade Connections:**

- When students use a line plot to display measurements in fractions of a unit and solve problems involving addition and subtraction of fractions presented in line plots (NY-4.MD.4), they practice adding and subtracting fractions with like denominators (NY-4.NF.3).<sup>(14)</sup>

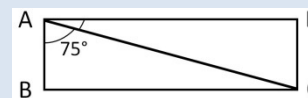
## NY-4.MD

## Measurement and Data

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

5. **Recognize** angles as geometric shapes that are formed wherever two rays share a common endpoint, and **understand** concepts of angle measurement.
- Recognize** 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  $\frac{1}{360}$  of a circle is called a “one-degree angle,” and can be used to measure angles.
  - Recognize** an angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees.
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
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., using an equation with a symbol for the unknown angle measure; such as, in the rectangle below, angle CAD could be found by :  $75 + x = 90$  or  $90 - 75 = ?$



**Within-Grade Connections:**

- Standard NY-4.MD.7 refers to word problems involving unknown angle measures. Before this standard can be met, students must understand concepts of angle measure (NY-4.MD.5) and, presumably, gain some experience measuring angles (NY-4.MD.6). Before that can happen, students must have some familiarity with the geometric terms that are used to define angles as geometric shapes (NY-4.G.1).<sup>(14)</sup>
- Addition of fractions (NY-4.NF.3) and concepts of angle measure (NY-4.MD.5a and NY-4.MD.7) are connected in that a one-degree measure is a fraction of an entire rotation and that adding angle measures together is adding fractions with a denominator of 360.<sup>(14)</sup>

NY-4.G	Geometry
<b>Draw and <a href="#">identify</a> lines and angles, and <a href="#">classify</a> shapes by properties of their lines and angles.</b>	
1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. <a href="#">Identify</a> these in two-dimensional figures.	
2a. <a href="#">Identify</a> and name triangles based on angle size (right, obtuse, acute).	<b>Coherence:</b> <a href="#">NY-3.G.1</a> → <a href="#">NY-4.G.2</a> → <a href="#">NY-5.G.3</a>
2b. <a href="#">Identify</a> and name all quadrilaterals with 2 pairs of parallel sides as parallelograms.	
2c. <a href="#">Identify</a> and name all quadrilaterals with four right angles as rectangles.	
3. <a href="#">Recognize</a> 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. <a href="#">Identify</a> line-symmetric figures and draw lines of symmetry.	

## Grade 5 Overview

## Crosswalk

## Snapshot

## OA

## NBT

## NF

## MD

## G

In Grade 5, instructional time should focus on three areas: (1) developing fluency with addition and subtraction of fractions, and 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); (2) extending division to 2-digit divisors, integrating decimals into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the **Number and Operations – Fractions** and **Operations and Algebraic Thinking** domains, 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;
  - develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them; and
  - 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. Through their learning in the **Operations and Algebraic Thinking** and **Number and Operations in Base Ten** domains, students:
  - develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations;
  - apply understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths;
  - develop fluency with decimal computations to hundredths, and make reasonable estimates of their results; and
  - 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.
3. Through their learning in the **Measurement and Data** and **Geometry** domains, students:
  - recognize volume as an attribute of three-dimensional space;
  - understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps;
  - understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume;
  - select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume;
  - decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes; and
  - measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

### Mathematical Practices

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

## NY-5.OA

## Operations and Algebraic Thinking

Write and [interpret](#) numerical expressions.

1. [Apply](#) the order of operations to [evaluate](#) numerical expressions.

**Coherence:** NY-5.OA.1 → NY-6.EE.2

e.g.,

- $6 + 8 \div 2$
- $(6 + 8) \div 2$

**Note:** Exponents and nested grouping symbols are not included.

2. Write simple expressions that record calculations with numbers, and [interpret](#) numerical expressions without evaluating them.

**Coherence:** NY-4.OA.1 → NY-5.OA.2 → NY-6.EE.2  
NY-6.EE.3  
NY-6.EE.4

e.g., [Express](#) the calculation “add 8 and 7, then multiply by 2” as  $(8 + 7) \times 2$ . [Recognize](#) that  $3 \times (18,932 + 921)$  is three times as large as  $18,932 + 921$ , without having to [calculate](#) the indicated sum or product.

## NY-5.OA

## Operations and Algebraic Thinking

[Analyze](#) patterns and relationships.

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.

**Coherence:** NY-4.OA.5 → NY-5.OA.3 → NY-6.EE.9

e.g., 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 sequence are twice the corresponding terms in the other sequence. [Explain](#) informally why this is so.

## NY-5.NBT

## Number and Operations in Base Ten

**Understand** the place value system.

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  $\frac{1}{10}$  of what it **represents** in the place to its left.
2. Use whole-number exponents to denote powers of 10. **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.
3. Read, write, and **compare** decimals to thousandths.
  - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
  - b. **Compare** two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of **comparisons**.
4. Use place value understanding to round decimals to any place.

Coherence: NY-4.NBT.1 → NY-5.NBT.1

Coherence: NY-5.NBT.2 → NY-6.EE.1

Coherence: NY-4.NBT.2a  
NY-4.NF.6 → NY-5.NBT.3a

e.g.,

- $47.392 = 4 \times 10 + 7 \times 1 + 3 \times \frac{1}{10} + 9 \times \frac{1}{100} + 2 \times \frac{1}{1000}$
- $47.392 = (4 \times 10) + (7 \times 1) + (3 \times \frac{1}{10}) + (9 \times \frac{1}{100}) + (2 \times \frac{1}{1000})$
- $47.392 = (4 \times 10) + (7 \times 1) + (3 \times 0.1) + (9 \times 0.01) + (2 \times 0.001)$

Coherence: NY-4.NBT.2b  
NY-4.NF.7 → NY-5.NBT.3b → NY-6.NS.7

Coherence: NY-4.NBT.3 → NY-5.NBT.4

**Within-Grade Connections:**

- Conversions within the metric system (NY-5.MD.1) **represent** an important practical application of the place value system and an opportunity to **develop** understanding of it (NY-5.NBT.1 - 2).<sup>(14)</sup>
- Understanding that in a multi-digit number, a digit in one place **represents**  $\frac{1}{10}$  of what it **represents** in the place to its left (NY-5.NBT.1) is an example of multiplying a quantity by a fraction (NY-5.NF.4).<sup>(14)</sup>

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- When students **explain** patterns in the number of zeros of the product when multiplying a number by powers of 10 (NY-5.NBT.2), they have an opportunity to look for and **express** regularity in repeated reasoning (MP.8). When they use these patterns in division, they are making sense of problems (MP.1) and reasoning abstractly and quantitatively (MP.2).<sup>(14)</sup>

## NY-5.NBT

## Number and Operations in Base Ten

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

5. [Fluently](#) multiply multi-digit whole numbers using a standard algorithm.

**Coherence:** NY-4.NBT.5 → NY-5.NBT.5 → NY-6.NS.3

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.

**Coherence:** NY-4.NBT.6 → NY-5.NBT.6 → NY-6.NS.2

**Notes on and/or:**

- Students should be taught to use strategies based on place value, the properties of operations, *and* the relationship between multiplication and division; however, when solving any problem, students can choose any strategy.
- Students should be taught to use equations, rectangular arrays, *and* area models; however, when illustrating and [explaining](#) any calculation, students can choose any strategy.

7. Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations:

- add and subtract decimals to hundredths;
- multiply and divide decimals to hundredths.

Relate the strategy to a written method and [explain](#) the reasoning used.

**Coherence:** NY-4.NF.5 → NY-5.NBT.7 → NY-6.NS.3

**Notes on and/or:** Students should be taught to use concrete models and drawings; as well as strategies based on place value, properties of operations, *and* the relationship between operations. When solving any problem, students can choose to use a concrete model *or* a drawing. Their strategy must be based on place value, properties of operations, or the relationship between operations.

**Note:** Division problems are limited to those that allow for the use of concrete models or drawings, strategies based on properties of operations, and/or the relationship between operations (e.g.,  $0.25 \div 0.05$ ). Problems should not be so complex as to require the use of an algorithm (e.g.,  $0.37 \div 0.05$ ).

**Note on [Fluency](#) with Procedures:**

- [Fluency](#) with procedures (*procedural fluency*) means students are accurate, efficient, flexible, and [know](#) when and how to use them appropriately. [Developing fluency](#) requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to [apply](#) in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12)(13)</sup> For more on [developing](#) procedural [fluency](#), see [Adding it Up](#), pp. 121-124.

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- When students break divisors and dividends into sums of multiples of base-ten units (NY-5.NBT.6), they are seeing and making use of structure (MP.7) and attending to precision (MP.6). Initially for most students, multi-digit division problems take time and effort, so they also require perseverance (MP.1) and looking for and expressing regularity in repeated reasoning (MP.8).<sup>(14)</sup>



## NY-5.NF

## Number and Operations—Fractions

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

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.

**Coherence:** NY-4.NF.1 → NY-5.NF.1  
 NY-4.NF.3c

e.g.,

$$\bullet \frac{1}{3} + \frac{2}{9} = \frac{3}{9} + \frac{2}{9} = \frac{5}{9}$$

$$\bullet \frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$$

2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.

**Coherence:** NY-4.NF.3d → NY-5.NF.2

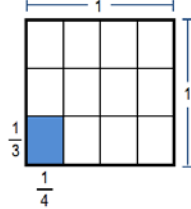
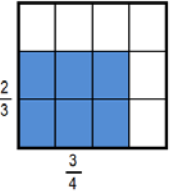
e.g., using visual fraction models or equations to [represent](#) the problem

Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

e.g., [Recognize](#) an incorrect result  $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$  by observing that  $\frac{3}{7} < \frac{1}{2}$ .

## Connecting the Standards for Mathematical Practice to Mathematical Content:

- When students use benchmark fractions and number sense to estimate mentally (NY-5.NF.2) they are reasoning abstractly and quantitatively (MP.2). When students assess the reasonableness of answers they are making sense of problems (MP.1).

NY-5.NF	Number and Operations—Fractions
<b>Apply</b> and extend previous understandings of multiplication and division to multiply and divide fractions.	
<p>3. <b>Interpret</b> a fraction as division of the numerator by the denominator (<math>\frac{a}{b} = a \div b</math>).</p> <p>Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.</p>	<p><b>Coherence:</b> NY-5.NF.3 → NY-6.RP.2</p> <p>e.g., <b>Interpret</b> <math>\frac{3}{4}</math> as the result of dividing 3 by 4, noting that <math>\frac{3}{4}</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>\frac{3}{4}</math>.</p> <p>e.g., using visual fraction models or equations to <b>represent</b> the problem</p> <p>e.g., 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?</p>
<p>4. <b>Apply</b> and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	<p><b>Coherence:</b> NY-4.NF.4 → NY-5.NF.4 → NY-6.G.1</p>
<p>a. <b>Interpret</b> the product <math>\frac{a}{b} \times q</math> as <math>a</math> parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>.</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with rectangles 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 <b>represent</b> fraction products as rectangular areas.</p>	<p>e.g., Use a visual fraction model to show <math>\frac{2}{3} \times 4 = \frac{8}{3}</math>, and create a story context for this equation. Do the same with <math>\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}</math>.</p> <p>e.g.,</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>The shaded portion shows the rectangle with the appropriate unit fraction side lengths.</p>  </div> <div style="text-align: center;"> <p>The area of a <math>\frac{2}{3} \times \frac{3}{4}</math> rectangle is <math>\frac{6}{12}</math> because the whole is partitioned into 12 parts with 6 of them shaded.</p>  </div> </div>
<p>5. <b>Interpret</b> multiplication as scaling (resizing).</p>	<p><b>Coherence:</b> NY-4.OA.1 → NY-5.NF.5 → NY-6.RP.1</p>
<p>a. <b>Compare</b> 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.</p> <p>b. <b>Explain</b> why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (<b>recognizing</b> multiplication by whole numbers greater than 1 as a familiar case). <b>Explain</b> why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence <math>\frac{a}{b} = \frac{a}{b} \times \frac{n}{n}</math> to the effect of multiplying <math>\frac{a}{b}</math> by 1.</p>	<p>e.g., In the case of <math>10 \times \frac{1}{2} = 5</math>, 5 is half of 10 and 5 is 10 times larger than <math>\frac{1}{2}</math>.</p> <p>e.g.,</p> <ul style="list-style-type: none"> <li><b>Explain</b> why <math>4 \times \frac{3}{2}</math> is greater than 4.</li> <li><b>Explain</b> why <math>4 \times \frac{1}{2}</math> is less than 4.</li> <li><math>\frac{1}{3}</math> is equivalent to <math>\frac{2}{6}</math> because <math>\frac{1}{3} \times \frac{2}{2} = \frac{2}{6}</math>.</li> </ul>

6. Solve real world problems involving multiplication of fractions and mixed numbers.	<b>Coherence:</b> NY-4.NF.4c → NY-5.NF.6 e.g., using visual fraction models or equations to <a href="#">represent</a> the problem
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.  <b>Note:</b> Students able to multiply fractions in general can <a href="#">develop</a> 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 until grade 6 (NY-6.NS.1).	<b>Coherence:</b> NY-5.NF.7 → NY-6.NS.1
a. <a href="#">Interpret</a> division of a unit fraction by a non-zero whole number, and compute such quotients.	e.g., Create a story context for $\frac{1}{3} \div 4$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to <a href="#">explain</a> that $\frac{1}{3} \div 4 = \frac{1}{12}$ because $\frac{1}{12} \times 4 = \frac{1}{3}$ .
b. <a href="#">Interpret</a> division of a whole number by a unit fraction, and compute such quotients.	e.g., Create a story context for $4 \div \frac{1}{5}$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to <a href="#">explain</a> that $4 \div \frac{1}{5} = 20$ because $20 \times \frac{1}{5} = 4$ .
c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.	e.g., using visual fraction models and equations to <a href="#">represent</a> the problem e.g., How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb. of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?

**Within-Grade Connections:**

- Understanding that in a multi-digit number, a digit in one place [represents](#)  $\frac{1}{10}$  of what it [represents](#) in the place to its left (NY-5.NBT.1) is an example of multiplying a quantity by a fraction (NY-5.NF.4).<sup>(14)</sup>

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- The understanding of multiplication as scaling (NY-5.NF.5) is an important opportunity for students to reason abstractly (MP2).<sup>(15)</sup>

## NY-5.MD

## Measurement and Data

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

1. **Convert** among different-sized standard measurement units within a given measurement system when the conversion factor is given. Use these conversions in solving multi-step, real world problems.

**Coherence:** NY-4.MD.1 → NY-5.MD.1 → NY-6.RP.3d

**Notes:**

- All conversion factors will be given.
- Grade 5 expectations for decimal operations are limited to work with decimals to hundredths.

**Within-Grade Connections:**

- Work on this standard supports computation with decimals to hundredths (NY-5.NBT.7). For example, **converting** 5 cm to 0.05 m involves computation with decimals to hundredths.<sup>(14)</sup>
- Conversions within the metric system (NY-5.MD.1) are an important practical application of the place value system and an opportunity to **develop** understanding of it (NY-5.NBT.1 - 2).

## NY-5.MD

## Measurement and Data

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

2. **Make** a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots.

**Coherence:** NY-4.MD.4 → NY-5.MD.2 → NY-6.SP.2  
NY-6.SP.4

e.g., Given different measurements of liquid in identical beakers, **make** a line plot to display the data and find the total amount of liquid in all of the beakers.

**Within-Grade Connections:**

- Displaying data of measurements in fractions of a unit and solving problems involving information presented in line plots (NY-5.MD.2), provides an opportunity for solving real-world problems with operations on fractions (NY-5.NF).<sup>(14)</sup>

## NY-5.MD

## Measurement and Data

Geometric measurement: [understand](#) concepts of volume and relate volume to multiplication and to addition.

3. [Recognize](#) volume as an attribute of solid figures and [understand](#) concepts of volume measurement.
- [Recognize](#) that 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.
  - [Recognize](#) that 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.

Coherence: NY-3.MD.5 → NY-5.MD.3

4. Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units.

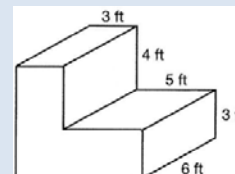
Coherence: NY-3.MD.6 → NY-5.MD.4

5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

Coherence: NY-3.MD.7 → NY-5.MD.5 → NY-6.G.2  
NY-6.G.5

- 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.
- [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.

e.g.,



#### Connecting the Standards for Mathematical Practice to Mathematical Content:

- When students show that the volume of a right rectangular prism is the same as would be found by multiplying the side lengths (NY-5.MD.5), they also have an opportunity to look for and [express](#) regularity in repeated reasoning (MP.8). They attend to precision (MP.6) as they use correct length or volume units, and they use appropriate tools strategically (MP.5) as they understand or [make](#) drawings to show these units. <sup>(14)</sup>

NY-5.G	Geometry
<b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b>	
<p>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.</p> <p><a href="#">Understand</a> 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.</p>	<p><b>Coherence:</b> NY-5.G.1 → NY-6.NS.6</p> <p>e.g., x-axis and x-coordinate, y-axis and y-coordinate</p>
<p>2. <a href="#">Represent</a> real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and <a href="#">interpret</a> coordinate values of points in the context of the situation.</p>	<p><b>Coherence:</b> NY-5.G.2 → NY-6.NS.8 NY-6.G.3</p>

NY-5.G	Geometry
<b>Classify two-dimensional figures into categories based on their properties.</b>	
<p>3. <a href="#">Understand</a> that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p>	<p><b>Coherence:</b> NY-4.G.2 → NY-5.G.3</p> <p>e.g., All rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p><b>Note:</b> The inclusive definition of a trapezoid will be utilized, which defines a trapezoid as “A quadrilateral with <i>at least</i> one pair of parallel sides.”</p>
<p>4. <a href="#">Classify</a> two-dimensional figures in a hierarchy based on properties.</p>	

## Grade 6 Overview

## [Crosswalk](#)

## [Snapshot](#)

## [RP](#)

## [NS](#)

## [EE](#)

## [G](#)

## [SP](#)

In Grade 6, instructional time should focus on five areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) deepening understanding of area, surface area and volume; and (5) developing understanding of simple probabilities and statistical thinking. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

- Through their learning in the **Ratios and Proportional Relationships** domain, students:
  - use reasoning about multiplication and division to solve ratio and rate problems about quantities;
  - connect understanding of multiplication and division with ratios and rates 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; and
  - expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions.
- Through their learning in the **Number System** domain, students:
  - use the meaning of fractions and relationships between multiplication and division to understand and explain why the procedures for dividing fractions make sense;
  - extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, particularly negative integers; and
  - reason about the order and absolute value of rational numbers and about the location of points on a coordinate plane.
- Through their learning in the **Expressions, Equations, and Inequalities** domain, students:
  - write expressions and equations that correspond to give situations, using variables to represent an unknown and describe relationships between quantities;
  - understand that expressions in different forms can be equivalent, and use the properties of operations to rewrite and evaluate expressions in equivalent forms; and
  - use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations.
- Through their learning in the **Geometry** domain, students:
  - find areas of polygons, surface areas of prisms, and use area models to understand perfect squares; and
  - extend formulas for the volume of a right rectangular prism to fractional side lengths and use volume models to understand perfect cubes.
- Through their learning in the **Statistics and Probability** domain, students:
  - learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected; and
  - understand the probability of a chance event and develop probability models for simple events.

### Mathematical Practices

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

NY-6.RP	Ratios and Proportional Relationships
<b><u>Understand</u> ratio concepts and use ratio reasoning to solve problems.</b>	
1. <u>Understand</u> the concept of a ratio and use ratio language to <u>describe</u> a ratio relationship between two quantities.	<b>Coherence:</b> NY-5.NF.5 → NY-6.RP.1 e.g., “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 three votes.”
2. <u>Understand</u> the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ ( $b$ not equal to zero), and use rate language in the context of a ratio relationship.  <b>Note:</b> Expectations for unit rates in this grade are limited to non-complex fractions.	<b>Coherence:</b> NY-5.NF.3 → NY-6.RP.2 → NY-7.RP.1 e.g., “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there are $\frac{3}{4}$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”
3. Use ratio and rate reasoning to solve real-world and mathematical problems.	<b>Note:</b> Strategies may include but are not limited to the following: tables of equivalent ratios, tape diagrams, double number lines, and equations.
a. <u>Make</u> 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 <u>compare</u> ratios.	<b>Coherence:</b> NY-6.RP.3a → NY-7.RP.2b
b. Solve unit rate problems.	<b>Coherence:</b> NY-6.RP.3b → NY-7.RP.1 e.g., 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? What is the unit rate? <b>Note:</b> Problems may include unit pricing and constant speed.
c. Find a percent of a quantity as a rate per 100. Solve problems that involve finding the whole given a part and the percent, and finding a part of a whole given the percent.	<b>Coherence:</b> NY-6.RP.3c → NY-7.RP.3 e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity.
d. Use ratio reasoning to <u>convert</u> measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	<b>Coherence:</b> NY-5.MD.1 → NY-6.RP.3d <b>Note:</b> Conversion of units occur within a given measurement system, not across different measurement systems.

**Within-Grade Connections:**

- Plotting pairs of values on the coordinate plane (NY-6.RP.3a) supports other work with the coordinate plane in The Number System domain (NY-6.NS.6 & 8).<sup>(14)</sup>

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- Thinking about the point  $(1, r)$  in a graph of a proportional relationship with unit rate  $r$  (NY-6.RP.3) involves reasoning abstractly and quantitatively (MP.2). The graph models with mathematics (MP.4) and uses appropriate tools strategically (MP.5).<sup>(14)</sup>



## NY-6.NS

## The Number System

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

1. [Interpret](#) and compute quotients of fractions, and solve word problems involving division of fractions by fractions.

**Coherence:** [NY-5.NF.7](#) → [NY-6.NS.1](#) → [NY-7.NS.2](#)

e.g., Create a story context for  $(\frac{2}{3}) \div (\frac{3}{4})$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to [explain](#) that  $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$  because  $\frac{3}{4}$  of  $\frac{8}{9}$  is  $\frac{2}{3}$ .

In general,  $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$ .

e.g.,

- How much chocolate will each person get if 3 people share  $\frac{1}{2}$  lb of chocolate equally?
- How many  $\frac{3}{4}$  cup servings are in  $\frac{2}{3}$  of a cup of yogurt?
- How wide is a rectangular strip of land with length  $\frac{3}{4}$  mi. and area  $\frac{1}{2}$  square mi.?

**Note:** Strategies may include but are not limited to the following: using visual fraction models, a standard algorithm, and equations to [represent](#) the problem.

## NY-6.NS

## The Number System

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

2. **Fluently** divide multi-digit numbers using a standard algorithm.
3. **Fluently** add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.
4. Find the greatest common factor of two whole numbers less than or equal to 100. 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 other than 1.  
  
Find the least common multiple of two whole numbers less than or equal to 12.

**Coherence:** NY-5.NBT.6 → NY-6.NS.2

**Coherence:** NY-5.NBT.5 → NY-6.NS.3 → NY-7.NS.3  
NY-5.NBT.7

**Coherence:** NY-4.OA.4 → NY-6.NS.4

e.g., **Express**  $36 + 8$  as  $4(9 + 2)$ .

**Note on **Fluency** with Procedures:**

- **Fluency** with procedures (*procedural fluency*) means students are accurate, efficient, flexible, and **know** when and how to use them appropriately. **Developing fluency** requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to **apply** in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12)(13)</sup> For more on **developing** procedural **fluency**, see *Adding it Up*, pp. 121-124.

**Within-Grade Connections:**

- Students use their skill in **recognizing** common factors (NY-6.NS.4) to rewrite expressions (NY-6.EE.3).<sup>(14)</sup>

## NY-6.NS

## The Number System

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

5. **Understand** that positive and negative numbers are used together to **describe** quantities having opposite directions or values. Use positive and negative numbers to **represent** quantities in real-world contexts, **explaining** the meaning of 0 in each situation.

**Coherence:** NY-6.NS.5 → NY-7.NS.1

e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge

6. <a href="#">Understand</a> a rational number as a point on the number line. Use number lines and coordinate axes to <a href="#">represent</a> points on a number line and in the coordinate plane with negative number coordinates.	<b>Coherence:</b> <a href="#">NY-5.G.1</a> → <a href="#">NY-6.NS.6</a> → <a href="#">NY-7.NS.1</a>
a. <a href="#">Recognize</a> opposite signs of numbers as indicating locations on opposite sides of 0 on the number line. <a href="#">Recognize</a> that the opposite of the opposite of a number is the number itself, and that 0 is its own opposite.	e.g., With the number 3, $-(-3) = 3$ .
b. <a href="#">Understand</a> signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane. <a href="#">Recognize</a> that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	
c. Find and position integers and other rational numbers on a horizontal or vertical number line. Find and position pairs of integers and other rational numbers on a coordinate plane.	
7. <a href="#">Understand</a> ordering and absolute value of rational numbers.	<b>Coherence:</b> <a href="#">NY-5.NBT.3b</a> → <a href="#">NY-6.NS.7</a> → <a href="#">NY-7.NS.1</a>
a. <a href="#">Interpret</a> statements of inequality as statements about the relative position of two numbers on a number line.	e.g., <a href="#">Interpret</a> $-3 > -7$ as a statement that $-3$ is located to the right of $-7$ on a number line oriented from left to right.
b. Write, <a href="#">interpret</a> , and <a href="#">explain</a> statements of order for rational numbers in real-world contexts.	e.g., Write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to <a href="#">express</a> the fact that $-3^{\circ}\text{C}$ is warmer than $-7^{\circ}\text{C}$ .
c. <a href="#">Understand</a> the absolute value of a rational number as its distance from 0 on the number line. <a href="#">Interpret</a> absolute value as magnitude for a positive or negative quantity in a real-world situation.	e.g., For an account balance of $-30$ dollars, write $ -30  = 30$ to <a href="#">describe</a> the size of the debt in dollars.
d. <a href="#">Distinguish comparisons</a> of absolute value from statements about order.	e.g., Someone with a balance of \$100 in their bank account has more money than someone with a balance of $-\$1,000$ , because $100 > -1,000$ . But, the second person's debt balance is much greater than the first person's credit balance because $ -1,000  >  100 $ .
8. Solve real-world and mathematical problems by graphing points on a coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	<b>Coherence:</b> <a href="#">NY-5.G.2</a> → <a href="#">NY-6.NS.8</a>

**Within-Grade Connections:**

- Students must be able to place rational numbers on a number line (NY-6.NS.7) before they can place ordered pairs of rational numbers on a coordinate plane (NY-6.NS.8).<sup>(14)</sup>
- Plotting rational numbers in the coordinate plane (NY-6.NS.8) is part of analyzing proportional relationships (NY-6.RP.3a).<sup>(14)</sup>

NY-6.EE	Expressions, Equations, and Inequalities
<b>Apply</b> and extend previous understandings of arithmetic to algebraic expressions.	
1. Write and <a href="#">evaluate</a> numerical expressions involving whole-number exponents.	<b>Coherence:</b> NY-5.NBT.2 → NY-6.EE.1
2. Write, read, and <a href="#">evaluate</a> expressions in which letters stand for numbers.	<b>Coherence:</b> NY-5.OA.1 NY-5.OA.2 → NY-6.EE.2
a. Write expressions that record operations with numbers and with letters standing for numbers.	e.g., <a href="#">Express</a> the calculation “Subtract $y$ from 5” as $5 - y$ .
b. <a href="#">Identify</a> parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient); view one or more parts of an expression as a single entity.	e.g., <a href="#">Describe</a> 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.
c. <a href="#">Evaluate</a> expressions given specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations).	e.g., Use the formulas $V = s^3$ and $SA = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$ .
	<b>Note:</b> Expressions may or may not include parentheses. Nested grouping symbols are not included.
3. <a href="#">Apply</a> the properties of operations to <a href="#">generate</a> equivalent expressions.	<b>Coherence:</b> NY-5.OA.2 → NY-6.EE.3 → NY-7.EE.1
	e.g., <a href="#">Apply</a> the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$ ; <a href="#">apply</a> the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$ ; <a href="#">apply</a> properties of operations to $y + y + y$ to produce the equivalent expression $3y$ .
4. <a href="#">Identify</a> when two expressions are equivalent.	<b>Coherence:</b> NY-5.OA.2 → NY-6.EE.4 → NY-7.EE.2
	e.g., The expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number $y$ <a href="#">represents</a> .
<b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b>	
<ul style="list-style-type: none"> <li>Reading and transforming expressions (NY-6.EE.1 – 4) involves seeing and making use of structure (MP.7).<sup>(14)</sup></li> </ul>	

## NY-6.EE

## Expressions, Equations, and Inequalities

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

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. 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.
7. Solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$ ;  $x - p = q$ ;  $px = q$ ; and  $\frac{x}{p} = q$  for cases in which  $p$ ,  $q$ , and  $x$  are all nonnegative rational numbers.

**Coherence:** NY-6.EE.7 → NY-7.EE.4a

**Note:** For the  $\frac{x}{p} = q$  case,  $p \neq 0$ .

**Analogous arithmetical and algebraic solutions**

J. bought three packs of balloons. He opened them and counted 12 balloons. How many balloons are in a pack?

*Arithmetical solution*

If three packs have twelve balloons, then one pack has  $12 \div 3 = 4$  balloons.

*Algebraic solution*

Defining the variable: Let  $b$  be the number of balloons in a pack. Writing the equation:

$$3b = 12$$

Solving (mirrors the reasoning of the numerical solution):

$$3b = 12 \rightarrow \frac{3b}{3} = \frac{12}{3}$$

$$b = 4.$$

.(16)

8. Write an inequality of the form  $x > c$ ,  $x \geq c$ ,  $x \leq c$ , or  $x < c$  to [represent](#) a constraint or condition in a real-world or mathematical problem. [Recognize](#) that inequalities of these forms have infinitely many solutions; [represent](#) solutions of such inequalities on a number line.

**Coherence:** NY-6.EE.8 → NY-7.EE.4b

**Within-Grade Connections:**

- Equations of the form  $px = q$  (NY-6.EE.7) are unknown-factor problems; the solution will sometimes be the quotient of a fraction divided by a fraction (NY-6.NS.1).<sup>(14)</sup>

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- Relating expressions (NY-6.EE.6), equations (NY-6.EE.7), and inequalities (NY-6.EE.8) to situations requires making sense of problems (MP.1), reasoning abstractly and quantitatively (MP.2), and modeling with mathematics (MP.4).<sup>(14)</sup>
- The sequence of steps in the solution of an equation (NY-6.EE.5 & 7) is a logical argument that students can construct and critique (MP.3). Such arguments require looking for and making use of structure (MP.7) and, over time, [expressing](#) regularity in repeated reasoning (MP.8).<sup>(14)</sup>

## NY-6.EE

## Expressions, Equations, and Inequalities

Represent and [analyze](#) quantitative relationships between dependent and independent variables.

9. Use variables to [represent](#) two quantities in a real-world problem that change in relationship to one another.

Given a verbal context and an equation, [identify](#) 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.

**Coherence:** NY-5.OA.3 → NY-6.EE.9

e.g., In a problem involving motion at constant speed, list and graph ordered pairs of distances and times.

e.g., Given the equation  $d = 65t$  to [represent](#) the relationship between distance and time, [identify](#)  $t$  as the independent variable and  $d$  as the dependent variable.

**Within-Grade Connections:**

- Work with [representing](#) quantitative relationships between dependent and independent variables (NY-6.EE.9) can be connected with work with ratios and proportional relationships (NY-6.RP).<sup>(14)</sup>

NY-6.G	Geometry
<b>Solve real-world and mathematical problems involving area, surface area, and volume.</b>	
1. Find area of triangles, trapezoids, and other polygons by <a href="#">composing</a> into rectangles or <a href="#">decomposing</a> into triangles and quadrilaterals. <a href="#">Apply</a> these techniques in the context of solving real-world and mathematical problems.	<b>Coherence:</b> NY-5.NF.4 → NY-6.G.1 → NY-7.G.6 <b>Note:</b> The inclusive definition of a trapezoid will be utilized, which defines a trapezoid as “A quadrilateral with <i>at least</i> one pair of parallel sides.” (This definition includes parallelograms.)
2. Find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	<b>Coherence:</b> NY-5.MD.5 → NY-6.G.2 → NY-7.G.6
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. <a href="#">Apply</a> these techniques in the context of solving real-world and mathematical problems.	<b>Coherence:</b> NY-5.G.2 → NY-6.G.3
4. <a href="#">Represent</a> three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. <a href="#">Apply</a> these techniques in the context of solving real-world and mathematical problems.	<b>Coherence:</b> NY-6.G.4 → NY-7.G.6 <b>Note:</b> Three-dimensional figures include only right rectangular prisms, right rectangular pyramids, and right triangular prisms. When finding surface areas, all necessary measurements will be given.
5. Use area and volume models to <a href="#">explain</a> perfect squares and perfect cubes.	<b>Coherence:</b> NY-5.MD.5 → NY-6.G.5
<b>Within-Grade Connections:</b> <ul style="list-style-type: none"> <li>Students work on problems with areas of triangles and volumes of right rectangular prisms (NY-6.G.1 &amp; 2, and NY-6.G.4), connects to work in the NY-6.EE domain.<sup>(14)</sup></li> <li>Writing, reading, evaluating, and transforming variable expressions (NY-6.EE.1 – 4) and solving equations and inequalities (NY-6.EE.7 &amp; 8) can be combined with use of the volume formulas <math>V = lwh</math> and <math>V = Bh</math> (NY-6.G.2).<sup>(14)</sup></li> <li>Drawing polygons on the coordinate plane (NY-6.G.3), supports other work with the coordinate plane in The Number System domain (NY-6.NS.6 &amp; 8).<sup>(14)</sup></li> </ul> <b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b> <ul style="list-style-type: none"> <li>Area, surface area, and volume (NY-6.G.1 &amp; 2, and NY-6.G.4) present modeling opportunities (MP.4) and require students to attend to precision with the types of units involved (MP.6).<sup>(14)</sup></li> </ul>	

NY-6.SP	Statistics and Probability
<b>Develop</b> understanding of statistical variability.	
1a. <a href="#">Recognize</a> that a statistical question is one that anticipates variability in the data related to the question and accounts for it in the answers.	e.g., “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.
1b. <a href="#">Understand</a> 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.	<b>Note:</b> Students need to <a href="#">understand</a> that data are <a href="#">generated</a> with respect to particular contexts or situations and can be used to answer questions about those contexts or situations.
1c. <a href="#">Understand</a> that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from the population so valid inferences can be drawn about the population. <a href="#">Generate</a> multiple samples (or simulated samples) of the same size to <a href="#">recognize</a> the variation in estimates or predictions.	<div data-bbox="1144 467 1816 500"><b>Coherence:</b> NY-6.SP.1c → NY-7.SP.4</div> <p><b>Note:</b> Examples of acceptable methods to obtain a representative sample from a population include, but are not limited to, a simple random sample for a given population or a systematic random sample for an unknown population. Examples of unacceptable methods of sampling include, but are not limited to, online polls and convenience sampling because they introduce bias and are not representative of the population.</p>
2. <a href="#">Understand</a> that a set of quantitative data collected to answer a statistical question has a distribution which can be <a href="#">described</a> by its center, spread, and overall shape.	<div data-bbox="1144 751 1816 784"><b>Coherence:</b> NY-5.MD.2 → NY-6.SP.2 → NY-7.SP.3</div> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Students need to <a href="#">determine</a> and <a href="#">justify</a> the most appropriate graph to display a given set of data (pictograph, bar graph, histogram, dot plot).</li> <li>Students extend their knowledge of symmetric shapes, to <a href="#">describe</a> data displayed in dot plots and histograms in terms of symmetry. They <a href="#">identify</a> clusters, peaks and gaps, <a href="#">recognizing</a> common shapes and patterns in these displays of data distributions, and ask why a distribution takes on a particular shape for the context of the variable being considered.<sup>(17)</sup></li> </ul>
3. <a href="#">Recognize</a> that a measure of center for a quantitative data set summarizes all of its values with a single number while a measure of variation <a href="#">describes</a> how its values vary with a single number.	<div data-bbox="1144 1117 1816 1149"><b>Coherence:</b> NY-6.SP.3 → NY-7.SP.4</div> <p><b>Note:</b> Measures of center are mean, median, and mode. The measure of variation is the range.</p>
<b>Within-Grade Connections:</b> <ul style="list-style-type: none"> <li>The standards in this cluster represent opportunities to <a href="#">apply</a> percentages and proportional reasoning. To make inferences about a population, one needs to <a href="#">apply</a> such reasoning to the sample and the entire population.<sup>(14)</sup></li> </ul>	



NY-6.SP	Statistics and Probability
<b>Summarize and <a href="#">describe</a> distributions.</b>	
4. Display quantitative data in plots on a number line, including dot plots, and histograms.	<b>Coherence:</b> NY-5.MD.2 → NY-6.SP.4 → NY-7.SP.1
5. Summarize quantitative data sets in relation to their context.	
a. Report the number of observations.	
b. <a href="#">Describe</a> the nature of the attribute under investigation, including how it was measured and its units of measurement.	
c. <a href="#">Calculate</a> range and measures of center, as well as <a href="#">describe</a> any overall pattern and any striking deviations from the overall pattern with <a href="#">reference</a> to the context in which the data were gathered.	<b>Coherence:</b> NY-6.SP.5c → NY-7.SP.1 <b>Note:</b> Measures of center are mean, median, and mode. The measure of variation is the range. The role of outliers should be discussed, but no formula is required.
d. Relate the range and the choice of measures of center to the shape of the data distribution and the context in which the data were gathered.	<b>Note:</b> Measures of center are mean, median, and mode. The measure of variation is the range.
<b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b> <ul style="list-style-type: none"> <li>Working with data (NY-6.SP.4 &amp; 5) gives students an opportunity to use appropriate tools strategically (MP.5). For example, spreadsheets can be powerful for working with a data set with dozens or hundreds of data points.<sup>(14)</sup></li> </ul>	

NY-6.SP	Statistics and Probability
<b>Investigate chance processes and <a href="#">develop</a>, use, and <a href="#">evaluate</a> probability models.</b>	
6. <a href="#">Understand</a> that the probability of a chance event is a number between 0 and 1 inclusive, that <a href="#">expresses</a> the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	
7. Approximate the probability of a simple 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.	<p>e.g., 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.</p> <p><b>Note:</b> Compound events are introduced in grade 7.</p>
8. <a href="#">Develop</a> a probability model and use it to find probabilities of simple events. <a href="#">Compare</a> probabilities from a model to observed frequencies; if the agreement is not good, <a href="#">explain</a> possible sources of the discrepancy.	<p><b>Coherence:</b> NY-6.SP.8 → NY-7.SP.8</p>
a. <a href="#">Develop</a> a uniform probability model by assigning equal probability to all outcomes, and use the model to <a href="#">determine</a> probabilities of simple events.	<p>e.g., The probability of rolling a six-sided fair number cube and landing on a 2 is <math>\frac{1}{6}</math>. The probability of landing on an even number is <math>\frac{3}{6}</math>.</p>
b. <a href="#">Develop</a> a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	<p>e.g., 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?</p>
<b>Within-Grade Connections:</b> <ul style="list-style-type: none"> <li>Probability models draw on proportional reasoning and should be connected to the major work in those standards.<sup>(14)</sup></li> </ul>	

## Grade 7 Overview

## Crosswalk

## Snapshot

## RP

## NS

## EE

## G

## SP

In Grade 7, instructional time should focus on three areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; and (3) drawing inferences about populations based on samples. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the **Ratios and Proportional Relationships** domain, students:
  - extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems;
  - use their understanding of ratios and proportionality to solve a wide variety of percent problems;
  - 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;
  - graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line; and
  - distinguish proportional relationships from other relationships.
2. Through their learning in the **Number System** and the **Expressions, Equations, and Inequalities** domains, 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;
  - 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;
  - explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers by applying properties of operations, and view negative numbers in terms of everyday contexts; and
  - use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.
3. Through their learning in the **Statistics and Probability** domain, students:
  - build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations;
  - begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences; and
  - extend previous understandings of simple probabilities in grade 6 to calculate probabilities of compound events.

### Mathematical Practices

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

NY-7.RP	Ratios and Proportional Relationships
<b>Analyze</b> proportional relationships and use them to solve real-world and mathematical problems.	
1. Compute unit rates associated with ratios of fractions.	<p><b>Coherence:</b> NY-6.RP.2 → NY-7.RP.1 NY-6.RP.3b</p> <p>e.g., If a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour, compute the rate as the complex fraction <math>\frac{\frac{1}{2}}{\frac{1}{4}}</math> miles per hour, equivalently 2 miles per hour with 2 being the unit rate.</p> <p><b>Note:</b> Problems may include ratios of lengths, areas, and other quantities measured in like or different units, including across measurement systems.</p>
2. <b>Recognize</b> and <b>represent</b> proportional relationships between quantities.	
a. Decide whether two quantities are in a proportional relationship.	<p><b>Note:</b> Strategies include but are not limited to the following: testing for equivalent ratios in a table and/or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p>
b. <b>Identify</b> the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	<p><b>Coherence:</b> NY-6.RP.3a → NY-7.RP.2b → NY-8.EE.6 NY-8.F.2 NY-8.F.4</p>
c. <b>Represent</b> a proportional relationship using an equation.	<p><b>Coherence:</b> NY-7.RP.2c → NY-8.EE.5</p> <p>e.g., If total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be <b>expressed</b> as <math>t = pn</math>.</p>
d. <b>Explain</b> 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.	<p><b>Coherence:</b> NY-7.RP.2d → NY-8.F.5</p>
3. Use proportional relationships to solve multistep ratio and percent problems.	<p><b>Coherence:</b> NY-6.RP.3c → NY-7.RP.3</p> <p><b>Note:</b> Examples of percent problems include: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.</p>
<b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b> <ul style="list-style-type: none"> <li>Proportional relationships (NY-7.RP.2 &amp; 3) present opportunities for modeling (MP.4). For example, the number of people who live in an apartment building might be taken as proportional to the number of stories in the building for modeling purposes.<sup>(14)</sup></li> </ul>	

## NY-7.NS

## The Number System

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

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.
  - a. **Describe** situations in which opposite quantities combine to make 0.
  - b. **Understand** addition of rational numbers;  $p + q$  is 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.
  - c. **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.
  - d. **Apply** properties of operations as strategies to add and subtract rational numbers.

NY-6.NS.5  
**Coherence:** NY-6.NS.6 → NY-7.NS.1  
 NY-6.NS.7

2. **Apply** and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
  - a. **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.
  - b. **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  $-\left(\frac{p}{q}\right) = \frac{-p}{q} = \frac{p}{-q}$ . **Interpret** quotients of rational numbers by **describing** real-world contexts.
  - c. **Apply** properties of operations as strategies to multiply and divide rational numbers.
  - d. **Convert** a fraction to a decimal using long division; **know** that the decimal form of a rational number terminates in 0s or eventually repeats.

**Coherence:** NY-6.NS.1 → NY-7.NS.2 → NY-8.NS.1

3. Solve real-world and mathematical problems involving the four operations with rational numbers.

**Coherence:** NY-6.NS.3 → NY-7.NS.3

**Note:** Computations with rational numbers extend the rules for manipulating fractions to complex fractions limited to  $\frac{\frac{a}{b}}{\frac{c}{d}}$  where  $a$ ,  $b$ ,  $c$ , and  $d$  are integers and  $b$ ,  $c$ , and  $d \neq 0$ .

#### Within-Grade Connections:

- Because rational number arithmetic (NY-7.NS.1 – 3) underlies the problem solving detailed in NY-7.EE.3 as well as the solution of linear expressions and equations (NY-7.EE.1 & 2 and NY-7.EE.4), this work should likely begin at or near the start of the year.<sup>(14)</sup>

NY-7.EE	Expressions, Equations, and Inequalities
<b>Use properties of operations to <a href="#">generate</a> equivalent expressions.</b>	
1. Add, subtract, factor, and expand linear expressions with rational coefficients by <a href="#">applying</a> the properties of operations.	<b>Coherence:</b> NY-6.EE.3 → NY-7.EE.1 → NY-8.EE.7
2. <a href="#">Understand</a> that rewriting an expression in different forms in real-world and mathematical problems can reveal and <a href="#">explain</a> how the quantities are related.	<b>Coherence:</b> NY-6.EE.4 → NY-7.EE.2 → NY-8.EE.8c e.g., $a + 0.05a$ and $1.05a$ are equivalent expressions meaning that “increase by 5%” is the same as “multiply by 1.05.”

NY-7.EE	Expressions, Equations, and Inequalities
<b>Solve real-life and mathematical problems using numerical and algebraic expressions, equations, and inequalities.</b>	
3. Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. <a href="#">Apply</a> <ul style="list-style-type: none"> <li>properties of operations to <a href="#">calculate</a> with numbers in any form; <a href="#">convert</a> between forms as appropriate. Assess the reasonableness of answers using mental computation and estimation strategies.</li> </ul>	e.g., <p>If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50.</p> <ul style="list-style-type: none"> <li>If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.</li> </ul>

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 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.

**Note:** Solving equations that contain variables on both sides is not an expectation in grade 7.

**Coherence:** NY-6.EE.7 → NY-7.EE.4a → NY-8.EE.7  
NY-8.F.3

e.g., The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

**Notes:**

- The words *leading to* in the standard may require students to simplify or combine like terms on the same side of the equation before it is in the form stated in the standard.
- This standard is a [fluency](#) expectation for grade 7.

- b. Solve word problems leading to inequalities of the form  $px + q > r$ ,  $px + q \geq r$ ,  $px + q \leq r$ , or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are rational numbers. Graph the solution set of the inequality on the number line and [interpret](#) it in the context of the problem.

**Coherence:** NY-6.EE.8 → NY-7.EE.4b

e.g., 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.

**Note:** The words *leading to* in the standard may require students to simplify or combine like terms on the same side of the equation before it is in the form stated in the standard.

#### Note on [Fluency](#) with Procedures:

- [Fluency](#) with procedures (*procedural fluency*) means students are accurate, efficient, flexible, and [know](#) when and how to use them appropriately. [Developing fluency](#) requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to [apply](#) in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12)(13)</sup>

#### Within-Grade Connections:

- The work leading to meeting standards NY-7.EE.1 – 4 could be divided into two phases, one centered on addition and subtraction (e.g., solving  $x + q = r$ ) in relation to rational number addition and subtraction (NY-7.NS.1) and another centered on multiplication and division (e.g., solving  $px + q = r$  and  $p(x + q) = r$ ) in relation to rational number multiplication and division (NY-7.NS.2).<sup>(14)</sup>
- Meeting standard NY-7.EE.3 in its entirety will involve using rational number arithmetic (NY-7.NS.1 – 3) and percents (NY-7.RP.3). Work leading to meeting this standard could be organized as a recurring activity that tracks the students' ongoing acquisition of new skills in rational number arithmetic and percents.<sup>(14)</sup>

#### Connecting the Standards for Mathematical Practice to Mathematical Content:

- When students [compare](#) arithmetic and algebraic solutions to the same problem (NY-7.EE.4a), they are [identifying](#) correspondences between different approaches (MP.1).<sup>(14)</sup>
- Solving an equation such as  $4 = 8(x - \frac{1}{2})$  requires students to see and make use of structure (MP.7), temporarily viewing  $x - \frac{1}{2}$  as a single entity.<sup>(14)</sup>

NY-7.G	Geometry
<b>Draw, construct, and <a href="#">describe</a> geometrical figures and <a href="#">describe</a> the relationships between them.</b>	
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.	
2. Draw triangles when given measures of angles and/or sides, noticing when the conditions <a href="#">determine</a> a unique triangle, more than one triangle, or no triangle.	<b>Note:</b> Create triangles through the use of freehand drawings, materials (scaffolds may include: pipe cleaners, Legos®, and toothpicks), rulers, protractors, and/or technology.
3. <a href="#">Describe</a> the two-dimensional shapes that result from slicing three-dimensional solids parallel or perpendicular to the base.	<b>Note:</b> Focus of standard is on plane sections resulting from the slicing of right rectangular prisms and right rectangular pyramids.
<p><b>Within-Grade Connections:</b></p> <ul style="list-style-type: none"> <li>Students use proportional reasoning (NY-7.RP) when they <a href="#">analyze</a> scale drawings (NY-7.G.1).<sup>(14)</sup></li> </ul> <p><b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b></p> <ul style="list-style-type: none"> <li>When students notice when given geometric conditions <a href="#">determine</a> a unique triangle, more than one triangle or no triangle (NY-7.G.2), they have an opportunity to construct viable arguments and critique the reasoning of others (MP.3). Such problems also present opportunities for using appropriate tools strategically (MP.5).<sup>(14)</sup></li> </ul>	



NY-7.G	Geometry
<b>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</b>	
4. <a href="#">Apply</a> the formulas for the area and circumference of a circle to solve problems.	<p><b>Coherence:</b> NY-7.G.4 → NY-8.G.9</p> <p><b>Note:</b> Students in grade 7 are not expected to <a href="#">calculate</a> the radius of a circle given its area.</p>
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.	<p><b>Coherence:</b> NY-7.G.5 → NY-8.G.5</p> <p><b>Note:</b> Students in grade 7 are limited to solving equations that involve linear expressions on one side of the equation.</p>
6. Solve real-world and mathematical problems involving area of two-dimensional objects <a href="#">composed</a> of triangles and trapezoids.  Solve surface area problems involving right prisms and right pyramids <a href="#">composed</a> of triangles and trapezoids.  Find the volume of right triangular prisms, and solve volume problems involving three-dimensional objects <a href="#">composed</a> of right rectangular prisms.	<p>NY-6.G.1</p> <p><b>Coherence:</b> NY-6.G.2 → NY-7.G.6 → NY-8.G.6</p> <p>NY-6.G.4</p> <p><b>Note:</b> The inclusive definition of a trapezoid will be utilized, which defines a trapezoid as “A quadrilateral with <i>at least</i> one pair of parallel sides.” (This definition includes parallelograms and rectangles.)</p> <p><b>Note:</b> Right prisms include cubes.</p>

NY-7.SP	Statistics and Probability
<b>Draw informal comparative inferences about two populations.</b>	
1. Construct and <a href="#">interpret</a> box-plots, find the interquartile range, and <a href="#">determine</a> if a data point is an outlier.	<div data-bbox="1249 235 1921 300"> <b>Coherence:</b> NY-6.SP.4 → NY-7.SP.1  NY-6.SP.5c </div> <p><b>Note:</b> Students in grade 7 are <i>not</i> expected to <i>construct</i> box-plots that include outliers in the data, but students <i>are</i> expected to <a href="#">interpret</a> box-plots that may contain outliers.</p>
3. Informally assess the degree of visual overlap of two quantitative data distributions.	<div data-bbox="1249 422 1921 462"> <b>Coherence:</b> NY-6.SP.2 → NY-7.SP.3 </div>
4. Use measures of center and measures of variability for quantitative data from random samples or populations to draw informal comparative inferences about the populations.	<div data-bbox="1249 470 1921 544"> <b>Coherence:</b> NY-6.SP.1c → NY-7.SP.4  NY-6.SP.3 </div> <p><b>Note:</b> Measures of center are mean, median, and mode. The measures of variation include range and the interquartile range.</p>

NY-7.SP	Statistics and Probability
<b>Investigate chance processes and <a href="#">develop</a>, use, and <a href="#">evaluate</a> probability models.</b>	
8. Find probabilities of compound events using organized lists, sample space tables, tree diagrams, and simulation.	<div data-bbox="1249 855 1921 893"> <b>Coherence:</b> NY-6.SP.8 → NY-7.SP.8 </div>
a. 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.	
b. <a href="#">Represent</a> sample spaces for compound events using methods such as organized lists, sample space tables, and tree diagrams.  For an event <a href="#">described</a> in everyday language, <a href="#">identify</a> the outcomes in the sample space which <a href="#">compose</a> the event.	e.g., “rolling double sixes”
c. Design and use a simulation to generate frequencies for compound events.	e.g., 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?
<b>Within-Grade Connections:</b> <ul style="list-style-type: none"> <li>Probability models draw on proportional reasoning and should be connected to the major work in those standards.<sup>(14)</sup></li> <li>Students use proportional reasoning and percentages (NY-7.RP) when they extrapolate from random samples and use probability (NY-7.SP.8).<sup>(14)</sup></li> </ul>	

## Grade 8 Overview

## Crosswalk

## Snapshot

## NS

## EE

## F

## G

## SP

In Grade 8, instructional time should focus on three areas: (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; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the **Number System**, the **Expressions, Equations, and Inequalities**, and the **Probability and Statistics** domains, 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;
  - understand that the slope ( $m$ ) of a line is a constant rate of change, as well as how the input and output change as a result of the constant rate of change;
  - interpret a model in the context of the data by expressing a linear relationship between the two quantities in question and interpret components of the relationship (such as slope and y-intercept) in terms of the situation;
  - 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; and
  - use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to represent, analyze, and solve a variety of problems.
2. Through their learning in the **Functions** and the **Expressions, Equations, and Inequalities** domains, students:
  - grasp the concept of a function as a rule that assigns to each input exactly one output;
  - understand that functions describe situations where one quantity determines another; and
  - translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations of the function), and describe how aspects of the function are reflected in the different representations.
3. Through their learning in the **Geometry** domain, 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;
  - 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;
  - understand the statement of the Pythagorean Theorem and its converse, and why the Pythagorean Theorem holds; and
  - apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons.

### Mathematical Practices

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

## NY-8.NS

## The Number System

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

1. [Understand](#) informally that every number has a decimal expansion; for rational numbers show that the decimal expansion eventually repeats. [Know](#) that other numbers that are not rational are called irrational.
2. Use rational approximations of irrational numbers to [compare](#) the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.

**Coherence:** NY-7.NS.2 → NY-8.NS.1 → AI-N.RN.3

**Within-Grade Connections:**

- Work with the number system in this grade (NY-8.NS.1 & 2) is intimately related to work with radicals (NY-8.EE.2), and both of these may be connected to the Pythagorean theorem (NY-8.G.6 – 8) as well as to volume problems (NY-8.G.9), e.g., in which a cube has known volume but unknown edge lengths.<sup>(14)</sup> Irrational numbers, radicals, the Pythagorean Theorem, and volume are nonlinear in nature.

NY-8.EE	Expressions, Equations, and Inequalities
<b>Work with radicals and integer exponents.</b>	
1. <a href="#">Know</a> and <a href="#">apply</a> the properties of integer exponents to <a href="#">generate</a> equivalent numerical expressions.	<b>Coherence:</b> NY-8.EE.1 → AI-A.SSE.2 e.g., $3^2 \times 3^{(-5)} = 3^{(-3)} = \frac{1}{3^3} = \frac{1}{27}$
2. Use square root and cube root symbols to <a href="#">represent</a> solutions to equations of the form $x^2 = p$ and $x^3 = p$ , where $p$ is a positive rational number. <a href="#">Know</a> square roots of perfect squares up to 225 and cube roots of perfect cubes up to 125. <a href="#">Know</a> that the square root of a non-perfect square is irrational.	<b>Coherence:</b> NY-8.EE.2 → AI-A.REI.4 e.g., The $\sqrt{2}$ is irrational.
3. Use numbers <a href="#">expressed</a> in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to <a href="#">express</a> how many times as much one is than the other.	e.g., Estimate the population of the United States as $3 \times 10^8$ and the population of the world as $7 \times 10^9$ , and <a href="#">determine</a> that the world population is more than 20 times larger.
4. Perform multiplication and division with numbers <a href="#">expressed</a> in scientific notation, including problems where both standard decimal form and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. <a href="#">Interpret</a> scientific notation that has been <a href="#">generated</a> by technology.	<b>Coherence:</b> NY-8.EE.4 → AI-N.Q.3
<b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b> <ul style="list-style-type: none"> <li>Scientific notation (NY-8.EE.4) presents opportunities for strategically using appropriate tools (MP.5). For example, the computation <math>(1.73 \times 10^{-4}) \cdot (1.73 \times 10^{-5})</math> can be done quickly with a calculator by squaring 1.73 and then using properties of exponents to <a href="#">determine</a> the exponent of the product by inspection. <sup>(14)</sup></li> </ul>	

NY-8.EE	Expressions, Equations, and Inequalities
<b>Understand the connections between proportional relationships, lines, and linear equations.</b>	
5. Graph proportional relationships, <a href="#">interpreting</a> the unit rate as the slope of the graph. <a href="#">Compare</a> two different proportional relationships <a href="#">represented</a> in different ways.	<b>Coherence:</b> NY-7.RP.2c → NY-8.EE.5 e.g., <a href="#">Compare</a> a distance-time graph to a distance-time equation to <a href="#">determine</a> which of two moving objects has greater speed.
6. Use similar triangles to <a href="#">explain</a> why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; <a href="#">derive</a> the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .	<b>Coherence:</b> NY-7.RP.2b → NY-8.EE.6 → AI-A.REI.10 GEO-G.GPE.5

NY-8.EE	Expressions, Equations, and Inequalities
<b>Analyze and solve linear equations and pairs of simultaneous linear equations.</b>	
7. Solve linear equations in one variable.	<b>Coherence:</b> NY-7.EE.1 → NY-8.EE.7 → AI-A.REI.3 NY-7.EE.4a
a. <a href="#">Recognize</a> when linear equations in one variable have one solution, infinitely many solutions, or no solutions. Give examples and show which of these possibilities is the case by successively transforming the given equation into simpler forms.	
b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.	<b>Note:</b> This includes equations that contain variables on both sides of the equation.
8. Analyze and solve pairs of simultaneous linear equations.	<b>Coherence:</b> NY-7.EE.2 → NY-8.EE.8 → AI-A.REI.6a AI-A.REI.7a
a. <a href="#">Understand</a> 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. <a href="#">Recognize</a> when the system has one solution, no solution, or infinitely many solutions.	
b. Solve systems of two linear equations in two variables with integer coefficients: graphically, numerically using a table, and algebraically. Solve simple cases by inspection.	e.g., $3x + y = 5$ and $3x + y = 6$ have no solution because $3x + y$ cannot simultaneously be 5 and 6.  <b>Notes:</b> <ul style="list-style-type: none"> <li>Solving systems algebraically will be limited to at least one equation containing at least one variable whose coefficient is 1. Algebraic solution methods include elimination and substitution.</li> <li>This standard is a <a href="#">fluency</a> expectation for grade 8.</li> </ul>
c. Solve real-world and mathematical problems involving systems of two linear equations in two variables with integer coefficients.	<b>Note:</b> Solving systems algebraically will be limited to at least one equation containing at least one variable whose coefficient is 1.
<b>Note on <a href="#">Fluency</a> with Procedures:</b> <ul style="list-style-type: none"> <li><a href="#">Fluency</a> with procedures (<i>procedural fluency</i>) means students are accurate, efficient, flexible, and <a href="#">know</a> when and how to use them appropriately. <a href="#">Developing fluency</a> requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to <a href="#">apply</a> in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12)(13)</sup></li> </ul> <b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b> <ul style="list-style-type: none"> <li>Solving an equation such as <math>3(x - \frac{1}{2}) = x + 2</math> requires students to see and make use of structure (MP.7).<sup>(14)</sup></li> </ul>	

NY-8.F	Functions
<p>Define, <a href="#">evaluate</a>, and <a href="#">compare</a> functions.</p> <p><b>Note:</b> Function notation is not required in Grade 8.</p>	
<p>1. <a href="#">Understand</a> 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.</p>	<p><b>Coherence:</b> NY-8.F.1 → AI-F.IF.1 GEO-G.CO.2</p> <p><b>Note:</b> The terms <i>domain</i> and <i>range</i> may be introduced at this level; however, these terms are formally introduced in Algebra I (AI-F.IF.1).</p>
<p>2. <a href="#">Compare</a> properties of two functions each <a href="#">represented</a> in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	<p><b>Coherence:</b> NY-7.RP.2b → NY-8.F.2 → AI-F.IF.9</p> <p>e.g., Given a linear function <a href="#">represented</a> by a table of values and a linear function <a href="#">represented</a> by an algebraic equation, <a href="#">determine</a> which function has the greater rate of change.</p>
<p>3. <a href="#">Interpret</a> the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line. <a href="#">Recognize</a> examples of functions that are linear and non-linear.</p>	<p><b>Coherence:</b> NY-7.EE.4a → NY-8.F.3 → AI-F.LE.1b</p> <p>e.g., The function <math>A = s^2</math> 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.</p>

NY-8.F	Functions
<p>Use functions to model relationships between quantities.</p> <p><b>Note:</b> Function notation is not required in Grade 8.</p>	
<p>4. Construct a function to model a linear relationship between two quantities. <a href="#">Determine</a> the rate of change and initial value of the function from a description of a relationship or from two <math>(x, y)</math> values, including reading these from a table or from a graph. <a href="#">Interpret</a> 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.</p>	<p><b>Coherence:</b> NY-7.RP.2b → NY-8.F.4 → AI-A.CED.1 AI-F.IF.6 AI-F.BF.1</p>
<p>5. <a href="#">Describe</a> qualitatively the functional relationship between two quantities by analyzing a graph.</p> <p>Sketch a graph that exhibits the qualitative features of a function that has been <a href="#">described</a> in a real-world context.</p>	<p><b>Coherence:</b> NY-7.RP.2d → NY-8.F.5 → AI-F.IF.4 AI-F.LE.3</p> <p>e.g., where the function is increasing or decreasing or when the function is linear or non-linear</p>

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- When students model linear relationships with functions (NY-8.F.4), they are modeling with mathematics (MP.4).<sup>(14)</sup>
- By repeatedly checking whether points are on a line through (1, 2) with slope 3, students might abstract the equation of the line in the form  $(y - 2)/(x - 1) = 3$ . In doing so, students look for and [express](#) regularity in repeated reasoning (MP.8).<sup>(14)</sup>

NY-8.G	Geometry
<b><u>Understand</u> congruence and similarity using physical models, transparencies, or geometry software.</b>	
<ol style="list-style-type: none"> <li>Verify experimentally the properties of rotations, reflections, and translations.               <ol style="list-style-type: none"> <li>Verify experimentally lines are mapped to lines, and line segments to line segments of the same length.</li> <li>Verify experimentally angles are mapped to angles of the same measure.</li> <li>Verify experimentally parallel lines are mapped to parallel lines.</li> </ol> </li> </ol>	<div> <b>Coherence:</b> NY-8.G.1 → GEO-G.CO.2 GEO-G.CO.4         </div> <p><b>Note:</b> A translation displaces every point in the plane by the same distance (in the same direction) and can be <a href="#">described</a> using a vector.</p> <p>A rotation requires <a href="#">knowing</a> the center/point of rotation and the measure/direction of the angle of rotation.</p> <p>A line reflection requires a line and the knowledge of perpendicular bisectors.</p>
<ol style="list-style-type: none"> <li><a href="#">Know</a> that a two-dimensional figure is congruent to another if the corresponding angles are congruent and the corresponding sides are congruent. Equivalently, two two-dimensional figures are congruent if one is the image of the other after a sequence of rotations, reflections, and translations. Given two congruent figures, <a href="#">describe</a> a sequence that maps the congruence between them on the coordinate plane.</li> </ol>	<div> <b>Coherence:</b> NY-8.G.2 → GEO-G.CO.5 GEO-G.CO.6 GEO-G.CO.7         </div>
<ol style="list-style-type: none"> <li><a href="#">Describe</a> the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</li> </ol>	<div> <b>Coherence:</b> NY-8.G.3 → GEO-G.SRT.1         </div> <p><b>Note:</b> Lines of reflection are limited to both axes and lines of the form <math>y = k</math> and <math>x = k</math>, where <math>k</math> is a constant.</p> <p>Rotations are limited to 90 and 180 degrees about the origin. Unless otherwise specified, rotations are assumed to be counterclockwise.</p>
<ol style="list-style-type: none"> <li><a href="#">Know</a> that a two-dimensional figure is similar to another if the corresponding angles are congruent and the corresponding sides are in proportion. Equivalently, two two-dimensional figures are similar if one is the image of the other after a sequence of rotations, reflections, translations, and dilations. Given two similar two-dimensional figures, <a href="#">describe</a> a sequence that maps the similarity between them on the coordinate plane.</li> </ol>	<div> <b>Coherence:</b> NY-8.G.4 → GEO-G.CO.3 GEO-G.SRT.2         </div> <p><b>Note:</b> With dilation, the center and scale factor must be specified.</p>



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.

GEO-G.CO.9  
**Coherence:** NY-7.G.5 → NY-8.G.5 → GEO-G.CO.10  
 GEO-G.SRT.3

e.g., Arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.

**Note:** This standard does not include formal geometric proof. Multiple representations may be used to [demonstrate](#) understanding.

#### Within-Grade Connections:

- An important development takes place in grade 8 when students make connections between proportional relationships, lines, and linear equations (NY-8.EE.5 & 6). The angle-angle criterion for triangle similarity underlies the fact that a nonvertical line in the coordinate plane has equation  $y = mx + b$  (see page 12 of the [6-8 Progression on Expressions and Equations](#)). Therefore, students must do work with congruence and similarity (NY-8.G.1 – 5) before they are able to justify the connections among proportional relationships, lines, and linear equations. Hence the indicated geometry work should likely begin at or near the very start of the year.<sup>(14)</sup>

### NY-8.G

### Geometry

#### Understand and [apply](#) the Pythagorean Theorem.

6. [Understand](#) a proof of the Pythagorean Theorem and its converse.
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. [Apply](#) the Pythagorean Theorem to find the distance between two points in a coordinate system.

**Coherence:** NY-7.G.6 → NY-8.G.6

**Coherence:** NY-8.G.7 → GEO-G.SRT.8

**Coherence:** NY-8.G.8 → GEO-G.GPE.1a  
 GEO-G.GPE.4

#### Connecting the Standards for Mathematical Practice to Mathematical Content:

- The Pythagorean Theorem (NY-8.G.6 – 8) can provide opportunities for students to construct viable arguments and critique the reasoning of others (e.g., if a student in the class seems to be confusing the theorem with its converse) (MP.3).<sup>(14)</sup>

### NY-8.G

### Geometry

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

9. Given the formulas for the volume of cones, cylinders, and spheres, solve mathematical and real-world problems.

**Coherence:** NY-7.G.4 → NY-8.G.9 → GEO-G.GMD.1  
 GEO-G.MG.1

NY-8.SP	Statistics and Probability
<b>Investigate patterns of association in bivariate data.</b>	
1. Construct and <a href="#">interpret</a> scatter plots for bivariate measurement data to investigate patterns of association between two quantities. <a href="#">Describe</a> patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	<div>Coherence: NY-8.SP.1 → AI-S.ID.6 AI-S.ID.9</div>
2. <a href="#">Understand</a> 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.	<div>Coherence: NY-8.SP.2 → AI-S.ID.6a AI-S.ID.8</div>
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, <a href="#">interpreting</a> the slope and intercept.	<div>Coherence: NY-8.SP.3 → AI-S.ID.6a AI-S.ID.7</div> <p>e.g., In a linear model for a biology experiment, <a href="#">interpret</a> 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.</p>
<p><b>Within-Grade Connections:</b></p> <ul style="list-style-type: none"> <li>Working with scatter plots and linear models of association in bivariate measurement data (NY-8.SP.1 – 3) supports work with proportional relationships, lines, linear equations, and linear functions (NY-8.EE.5 – 8 and NY-8.F.3 &amp; 4).<sup>(14)</sup></li> </ul> <p><b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b></p> <ul style="list-style-type: none"> <li>Students are modeling with mathematics (MP.4) when they construct and <a href="#">interpret</a> scatter plots or two-way tables, as well as when they use linear models to <a href="#">describe</a> data (NY-8.SP.1 – 3).<sup>(14)</sup></li> </ul>	

## High School – Introduction

### Organization of the High School Standards for Mathematical Content

The standards are organized by course at the high school level. The high school courses include Algebra I, Geometry, and Algebra II. The Plus (+) Standards do not make up a course. They are additional standards that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics. The Plus (+) Standards may be dispersed throughout any high school course, including Algebra I, Geometry, and Algebra II, but are not expected to be addressed on state assessments.

The high school courses and the Plus (+) Standards are grouped by conceptual categories. These categories include Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling. Conceptual categories portray a coherent view of high school mathematics; a student's work with functions, for example, crosses a number of courses, potentially up through and including calculus.

Modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★). The star symbol sometimes appears on the heading for a group of standards; in that case, it should be understood to apply to all standards in that group.

### High School – Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

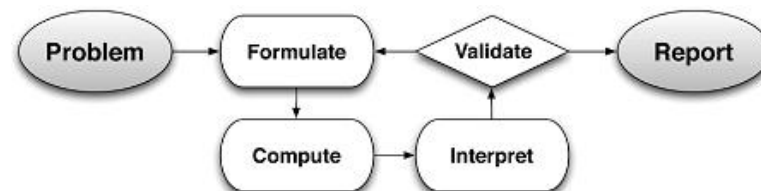
- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of

our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.

The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.



In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model— for example, graphs of global temperature and atmospheric CO<sub>2</sub> over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

## How to read the High School Standards for Mathematical Content

**Standards** define what students should understand and be able to do.

**Clusters** summarize groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

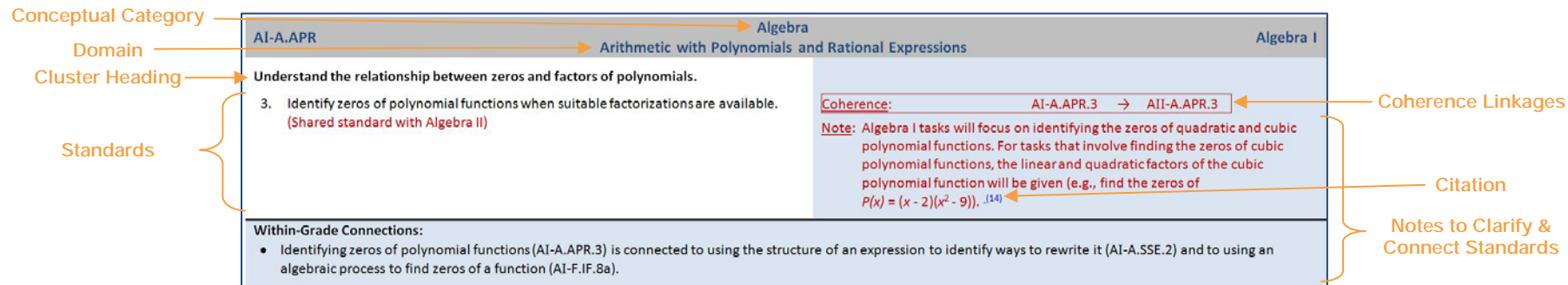
**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.

**Conceptual Categories** provide coherence across the courses.

**Coherence Linkages** connect standards one grade level forward and/or back when there are very direct linking standards in those grades. For a more thorough analysis of how standards link to one another, see <http://achievethecore.org/coherence-map/>.

**Citations** are indicated by a blue number when information was taken or adapted from another source. The number will match the source number in the *Works Cited* section at the end of this document. When viewing these standards electronically, the source information (including page number) will appear as hover-over text.

### High School Courses and Plus (+) Standards



The order in which the standards are presented is not necessarily the order in which the standards need to be taught. Standards from various domains are connected, and educators will need to determine the best overall design and approach, as well as the instructional strategies needed to support their learners to attain course expectations and the knowledge articulated in the standards. That is, the standards do not dictate curriculum or teaching methods; learning opportunities and pathways will continue to vary across schools and school systems, and educators should make every effort to meet the needs of individual students, based on their pedagogical and professional impressions and information.

**Algebra I Overview****Crosswalk****Snapshot****RN****Q****SSE****APR****CED****REI****IF****BF****LE****ID**

Algebra I is the first mathematics course in high school and the focal point is functions; specifically linear, quadratic, and exponential functions. 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. In Algebra I, students analyze and explain precisely the process of solving an equation. Students, through reasoning, develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities and make conjectures about the form that a linear equation might take in a solution to a problem. They reason abstractly and quantitatively by choosing and interpreting units in the context of creating equations in two variables to represent relationships between quantities. They master the solution of linear equations and apply related solution techniques and the properties of exponents to the creation and solution of simple exponential equations.

Students learn the terminology specific to polynomials and understand that polynomials form a system analogous to that of integers. Students learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions represented graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on their understanding of integer exponents to consider exponential functions with integer domains. They compare and contrast linear and exponential functions, looking for structure in each and distinguishing between additive and multiplicative change. Students explore systems of linear and quadratic equations and linear inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions focusing in on the explicit forms of sequences written in subscript notation. In building models of relationships between two quantities, students analyze the key features of a graph or table of a function.

Students strengthen their ability to discern structure in polynomial expressions. They create and solve equations involving quadratic and cubic expressions. Students reason abstractly and quantitatively in interpreting parts of an expression that represent a quantity in terms of its context; they also learn to make sense of problems and persevere in solving them by choosing or producing equivalent forms of an expression. Students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They learn through repeated reasoning to anticipate the graph of a quadratic function by interpreting the structure of various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function, which may require students to write solutions in simplest radical form.

Students expand their experience with functions to include more specialized functions—linear, exponential, quadratic, square, and those that are piecewise-defined, including absolute value and step. Students select from among these functions to model phenomena using the modeling cycle.

Students build upon prior experiences with data, and are introduced to working with more formal means of assessing how a model fits data. Students display and interpret graphical representations of data, and if appropriate, choose regression techniques when building a model that approximates a linear relationship between quantities. They analyze their knowledge of the context of a situation to justify their choice of a linear model, compute and interpret the correlation coefficient, and distinguish between situations of correlation and causation.

**Mathematical Practices**

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

AI-N.RN	Number and Quantity The Real Number System	Algebra I
<b>Use properties of rational and irrational numbers.</b>		
3. Use properties and operations to <a href="#">understand</a> the different forms of rational and irrational numbers.	<b>Coherence:</b> NY-8.NS.1 → AI-N.RN.3 → AII-A.APR.6	
a. Perform all four arithmetic operations and <a href="#">apply</a> properties to <a href="#">generate</a> equivalent forms of rational numbers and square roots.	<b>Note:</b> Tasks include rationalizing numerical denominators of the form $\frac{a}{\sqrt{b}}$ where $a$ is an integer and $b$ is a natural number.	
b. Categorize the sum or product of rational or irrational numbers. <ul style="list-style-type: none"> <li>The sum and product of two rational numbers is rational.</li> <li>The sum of a rational number and an irrational number is irrational.</li> <li>The product of a nonzero rational number and an irrational number is irrational.</li> <li>The sum and product of two irrational numbers could be either rational or irrational.</li> </ul>		

AI-N.Q	Number and Quantity Quantities	Algebra I
<b>Reason quantitatively and use units to solve problems. ★</b>		
1. Select quantities and use units as a way to: <ul style="list-style-type: none"> <li><a href="#">interpret</a> and guide the solution of multi-step problems;</li> <li>choose and <a href="#">interpret</a> units consistently in formulas; and</li> <li>choose and <a href="#">interpret</a> the scale and the origin in graphs and data displays.</li> </ul>		
3. Choose a level of accuracy appropriate to limitations on measurement and context when reporting quantities.	<b>Coherence:</b> NY-8.EE.4 → AI-N.Q.3	

AI-A.SSE Algebra Seeing Structure in Expressions	Algebra I
<b><u>Interpret</u> the structure of expressions.</b>	
1. <u>Interpret</u> expressions that <u>represent</u> a quantity in terms of its context. ★ a. Write the standard form of a given polynomial and <u>identify</u> the terms, coefficients, degree, leading coefficient, and constant term.	
b. <u>Interpret</u> expressions by viewing one or more of their parts as a single entity.	e.g., <u>Interpret</u> $P(1 + r)^n$ as the product of $P$ and a factor not depending on $P$ . <b>Note:</b> This standard is a <u>fluency</u> recommendation for Algebra I. <u>Fluency</u> in transforming expressions and chunking (seeing parts of an expression as a single object) is essential in factoring, completing the square, and other mindful algebraic calculations. <sup>(14)</sup>
2. <u>Recognize</u> and use the structure of an expression to <u>identify</u> ways to rewrite it. (Shared standard with Algebra II)	<div style="border: 1px solid red; padding: 5px; margin-bottom: 10px;"> <b>Coherence:</b> NY-8.EE.1 → AI-A.SSE.2 → AII-A.SSE.2  AII-A.SSE.3a </div> e.g., <ul style="list-style-type: none"> <li><math>x^3 - x^2 - x = x(x^2 - x - 1)</math></li> <li><math>53^2 - 47^2 = (53 + 47)(53 - 47)</math></li> <li><math>16x^2 - 36 = (4x)^2 - (6)^2 = (4x + 6)(4x - 6) = 4(2x + 3)(2x - 3)</math>  or <math>16x^2 - 36 = 4(4x^2 - 9) = 4(2x + 3)(2x - 3)</math></li> <li><math>-2x^2 + 8x + 10 = -2(x^2 - 4x - 5) = -2(x - 5)(x + 1)</math></li> <li><math>x^4 + 6x^2 - 7 = (x^2 + 7)(x^2 - 1) = (x^2 + 7)(x + 1)(x - 1)</math></li> </ul> <b>Note:</b> Algebra I expressions are limited to numerical and polynomial expressions in one variable. <sup>(14)</sup> Use factoring techniques such as factoring out a greatest common factor, factoring the difference of two perfect squares, factoring trinomials of the form $ax^2 + bx + c$ with a lead coefficient of 1, or a combination of methods to factor completely. Factoring will not involve factoring by grouping and factoring the sum and difference of cubes.

**Note on Fluency with Procedures:**

- Fluency with procedures (*procedural fluency*) means students are accurate, efficient, flexible, and know when and how to use them appropriately. Developing fluency requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to apply in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12)(13)</sup>

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- Writing  $49x^2 + 35x + 6$  as  $(7x)^2 + 5(7x) + 6$  highlights the structural similarity between this expression and  $z^2 + 5z + 6$ , leading to a factorization of the original:  $(7x + 3)(7x + 2)$  (AI-A.SSE.1-3 and AI-A.APR.3). This is an example of looking for and making use of structure (MP.7).<sup>(14)</sup>



AI-A.SSE	Algebra Seeing Structure in Expressions	Algebra I
<b>Write expressions in equivalent forms to reveal their characteristics. ★</b>		
3. Choose and produce an equivalent form of an expression to reveal and <a href="#">explain</a> properties of the quantity <a href="#">represented</a> by the expression. (Shared standard with Algebra II)		
c. Use the properties of exponents to rewrite exponential expressions. (Shared standard with Algebra II)		<div data-bbox="1115 381 1988 422"> <b>Coherence:</b> AI-A.SSE.3c → AII-A.SSE.3c         </div> <p>e.g.,</p> <ul style="list-style-type: none"> <li><math>3^{2x} = (3^2)^x = 9^x</math></li> <li><math>3^{2x+3} = 3^{2x}3^3 = 9^x \cdot 27</math></li> </ul> <p><b>Note:</b> Exponential expressions will include those with integer exponents, as well as those whose exponents are linear expressions. Any linear term in those expressions will have an integer coefficient. Rational exponents are an expectation for Algebra II.</p>
<b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b> <ul style="list-style-type: none"> <li>Students are reasoning abstractly and quantitatively (MP.2) when they transform abstract algebraic models via algebraic calculations (AI-A.SSE.3, AI-A.APR.1 &amp; 3, AI-F.IF.1-2, and AI-F.IF.4-7) to reveal properties of the problems.<sup>(14)</sup></li> </ul>		

## AI-A.APR

**Algebra**  
**Arithmetic with Polynomials and Rational Expressions**

## Algebra I

**Perform arithmetic operations on polynomials.**

1. Add, subtract, and multiply polynomials and [recognize](#) that the result of the operation is also a polynomial. This forms a system analogous to the integers.

**Coherence:** AI-A.APR.1 → AII-A.APR.2

**Note:** This standard is a [fluency](#) recommendation for Algebra I. [Fluency](#) in adding, subtracting and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions.<sup>(14)</sup>

**Note on [Fluency](#) with Procedures:**

- [Fluency](#) with procedures (*procedural fluency*) means students are accurate, efficient, flexible, and [know](#) when and how to use them appropriately. [Developing fluency](#) requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to [apply](#) in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12)(13)</sup>

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- Students are reasoning abstractly and quantitatively (MP.2) when they transform abstract algebraic models via algebraic calculations (AI-A.SSE.3, AI-A.APR.1 & 3, AI-F.IF.1-2, and AI-F.IF.4-7) to reveal properties of the problems.<sup>(14)</sup>

## AI-A.APR

**Algebra**  
**Arithmetic with Polynomials and Rational Expressions**

## Algebra I

**[Understand](#) the relationship between zeros and factors of polynomials.**

3. [Identify](#) zeros of polynomial functions when suitable factorizations are available.  
 (Shared standard with Algebra II)

**Coherence:** AI-A.APR.3 → AII-A.APR.2  
 AII-A.APR.3

**Note:** Algebra I tasks will focus on [identifying](#) the zeros of quadratic and cubic polynomial functions. For tasks that involve finding the zeros of cubic polynomial functions, the linear and quadratic factors of the cubic polynomial function will be given (e.g., find the zeros of  $P(x) = (x - 2)(x^2 - 9)$ ).<sup>(14)</sup>

**Within-Grade Connections:**

- [Identifying](#) zeros of polynomial functions (AI-A.APR.3) is connected to using the structure of an expression to [identify](#) ways to rewrite it (AI-A.SSE.2) and to using an algebraic process to find zeros of a function (AI-F.IF.8).

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- Writing  $49x^2 + 35x + 6$  as  $(7x)^2 + 5(7x) + 6$  highlights the structural similarity between this expression and  $z^2 + 5z + 6$ , leading to a factorization of the original:  $(7x + 3)(7x + 2)$  (AI-A.SSE.1-3 and AI-A.APR.3). This is an example of looking for and making use of structure (MP.7).<sup>(14)</sup>

## AI-A.CED

Algebra  
Creating Equations

## Algebra I

Create equations that [describe](#) numbers or relationships. ★

1. Create equations and inequalities in one variable to [represent](#) a real-world context.  
(Shared standard with Algebra II)

**Coherence:** NY-8.F.4 → AI-A.CED.1 → AII-A.CED.1

**Notes:**

- This is strictly the development of the model (equation/inequality).
- Limit equations to linear, quadratic, and exponentials of the form  $f(x) = a(b)^x$  where  $a > 0$  and  $b > 0$  ( $b \neq 1$ ).<sup>(14)</sup>
- Work with geometric sequences may involve an exponential equation/formula of the form  $a_n = ar^{n-1}$ , where  $a$  is the first term and  $r$  is the common ratio.
- Inequalities are limited to linear inequalities.
- Algebra I tasks do not involve compound inequalities.

2. Create equations and linear inequalities in two variables to [represent](#) a real-world context.

**Notes:**

- This is strictly the development of the model (equation/inequality).
- Limit equations to linear, quadratic, and exponentials of the form  $f(x) = a(b)^x$  where  $a > 0$  and  $b > 0$  ( $b \neq 1$ ).

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.

e.g., [Represent](#) inequalities [describing](#) nutritional and cost constraints on combinations of different foods.

4. Rewrite formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

e.g., Rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- Students are reasoning abstractly (MP.2) when they create abstract algebraic models of problems (AI-A.CED.1-4 and AI-F.BF.1).<sup>(14)</sup>
- The habit of using precise language is not only a mechanism for effective communication but also a tool for understanding and solving problems. Attending to precision (MP.6) involves [describing](#) an idea precisely (AI-A.CED.3 and AI-A.REI.1a), which helps students understand the idea in new ways.<sup>(14)</sup>
- An effective way to help students [develop](#) the skill of [describing](#) general relationships is to work through several specific examples and then [express](#) what they are doing with algebraic symbolism (AI-A.CED.1-3). For example, when comparing two different text messaging plans, many students who can compute the cost for a given number of minutes have a hard time writing general formulas that [express](#) the cost of each plan for any number of minutes. Constructing these formulas can be facilitated by methodically calculating the cost for several different input values and then [expressing](#) the steps in the calculation, first in words and then in algebraic symbols. Once such expressions are obtained, students can find the break-even point for the two plans, graph the total cost against the number of messages sent, and make a complete analysis of the two plans. This is an example of looking for and [expressing](#) regularity in repeated reasoning (MP.8).<sup>(14)</sup>

## AI-A.REI

Algebra  
Reasoning with Equations and Inequalities

## Algebra I

**Understand** solving equations as a process of reasoning and **explain** the reasoning.

- 1a. **Explain** each step when solving a linear or quadratic 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.

**Coherence:** AI-A.REI.1a → AII-A.REI.1b

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- The habit of using precise language is not only a mechanism for effective communication but also a tool for understanding and solving problems. Attending to precision (MP.6) involves **describing** an idea precisely (AI-A.CED.3 and AI-A.REI.1a), which helps students understand the idea in new ways.<sup>(14)</sup>

<b>AI-A.REI</b> <b>Algebra</b> <b>Reasoning with Equations and Inequalities</b>	<b>Algebra I</b>
<b>Solve equations and inequalities in one variable.</b>	
3. Solve linear equations and inequalities in one variable, including equations with coefficients <a href="#">represented</a> by letters.	<b>Coherence:</b> NY-8.EE.7 → AI-A.REI.3 <b>Note:</b> Algebra I tasks do not involve solving compound inequalities.
4. Solve quadratic equations in one variable.	<b>Coherence:</b> NY-8.EE.2 → AI-A.REI.4 → AII-A.REI.4b <b>Note:</b> Solutions may include simplifying radicals.
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. <a href="#">Understand</a> that the quadratic formula is a derivative of this process.	<b>Note:</b> When utilizing the method of completing the square, the quadratic's leading coefficient will be 1 and the coefficient of the linear term will be limited to even (after the possible factoring out of a GCF). Students in Algebra I should be able to complete the square in which manipulating the given quadratic equation yields an integer value for $q$ .
b. Solve quadratic equations by: <ul style="list-style-type: none"> <li>i) inspection,</li> <li>ii) taking square roots,</li> <li>iii) factoring,</li> <li>iv) completing the square,</li> <li>v) the quadratic formula, and</li> <li>vi) graphing.</li> </ul> <p><a href="#">Recognize</a> when the process yields no real solutions.            (Shared standard with Algebra II)</p>	<b>Notes:</b> <ul style="list-style-type: none"> <li>• Solutions may include simplifying radicals or writing solutions in simplest radical form.</li> <li>• An example for inspection would be <math>x^2 = 49</math>, where a student should <a href="#">know</a> that the solutions would include 7 and -7.</li> <li>• When utilizing the quadratic formula, there are no coefficient limits.</li> <li>• The discriminant is a sufficient way to <a href="#">recognize</a> when the process yields no real solutions.</li> </ul>
<b>Within-Grade Connections:</b> <ul style="list-style-type: none"> <li>• Solving quadratic equations in one variable (AI-A.REI.4) is connected to using the structure of an expression to <a href="#">identify</a> ways to rewrite it (AI-A.SSE.2).</li> <li>• Working with radicals while solving quadratic equations in one variable (AI-A.REI.4) is connected to working with the products of rational and irrational numbers (AI-N.RN.3).</li> <li>• The method of solving graphically (AI-A.REI.4b vi) shows the relationship between the zeros of a quadratic function and its graph. This is connected to <a href="#">identifying</a> zeros of polynomial functions (AI-A.APR.3 &amp; AI-F.IF.8a) and <a href="#">interpreting</a> key features of a graph (AI-F.IF.4a &amp; AI-F.IF.7a).<sup>(14)</sup></li> </ul>	

<b>AI-A.REI</b> <b>Algebra</b> <b>Reasoning with Equations and Inequalities</b>	<b>Algebra I</b>
<b>Solve systems of equations.</b>	
6a. Solve systems of linear equations in two variables both algebraically and graphically.	<u>Coherence:</u> NY-8.EE.8   →   AI-A.REI.6a   →   (+)-A.REI.6b <u>Note:</u> Algebraic methods include both elimination and substitution.
7a. Solve a system, with rational solutions, consisting of a linear equation and a quadratic equation (parabolas only) in two variables algebraically and graphically. (Shared standard with Algebra II)	<u>Coherence:</u> NY-8.EE.8   →   AI-A.REI.7a   →   AII-A.REI.7b

AI-A.REI		Algebra Reasoning with Equations and Inequalities	Algebra I
<b>Represent</b> and solve equations and inequalities graphically.			
10.	<u>Understand</u> that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.	<div>Coherence: NY-8.EE.6 → AI-A.REI.10</div> <div>Note: Graphing linear equations is a <u>fluency</u> recommendation for Algebra I. Students become <u>fluent</u> in solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Such <u>fluency</u> can support them in solving less routine mathematical problems involving linearity; as well as modeling linear phenomena.<sup>(14)</sup></div>	
11.	Given the equations $y = f(x)$ and $y = g(x)$ :  i) <u>recognize</u> that each $x$ -coordinate of the intersection(s) is the solution to the equation $f(x) = g(x)$ ;  ii) find the solutions approximately using technology to graph the functions or <u>make</u> tables of values; and  iii) <u>interpret</u> the solution in context. ★  (Shared standard with Algebra II)	<div>Coherence: AI-A.REI.11 → AII-A.REI.11</div> <div>Note: Algebra I tasks are limited to cases where <math>f(x)</math> and <math>g(x)</math> are linear, polynomial, absolute value, and exponential functions of the form <math>f(x) = a(b)^x</math> where <math>a &gt; 0</math> and <math>b &gt; 0</math> (<math>b \neq 1</math>).</div> <div>Note: Students should be taught to find the solutions approximately using technology to graph the functions <i>and</i> <u>make</u> tables of values. When solving any problem, students can choose either strategy.</div>	
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.	<div>Note: Graphing linear equations is a <u>fluency</u> recommendation for Algebra I. Students become <u>fluent</u> in solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Such <u>fluency</u> can support them in solving less routine mathematical problems involving linearity; as well as modeling linear phenomena (including modeling using systems of linear inequalities in two variables).<sup>(14)</sup></div>	
<b>Note on <u>Fluency</u> with Procedures:</b>			
<ul style="list-style-type: none"><li><u>Fluency</u> with procedures (<i>procedural fluency</i>) means students are accurate, efficient, flexible, and <u>know</u> when and how to use them appropriately. <u>Developing fluency</u> requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to <u>apply</u> in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12) (13)</sup></li></ul>			

AI-F.IF	Functions Interpreting Functions	Algebra I
<u>Understand</u> the concept of a function and use function notation.		
1. <u>Understand</u> that a function from one set (called the domain) to 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 $y = f(x)$ .	<div>Coherence: NY-8.F.1 → AI-F.IF.1 → AII-F.IF.7e</div> <div>Note: Domain and range can be <u>expressed</u> using inequalities, set builder, verbal description, and interval notations for functions of subsets of real numbers to the real numbers.</div>	
2. Use function notation, <u>evaluate</u> functions for inputs in their domains, and <u>interpret</u> statements that use function notation in terms of a context.		
3. Recognize that a sequence is a function whose domain is a subset of the integers. (Shared standard with Algebra II)	<div>Coherence: AI-F.IF.3 → AII-F.IF.3</div> <div>Notes:<ul style="list-style-type: none"><li>Sequences (arithmetic and geometric) will be written explicitly and only in subscript notation.</li><li>Work with geometric sequences may involve an exponential equation/formula of the form <math>a_n = ar^{n-1}</math>, where <math>a</math> is the first term and <math>r</math> is the common ratio.</li></ul></div>	
Connecting the Standards for Mathematical Practice to Mathematical Content: <ul style="list-style-type: none"><li>Students are reasoning abstractly and quantitatively (MP.2) when they transform abstract algebraic models via algebraic calculations (AI-A.SSE.3, AI-A.APR.1 &amp; 3, AI-F.IF.1-2, and AI-F.IF.4-7) to reveal properties of the problems.<sup>(14)</sup></li></ul>		



AI-F.IF	Functions Interpreting Functions	Algebra I
<b><u>Interpret</u> functions that arise in applications in terms of the context. ★</b>		
<p>4. For a function that models a relationship between two quantities:</p> <ul style="list-style-type: none"> <li>i) <u>interpret</u> key features of graphs and tables in terms of the quantities; and</li> <li>ii) sketch graphs showing key features given a verbal description of the relationship.</li> </ul> <p>(Shared standard with Algebra II)</p>	<p><b>Coherence:</b> NY-8.F.5 → AI-F.IF.4a → AII-F.IF.4b</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Algebra I key features include the following: intercepts, zeros; intervals where the function is increasing, decreasing, positive, or negative; maxima, minima; and symmetries.</li> <li>Tasks have a real-world context and are limited to the following functions: linear, quadratic, square root, piece-wise defined (including step and absolute value), and exponential functions of the form <math>f(x) = a(b)^x</math> where <math>a &gt; 0</math> and <math>b &gt; 0</math> (<math>b \neq 1</math>).<sup>(14)</sup></li> </ul>	
<p>5. <u>Determine</u> the domain of a function from its graph and, where applicable, <u>identify</u> the appropriate domain for a function in context.</p>		
<p>6. Calculate and <u>interpret</u> the average rate of change of a function over a specified interval.</p> <p>(Shared standard with Algebra II)</p>	<p><b>Coherence:</b> NY-8.F.4 → AI-F.IF.6 → AII-F.IF.6</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Functions may be presented by function notation, a table of values, or graphically.</li> <li>Algebra I tasks have a real-world context and are limited to the following functions: linear, quadratic, square root, piece-wise defined (including step and absolute value), and exponential functions of the form <math>f(x) = a(b)^x</math> where <math>a &gt; 0</math> and <math>b &gt; 0</math> (<math>b \neq 1</math>).<sup>(14)</sup></li> </ul>	
<p><b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b></p> <ul style="list-style-type: none"> <li>Students are reasoning abstractly and quantitatively (MP.2) when they transform abstract algebraic models via algebraic calculations (AI-A.SSE.3, AI-A.APR.1 &amp; 3, AI-F.IF.1-2, and AI-F.IF.4-7) to reveal properties of the problems.<sup>(14)</sup></li> </ul>		

AI-F.IF		Functions Interpreting Functions		Algebra I
<b>Analyze</b> functions using different representations.				
7. Graph functions and show key features of the graph by hand and by using technology where appropriate. ★ (Shared standard with Algebra II)		<b>Coherence:</b> AI-F.IF.7 → AII-F.IF.7c AII-F.IF.7e		
a. Graph linear, quadratic, and exponential functions and show key features.		<b>Notes:</b> <ul style="list-style-type: none"><li>Algebra I key features include the following: intercepts, zeros; intervals where the function is increasing, decreasing, positive, or negative; maxima, minima; and symmetries.</li><li>Exponential functions are of the form <math>f(x) = a(b)^x</math> where <math>a &gt; 0</math> and <math>b &gt; 0</math> (<math>b \neq 1</math>).</li><li>Graphing linear functions is a <b>fluency</b> recommendation for Algebra I. Students become <b>fluent</b> in solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Such <b>fluency</b> can support them in solving less routine mathematical problems involving linearity; as well as modeling linear phenomena.<sup>(14)</sup></li></ul>		
b. Graph square root, and piecewise-defined functions, including step functions and absolute value functions and show key features.		<b>Note:</b> Algebra I key features include the following: intercepts, zeros; intervals where the function is increasing, decreasing, positive, or negative; maxima, minima; and symmetries.		
8. Write a function in different but equivalent forms to reveal and <b>explain</b> different properties of the function. (Shared standard with Algebra II)		<b>Coherence:</b> AI-F.IF.8a → AII-A.SSE.3a		
a. For a quadratic function, use an algebraic process to find zeros, maxima, minima, and symmetry of the graph, and <b>interpret</b> these in terms of context.		<b>Note:</b> Algebraic processes include but not limited to factoring, completing the square, use of the quadratic formula, and the use of the axis of symmetry.		
9. <b>Compare</b> properties of two functions each <b>represented</b> in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). (Shared standard with Algebra II)		<b>Coherence:</b> NY-8.F.2 → AI-F.IF.9 → AII-F.IF.9 <b>Note:</b> Algebra I tasks are limited to the following functions: linear, quadratic, square root, piecewise defined (including step and absolute value), and exponential functions of the form $f(x) = a(b)^x$ where $a > 0$ and $b > 0$ ( $b \neq 1$ ). <sup>(14)</sup>		
<b>Note on <u>Fluency</u> with Procedures:</b> <ul style="list-style-type: none"><li><b>Fluency</b> with procedures (<i>procedural fluency</i>) means students are accurate, efficient, flexible, and <b>know</b> when and how to use them appropriately. <b>Developing fluency</b> requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to <b>apply</b> in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12),(13)</sup></li></ul>				

## AI-F.BF

Functions  
Building Functions

## Algebra I

## Build a function that models a relationship between two quantities.

1. Write a function that [describes](#) a relationship between two quantities. ★  
(Shared standard with Algebra II)
  - a. [Determine](#) a function from context.  
Define a sequence explicitly or steps for calculation from a context.  
(Shared standard with Algebra II)

**Coherence:** NY-8.F.4 → AI-F.BF.1a → AII-F.BF.1a

**Notes:**

- Algebra I tasks are limited to linear, quadratic and exponential functions of the form  $f(x) = a(b)^x$  where  $a > 0$  and  $b > 0$  ( $b \neq 1$ ).<sup>(14)</sup>
- Work with geometric sequences may involve an exponential equation/formula of the form  $a_n = ar^{n-1}$ , where  $a$  is the first term and  $r$  is the common ratio.
- Sequences will be written explicitly and only in subscript notation.

## Connecting the Standards for Mathematical Practice to Mathematical Content:

- Students are reasoning abstractly (MP.2) when they create abstract algebraic models of problems (AI-A.CED.1-4 and AI-F.BF.1).<sup>(14)</sup>

## AI-F.BF

Functions  
Building Functions

## Algebra I

## Build new functions from existing functions.

- 3a. Using  $f(x) + k$ ,  $k f(x)$ , and  $f(x + k)$ :
    - i) [identify](#) the effect on the graph when replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative);
    - ii) find the value of  $k$  given the graphs;
    - iii) write a new function using the value of  $k$ ; and
    - iv) use technology to experiment with cases and [explore](#) the effects on the graph.
- (Shared standard with Algebra II)

**Coherence:** AI-F.BF.3a → AII-F.BF.3b

**Note:** Tasks are limited to linear, quadratic, square root, and absolute value functions; and exponential functions of the form  $f(x) = a(b)^x$  where  $a > 0$  and  $b > 0$  ( $b \neq 1$ ).<sup>(14)</sup>

**Note on the Word [Explore](#):**

- [Explore](#) indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

AI-F.LE	Functions Linear, Quadratic, and Exponential Models ★	Algebra I
<b>Construct and <a href="#">compare</a> linear, quadratic, and exponential models and solve problems.</b>		
1. <a href="#">Distinguish</a> between situations that can be modeled with linear functions and with exponential functions.	<b>Coherence:</b> NY-8.F.3 → AI-F.LE.1	
a. <a href="#">Justify</a> that a function is linear because it grows by equal differences over equal intervals, and that a function is exponential because it grows by equal factors over equal intervals.		
b. <a href="#">Recognize</a> situations in which one quantity changes at a constant rate per unit interval relative to another, and therefore can be modeled linearly.	e.g., A flower grows two inches per day.	
c. <a href="#">Recognize</a> situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another, and therefore can be modeled exponentially.	e.g., A flower doubles in size after each day.	
2. Construct a linear or exponential function symbolically given: <ul style="list-style-type: none"> <li>i) a graph;</li> <li>ii) a description of the relationship;</li> <li>iii) two input-output pairs (include reading these from a table).</li> </ul> (Shared standard with Algebra II)	<b>Coherence:</b> AI-F.LE.2 → AII-F.LE.2 <b>Note:</b> Tasks are limited to constructing linear and exponential functions in simple context (not multi-step). <sup>(14)</sup>	
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.	<b>Coherence:</b> NY-8.F.5 → AI-F.LE.3	

AI-F.LE	Functions Linear, Quadratic, and Exponential Models ★	Algebra I
<b><u>Interpret</u> expressions for functions in terms of the situation they model.</b>		
5. <u>Interpret</u> the parameters in a linear or exponential function in terms of a context. (Shared standard with Algebra II)	<div>Coherence: AI-F.LE.5 → AII-F.LE.5</div> <div>Note: Tasks have a real-world context. Exponential functions are limited to those with domains in the integers and are of the form <math>f(x) = a(b)^x</math> where <math>a &gt; 0</math> and <math>b &gt; 0</math> (<math>b \neq 1</math>).<sup>(14)</sup></div>	
<b>Within-Grade Connections:</b> <ul style="list-style-type: none"><li><u>Interpreting</u> the parameters in a linear or exponential function in terms of a context (AI-F.LE.5) is connected to <u>interpreting</u> expressions by viewing one or more of their parts as a single entity (AI-A.SSE.1b).</li></ul>		

AI-S.ID		Statistics and Probability Interpreting Categorical and Quantitative Data		Algebra I
Summarize, <a href="#">represent</a> , and <a href="#">interpret</a> data on a single count or measurement variable.				
1.	<a href="#">Represent</a> data with plots on the real number line (dot plots, histograms, and box plots).	Coherence:	AI-S.ID.1	→ AII-S.ID.4a
2.	Use statistics appropriate to the shape of the data distribution to <a href="#">compare</a> center (median, mean) and spread (inter-quartile range, sample standard deviation) of two or more different data sets.	Coherence:	AI-S.ID.2	→ AII-S.ID.4a
		<u>Note:</u> Values in the given data sets will <a href="#">represent</a> samples of larger populations. The calculation of standard deviation will be based on the sample standard deviation formula $s = \sqrt{\frac{\sum(x-\bar{x})^2}{n-1}}$ . The sample standard deviation calculation will be used to make a statement about the population standard deviation from which the sample was drawn.		
3.	<a href="#">Interpret</a> differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).			

AI-S.ID	Statistics and Probability Interpreting Categorical and Quantitative Data	Algebra I
Summarize, <a href="#">represent</a> , and <a href="#">interpret</a> data on two categorical and quantitative variables.		
5. Summarize categorical data for two categories in two-way frequency tables. <a href="#">Interpret</a> relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). <a href="#">Recognize</a> possible associations and trends in the data.		
6. Represent bivariate data on a scatter plot, and <a href="#">describe</a> how the variables' values are related.	Coherence: NY-8.SP.1 → AI-S.ID.6 → AII-S.ID.6	
	<p>Note: It's important to keep in mind that the data must be linked to the same "subjects," not just two unrelated quantitative variables; being careful not to assume a relationship between the actual variables (correlation/causation issue).</p>	
a. Fit a function to real-world data; use functions fitted to data to solve problems in the context of the data. (Shared standard with Algebra II)	Coherence: NY-8.SP.2 → AI-S.ID.6a → AII-S.ID.6a NY-8.SP.3	
	<p>Note: Algebra I emphasis is on linear models and includes the regression capabilities of the calculator.</p>	

AI-S.ID	Statistics and Probability Interpreting Categorical and Quantitative Data	Algebra I
<b><u>Interpret</u> linear models.</b>		
7. <u>Interpret</u> the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Coherence: NY-8.SP.3 → AI-S.ID.7	
8. <u>Calculate</u> (using technology) and <u>interpret</u> the correlation coefficient of a linear fit.	Coherence: NY-8.SP.2 → AI-S.ID.8	
9. <u>Distinguish</u> between correlation and causation.	Coherence: NY-8.SP.1 → AI-S.ID.9	

## Geometry Overview

## [Crosswalk](#)

## [Snapshot](#)

## [CO](#)

## [SRT](#)

## [C](#)

## [GPE](#)

## [GMD](#)

## [MG](#)

Geometry is intended to be the second course in mathematics for high school students. During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions to establish the validity of geometric conjectures through deduction, proof, or mathematical arguments. Over the years, students develop an understanding of the attributes and relationships of two- and three-dimensional geometric shapes that can be applied in diverse contexts.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformations. Fundamental are the rigid motions: translations, rotations, reflections, and sequences of these, all of which are here assumed to preserve distance and angle measure. Reflections and rotations each explain a particular type of symmetry leading to insight into a figure's attributes. Two geometric figures are defined to be congruent if there is a sequence of rigid motions that maps one figure onto the other. For triangles, congruence means that all corresponding pairs of sides and all corresponding pairs of angles are congruent. This leads to the triangle congruence criteria ASA, SAS, SSS, AAS and Hypotenuse-Leg (HL). Once these criteria are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations define similarity as a sequence of dilations and/or rigid motions that maps one figure onto another. Students formalize the similarity ideas of "same shape" and "scale factor" developed in the middle grades by establishing that similar triangles have all pairs of corresponding angles congruent and all corresponding pairs of sides proportional. These transformations lead to the criteria AA, SSS similarity, and SAS similarity for similar triangles.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, along with the Pythagorean Theorem and are fundamental in many mathematical situations. Radian measure will be introduced in Algebra II, along with the unit circle.

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. They reason abstractly and quantitatively to model problems using volume formulas.

Students prove and apply basic theorems about circles and study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students explain the correspondence between the definition of a circle and the equation of a circle written in terms of the distance formula, its radius, and coordinates of its center. Given an equation of a circle, students graph the circle in the coordinate plane and apply techniques for solving quadratic equations.

**Note:** For scaffolding purposes, the use of a variety of tools and methods for construction is encouraged. These scaffolds include compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc. Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena using visualization, reasoning, and geometric modeling to solve problems, in much the same way as computer algebra systems allow them to experiment with algebraic phenomena. Students can create geometric models and ideas to solve not only problems in mathematics, but in other disciplines or everyday situations.

### Mathematical Practices

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

## GEO-G.CO

Geometry  
Congruence

## Geometry

## Experiment with transformations in the plane.

1. [Know](#) precise definitions of angle, circle, perpendicular lines, parallel lines, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc as these exist within a plane.

2. [Represent](#) transformations as geometric functions that take points in the plane as inputs and give points as outputs. [Compare](#) transformations that preserve distance and angle measure to those that do not.

**Coherence:** NY-8.F.1 → GEO-G.CO.2  
NY-8.G.1

**Note:** Instructional strategies may include drawing tools, graph paper, transparencies and software programs.

3. Given a regular or irregular polygon, [describe](#) the rotations and reflections (symmetries) that map the polygon onto itself.

**Coherence:** NY-8.G.4 → GEO-G.CO.3

**Note:** The inclusive definition of a trapezoid will be utilized, which defines a trapezoid as “A quadrilateral with *at least* one pair of parallel sides.”

4. [Develop](#) definitions of rotations, reflections, and translations in terms of points, angles, circles, perpendicular lines, parallel lines, and line segments.

**Coherence:** NY-8.G.1 → GEO-G.CO.4

**Notes:**

- Include point reflections.
- A translation displaces every point in the plane by the same distance (in the same direction) and can be [described](#) using a vector.
- A rotation requires [knowing](#) the center/point and the measure/direction of the angle of rotation.
- A line reflection requires a line and the knowledge of perpendicular bisectors.

5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. Specify a sequence of transformations that will carry a given figure onto another.

**Coherence:** NY-8.G.2 → GEO-G.CO.5

**Notes:**

- Include point reflections.
- A translation displaces every point in the plane by the same distance (in the same direction) and can be [described](#) using a vector.
- A rotation requires [knowing](#) the center/point and the measure/direction of the angle of rotation.
- A line reflection requires a line and the knowledge of perpendicular bisectors.
- Instructional strategies may include graph paper, tracing paper, and geometry software.
- Singular transformations that are equivalent to a sequence of transformations may be utilized, such as a glide reflection. However, glide reflections are not an expectation of the course.



## GEO-G.CO

Geometry  
Congruence

## Geometry

**Understand** congruence in terms of rigid motions.

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.

Coherence: NY-8.G.2 → GEO-G.CO.6

Notes:

- A translation displaces every point in the plane by the same distance (in the same direction) and can be described using a vector.
- A rotation requires knowing the center/point and the measure/direction of the angle of rotation.
- A line reflection requires a line and the knowledge of perpendicular bisectors.

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.

Coherence: NY-8.G.2 → GEO-G.CO.7

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

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- One place in geometry where precision (MP.6) is necessary and useful is in the refinement of conjectures so that initial conjectures that are not correct can be salvaged — two angle measures and a side length do not determine a triangle, but a certain configuration of these parts leads to the angle-side-angle theorem (GEO-G.CO.8).<sup>(14)</sup>

## GEO-G.CO

Geometry  
Congruence

## Geometry

**Prove** geometric theorems.

9. [Prove](#) and [apply](#) theorems about lines and angles.

**Coherence:** NY-8.G.5 → GEO-G.CO.9

**Notes:**

- Include multi-step proofs and algebraic problems built upon these concepts.
- Examples of theorems include but are not limited to:
  - Vertical angles are congruent.
  - If two parallel lines are cut by a transversal, then the alternate interior angles are congruent.
  - The points on a perpendicular bisector are equidistant from the endpoints of the line segment.

10. [Prove](#) and [apply](#) theorems about triangles.

**Coherence:** NY-8.G.5 → GEO-G.CO.10

**Notes:**

- Include multi-step proofs and algebraic problems built upon these concepts.
- Examples of theorems include but are not limited to:
  - Angle Relationships:
    - The sum of the interior angles of a triangle is 180 degrees.
    - The measure of an exterior angle of a triangle is equal to the sum of the two non-adjacent interior angles of the triangle.
  - Side Relationships:
    - The length of one side of a triangle is less than the sum of the lengths of the other two sides.
    - In a triangle, the segment joining the midpoints of any two sides will be parallel to the third side and half its length.
  - Isosceles Triangles:
    - Base angles of an isosceles triangle are congruent.

11. [Prove](#) and [apply](#) theorems about parallelograms.

**Notes:**

- Include multi-step proofs and algebraic problems built upon these concepts.
- The inclusive definition of a trapezoid will be utilized, which defines a trapezoid as “A quadrilateral with *at least* one pair of parallel sides.”
- Examples of theorems include but are not limited to:
  - A diagonal divides a parallelogram into two congruent triangles.
  - Opposite sides/angles of a parallelogram are congruent.
  - The diagonals of parallelogram bisect each other.
  - If the diagonals of quadrilateral bisect each other, then quadrilateral is a parallelogram.
  - If the diagonals of a parallelogram are congruent then the parallelogram is a rectangle.
- Additional theorems covered allow for [proving](#) that a given quadrilateral is a particular parallelogram (rhombus, rectangle, square) based on given properties.

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- Abstraction (MP.2) is used in geometry when, for example, students use a diagram of a specific isosceles triangle as an aid to reason about *all* isosceles triangles (GEO-G.CO.9).<sup>(14)</sup>
- When students [develop](#) the skill of creating and presenting proofs (GEO-G.CO.9 & 10), they are constructing viable arguments and have opportunities to critique the reasoning of others (MP.3).<sup>(14)</sup>
- Seeing structure in geometric configurations (MP.7) can lead to insights and proofs. This often involves the creation of auxiliary lines not originally part of a given figure. Two classic examples are the construction of a line through a vertex of a triangle parallel to the opposite side as a way to see that the angle measures of a triangle add to 180 degrees and the introduction of a symmetry line in an isosceles triangle to see that the base angles are congruent (GEO-G.CO.9 & 10).<sup>(14)</sup>

## GEO-G.CO

Geometry  
Congruence

## Geometry

**Make** geometric constructions.

12. [Make](#), [justify](#), and [apply](#) formal geometric constructions.

**Notes:**

- Examples of constructions include but are not limited to:
  - Copy segments and angles.
  - Bisect segments and angles.
  - Construct perpendicular lines including through a point on or off a given line.
  - Construct a line parallel to a given line through a point not on the line.
  - Construct a triangle with given lengths.
  - Construct points of concurrency of a triangle (centroid, circumcenter, incenter, and orthocenter).
  - Construct the inscribed circle of a triangle.
  - Construct the circumscribed circle of a triangle.
  - Constructions of transformations. (see G.CO.A.5)
- This standard is a [fluency](#) recommendation for Geometry. [Fluency](#) with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.<sup>(14)</sup>

13. [Make](#) and [justify](#) the constructions for inscribing an equilateral triangle, a square and a regular hexagon in a circle.

**Note on [Fluency](#) with Procedures:**

- [Fluency](#) with procedures (*procedural fluency*) means students are accurate, efficient, flexible, and [know](#) when and how to use them appropriately. [Developing fluency](#) requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to [apply](#) in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12)(13)</sup>

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- Dynamic geometry environments can help students look for invariants in a whole class of geometric constructions (GEO-G.CO.12 & 13), and the constructions in such environments can sometimes lead to an idea behind a proof of a conjecture. This is an example of using appropriate tools strategically (MP.5).<sup>(14)</sup>

GEO-G.SRT	Geometry Similarity, Right Triangles, and Trigonometry	Geometry
<b>Understand</b> similarity in terms of similarity transformations.		
1. Verify experimentally the properties of dilations given by a center and a scale factor. <ul style="list-style-type: none"> <li>a. Verify experimentally that 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. Verify experimentally that the dilation of a line segment is longer or shorter in the ratio given by the scale factor.</li> </ul>	<div>Coherence: NY-8.G.3 → GEO-G.SRT.1</div>	
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar. <a href="#">Explain</a> using similarity transformations that similar triangles have equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	<div>Coherence: NY-8.G.4 → GEO-G.SRT.2</div> <div>Notes:</div> <ul style="list-style-type: none"> <li>The center and scale factor of the dilation must always be specified with dilation.</li> <li>A translation displaces every point in the plane by the same distance (in the same direction) and can be <a href="#">described</a> using a vector.</li> <li>A rotation requires <a href="#">knowing</a> the center/point and the measure/direction of the angle of rotation.</li> <li>A line reflection requires a line and the knowledge of perpendicular bisectors.</li> </ul>	
3. Use the properties of similarity transformations to establish the AA~, SSS~, and SAS~ criterion for two triangles to be similar.	<div>Coherence: NY-8.G.5 → GEO-G.SRT.3</div>	

GEO-G.SRT	Geometry Similarity, Right Triangles, and Trigonometry	Geometry
<b>Prove</b> theorems involving similarity.		
4. <a href="#">Prove</a> and <a href="#">apply</a> similarity theorems about triangles.	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Include multi-step proofs and algebraic problems built upon these concepts.</li> <li>• Examples of theorems include but are not limited to:               <ul style="list-style-type: none"> <li>○ If a line parallel to one side of a triangle intersects the other two sides of the triangle, then the line divides these two sides proportionally (and conversely) .</li> <li>○ The length of the altitude drawn from the vertex of the right angle of a right triangle to its hypotenuse is the geometric mean between the lengths of the two segments of the hypotenuse.</li> <li>○ The centroid of the triangle divides each median in the ratio 2:1.</li> </ul> </li> </ul>	
5. Use congruence and similarity criteria for triangles to: <ul style="list-style-type: none"> <li>a. Solve problems algebraically and geometrically.</li> <li>b. <a href="#">Prove</a> relationships in geometric figures.</li> </ul>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• ASA, SAS, SSS, AAS, and Hypotenuse-Leg (HL) theorems are valid criteria for triangle congruence. AA~, SAS~, and SSS~ are valid criteria for triangle similarity.</li> <li>• This standard is a <a href="#">fluency</a> recommendation for Geometry. <a href="#">Fluency</a> with the triangle congruence and similarity criteria will help students throughout their investigations of triangles, quadrilaterals, circles, parallelism, and trigonometric ratios. These criteria are necessary tools in many geometric modeling tasks.<sup>(14)</sup></li> </ul>	
<p><b>Note on <a href="#">Fluency</a> with Procedures:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Fluency</a> with procedures (<i>procedural fluency</i>) means students are accurate, efficient, flexible, and <a href="#">know</a> when and how to use them appropriately. <a href="#">Developing fluency</a> requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to <a href="#">apply</a> in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12)(13)</sup></li> </ul> <p><b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b></p> <ul style="list-style-type: none"> <li>• When students use area as a device to establish results about proportions, such as the important theorem (and its converse) that a line parallel to one side of a triangle divides the other two sides proportionally (GEO-G.SRT.4), they are making use of structure (MP.7).<sup>(14)</sup></li> </ul>		

GEO-G.SRT	Geometry Similarity, Right Triangles, and Trigonometry	Geometry
<b>Define trigonometric ratios and solve problems involving right triangles.</b>		
6. <a href="#">Understand</a> that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of sine, cosine and tangent ratios for acute angles.	<b>Coherence:</b> GEO-G.SRT.6 → AII-F.TF.2 (+)-G.SRT.10	
7. <a href="#">Explain</a> and use the relationship between the sine and cosine of complementary angles.	<b>Coherence:</b> GEO-G.SRT.7 → AII-F.TF.4	
8. Use sine, cosine, tangent, the Pythagorean Theorem and properties of special right triangles to solve right triangles in applied problems. ★	<b>Coherence:</b> NY-8.G.7 → GEO-G.SRT.8 → (+)-G.SRT.10	
		<b>Note:</b> Special right triangles refer to the 30-60-90 and 45-45-90 triangles.

GEO-G.SRT	Geometry Similarity, Right Triangles, and Trigonometry	Geometry
<b><a href="#">Apply</a> Trigonometry to general triangles.</b>		
9. <a href="#">Justify</a> and <a href="#">apply</a> the formula $A = \frac{1}{2}ab \sin(C)$ to find the area of any triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.		

GEO-G.C	Geometry Circles	Geometry
<u>Understand</u> and <u>apply</u> theorems about circles.		
1. <u>Prove</u> that all circles are similar.		
2a. <u>Identify</u> , <u>describe</u> and <u>apply</u> relationships between the angles and their intercepted arcs of a circle.	<u>Note</u> : These relationships that pertain to the circle may be utilized to <u>prove</u> other relationships in geometric figures, e.g., the opposite angles in any quadrilateral inscribed in a circle are supplements of each other.	
2b. Identify, <u>describe</u> and <u>apply</u> relationships among radii, chords, tangents, and secants of a circle.	<div><u>Coherence</u>: GEO-G.C.2b → (+)-G.C.4</div> <u>Note</u> : Include algebraic problems built upon these concepts.	
<b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b> <ul style="list-style-type: none"><li>In geometry, students conjecture about geometric phenomena that pertain to infinitely many cases at once (ex., every angle inscribed in a semicircle is a right angle) because it is impossible to check every case (GEO-G.C.2a &amp; b). When they do this, they are constructing viable arguments and have opportunities to critique the reasoning of others (MP.3).<sup>(14)</sup></li></ul>		

GEO-G.C	Geometry Circles	Geometry
<b>Find arc lengths and area of sectors of circles.</b>		
5. Using proportionality, find one of the following given two others; the central angle, arc length, radius or area of sector.	<b>Note:</b> Angle measure is in degrees.	



## GEO-G.GPE

Geometry  
Expressing Geometric Properties with Equations

## Geometry

Translate between the geometric description and the equation of a conic section.

- 1a. [Derive](#) the equation of a circle of given center and radius using the Pythagorean Theorem. Find the center and radius of a circle, given the equation of the circle.

Coherence: NY-8.G.8 → GEO-G.GPE.1a → (+)-G.GPE.2

Notes:

- Finding the center and radius may involve completing the square. The completing the square expectation for Geometry follows Algebra I: leading coefficients will be 1 (after possible removal of GCF) and the coefficients of the linear terms will be even.
- Completing the square may yield a fractional radius.

- 1b. Graph circles given their equation.

Note: For circles being graphed, the center will be an ordered pair of integers and the radius will be a positive integer.

## GEO-G.GPE

Geometry  
Expressing Geometric Properties with Equations

## Geometry

Use coordinates to [prove](#) simple geometric theorems algebraically.

4. On the coordinate plane, algebraically [prove](#) geometric theorems and properties.

Coherence: NY-8.G.8 → GEO-G.GPE.4

Notes:

- Examples include but not limited to:
  - Given points and/or characteristics, [prove](#) or disprove a polygon is a specified quadrilateral or triangle based on its properties.
  - Given a point that lies on a circle with a given center, [prove](#) or disprove that a specified point lies on the same circle.
- This standard is a [fluency](#) recommendation for Geometry. [Fluency](#) with the use of coordinates to establish geometric results and the use of geometric representations as a modeling tool are some of the most valuable tools in mathematics and related fields.<sup>(14)</sup>

5. On the coordinate plane:

- a. [Explore](#) the proof for the relationship between slopes of parallel and perpendicular lines;
- b. [Determine](#) if lines are parallel, perpendicular, or neither, based on their slopes; and
- c. [Apply](#) properties of parallel and perpendicular lines to solve geometric problems.

Coherence: NY-8.EE.6 → GEO-G.GPE.5

Note: This standard is a [fluency](#) recommendation for Geometry. [Fluency](#) with the use of coordinates to establish geometric results and the use of geometric representations as a modeling tool are some of the most valuable tools in mathematics and related fields.<sup>(14)</sup>

6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

Note: Midpoint formula is a derivative of this standard.

7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles. ★

Note: This standard is a [fluency](#) recommendation for Geometry. [Fluency](#) with the use of coordinates to establish geometric results and the use of geometric representations as a modeling tool are some of the most valuable tools in mathematics and related fields.<sup>(14)</sup>

**Note on [Fluency](#) with Procedures:**

- [Fluency](#) with procedures (*procedural fluency*) means students are accurate, efficient, flexible, and [know](#) when and how to use them appropriately. [Developing fluency](#) requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to [apply](#) in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12)(13)</sup>

**Note on the Word [Explore](#):**

- [Explore](#) indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

GEO-G.GMD	Geometry Geometric Measurement and Dimension	Geometry
<b><u>Explain</u> volume formulas and use them to solve problems.</b>		
1. Provide informal arguments for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.	<u>Coherence:</u> NY-8.G.9 → GEO-G.GMD.1	
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. ★	<u>Coherence:</u> GEO-G.GMD.3 → (+)-G.GMD.2	

GEO-G.GMD	Geometry Geometric Measurement and Dimension	Geometry
<b>Visualize relationships between two-dimensional and three-dimensional objects.</b>		
4. <u>Identify</u> the shapes of plane sections of three-dimensional objects, and <u>identify</u> three-dimensional objects <u>generated</u> by rotations of two-dimensional objects.	<u>Note:</u> Plane sections are not limited to being parallel or perpendicular to the base.	

GEO-G.MG	Geometry Modeling with Geometry	Geometry
<b><u>Apply</u> geometric concepts in modeling situations.</b>		
1. Use geometric shapes, their measures, and their properties to <u>describe</u> objects.	<u>Coherence:</u> NY-8.G.9 → GEO-G.MG.1	
2. <u>Apply</u> concepts of density based on area and volume of geometric figures in modeling situations.		
3. <u>Apply</u> geometric methods to solve design problems.	<u>Note:</u> Applications may include designing an object or structure to satisfy constraints such as area, volume, mass, and cost.	

## Algebra II Overview

## Crosswalk

## Snapshot

RN  
BF

CN  
LE

SSE  
TF

APR  
ID

CED  
IC

REI  
CP

IF

Algebra II is the capstone course of the three high school mathematics courses and is a continuation and extension of the two courses that precede it. Building on their work with linear, quadratic, and exponential functions in Algebra I, students in Algebra II extend their repertoire of functions to include polynomial, rational, radical, and trigonometric functions. 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.

Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect the structure inherent in multi-digit whole number multiplication with multiplication of polynomials and similarly connect division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials. Through regularity in repeated reasoning, they make connections between zeros of polynomials and solutions of polynomial equations. Students analyze the key features of a graph or table of a polynomial function and relate those features back to the two quantities the function is modeling.

Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students extend trigonometric functions to all (or most) real numbers. To reinforce their understanding of these functions, students begin building fluency with the values of sine, cosine, and tangent at  $\pi/6$ ,  $\pi/4$ ,  $\pi/3$ ,  $\pi/2$ , etc. Students make sense of periodic phenomena as they model with trigonometric functions.

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 as well as understanding the inverse relationship between exponential and logarithmic functions. They explore (with appropriate tools) the effects of transformations on graphs of diverse functions, including functions arising in an application. Students 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. With repeated opportunities in working through the modeling cycle, students acquire the insight that the same mathematical or statistical structure can sometimes model seemingly different situations.

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, observational studies, and experiments. Using simulation, randomization, and careful design, students make inferences, justify conclusions, and critique statistical claims. Students create theoretical and experimental probability models following the modeling cycle. They compute and interpret probabilities from those models for compound events, attending to mutually exclusive events, independent events, and conditional probability.

### Mathematical Practices

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

AII-N.RN	Number and Quantity The Real Number System	Algebra II
Extend the properties of exponents to rational exponents.		
1. <a href="#">Explore</a> how the meaning of rational exponents follows from extending the properties of integer exponents.	e.g., We define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $5^{(1/3)3}$ must equal 5.	
2. <a href="#">Convert</a> between radical expressions and expressions with rational exponents using the properties of exponents.	<b>Note:</b> All radical expressions involving variables assume the variables are representing positive numbers. Includes expressions with variable factors, such as $\sqrt[3]{27x^5y^3}$ , being equivalent to $(27x^5y^3)^{1/3}$ which equals $3x^{5/3}y$ .	
<b>Note on the Word <a href="#">Explore</a>:</b> <ul style="list-style-type: none"><li><a href="#">Explore</a> indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.</li></ul>		

AII-N.CN	Number and Quantity The Complex Number System	Algebra II
<b>Perform arithmetic operations with complex numbers.</b>		
1. <a href="#">Know</a> 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.	<b>Coherence:</b> AII-N.CN.1 → (+)-N.CN.4a (+)-N.CN.8	
2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	<b>Coherence:</b> AII-N.CN.2 → (+)-N.CN.3 <b>Note:</b> Tasks include simplifying powers of $i$ .	

## AII-A.SSE

Algebra  
Seeing Structure in Expressions

## Algebra II

**Interpret** the structure of expressions.

2. **Recognize** and use the structure of an expression to **identify** ways to rewrite it.  
(Shared standard with Algebra I)

**Coherence:** AI-A.SSE.2 → AII-A.SSE.2 → (+)-A.APR.4  
(+)-A.APR.5

e.g.,

- $81x^4 - 16y^4$  is equivalent to  $(9x^2)^2 - (4y^2)^2$  or  $(9x^2 - 4y^2)(9x^2 + 4y^2)$  or  $(3x + 2y)(3x - 2y)(9x^2 + 4y^2)$
- $\frac{x^2 + 4}{x^2 + 3}$  is equivalent to  $\frac{(x^2 + 3) + 1}{x^2 + 3} = \frac{x^2 + 3}{x^2 + 3} + \left(\frac{1}{x^2 + 3}\right) = 1 + \frac{1}{x^2 + 3}$
- $3x^3 - 5x^2 - 48x + 80$  is equivalent to  $3x(x^2 - 16) - 5(x^2 - 16)$ , which when factored completely is  $(3x - 5)(x + 4)(x - 4)$

**Notes:**

- Includes factoring by grouping and factoring the sum and difference of cubes.
- Tasks are limited to polynomial, rational, or exponential expressions. Quadratic expressions include leading coefficients other than 1. <sup>(14)</sup>
- This standard is a **fluency** expectation for Algebra II. The ability to see structure in expressions and to use this structure to rewrite expressions is a key skill in everything from advanced factoring (e.g., grouping) to summing series, to rewriting of rational expressions, to examining the end behavior of the corresponding rational function. <sup>(14)</sup>

**Note on **Fluency** with Procedures:**

- **Fluency** with procedures (*procedural fluency*) means students are accurate, efficient, flexible, and **know** when and how to use them appropriately. **Developing fluency** requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to **apply** in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure. <sup>(12) (13)</sup>

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- When students see  $x^4 - y^4$  as the difference of squares, they are seeing and using the structure of algebraic expressions (MP.7). This habit of seeing subexpressions as single entities will serve students well in areas such as trigonometry, where, for example, the factorization of  $x^4 - y^4$  **described** above can be used to show that the functions  $\cos^4 x - \sin^4 x$  and  $\cos^2 x - \sin^2 x$  are, in fact, equal (AII-A.SSE.2). <sup>(14)</sup>

AII-A.SSE	Algebra Seeing Structure in Expressions	Algebra II
<b>Write expressions in equivalent forms to reveal their characteristics. ★</b>		
3. Choose and produce an equivalent form of an expression to reveal and <a href="#">explain</a> properties of the quantity <a href="#">represented</a> by the expression. (Shared standard with Algebra I)		
a. Factor quadratic expressions including leading coefficients other than 1 to reveal the zeros of the function it defines.	<u>Coherence:</u> AI-A.SSE.2 → AII-A.SSE.3a AI-F.IF.8a	
c. Use the properties of exponents to rewrite exponential expressions. (Shared standard with Algebra I)	<u>Coherence:</u> AI-A.SSE.3c → AII-A.SSE.3c <u>Note:</u> Tasks include rewriting exponential expressions with rational coefficients in the exponent.	



Algebra		Algebra II
AII-A.APR		
Arithmetic with Polynomials and Rational Expressions		
<u>Understand</u> the relationship between zeros and factors of polynomials.		
2. <u>Apply</u> 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 $p(x)$ .	Coherence: AI-A.APR.1 → AII-A.APR.2 AI-A.APR.3	
3. Identify zeros of polynomial functions when suitable factorizations are available. (Shared standard with Algebra I)	Coherence: AI-A.APR.3 → AII-A.APR.3	
<b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b> <ul style="list-style-type: none"><li>When students make general arguments about <i>all</i> functions of a certain type (ex., the factor theorem for polynomial functions or the Remainder Theorem (AII-A.APR.2)), they are constructing viable arguments and have opportunities to critique the reasoning of others (MP.3).<sup>(14)</sup></li></ul>		
<b>Within-Grade Connections:</b> <ul style="list-style-type: none"><li><u>Identifying</u> zeros of polynomial functions (AII-A.APR.3) is connected to solving quadratic equations (AII-A.REI.4b) and graphing polynomial functions by <u>identifying</u> its zeros (AII-F.IF.7c).</li></ul>		

AII-A.APR		Algebra	Algebra II
Arithmetic with Polynomials and Rational Expressions			
Rewrite rational expressions.			
6. Rewrite 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 $b(x)$ .		<div>Coherence: AI-N.RN.3 → AII-A.APR.6 → (+)-A.APR.7</div> <div>Note: This standard is a <b>fluency</b> expectation for Algebra II. This standard sets an expectation that students will divide polynomials with remainders by inspection in simple cases. For example, one can view the rational expression <math>\frac{x+4}{x+3}</math> as <math>\frac{(x+3)+1}{(x+3)}</math> which is <math>1 + \frac{1}{x+3}</math>.<sup>(14)</sup></div>	
<div>Note on <b>Fluency</b> with Procedures:</div> <div>• <b>Fluency</b> with procedures (<i>procedural fluency</i>) means students are accurate, efficient, flexible, and <b>know</b> when and how to use them appropriately. <b>Developing fluency</b> requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to <b>apply</b> in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12) (13)</sup></div>			

## AII-A.CED

Algebra  
Creating Equations

## Algebra II

Create equations that [describe](#) numbers or relationships. ★

1. Create equations and inequalities in one variable to [represent](#) a real-world context.  
(Shared standard with Algebra I)

Coherence: AI-A.CED.1 → AII-A.CED.1

Note: This is strictly the development of the model (equation/inequality). Tasks include linear, quadratic, rational, and exponential functions.

AII-A.REI	Algebra Reasoning with Equations and Inequalities	Algebra II
<b>Understand</b> solving equations as a process of reasoning and <b>explain</b> the reasoning.		
1b. <b>Explain</b> each step when solving rational or radical equations 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 <b>justify</b> a solution method.	<b>Coherence:</b> AI-A.REI.1a → AII-A.REI.1b	
2. Solve rational and radical equations in one variable, <b>identify</b> extraneous solutions, and <b>explain</b> how they arise.	<b>Note:</b> Radical equations may include but are not limited to those of the form $x^{\frac{3}{5}} = 8$ and $3x^{\frac{3}{4}} + 5 = 86$ .	

Algebra Reasoning with Equations and Inequalities		Algebra II
AII-A.REI		
Solve equations and inequalities in one variable.		
4. Solve quadratic equations in one variable.		
b. Solve quadratic equations by:		
i) inspection,		
ii) taking square roots,		
iii) factoring,		
iv) completing the square,		
v) the quadratic formula, and		
vi) graphing.		
Write complex solutions in $a + bi$ form.		
(Shared standard with Algebra I)		
Note: Solutions may include simplifying radicals.		
Coherence: AI-A.REI.4b → AII-A.REI.4b		
Notes:		
• An example for inspection would be $x^2 = -81$ , where a student should know that the solutions would include $\pm 9i$ .		
• An example where students need to factor out a leading coefficient while completing the square would be $4x^2 + 8x - 9 = 0$ .		
Within-Grade Connections:		
• Solving quadratic equations (AII-A.REI.4b) is connected to identifying zeros of polynomial functions (AII-A.APR.3) and graphing polynomial functions by identifying its zeros (AII-F.IF.7c).		

## AII-A.REI

Algebra  
Reasoning with Equations and Inequalities

## Algebra II

**Solve systems of equations.**

- 7b. Solve a system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.  
(Shared standard with Algebra I)

**Coherence:** AI-A.REI.7a → AII-A.REI.7b

e.g., Find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ .

**Note:** Conics are limited to parabolas and circles.

## AII-A.REI

Algebra  
Reasoning with Equations and Inequalities

## Algebra II

**Represent and solve equations and inequalities graphically.**

11. Given the equations  $y = f(x)$  and  $y = g(x)$ :
- i) [recognize](#) that each x-coordinate of the intersection(s) is the solution to the equation  $f(x) = g(x)$ ;
  - ii) find the solutions approximately using technology to graph the functions or [make](#) tables of values;
  - iii) find the solution of  $f(x) < g(x)$  or  $f(x) \leq g(x)$  graphically; and
  - iv) [interpret](#) the solution in context. ★

(Shared standard with Algebra I)

**Coherence:** AI-A.REI.11 → AII-A.REI.11

**Note:** Tasks include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, absolute value, square root, cube root, trigonometric, exponential, and logarithmic functions.

## AII-F.IF

Functions  
Interpreting Functions

## Algebra II

**Understand** the concept of a function and use function notation.

3. **Recognize** that a sequence is a function whose domain is a subset of the integers.  
(Shared standard with Algebra I)

**Coherence:** AI-F.IF.3 → AII-F.IF.3

**Notes:**

- In Algebra II, sequences will be defined/written recursively and explicitly in subscript notation.
- This standard is a **fluency** expectation for Algebra II. **Fluency** in translating between recursive definitions and closed forms is helpful when dealing with many problems involving sequences and series, with applications ranging from fitting functions to tables to problems in finance.<sup>(14)</sup>

**Note on *Fluency* with Procedures:**

- Fluency** with procedures (*procedural fluency*) means students are accurate, efficient, flexible, and **know** when and how to use them appropriately. **Developing fluency** requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to **apply** in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.<sup>(12) (13)</sup>

**Connecting the Standards for Mathematical Practice to Mathematical Content:**

- When students **analyze** sequences (AII-F.IF.3), especially arithmetic and geometric sequences, and their associated series, they are looking for and **expressing** regularity (MP.8).<sup>(14)</sup>

**Within-Grade Connections:**

- Recognizing** that a sequence is a function whose domain is a subset of the integers (AII-F.IF.3) supports writing arithmetic and geometric sequences (AII-F.BF.2).<sup>(14)</sup>

AII-F.IF	Functions Interpreting Functions	Algebra II
<b><u>Interpret</u> functions that arise in applications in terms of the context. ★</b>		
<p>4. For a function that models a relationship between two quantities:</p> <ul style="list-style-type: none"> <li>i) <u>interpret</u> key features of graphs and tables in terms of the quantities; and</li> <li>ii) sketch graphs showing key features given a verbal description of the relationship.</li> </ul> <p>(Shared standard with Algebra I)</p>	<p><b>Coherence:</b> AI-F.IF.4a → AII-F.IF.4b</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Algebra II key features include: intercepts, zeros; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.</li> <li>Tasks may involve real-world context and may include polynomial, square root, cube root, exponential, logarithmic, and trigonometric functions.<sup>(14)</sup></li> </ul>	
<p>6. Calculate and <u>interpret</u> the average rate of change of a function over a specified interval.</p> <p>(Shared standard with Algebra I)</p>	<p><b>Coherence:</b> AI-F.IF.6 → AII-F.IF.6</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Functions may be presented by function notation, a table of values, or graphically.</li> <li>Algebra II tasks have a real-world context and may involve polynomial, square root, cube root, exponential, logarithmic, and trigonometric functions.<sup>(14)</sup></li> </ul>	

AII-F.IF	Functions Interpreting Functions	Algebra II
<b>Analyze</b> functions using different <b>representations</b> .		
7. Graph functions and show key features of the graph by hand and using technology when appropriate. ★ (Shared standard with Algebra I)	<div> <div>AI-F.IF.1</div> <div>Coherence: AI-F.IF.7a → AII-F.IF.7 → (+)-F.IF.7d</div> <div>AI-F.IF.7b</div> </div>	
c. Graph polynomial functions, <b>identifying</b> zeros when suitable factorizations are available, and showing end behavior.		
e. Graph cube root, exponential and logarithmic functions, showing intercepts and end behavior; and trigonometric functions, showing period, midline, and amplitude.	<b>Note:</b> Trigonometric functions include $\sin(x)$ , $\cos(x)$ and $\tan(x)$ .	

AII-F.IF	Functions Interpreting Functions	Algebra II
<b>Analyze</b> functions using different <b>representations</b> .		
8. Write a function in different but equivalent forms to reveal and <b>explain</b> different properties of the function. (Shared standard with Algebra I)		
b. Use the properties of exponents to <b>interpret</b> exponential functions, and <b>classify</b> them as representing exponential growth or decay.	<b>Note:</b> Tasks also include real world problems that involve compounding growth/decay ( $A = P(1 + (r/n))^{nt}$ ) and continuous compounding growth/decay ( $A = Pe^{rt}$ ).	
9. <b>Compare</b> properties of two functions each <b>represented</b> in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). (Shared standard with Algebra I)	<b>Coherence:</b> AI-F.IF.9 → AII-F.IF.9 <b>Note:</b> Tasks may involve polynomial, square root, cube root, exponential, logarithmic, and trigonometric functions. <sup>(14)</sup>	
<b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b>		
• Deciding whether two functions are equal on an infinite set (AII-F.IF.8) cannot be settled by looking at tables or graphs; it requires arguments of a sort (MP.3). <sup>(14)</sup>		

AII-F.BF	Functions Building Functions	Algebra II
<b>Build a function that models a relationship between two quantities. ★</b>		
1. Write a function that <a href="#">describes</a> a relationship between two quantities. (Shared standard with Algebra I)		
a. <a href="#">Determine</a> a function from context. <a href="#">Determine</a> an explicit expression, a recursive process, or steps for calculation from a context. (Shared standard with Algebra I)	<div>Coherence: AI-F.BF.1a → AII-F.BF.1a</div> <div>Notes:</div> <ul style="list-style-type: none"> <li>Tasks may involve linear functions, quadratic functions, and exponential functions.<sup>(14)</sup></li> <li>In Algebra II, sequences will be defined/written recursively and explicitly in subscript notation.</li> </ul>	
b. Combine standard function types using arithmetic operations.	e.g., 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.	
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	<b>Note:</b> In Algebra II, sequences will be defined/written recursively and explicitly in subscript notation.	
<b>Connecting the Standards for Mathematical Practice to Mathematical Content:</b> <ul style="list-style-type: none"> <li><a href="#">Developing</a> recursive formulas for sequences (AII-F.BF.2) is facilitated by the practice of abstracting regularity (MP.8) for how you get from one term to the next and then giving a precise description of this process in algebraic symbols.<sup>(14)</sup></li> <li>Most Computer Algebra Systems allow one to model recursive function (AII-F.BF.2) definitions in notation that is close to standard mathematical notation. And spreadsheets make natural the process of taking successive differences and running totals. Using appropriate tools (i.e., technology) strategically (MP.5) in this way reduces the computational overhead needed to investigate many classical and useful areas of algebra.<sup>(14)</sup></li> </ul>		



AII-F.BF	Functions Building Functions	Algebra II
<b>Build new functions from existing functions.</b>		
<p>3b. Using <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math>:</p> <ul style="list-style-type: none"> <li>i) <a href="#">identify</a> the effect on the graph when 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);</li> <li>ii) find the value of <math>k</math> given the graphs;</li> <li>iii) write a new function using the value of <math>k</math>; and</li> <li>iv) use technology to experiment with cases and <a href="#">explore</a> the effects on the graph.</li> </ul> <p>Include <a href="#">recognizing</a> even and odd functions from their graphs. (Shared standard with Algebra I)</p>	<p><b>Coherence:</b> AI-F.BF.3a → AII-F.BF.3b → (+)-F.BF.3c</p> <p><b>Note:</b> Algebra II tasks may involve polynomial, square root, cube root, exponential, logarithmic, and trigonometric functions.<sup>(14)</sup></p>	
4a. Find the inverse of a one-to-one function both algebraically and graphically.	<p><b>Coherence:</b> AII-F.BF.4a → (+)-F.BF.4b</p>	
5a. <a href="#">Understand</a> inverse relationships between exponents and logarithms algebraically and graphically.	<p><b>Coherence:</b> AII-F.BF.5a → (+)-F.BF.5b</p>	
6. Represent and <a href="#">evaluate</a> the sum of a finite arithmetic or finite geometric series, using summation (sigma) notation.		
7. <a href="#">Explore</a> the derivation of the formulas for finite arithmetic and finite geometric series. Use the formulas to solve problems. ★		
<p><b>Note on the Word <a href="#">Explore</a>:</b></p> <ul style="list-style-type: none"> <li><a href="#">Explore</a> indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.</li> </ul> <p><b>Within-Grade Connections:</b></p> <ul style="list-style-type: none"> <li>Understanding inverse relationships between exponents and logarithms (AII-F.BF.5a) is connected to solving exponential equations using logs (AII-F.LE.4).</li> </ul>		

AII-F.LE	<div>Functions</div> <div>Linear, Quadratic, and Exponential Models ★</div>	Algebra II
Construct and <a href="#">compare</a> linear, quadratic, and exponential models and solve problems.		
2. Construct a linear or exponential function symbolically given: <ul style="list-style-type: none"> <li>i) a graph;</li> <li>ii) a description of the relationship; and</li> <li>iii) two input-output pairs (include reading these from a table).</li> </ul> (Shared standard with Algebra I)	<div>Coherence: AI-F.LE.2 → AII-F.LE.2</div>	
4. Use logarithms to solve exponential equations, such as $ab^{ct} = d$ (where $a$ , $b$ , $c$ , and $d$ are real numbers and $b > 0$ ) and <a href="#">evaluate</a> the logarithm using technology.		

AII-F.LE	<div>Functions</div> <div>Linear, Quadratic, and Exponential Models ★</div>	Algebra II
<a href="#">Interpret</a> expressions for functions in terms of the situation they model.		
5. <a href="#">Interpret</a> the parameters in a linear or exponential function in terms of a context. (Shared standard with Algebra I)	<div>Coherence: AI-F.LE.5 → AII-F.LE.5</div> <div>Note: Algebra II tasks have a real-world context and exponential functions are not limited to integer domains.<sup>(14)</sup></div>	

AII-F.TF	Functions Trigonometric Functions	Algebra II
<b>Extend the domain of trigonometric functions using the unit circle.</b>		
1. <a href="#">Understand</a> radian measure of an angle as the length of the arc on the unit circle subtended by the angle.		
2. <a href="#">Apply</a> concepts of the unit circle in the coordinate plane to <a href="#">calculate</a> the values of the six trigonometric functions given angles in radian measure.	<b>Coherence:</b> GEO-G.SRT.6 → AII-F.TF.2 → (+)-F.TF.3	
4. Use the unit circle to <a href="#">explain</a> symmetry (odd and even) and periodicity of trigonometric functions.	<b>Coherence:</b> GEO-G.SRT.7 → AII-F.TF.4 → (+)-F.TF.6 <b>Note:</b> Focus of this standard is on $\cos(x)$ , $\sin(x)$ and $\tan(x)$ .	

AII-F.TF	Functions Trigonometric Functions	Algebra II
<b>Model periodic phenomena with trigonometric functions. ★</b>		
5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, horizontal shift, and midline.		
<b>Within-Grade Connections:</b>		
<ul style="list-style-type: none"> <li>Choosing trigonometric functions to model periodic phenomena (AII-F.TF.5) is connected to (AII-F.BF.3b), specifically <math>y = A \sin(\omega(x-h)) + k</math>, <math>y = A \cos(\omega(x-h)) + k</math> with the focus being on <math>\sin(x)</math> and <math>\cos(x)</math>.</li> </ul>		

AII-F.TF	Functions Trigonometric Functions	Algebra II
<b><a href="#">Prove</a> and <a href="#">apply</a> trigonometric identities.</b>		
8. <a href="#">Prove</a> the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ . Find the value of any of the six trigonometric functions given any other trigonometric function value and when necessary find the quadrant of the angle.	<b>Coherence:</b> AII-F.TF.8 → (+)-F.TF.9	

AII-S.ID	Statistics and Probability Interpreting Categorical and Quantitative Data ★	Algebra II
Summarize, <a href="#">represent</a> , and <a href="#">interpret</a> data on a single count or measurement variable.		
4a. <a href="#">Recognize</a> whether or not a normal curve is appropriate for a given data set.	<u>Coherence:</u> <a href="#">AII-S.ID.1</a> <a href="#">AII-S.ID.2</a> → <a href="#">AII-S.ID.4a</a>	
4b. If appropriate, <a href="#">determine</a> population percentages using a graphing calculator for an appropriate normal curve.		

AII-S.ID	Statistics and Probability Interpreting Categorical and Quantitative Data ★	Algebra II
Summarize, <a href="#">represent</a> , and <a href="#">interpret</a> data on two categorical and quantitative variables.		
6. <a href="#">Represent</a> bivariate data on a scatter plot, and <a href="#">describe</a> how the variables' values are related.	<u>Note:</u> It's important to keep in mind that the data must be linked to the same "subjects", not just two unrelated quantitative variables. Do not assume that an association between two variables implies that one causes another to change.	
a. Fit a function to real-world data; use functions fitted to data to solve problems in the context of the data. (Shared standard with Algebra I)	<u>Coherence:</u> <a href="#">AI-S.ID.6a</a> → <a href="#">AII-S.ID.6a</a> → <a href="#">(+)-S.ID.6b</a>	
	<u>Note:</u> Algebra II emphasis is on quadratic, exponential, and power models, including the regression capabilities of the calculator.	

## AII-S.IC

 Statistics and Probability  
 Making Inferences and Justifying Conclusions ★

## Algebra II

**Understand** and **evaluate** random processes underlying statistical experiments.

2. **Determine** if a value for a sample proportion or sample mean is likely to occur based on a given simulation.

**Note:** For the purposes of this course, if the statistic falls within two standard deviations of the mean (95% interval centered on the population parameter), then the statistic is considered likely (plausible, usual).

## AII-S.IC

 Statistics and Probability  
 Making Inferences and Justifying Conclusions ★

## Algebra II

**Make inferences and justify** conclusions from sample surveys, experiments, and observational studies.

3. **Recognize** the purposes of and differences among surveys, experiments, and observational studies. **Explain** how randomization relates to each.
4. Given a simulation model based on a sample proportion or mean, construct the 95% interval centered on the statistic (+/- two standard deviations) and **determine** if a suggested parameter is plausible.
  - 6a. Use the tools of statistics to draw conclusions from numerical summaries.
  - 6b. Use the language of statistics to critique claims from informational texts. For example, causation vs correlation, bias, measures of center and spread.

AII-S.CP	Statistics and Probability Conditional Probability and the Rules of Probability ★	Algebra II
<b>Understand</b> independence and conditional probability and use them to <b>interpret</b> data.		
1. <b>Describe</b> 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”).		
4. <b>Interpret</b> 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 <b>calculate</b> conditional probabilities.		

AII-S.CP	Statistics and Probability Conditional Probability and the Rules of Probability ★	Algebra II
<b>Use the rules of probability to compute probabilities of compound events in a uniform probability model.</b>		
7. <b>Apply</b> the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and <b>interpret</b> the answer in terms of the model.	<div>Coherence: AII-S.CP.7 → (+)-S.CP.9</div>	

## The Plus (+) Standards Overview

[Crosswalk](#)
[Snapshot](#)
[CN  
SRT](#)
[VM  
C](#)
[APR  
GPE](#)
[REI  
GMD](#)
[IF  
ID](#)
[BF  
CP](#)
[TF  
MD](#)

The Plus (+) Standards offer additional mathematics beyond Algebra II that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics. The Plus (+) Standards are not a high school course. The Plus (+) standards however, may be dispersed throughout course curriculums, including Algebra I, Algebra II and Geometry to increase rigor and support the needs of individual students and mathematical programs, but are not expected to be addressed on state assessments. Plus (+) Standards provide coherence and extend concepts previously taught in Algebra I, Geometry, and Algebra II.

In Algebra II, students extended their understanding of number to include complex numbers as they studied polynomials with complex zeros. In the Plus (+) Standards, students graph complex numbers in the complex plane and translate between rectangular and polar forms of complex numbers. Thinking of a complex number,  $a + bi$ , once again as a point  $(a,b)$  in the coordinate plane, students investigate how multiplying by a complex number can be thought of as a map from the coordinate plane to itself. That study, in turn, leads to matrix notation and a natural definition for multiplying a vector by a matrix. Thus, students discern structure in the operations with matrices and vectors by comparing them to arithmetic with complex numbers.

Students study matrices and vectors as objects in their own right. They interpret the properties and operations of matrices to learn multiple ways to solve problems with them, including solving systems of linear equations. They construct viable arguments using matrices to once again derive equations for conic sections, this time by translating and rotating the locus of points into a “standard” position using matrix operations. (For example, applying rigid motions to move the directrix of a parabola to one of the coordinate axes.) Students precisely define rotations, reflections and dilations in the coordinate plane using  $2 \times 2$  matrices (and translations by vector addition). These well-defined definitions of transformations of the coordinate plane shed light on how geometry software and video games efficiently perform rigid motion calculations.

Students further study rational and exponential functions. They graph rational functions by extending what they learned about graphing polynomials functions. Students build off their knowledge of the relationship between exponential and logarithmic functions, to solidify the meaning of inverse functions. Additionally, students learn to explicitly build composite functions to model relationships between two quantities. In particular, they analyze the composite of two functions in describing the relationship of three or more quantities in modeling situations.

Students visualize graphs of trigonometric functions with the aid of appropriate software and interpret how a family of graphs defined by varying a parameter in a given function changes based upon that parameter. They analyze symmetry and periodicity of trigonometric functions. They extend their knowledge of inverse functions to trigonometric functions by restricting domains to create the inverses, and apply inverse functions to solve trigonometric equations that arise in modeling contexts. Students also construct viable arguments to prove the Law of Sines, Law of Cosines, and the addition and subtraction formulas for the trigonometric functions.

Students consolidate their study of statistics as they analyze decisions and strategies using newly refined skills in calculating expected values to solve problems such as comparing high-deductible vs. low deductible insurance policies. Students model with probability and simulate probability outcomes using technology in order to make fair decisions as well as calculate permutations and combinations. Technology also plays an important role in statistics by making it possible to generate residual line plots to analyze regression functions

### Mathematical Practices

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

(+)–N.CN	Number and Quantity The Complex Number System	The Plus (+) Standards
<b>Perform arithmetic operations with complex numbers.</b>  3. Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.		<div style="border: 1px solid red; padding: 2px;">Coherence: AII–N.CN.2 → (+)–N.CN.3</div>

(+)–N.CN	Number and Quantity The Complex Number System	The Plus (+) Standards
<b><u>Represent</u> complex numbers and their operations on the complex plane.</b>  4a. <u>Represent</u> complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and <u>convert</u> between rectangular and polar forms of a given complex number.  4b. Determine whether rectangular or polar form is more efficient given the context.  5. <u>Represent</u> addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.  6a. <u>Calculate</u> the distance between two points in the complex plane.  6b. Find the midpoint of the segment whose endpoints are in the complex plane.		<div style="border: 1px solid red; padding: 2px;">Coherence: AII–N.CN.1 → (+)–N.CN.4a</div>          e.g., $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument $120^\circ$ .  <div style="color: red;">Note: Standard extends the distance and midpoint calculation from the Cartesian coordinate plane to the complete plane.</div>

(+)–N.CN	Number and Quantity The Complex Number System	The Plus (+) Standards
<b>Use complex numbers in polynomial identities and equations.</b>  8. Extend polynomial identities to the complex numbers.  9. State the Fundamental Theorem of Algebra and use it to find roots of polynomials.		<div style="border: 1px solid red; padding: 2px;">Coherence: AII–N.CN.1 → (+)–N.CN.8</div> e.g., Rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$ .



(+)-N.VM	Number and Quantity Vector and Matrix Quantities	The Plus (+) Standards
<b>Represent and model with vector quantities.</b>		
1. <a href="#">Represent</a> a vector analytically and geometrically.	e.g., rectangular form, polar form, unit form	
2. Find the magnitude and direction of a given vector.		
3. Solve problems using vectors analytically and geometrically.	e.g., velocity and forces	

(+)-N.VM	Number and Quantity Vector and Matrix Quantities	The Plus (+) Standards
<b>Perform operations on vectors.</b>		
4. Add and subtract vectors analytically and geometrically.		
5. Multiply a vector by a scalar analytically and geometrically.		

(+)-N.VM	Number and Quantity Vector and Matrix Quantities	The Plus (+) Standards
<b>Perform operations on matrices and use matrices in applications.</b>		
6. Use matrices to <a href="#">represent</a> and model real world situations.	e.g., networks	
7. Multiply matrices by scalars.		
8. Add, subtract, and multiply matrices.		
9. Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.		
11. Use matrices to perform linear transformations in the plane.	e.g., multiplying a vector by $2 \times 2$ matrix	
12. <a href="#">Calculate</a> and <a href="#">interpret</a> the determinant of a matrix.	e.g., calculating area	

(+)-A.APR	Algebra Arithmetic with Polynomial and Rational Expressions	The Plus (+) Standards
<b>Use polynomial identities to solve problems.</b>		
4. <a href="#">Prove</a> polynomial identities and use them to <a href="#">describe</a> numerical relationships.	<b>Coherence:</b> AII-A.SSE.2   →   (+)-A.APR.4 e.g., The polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	
5. Use the Binomial Theorem for the expansion of $(x + y)^n$ for a positive integer $n$ .	<b>Coherence:</b> AII-A.SSE.2   →   (+)-A.APR.5	

(+)-A.APR	Algebra Arithmetic with Polynomial and Rational Expressions	The Plus (+) Standards
<b>Rewrite rational expressions.</b>		
7. <a href="#">Understand</a> 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.	<b>Coherence:</b> AII-A.APR.6   →   (+)-A.APR.7	

<div>(+)-A.REI</div> <div>Algebra</div> <div>Reasoning with Equations and Inequalities</div>	The Plus (+) Standards
Solve systems of equations.	
6b. Solve systems of linear equations in three variables.	Coherence: AI-A.REI.6a → (+)-A.REI.6b
8. <a href="#">Represent</a> a system of linear equations as a single matrix equation in a vector variable.	
9. Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension $3 \times 3$ or greater).	

**(+)-F.IF**
**Functions**  
**Interpreting Functions**
**The Plus (+) Standards**

**Analyze** functions using different **representations**.

- 7d. Graph rational functions, [identifying](#) zeros and asymptotes when suitable factorizations are available. ★

Coherence:

AII-F.IF.7c

→

(+)-F.IF.7d

AII-F.IF.7e

(+)–F.BF	Functions Building Functions	The Plus (+) Standards
<b>Build a function that models a relationship between two quantities.</b>		<p>e.g., if <math>T(y)</math> is the temperature in the atmosphere as a function of height, and <math>h(t)</math> is the height of a weather balloon as a function of time, then <math>T(h(t))</math> is the temperature at the location of the weather balloon as a function of time.</p> <p><u>Note:</u> The domain of a resulting <a href="#">composition</a> function could differ from the domains of the individual functions.</p>
1c. <a href="#">Compose</a> functions and state resulting domain. ★		

(+)–F.BF	Functions Building Functions	The Plus (+) Standards
<b>Build new functions from existing functions.</b>		
3c. <a href="#">Determine</a> algebraically whether or not a function is even or odd.		<u>Coherence:</u> AII-F.BF.3b → (+)-F.BF.3c
4b. Verify by <a href="#">composition</a> that one function is the inverse of another.		<u>Coherence:</u> AII-F.BF.4a → (+)-F.BF.4b
4c. Given the graph or table of an invertible function, <a href="#">determine</a> coordinates of its inverse.		
4d. <a href="#">Determine</a> an invertible function from a non-invertible function by restricting the domain.		e.g., inverse trigonometric functions
5b. Use inverse relationships to solve problems involving logarithms and exponents.		<u>Coherence:</u> AII-F.BF.5a → (+)-F.BF.5b
5c. Apply the properties of logarithms to rewrite logarithmic expressions in equivalent forms and solve logarithmic equations.		
<b>Within-Grade Connections:</b> <ul style="list-style-type: none"> <li><a href="#">Determining</a> an invertible function from a non-invertible function by restricting the domain ((+)-F.BF.6b) is connected to understanding that restricting the domain of a trigonometric function allows its inverse to be constructed ((+)-F.TF.6).</li> </ul>		

**(+)-F.TF**
**Functions**  
**Trigonometric Functions**
**The Plus (+) Standards****Extend the domain of trigonometric functions using the unit circle.**

3. Use special triangles to [determine](#) geometrically the values of sine, cosine, tangent for  $\pi/3$ ,  $\pi/4$  and  $\pi/6$ , and use the unit circle to [express](#) the values of sine, cosines, and tangent for  $x$ ,  $\pi + x$ , and  $2\pi - x$  in terms of their values for  $x$ , where  $x$  is any real number.

Coherence:    AII-F.TF.2     $\rightarrow$     (+)-F.TF.3

**(+)-F.TF**
**Functions**  
**Trigonometric Functions**
**The Plus (+) Standards****Model periodic phenomena with trigonometric functions.**

6. [Understand](#) that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
7. Solve trigonometric equations:
- analytically with inverse functions and
  - graphically with technology
- and [interpret](#) solutions in terms of the context. ★

Coherence:    AII-F.TF.4     $\rightarrow$     (+)-F.TF.6

**(+)-F.TF**
**Functions**  
**Trigonometric Functions**
**The Plus (+) Standards****[Prove](#) and [apply](#) trigonometric identities.**

9. [Prove](#) the sum and difference formulas for sine, cosine, and tangent and use them to solve problems.

Coherence:    AII-F.TF.8     $\rightarrow$     (+)-F.TF.9

(+)-G.SRT	Geometry Similarity, Right Triangles, and Trigonometry	The Plus (+) Standards
<a href="#">Apply</a> trigonometry to general triangles.		
10. <a href="#">Prove</a> the Law of Sines and the Law of Cosines and <a href="#">apply</a> in all cases, including the ambiguous case.	<div>Coherence: GEO-G.SRT.6 → (+)-G.SRT.10</div> <div>GEO-G.SRT.8</div>	
11. Understand and <a href="#">apply</a> the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles.	e.g., surveying problems or problems that involve resultant forces	

(+)-G.C	Geometry Circles	The Plus (+) Standards
<a href="#">Understand</a> and <a href="#">apply</a> theorems about circles.		
4. Construct a tangent line from a point outside a given circle to the circle.	<div>Coherence: GEO-G.C.2b → (+)-G.C.4</div>	

Geometry		The Plus (+) Standards
(+)-G.GPE	Expressing Geometric Properties with Equations	
Translate between the geometric description and the equation for a conic section.		
2. <a href="#">Explore</a> the relationship among the parabola, focus, and directrix and use the equation to model a real-life situation, using technology as appropriate. ★	Coherence: GEO-G.GPE.1a → (+)-G.GPE.2	
3a. Derive the equations of ellipses and hyperbolas given the foci.		
3b. Use these equations to model real life situations. ★		
Note on the Word <a href="#">Explore</a> :		
• <a href="#">Explore</a> indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.		

(+)–G.GMD	Geometry Geometric Measurement and Dimension	The Plus (+) Standards
<b><a href="#">Explain</a> volume formulas and use them to solve problems.</b>		
2. Give an informal argument using Cavalieri’s principle for the formulas for the volume of a sphere and other solid figures.	Coherence: GEO-G.GMD.3 → (+)-G.GMD.2	



**(+)-S.ID**
**Statistics and Probability**  
**Interpreting Categorical and Quantitative Data ★**
**The Plus (+) Standards**

Summarize, [represent](#), and [interpret](#) data on two categorical and quantitative variables.

6b. Informally assess the fit of a function by plotting and analyzing residuals.

Coherence: AII-S.ID.6a → (+)-S.ID.6b

**(+)-S.CP**
**Statistics and Probability**  
**Conditional Probability and the Rules of Probability ★**
**The Plus (+) Standards**

Use the rules of probability to compute probabilities of compound events in a uniform probability model.

9. Solve problems using permutations and combinations to compute probabilities of compound events.

Coherence: AII-S.CP.7 → (+)-S.CP.9

(+) - S.MD	Statistics and Probability Using Probability to Make Decisions ★	The Plus (+) Standards
<b>Calculate</b> expected values and use them to solve problems.		
1a. Define a random variable for a quantity of interest.		
1b. Graph a probability distribution for a discrete random variable based on either empirical or theoretical probabilities.		
2. <b>Calculate</b> and <b>interpret</b> the expected value of a random variable.	<p>e.g., Find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</p> <p>e.g., Find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?</p>	

(+) - S.MD	Statistics and Probability Using Probability to Make Decisions ★	The Plus (+) Standards
<b>Use probability to evaluate</b> outcomes of decisions.		
5. Use expected values from probability distributions to <b>evaluate</b> and <b>compare</b> the outcomes of decisions.	e.g., <b>Compare</b> a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	
6. Use probabilities to make fair decisions.	e.g., <b>Determine</b> if a decision-making strategy produces equally probable outcomes.	
7. Using probability concepts, <b>evaluate</b> decisions and strategies.	e.g., Make decisions based on the most favorable outcome.	

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