

Flash Back - Flash Forward
 Gaps in Learning - Essential Standards and Foundational Skills
 Math - Spring 2020 (March-June)

Grade	Essential Learning Targets Not Guaranteed During DL	Foundational Skills & “Important-to-Knows”
K	<ul style="list-style-type: none"> • Write numbers 11 to 20. • Show how many objects are in a set up to 20 (11-20) • Show how numbers 11-19 are made up of one ten and some ones. 	<ul style="list-style-type: none"> • I can state the numbers one to nineteen. • I can count one to nineteen. • I can identify numbers one to nineteen. • I can print the numbers one to nineteen. • I can represent numbers one to nineteen with drawings and/or equations. • I can understand the difference between decomposing and composing. • I can identify teen numbers as a group of ten and some extra ones. • Count to 100 by ones and by tens. • I can rote count 0-20, starting from any given number • I can state number names 0-20. • I can identify sets of objects or pictures using number names 0-20
1st	<ul style="list-style-type: none"> • Use strategies (pictures, numbers, words) to solve addition word problems within 20 (11-20) • Use strategies (pictures, numbers, words) to solve subtraction word problems within 20 (11-20) • Solve addition and subtraction number sentences within 20 (11-20) 	<ul style="list-style-type: none"> • Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately. • Tell and write time in hours and half-hours using analog and digital clocks. • understanding of common terms, such as, but not limited to, o'clock and half past. • Count a mixed collection of dimes and pennies and determine the cent value • Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. • Describe the whole as two of, or four of the shares. • Count to 120, starting at any number less than 120 • 10 can be thought of as a bundle of ten ones—called a “ten.” • 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). • Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. • Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies

		<ul style="list-style-type: none"> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value
2nd	<ul style="list-style-type: none"> Use strategies to solve 1 step addition and subtraction word problems. Add and subtract fluently to 20 using mental strategies. I can tell time to the nearest 5 minutes on an analog clock. I can write time to the nearest 5 minutes on an analog clock. I can tell time to the nearest 5 minutes on a digital clock. I can write time to the nearest 5 minutes on a digital clock. count coins up to 100 cents 	<ul style="list-style-type: none"> I can count by 5's to 60. I can identify coin values. I can add two digit numbers. add and subtract two and three digit numbers using place value strategies Determine whether a number is odd or even Represent whole numbers on a number line Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
3rd	<ul style="list-style-type: none"> Unit fraction represents 1 equal part of a whole. Decompose any fraction into unit fractions. 	<ul style="list-style-type: none"> measure lengths using rulers marked with halves and fourths of an inch. create line plots using a scale that includes whole numbers, halves, or quarters. recognize rhombuses, rectangles and squares as examples of quadrilaterals understand that shapes in different categories may share common attributes that may define a larger category solve word problems using addition, subtraction, multiplication and division. place any fraction on a number line with endpoints 0 and 1. I can create equivalent fractions using a number line and within a shape. I can compare two fractions with the same numerator or same denominator. partition shapes into parts with equal areas and describe the area as a unit fraction .
4th	<ul style="list-style-type: none"> Relating fractions to decimals Decompose tenths into hundredths Express a fraction with denominator 10 as an equivalent fraction with denominator 100, Compare two decimals to hundredths by reasoning about their size. Use decimal notation for fractions with denominators 10 or 100. 	<ul style="list-style-type: none"> Understand a fraction as a number on the number line; represent fractions on a number line diagram. Solve multi-step 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 with a letter standing for the unknown quantity.

5th	<ul style="list-style-type: none"> • Multiplication of fractions • Division of fraction by whole # and whole # by fraction • Volume - Right Rectangular Prism - whole # sides • Coordinate Plane - setting up • Coordinate Plane- plotting points (Quadrant 1) 	<ul style="list-style-type: none"> • Multi-step word problems • Multiplication/Division facts • Fractions on a # line (scale on a coordinate plane) • Number Patterns (Input/output charts for algebraic equations such as $y=5x+1$) • Identify polygons based on a given set of rules
6th	<ul style="list-style-type: none"> • Statistics (mean, median, mode, range, dot plots, histograms) • Represent 3-D figures with nets • Surface Area of 3D figures made up of triangles and rectangles • Decomposing/composing to find area of triangles, trapezoids, and other polygons (by decomposing into triangles and quadrilaterals) • Distributive property - Apply distributive property to expressions such as $3(2+x)$ and apply distributive property to expressions such as $24x + 18y$ 	<ul style="list-style-type: none"> • Volume with fractional sides • Changing mixed numbers to fractions greater than 1 and back again • Understanding of mixed numbers and fractions greater than 1 • Simplifying fractions • Common Denominators • LCM & GCF • Decimal Operations • Changing fractions to decimals if not a benchmark fraction
7th	<ul style="list-style-type: none"> • identifying/naming 3 dimensional shapes • 3 dimensional formulas • Area circumference of circles • Writing an equation in a proportional relationship • Solve and graph inequalities • Writing inequality equations from word problems 	<ul style="list-style-type: none"> • Random samplings • Sampling techniques • Area of composite figures • Box and whisker plots
8th	<ul style="list-style-type: none"> • Solving systems by substitution 	<ul style="list-style-type: none"> • Scatter plots • Lines of best fit • Rational and Irrational numbers • Arithmetic with numbers written in scientific notation
Algebra 1A	<ul style="list-style-type: none"> • I can model real life problems with equations and systems. • I can solve systems of equations algebraically and graphically. • I can analyze a graph of a system of equations to find the intersection point to solve the system. 	<ul style="list-style-type: none"> • I can simplify expressions with polynomials. • I can write equations and inequalities that model real life problems. • I can write systems of equations/inequalities that model real life problems. • I can evaluate if a solution is acceptable. • I can solve linear equations and inequalities. • I can solve quadratic equations using a variety of methods. • I can create a linear or exponential function when I am given information in different

		<p>forms.</p> <ul style="list-style-type: none"> • I can use patterns to rewrite expressions in new and equivalent ways. • I can write a function that describes a relationship between two quantities. • I can connect a function to real-world data. • I can explain what the slope and y-intercept of a linear model means in the context of a real life example.
Algebra 1R		<ul style="list-style-type: none"> • The statistics unit was not covered • connect a function to real-world data • explain what the slope and y-intercept of a linear model means in the context of a real life example.
Numerical Geometry		
Geometry R	We covered everything for the school year	
Algebra 2A		
Algebra 2R		