

## Mathematics Curriculum

**Strand: VI – Probability and Discrete Mathematics**

**Grade:**

<b>Standard</b>	2. Students investigate practical situations such as scheduling, routing, sequencing, networking, organizing and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	



## Mathematics Curriculum

**Strand: I – Patterns, Relationships and Functions**

**Grade:**

<b>Standard</b>	2. Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	

## Mathematics Curriculum

**Strand: II – Geometry and Measurement**

**Grade:**

<b>Standard</b>	1. Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	

## Mathematics Curriculum

**Strand: II – Geometry and Measurement**

**Grade:**

<b>Standard</b>	2. Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations on an object.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	

## Mathematics Curriculum

**Strand: II – Geometry and Measurement**

**Grade:**

<b>Standard</b>	3. Students compare attributes of two objects, or of one object with a standard, and analyze situations to determine what measurements should be made and to what level of precision.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	

## Mathematics Curriculum

**Strand: III – Data Analysis and Statistics**

**Grade:**

<b>Standard</b>	1. Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	

## Mathematics Curriculum

**Strand: III – Data Analysis and Statistics**

**Grade:**

<b>Standard</b>	2. Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	

## Mathematics Curriculum

**Strand: III – Data Analysis and Statistics**

**Grade:**

<b>Standard</b>	3. Students draw defensible inferences about unknown outcomes, make predictions, and identify the degree of confidence they have in their predictions.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	

## Mathematics Curriculum

**Strand: IV – Number Sense and Numeration**

**Grade:**

<b>Standard</b>	1. Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	



## Mathematics Curriculum

**Strand: IV – Number Sense and Numeration**

**Grade:**

<b>Standard</b>	2. Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	



## Mathematics Curriculum

**Strand: IV – Number Sense and Numeration**

**Grade:**

<b>Standard</b>	3. Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	

## Mathematics Curriculum

**Strand: V – Numerical and Algebraic Operations and Analytical Thinking      Grade:**

<b>Standard</b>	1. Students understand and use various types of operations to solve problems.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	

## Mathematics Curriculum

**Strand: V – Numerical and Algebraic Operations and Analytical Thinking      Grade:**

<b>Standard</b>	2. Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	

## Mathematics Curriculum

**Strand: VI – Probability and Discrete Mathematics**

**Grade:**

<b>Standard</b>	1. Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	



## Mathematics Curriculum

**Strand: I – Patterns, Relationships and Functions**

**Grade:**

<b>Standard</b>	1. Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships.
<b>Benchmarks</b>	
<b>Sample Activity/Assessment tasks</b>	
<b>Resources</b>	