

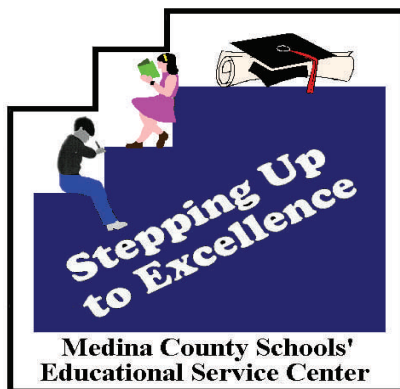
Medina County Schools

Math Course of Study

Grades:
Pre-Kindergarten
Through Twelve

William J. Koran
Superintendent

June 2008



Math
Graded Course of Study
PreK-12

William J. Koran, Superintendent

Approved by:
Governing Board of the Medina County Schools'
Educational Service Center
2008

Mission Statement

The Medina County Schools'
Educational Service Center
will be the leader in providing
services and products that promote
excellence in education.

Acknowledgements

The Medina County Schools' Educational Service Center wishes to acknowledge the contributions to the Math Course of Study made by the following:

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Introduction

The Graded Course of Study is the approved document which defines the mathematics curriculum to be taught in all Medina County local school districts. This document satisfies the requirements of Ohio law, and is based on the Academic Content Standards developed by the Ohio Department of Education.

Teachers will base their daily plans on this document, thereby assuring each student a complete and comprehensive mathematics education. Through the use of continuous assessment, appropriate adjustments in instruction can be made to intervene with the students who are below grade level and to extend instruction to those students above grade level.

K-12 Mathematics Philosophy

The Mathematics Academic Content Standards provide a set of clear and rigorous expectations for what all students should know and be able to do by the time they graduate from high school. This K-12 curriculum is designed to insure that all students have the opportunity to become mathematically literate and capable of extending their learning. Students will be confident in their ability to use practical applications solving real life problems.

All students will be challenged by relevant mathematical instruction with the focus on understanding mathematical concepts. Mathematics instruction will include problem solving, reasoning, communicating, and applying mathematics to other curricular areas. All students have the right to learn and develop understandings of significant mathematical concepts. All students must be prepared to pursue a wide range of career options.

The curriculum and the instruction of students must be meaningful. Students must learn to formulate and solve problems using a variety of strategies, check and interpret results, and provide solutions to problems using real-world situations. Teachers must engage in continuous professional development in both the mathematical content area and the effective classroom instruction area. Assessment of learning must be aligned with the Mathematics Graded Course of Study.

Ohio's K-12 Mathematic Academic Content Standard

Number, Number Sense and Operations Standard

Students demonstrate number sense, including an understanding of number systems and operations and how they relate to one another. Students compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.

Measurement Standard

Students estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies.

Geometry and Spatial Sense Standard

Students identify, classify, compare and analyze characteristics, properties and relationships of one-, two- and three-dimensional geometric figures and objects. Students use spatial reasoning, properties of geometric objects, and transformations to analyze mathematical situations and solve problems.

Patterns, Functions and Algebra Standard

Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.

Data Analysis and Probability Standard

Students pose questions and collect, organize, represent, interpret and analyze data to answer those questions. Students develop and evaluate inferences, predictions and arguments that are based on data.

Mathematical Processes Standard

Students use mathematical processes and knowledge to solve problems. Students apply problem-solving and decision-making techniques, and communicate mathematical ideas.

Note: Mathematical processes are used in all content areas and should be incorporated within instruction and assessment of the content-specific standards, benchmarks and grade-level indicators.

Kindergarten

Medina County Schools'

Course of Study

For

Math

June 2008

STANDARD 1: Number, Number Sense and Operations

Grade K

Students demonstrate number sense, including an understanding of number systems and operations and how they relate to one another. Students compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.

Ohio Benchmarks Grades K	Instructional Organization	Grade Level Indicators	Notes
<p>By the end of the PreK-2 program:</p> <p>A. Use place value concepts to represent whole numbers using numerals, words and physical models.</p> <p>B. Recognize, classify, compare and order whole numbers.</p> <p>C. Represent commonly used fractions using words and physical models.</p> <p>D. Determine the value of a collection of coins and dollar bills.</p> <p>E. Make change using coins for values up to one dollar.</p>	<p>M.1.A.K.5</p> <p>M.1.B.K.1 <i>Number and Number Systems</i></p> <p>M.1.B.K.7</p> <p>M.1.B.K.13 <i>Computation and Estimation</i></p> <p>M.1.D.K.9</p>	<p>5. Relate, read and write numerals for single-digit numbers (0 to 9).</p> <p>1. Compare and order whole numbers up to 10.</p> <p>7. Compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects.</p> <p>13. Recognize the number or quantity of sets up to 5 without counting; e.g., recognize without counting the dot arrangement on a domino as 5.</p> <p>9. Identify and state the value of a penny, nickel and dime.</p>	

STANDARD 1: Number, Number Sense and Operations (Cont.)

Students demonstrate number sense, including an understanding of number systems and operations and how they relate to one another. Students compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.

Ohio Benchmarks Grade K	Instructional Organization	Grade Level Indicators	Notes
<p>By the end of the PreK-2 program:</p> <p>F. Count, using numerals and ordinal numbers.</p> <p>G. Model, represent and explain addition as combining sets and counting on.</p>	M.1.F.K.2	2. Explain rules of counting, such as each object should be counted once and that order does not change the number.	
	M.1.F.K.3	3. Count to twenty; e.g., in play situations or while reading number books.	
	M.1.F.K.4	4. Determine “how many” in sets (groups) of 10 or fewer objects.	
	M.1.G.K.8	8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.	
	M.1.G.K.10a <i>Meaning of Operations</i>	10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example: a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount.	
M.1.G.K.10b	b. Count on (forward) and count back (backward) on a number line between 0 and 10.		

**STANDARD 1: Number, Number Sense and Operations
(Cont.)**

Students demonstrate number sense, including an understanding of number systems and operations and how they relate to one another. Students compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.

Ohio Benchmarks Grade K	Instructional Organization	Grade Level Indicators	Notes
<p>By the end of the PreK-2 program:</p> <p>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.</p> <p>I. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.</p>	<p>M.1.H.K.8</p> <p>M.1.H.K.10a</p> <p>M.1.H.K.10b</p> <p>M.1.I.K.6</p> <p>M.1.I.K.11</p>	<p>8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.</p> <p>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example:</p> <p>a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount.</p> <p>b. Count on (forward) and count back (backward) on a number line between 0 and 10.</p> <p>6. Construct multiple sets of objects each containing the same number of objects.</p> <p>11. Demonstrate joining multiple groups of objects, each containing the same number of objects; e.g., combining 3 bags of candy, each containing 2 pieces.</p>	

**STANDARD 1: Number, Number Sense and Operations
(Cont.)**

Students demonstrate number sense, including an understanding of number systems and operations and how they relate to one another. Students compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.

Ohio Benchmarks Grade K	Instructional Organization	Grade Level Indicators	Notes
<p>By the end of the PreK-2 program:</p> <p>J. Model, represent and explain division as sharing equally, repeated subtraction and rectangular arrays.</p> <p>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.</p> <p>L. Demonstrate fluency in adding and subtracting multiples of 10, and recognize combinations that make 10.</p> <p>M. Add and subtract two-digit numbers with and without regrouping.</p>	<p>M.1.J.K.12</p> <p>M.1.K.K.8</p>	<p>12. Partition or share a small set of objects into groups of equal size; e.g., sharing 6 stickers equally among 3 children.</p> <p>8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.</p>	

STANDARD 2: Measurement

Students estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies.

Ohio Benchmarks Grade K	Instructional Organization	Grade Level Indicators	Notes
<p>By the end of the PreK-2 program:</p> <p>A. Explain the need for standard units of measure.</p> <p>B. Select appropriate units for length, weight, volume (capacity) and time, using:</p> <ul style="list-style-type: none"> • objects; i.e., non-standard units; • U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year; • metric units: centimeter, meter, gram and liter. 	<p>M.2.B.K.1 <i>Measurement Units</i></p> <p>M.2.B.K.2 <i>Use Measurement Techniques and Tools</i></p>	<ol style="list-style-type: none"> 1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days. 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. 	

STANDARD 2: Measurement (Cont.)

Students estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies.

Ohio Benchmarks
Grade KInstructional
Organization

Grade Level Indicators

Notes

Ohio Benchmarks Grade K	Instructional Organization	Grade Level Indicators	Notes
By the end of the PreK-2 program:			
C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.	M.2.C.K.1	1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days.	
	M.2.C.K.2	2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less.	
	M.2.C.K.4a	4. Order events based on time. For example: a. activities that take a long or short time;	
	M.2.C.K.4b	b. review what we do first, next, last; c. recall what we did or plan to do yesterday, today, tomorrow.	
D. Apply measurement techniques to measure length, weight and volume (capacity).	M.2.D.K.3a	3. Measure length and volume (capacity) using uniform objects in the environment. For example, find: a. how many paper clips long is a pencil;	
	M.2.D.K.3b	b. how many small containers it takes to fill one big container using sand, rice, beans.	

STANDARD 2: Measurement (Cont.)

Grade K

Students estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies.

Ohio Benchmarks
Grade K

Instructional
Organization

Grade Level Indicators

Notes

<p>By the end of the PreK-2 program:</p> <p>E. Recognize that using different units of measurement will yield different numbers for the same measurement.</p>			
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STANDARD 3: Geometry and Spatial Sense

Students identify, classify, compare and analyze characteristics, properties and relationships of one-, two- and three-dimensional geometric figures and objects. Students use spatial reasoning, properties of geometric objects, and transformations to analyze mathematical situations and solve problems.

Ohio Benchmarks
Grade K

Instructional
Organization

Grade Level Indicators

Notes

<p>By the end of the PreK-2 program:</p> <p>A. Describe and create plane figures: circle, rectangle, square, triangle, hexagon, trapezoid, parallelogram and rhombus, and identify them in the environment.</p> <p>B. Describe solid objects: cube, rectangular prism, sphere, cylinder, cone and pyramid, and identify them in the environment.</p>			
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STANDARD 3: Geometry and Spatial Sense (Cont.)

Students identify, classify, compare and analyze characteristics, properties and relationships of one-, two- and three-dimensional geometric figures and objects. Students use spatial reasoning, properties of geometric objects, and transformations to analyze mathematical situations and solve problems.

Ohio Benchmarks Grade K	Instructional Organization	Grade Level Indicators	Notes
<p>By the end of the PreK-2 program:</p> <p>C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.</p> <p>D. Identify, explain and model (superposition, copying) the concept of shapes being congruent and similar.</p> <p>E. Recognize two- and three-dimensional objects from different positions.</p>	<p>M.3.C.K.1a <i>Characteristics and Properties</i></p> <p>M.3.C.K.1b</p> <p>M.3.C.K.1c</p> <p>M.3.C.K.1d</p>	<p>1. Identify and sort two-dimensional shapes and three-dimensional objects. For example:</p> <p>a. Identify and describe two-dimensional figures and three-dimensional objects from the environment using the child's own vocabulary.</p> <p>b. Sort shapes and objects into groups based on student-defined categories.</p> <p>c. Select all shapes or objects of one type from a group.</p> <p>d. Build two-dimensional figures using paper shapes or tangrams; build simple three-dimensional objects using blocks.</p>	

STANDARD 3: Geometry and Spatial Sense (Cont.)

Students identify, classify, compare and analyze characteristics, properties and relationships of one-, two- and three-dimensional geometric figures and objects. Students use spatial reasoning, properties of geometric objects, and transformations to analyze mathematical situations and solve problems.

Ohio Benchmarks
Grade KInstructional
Organization

Grade Level Indicators

Notes

Ohio Benchmarks Grade K	Instructional Organization	Grade Level Indicators	Notes
<p>By the end of the PreK-2 program:</p> <p>F. Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words.</p> <p>G. Identify and draw figures with line symmetry.</p>	<p>M.3.F.K.2a <i>Spatial Relationships</i></p> <p>M.3.F.K.2b</p>	<p>2. Name and demonstrate the relative position of objects as follows:</p> <p>a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of;</p> <p>b. describe placement of objects with terms such as on, inside, outside, above, below, over, under, beside, between, in front of, behind.</p>	

STANDARD 4: Patterns, Functions and Algebra

Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.

Ohio Benchmarks Grade K	Instructional Organization	Grade Level Indicators	Notes
<p>By the end of the PreK-2 program:</p> <p>A. Sort, classify, and order objects by size, number, and other properties, and describe the attributes used.</p> <p>B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.</p> <p>C. Create and extend patterns and describe the rule in words.</p>	<p>M.4.A.K.1a <i>Use Patterns, Relations and Functions</i></p> <p>M.4.A.K.1b</p> <p>M.4.A.K.1c</p> <p>M.4.A.K.1d</p> <p>M.4.B.K.2</p> <p>M.4.C.K.3</p>	<p>1. Sort, classify and order objects by size, number and other properties. For example:</p> <ul style="list-style-type: none"> a. Identify how objects are alike and different. b. Order three events or objects according to a given attribute, such as time or size. c. Recognize and explain how objects can be classified in more than one way. d. Identify what attribute was used to sort groups of objects that have already been sorted. <p>2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.</p> <p>3. Describe orally the pattern of a given sequence.</p>	

STANDARD 4: Patterns, Functions and Algebra (Cont.)

Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.

Ohio Benchmarks Grade K	Instructional Organization	Grade Level Indicators	Notes
<p>By the end of the PreK-2 program:</p> <p>D. Model problem situations using objects, pictures, tables, numbers, letters, and other symbols.</p> <p>E. Solve open sentences and explain strategies.</p> <p>F. Represent an unknown quantity as a variable using a symbol, such as \square, Δ, O.</p> <p>G. Describe and compare qualitative and quantitative change.</p>	<p>M.4.K.D.4 <i>Use Algebraic Representations</i></p>	<p>4. Model a problem situation using physical materials.</p>	

STANDARD 5: Data Analysis and Probability

Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.

Ohio Benchmarks Grade K	Instructional Organization	Grade Level Indicators	Notes
<p>By the end of the PreK-2 program:</p> <p>A. Pose questions and gather data about everyday situations and familiar objects.</p> <p>B. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.</p> <p>C. Represent data using objects, picture graphs and bar graphs.</p> <p>D. Describe the probability of chance events as more, less or equally likely to occur.</p>	<p>M.5.A.K.1 <i>Data Collection</i></p> <p>M.5.B.K.2</p> <p>M.5.B.K.3 <i>Statistical Methods</i></p>	<p>1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes.</p> <p>2. Arrange objects in a floor or table graph according to attributes, such as use, size, color, or shape.</p> <p>3. Select the category or categories that have the most or fewest objects in a floor or table graph.</p>	

STANDARD 6: Mathematical Processes

Students use mathematical processes and knowledge to solve problems. Students apply problem-solving and decision-making techniques, and communicate mathematical ideas.

Ohio Benchmarks Grade K	Instructional Organization	Grade Level Indicators	Notes
<p>By the end of the PreK-2 program:</p> <p>A. Use a variety of strategies to understand problem situations; e.g., discussing with peers, stating problems in own words, modeling problems with diagrams or physical materials, identifying a pattern.</p> <p>B. Identify and restate in own words the question or problem and the information needed to solve the problem.</p> <p>C. Generate alternative strategies to solve problems.</p> <p>D. Generate alternative strategies to solve problems.</p> <p>E. Explain to others how a problem was solved.</p> <p>F. Draw pictures and use physical models to represent problem situations and solutions.</p>	<p>M.6.A.K</p> <p>M.6.B.K</p> <p>M.6.C.K</p> <p>M.6.D.K</p> <p>M.6.E.K</p> <p>M.6.F.K</p>	<p>Note: Mathematical processes are used within all of the content standards and should be incorporated within the instruction and assessment of the benchmarks and grade-level indicators.</p>	

STANDARD 6: Mathematical Processes (Cont.)

Students use mathematical processes and knowledge to solve problems. Students apply problem-solving and decision-making techniques, and communicate mathematical ideas.

Ohio Benchmarks Grade K	Instructional Organization	Grade Level Indicators	Notes
<p>By the end of the PreK-2 program:</p> <p>G. Use invented and conventional symbols and common language to describe a problem situation and solution.</p> <p>H. Recognize the mathematical meaning of common words and phrases, and relate everyday language to mathematical language and symbols.</p> <p>I. Communicate mathematical thinking by using everyday language and appropriate mathematical language.</p>	<p>M.6.G.K</p> <p>M.6.H.K</p> <p>M.6.I.K</p>		

Medina County Schools'

Course of Study

For

Math

Glossary

June 2008

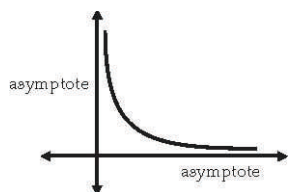
absolute error The absolute value of the difference between the measured value of a quantity and its true value.

acute An angle whose measure is greater than 0° and less than 90° .

algorithm A procedure or series of steps used to solve a problem.

associative property The result of an operation on real numbers will be unchanged due to grouping; e.g., for addition, $(a + b) + c = a + (b + c)$ or for multiplication, $a(bc) = (ab)c$.

asymptote A straight line that a curve approaches but never touches. For example,



biased sampling A sample that overrepresents or underrepresents part of the population.

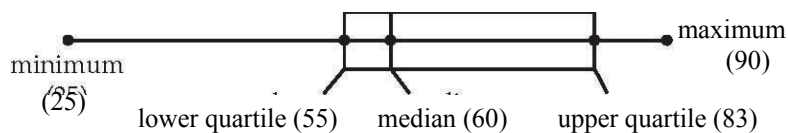
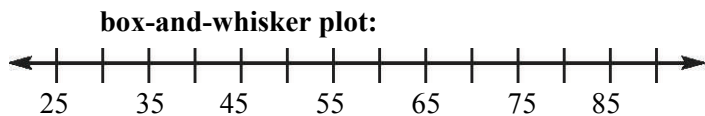
bivariate data Data or events described using two variables.

box-and-whisker plot A diagram that shows pictorially the *median* and *measures of spread* (upper and lower *interquartile ranges* and the *range*) for one set of data. For example,

Box-and-whisker plot data:

35	25	90	60	45
40	58	90	90	55
60	55	80	90	60
55	60	85	75	60
56	55	75	80	90

The number of days students in Mr. Jones' homeroom spent studying for the ACT exam.



- causation** The relationship between two *variables* where a change in one *variable* affects the outcome of the other *variable*.
- categorical data** Data that can be classified by type; e.g., color, types of dogs. These types of data are typically represented using bar chart, pie charts or pictographs.
- central angle** An angle whose vertex is the center of a circle and is in the same plane as the circle.
-
- Central angle
- coefficient** The numeric factor in a term; e.g., the number 3 in the term $3x^2y$ is the coefficient or in the term a^3b , 1 is the coefficient.
- Combination** A selection of a group of items or events from a set without regard to order; e.g., the number of 3-piece outfits from the set of clothes in the closet.
- common factor** A number, *polynomial* or quantity that evenly divides into two or more mathematical expressions.
- common referents** Something that is familiar that can be used to relate to another **referents** thing that is not familiar; e.g., the width of a finger is a centimeter.
- Commutative property** The order of the objects in an operation can be changed with out **property** affecting the results; e.g., for addition, $a + b = b + a$ or for multiplication, $ab = ba$.
- compatible numbers** Numbers that go together easily, usually related by pairing in the basic **numbers** facts; use of compatible numbers generally gives an approximate result; e.g., $473 \div 6 \approx 80$.
- Compensatory numbers** Compensatory numbers are used to adjust numbers in a computation after use of *compatible numbers*; e.g., $23 + 18 = 23 + 20 = 43$. Since two was added to increase 18 to 20 as compatible numbers, two will be subtracted from 43 to compensate for the change. Therefore, two is the compensatory number.
- complementary events** Two or more *mutually exclusive events* that together cover all possible **events** outcomes. The sum of the probabilities of complementary events is 1.
- compound events** Combining two or more separate events or outcomes and considering events it as one single event or outcome.
- conditional probability** The probability of an event occurring given that another event has already occurred. For example, What is the probability that the total of two dice will be greater than 8 given that the first die is a 6?

- congruent** Having exactly the same size and shape.
- continuous data** Data that can be assigned an infinite number of values between whole numbers, the assigned values are approximated; e.g., the size of the apples on an apple tree is continuous data. See *discrete data* for a counterexample.
- Coordinate plane** A plane determined by the intersection of two perpendicular number lines in which any point can be located.
- correlation** The relation between two sets of data, a positive or direct correlation exists when both sets vary in the same direction (both sets decrease); a negative or inverse correlation exists when one set of data increases as the other decreases.
- correlation** A measure of the *correlation* between two *variables* or sets of data.
- coefficient** The value of the correlation coefficient, r , is always $-1 < r < 1$, where 1 is a perfect positive correlation, 0 is no correlation, and -1 is a perfect negative correlation.
- covariants** Varying with another variable quantity in a manner that leaves a specified relationship unchanged.
- decomposing** The process of breaking a number into smaller units to simplify problem solving; e.g., 15 can be $10 + 5$ or 10 can be $6 + 4$.
- deductive reasoning** Use logic to arrive at a conclusion from a given premise.
- dependent events** A statement or *probability* for one event affects a statement or *probability for another event*.
- descriptive statistics** To gather and describe data using *probability*, statistical methods and concepts like graphs and *measures of center*.
- dispersion** How data is spread out around some central point.
- distribution** The distribution of a set of data is a graph or table showing how many pieces of data there are in each class, or of each type.
- distributive property** The product of a number and the sum (or difference) of two numbers is equal to the sum (or difference) of the two products; e.g., $7(30 + 5) = (7 \cdot 30) + (7 \cdot 5)$ or $a(b-c) = ab - ac$.
- equation** A statement that shows two mathematical expressions that are equal to each other.
- equiangular** In a given shape, all angles have the same measure.
- equilateral** In a given shape, all sides have the same length.
- equivalent** Two items that have the same value.

experimental probability The probability based on a series of trials. The experimental probability, P , can be found using the following equation: $P(\text{event}) = \frac{\text{number of favorable outcomes}}{\text{number of trials}}$ in experiment

experimental results The outcome as a result of a probability experiment or test. These outcomes are sometimes called actual results.

expressions Any combination of variables, numbers, and symbols (excluding the equality and inequality symbols).

extrema A term that refers to maximum and minimum values.

factoring Rewriting a mathematical expression as a product of factors.

frequency distribution A collection of data that represents the number of times a set of numbers, items or events have occurred.

frequency table A table that shows how often each item, number, or range of numbers occurs in a set of data.

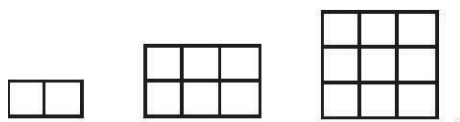
front-end estimation Using the leading, or left-most, digits to make an estimate quickly and easily. After making an initial estimate using front-end digits, an adjustment can be made to refine the estimate; e.g., Using front-end estimation to estimate the sum of 594, 32, and 221, an initial estimate would be $5 + 0 + 2$ hundreds or 700. An adjustment can be made by grouping the tens and ones (about $100 + 50$ or 150 more) and adding to get an adjusted estimate of 850.

function A mathematical relationship between two variables, an independent *variable* and a *dependent variable*, where every value of the independent variable corresponds to exactly one value of the dependent value.

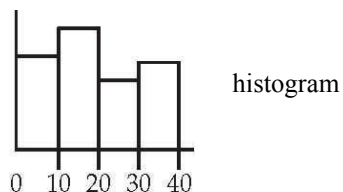
Fundamental Counting Principle The principle which states that all possible outcomes in a sample space can be found by multiplying the number of ways each event can occur.

geometric patterns A sequence or series, where each term can be found by multiplying the previous term by a constant factor, sometimes referred to as a common ratio.

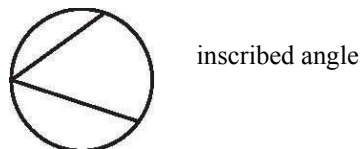
growing patterns Patterns that involve a progression. For example,



histogram A graph that uses bars to show the frequency of data within equal intervals.



inscribed angle An angle whose vertex is on a circle and whose sides are chords of the circle.



measures of center Numbers that provide information about cluster and average of a collection of data.

mean The sum of a set of numbers divided by the number of elements in the set.

mode The number or object that appears most frequently in a set of numbers or objects.

median The middle number or item in a set of numbers or objects arranged from least to greatest, or the mean of the two middle numbers when the set has two middle numbers.

measures of spread or variability A term used to refer to how much numbers are spread, varied or dispersed in a set of data.

range The difference between the greatest and the least numbers in a set of data.

quartile In conjunction with the median, the quartiles divide the set of data into four groups of equal size.

interquartile range The difference between the upper quartile range and the lower quartile.

median See measures of center.

minor arc An arc that is less than a semicircle or 180° .

mode See measures of center.

monomials An algebraic expression which is a product of constants and variables.

multiplicative patterns Number patterns with relationships between consecutive numbers involving multiplication.

Mutually exclusive events Two events that cannot occur at the same time.

nonlinear A sequence of values that increase in a manner other than linear.

outlier A data point in a sample widely separated from the main cluster of points in the sample.

parallel lines Lines in the same plane that do not cross, the distance between the lines is constant.

permutations Possible orders or arrangements of a set of events or items.

perpendicular lines Lines that intersect at one point forming 90° .

polygon A closed figure formed from line segments that meet only at their endpoints.

polynomials The sum of monomials; e.g., $2a^2 + 4a - 5$.

precision To determine the size of the unit to be used.

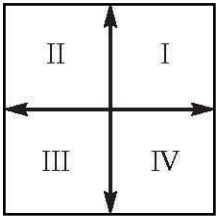
prime factorization The expression of a number as the product of prime factors; e.g., the prime factorization of 18 is $2 \cdot 3 \cdot 3$.

probability The chance of an event occurring. The probability of an event is equal to the number of favorable outcomes divided by the number of possible outcomes.

probability distribution The set of random data and the probabilities associated with that data.

proportion An equation showing that two ratios are equal.

quadrants The two axes of a coordinate system divide the plane into four separate sections known as quadrants. These are identified as the first, second, third, and fourth quadrants.



qualitative data Data that can be assigned qualities or categories. They are non-numerical data.

quantitative data Data that are numerical. The data can be *discrete* or *continuous*.

random sample A *sample* in which every event has an equal chance of selection and each event is chosen by a random process.

random sampling A random *sample* is a sample that has been chosen by a process of random selection so that it models the characteristics of the population it is supposed to represent as closely as possible.

random variable A variable that takes any of a range of values that cannot be predicted with certainty.

rate of change A relationship such as distance over time, often described by using a slope.

rational expressions Fractions whose numerators and denominators are polynomials; e.g., $\frac{n^2 - 3n}{2}$.

rational numbers Any number that can be written in the form $\frac{a}{b}$, where a and b are integers and $b \neq 0$.

rectangular arrays An arrangement of things or data in rows and columns.

Recursive function A function defined in terms of the repeated application of a number of simpler functions to their own values.

reflection See transformation.

relative error The error or uncertainty in a measurement expressed as a fraction of the true value.

right Relating to 90° ; e.g., a right angle measures 90° , a right triangle has only one right angle.

roots of equations A value that will satisfy the equation which has been formed by putting an expression, containing one *variable*, equal to zero.

rotation See transformation.

sample A set of data taken from a larger set used to create or test theories about the data as a whole.

sample space A list of all possible outcomes of an activity.

sampling method The process used to collect data; e.g., see random sampling.

scientific notation A form of writing numbers as the product of a power of 10 and a decimal number greater than or equal to 1 and less than 10; e.g., 8,924,000 is written as 8.924×10^6 .

sequence An ordered set of objects or numbers.

series Sum of a finite or infinite sequence of terms.

simple event A subset of the *sample space* that contains only one outcome that cannot be broken down into a simpler, more basic outcome.

standard deviation The measure of the *dispersion* of a distribution is equal to the square root of the *variance*.

stem-and-leaf plot A frequency diagram which displays the actual data together with its frequency, by using a part of the value of each piece of data to fix the class or group (the stem), while the remainder of the value is actually listed (the leaves). For example,

Stem-and-leaf plot data: Coach Smith's last 30 basketball game scores for the 7th grade Wildcats.

50	65	70	35	40	57	66	65	70	35
29	33	44	56	66	60	44	50	58	46
67	78	79	47	35	35	44	57	60	57

Stem-and-leaf plot

Stem	Leaves
2	9
3	3 5 5 5 6
4	0 4 4 4 6 7
5	0 0 6 7 7 7 8
6	0 0 5 5 6 6 7
7	0 0 8 9

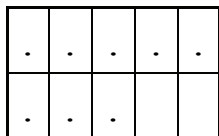
Key: 4 | 6 represents a score of 46.

successive approximation To find the approximate value of a quantity by starting from a first estimate and then deriving from each approximation another that is more accurate.

symbolic form To represent something using numbers and symbols.

target population The set from which a sample will be selected.

tens frame A physical model that represents the structure of the number system's place value; e.g., the following diagram represents the number eight using a tens frame.



tens frame

terms The quantities in an algebraic equation that are linked to each other by means of + or - signs.

theoretical probability Identifying, using mathematical expectations, the number of ways an event could happen compared to all the events that could happen.

transcendental function *Functions* that are not algebraic; e.g., trigonometric functions.

transformation An operation that creates an image from an original figure, or preimage.

reflection A *transformation* that results in a mirror image of the original shape.

rotation A rotation is a *transformation* about a fixed point such that every point in the object turns through the same angle relative to that fixed point.

translation A *transformation* in which an image is formed by moving every point on a figure the same distance in the same direction.

dilation A *transformation* that preserves the shape of a figure, but allows the size to change.

translation See transformation.

two-dimensional figures A shape that has two dimensions, usually described in terms of length and breadth, or length and height.

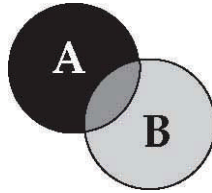
univariate data Having one *variable*.

variable A changing quantity, usually a letter in an algebraic equation or expression, that might have one of a range of possible values.

variance A measure of the *dispersion* of the *distribution* of a *random variable*.

variants *Variables.*

Venn Diagrams A diagram that is used to show relationships between sets.



zeros of a function The solutions of a *function* or the x-intercepts.

<i>Grade K Standard 1</i>		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<i>Number, Number Sense and Operations</i>					
M.1.A.K.5	5. Relate, read and write numerals for single-digit numbers (0 to 9).				
M.1.B.K.1	1. Compare and order whole numbers up to 10.				
M.1.B.K.7	7. Compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects.				
M.1.B.K.13	13. Recognize the number or quantity of sets up to 5 without counting; e.g., recognize without counting the dot arrangement on a domino as 5.				
M.1.D.K.9	9. Identify and state the value of a penny, nickel and dime.				
M.1.F.K.2	2. Explain rules of counting, such as each object should be counted once and that order does not change the number.				
M.1.F.K.3	3. Count to twenty; e.g., in play situations or while reading number books.				
M.1.F.K.4	4. Determine "how many" in sets (groups) of 10 or fewer objects.				
M.1.G.K.8	8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.				
M.1.G.K.10	10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example:				
	a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount.				
	b. Count on (forward) and count back (backward) on a number line between 0 and 10.				
M.1.H.K.8	8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.				
M.1.H.K.10	10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example:				
	a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount.				
	b. Count on (forward) and count back (backward) on a number line between 0 and 10.				
M.1.I.K.6	6. Construct multiple sets of objects each containing the same number of objects.				
M.1.I.K.11	11. Demonstrate joining multiple groups of objects, each containing the same number of objects; e.g., combining 3 bags of candy, each containing 2 pieces.				
M.1.J.K.12	12. Partition or share a small set of objects into groups of equal size; e.g., sharing 6 tickets equally among 3 children.				
M.1.K.K.8	8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.				

Math COS Indicator Check List

<i>Grade K Standard 2</i>		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<i>Measurement</i>					
M.2.B.K.1	1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days.				
M.2.B.K.2	2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less.				
M.2.C.K.1	1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days.				
M.2.C.K.2	2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less.				
M.2.C.K.4	4. Order events based on time. For example:				
	a. Activities that take a long or short time.				
	b. Review what we do first, next, last;				
	c. Recall what we did or plan to do yesterday, today, tomorrow.				
M.2.D.K.3	3. Measure length and volume (capacity) using uniform objects in the environment. For example, find:				
	a. how many many paper clips long is a pencil;				
	b. how many small containers it takes to fill one big container using sand, rice, beans.				
<i>Grade K Standard 3</i>		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<i>Geometry and Spatial Sense</i>					
M.3.C.K.1	1. Identify and sort two-dimensional shapes and three-dimensional objects. For example:				
	a. Identify and describe two-dimensional figures and three-dimensional objects from the environment using the child's own vocabulary.				
	b. Sort shapes and objects into groups based on student-defined categories.				
	c. Select all shapes or objects of one type from a group				
	d. Build two-dimensional figures using paper shapes or tangrams; build simple three-dimensional objects using blocks.				
M.3.F.K.2	2. Name and demonstrate the relative position of objects as follows:				
	a. place objects over, under, inside, outside, on top of, upside-down, behind, in back of, in front of.				
	b. describe placement of objects with terms such as on, inside, outside, above, below, over, under, beside, between, in front of, behind.				

Math COS Indicator Check List

<i>Grade K Standard 4</i>		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<i>Patterns, Functions and Algebra</i>					
M.4.A.K.1	1. Sort, classify and order objects by size, number and other properties. For example:				
	a. Identify how objects are alike and different.				
	b. Order three events or objects according to a given attribute, such as time or size.				
	c. Recognize and explain how objects can be classified in more than one way.				
	d. Identify what attribute was used to sort groups of objects that have already been sorted.				
M.4.B.K.2	2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.				
M.4.C.K.3	3. Describe orally the pattern of a given sequence.				
M.4.D.K.4	4. Model a problem situation using physical materials.				
<i>Grade K Standard 5</i>		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<i>Data Analysis & Probability</i>					
M.5.A.K.1	1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes.				
M.5.B.K.2	2. Arrange objects in a floor or table graph according to attributes, such as use, size, color, or shape.				
M.5.B.K.3	3. Select the category or categories that have the most or fewest objects in a floor or table graph.				