

Crosswalk Between Extended Standards

2006

2011

Kindergarten

Extended Competency Goal 1	Counting and Cardinality
Numbers and Operations	Know number names and the count sequence.
Develop number sense for whole numbers (from the set 0-30). Represent numbers in different forms	1. Understand number words as representing a quantity. 2. Understand the concept of “one” and “more”. 3. Count forward using the 1-10 sequence. 4. Write or use an alternative pencil to write numbers 0-10.
	Count to tell the number of objects.
	5. Understand the relationship between numbers and quantities (0-10); connect counting to cardinality. <ul style="list-style-type: none"> a. When counting objects, indicate 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. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
	6. Count to answer “how many?” questions about as many as 10 things arranged in a line or a rectangular array; given a number from 1-10, count out that many objects or indicate the number of objects.
	Compare numbers.
	7. Identify whether the number of objects in one group is more, less, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Extended Competency Goal 2	Measurement and Data
Measurement	Describe and compare measurable attributes.
<p>Identify and compare attributes (including color, weight, height, width, length, texture).</p> <p>Time: understand order of events.</p>	<p>1. Compare the length of two objects using direct comparison.</p> <p>2. Use appropriate vocabulary to describe differences in length (e.g., longer/ shorter).</p> <p><i>Concepts added at this grade to begin development of background knowledge for concepts developed in later grades.</i></p> <p>3. Use the words, before/after, now/later, soon/never to refer to personal activities and events (time concepts).</p> <p>4. Understand first-then schedule (time concepts).</p> <p>Sort objects and count the number of objects in each category.</p> <p>5. Identify objects as “same” or “different.”</p> <p>6. Recognize similarities and differences between objects (attribute).</p> <p>7. Sort objects according to attribute and count “how many” in sets (1-5 objects per set).</p>
Extended Competency Goal 3	Geometry
Geometry	Identify and describe shapes (squares and circles).
<p>Demonstrate knowledge of direction, position or location.</p> <p>Complete simple spatial visualization tasks</p>	<p>1. Describe objects in the environment using names of shapes.</p> <p>2. Describe the relative position of objects using terms such as in, on, out, under, off to locate objects.</p> <p>Compare shapes.</p> <p>Compare a variety of two-dimensional shapes, in different sizes to describe differences (big/little, small/medium/large).</p>

Extended Competency Goal 4	
Data Analysis and Probability	Moved to Measurement and Data above
Explore collecting and displaying data	
Extended Competency Goal 5	Operations and Algebraic Thinking
Algebra	Not addressed in Kindergarten
Recognize and copy simple patterns made with actions, words, and/or objects. Sort and classify objects	

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1st Grade

Extended Competency Goal 1	Number and Operations in Base Ten
Numbers and Operations	Extend the counting sequence.
Develop number sense for whole numbers (from the set 0-99) Represent numbers in different forms. Develop fluency with adding to, taking away from, and equal grouping.	1. Count forward using the 1-20 sequence. 2. Write or use an alternative pencil to write numbers 0-20. 3. Illustrate whole numbers to 20 using objects, representations and numbers. 4. Use number word (0-20) of last object counted in a set, to name the total number of objects in the set when asked, "How many?" (cardinality) 5. Use zero to indicate no objects when asked, "How many?" 6. Compare objects, representations and numbers (1-20) using words "more" and "less". 7. Use a set of objects and separate set into smaller sets (number partners). 8. Understand a set has smaller quantities within the whole set (inclusion). 9. Illustrate the relationship between subsets and the whole (part-part-whole) using objects.
Extended Competency Goal 2	Measurement and Data
Measurement	Describe similarities and differences in length when measuring objects directly and indirectly.
Identify and compare attributes (including length, capacity, mass) using non-standard units. Time: understand order of events	1. Describe length of an object (long/short, big/small). 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute. Use the concept of time as it relates to sequences. 3. Use the words "today, tomorrow and yesterday" to refer to personal activities and events. 4. Use a schedule to keep track of events with modeling. Remember, in order, the names of the days of the week.

	<p>Represent and interpret data.</p> <p>5. Collect and categorize objects or pictures to answer questions about topics relevant to student.</p> <p>6. Use data to answer questions about the total number of data points and whether there are more or less in one category than in another.</p>
Extended Competency Goal 3	Geometry
Geometry	
Explore, observe, and communicate balance, motion, and weight	<p>Compare shapes and their attributes (circles, rectangles, squares and triangles).</p> <p>1. Describe attributes of the shape.</p> <p>2. Correctly name shapes regardless of their orientations or overall size.</p> <p>3. Partition circles and rectangles into two and four equal shares or recognize when circles and squares have been partitioned equally.</p> <p>4. Identify congruent two-dimensional shapes.</p>
Extended Competency Goal 4	
Data Analysis and Probability	Moved to Measurement and Data above
Gather and display data using concrete graphs, pictorial graphs, line plots or tallies	
Extended Competency Goal 5	Operations and Algebraic Thinking
Algebra	Solve problems involving joining and separating.
Recognize, copy and/or create simple patterns made with actions, words, numbers and/or objects. Sort and classify objects by one or more attributes	<p>1. Use informal language (take away, give, add, more, same quantity) to describe the joining situations (putting together) and separating situations (breaking apart).</p> <p>2. Use joining and separating to solve problems (to at least 10) using objects, representations and numbers using only two sets.</p> <p>3. Describe equal sets as same quantity after counting objects (up to ten).</p> <p>4. Use objects and representations to make two sets equal.</p>

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2nd Grade

Extended Competency Goal 1	Number and Operations in Base Ten
Numbers and Operations	
<p>Develop number sense for whole numbers (from the set 0-999). Represent numbers in different forms. Develop fluency with adding to, taking away from and equal grouping. Use models to identify and compare part-whole relationships</p>	<p>Understand place value.</p> <ol style="list-style-type: none"> Count (0-30) by indicating one object at a time (one-to-one tagging) using one counting word for every object (synchrony), while keeping track of objects that have and have not been counted. Write or use an alternative pencil to write numbers 0-30. Use a number line (0-30) to determine the number before and after (1 more and 1 less). Use number word (0-30) of last object counted in a set, to name the total number of objects in the set when asked, "How many?" (Cardinality). Illustrate whole numbers to 30 using objects, representations and numbers. Compare sets of objects and numbers using appropriate vocabulary (more, less, equal, one more, one less, etc.). Determine how many more to ten.
	<p>Use place value understanding to add and subtract.</p> <ol style="list-style-type: none"> Use part-part-whole relationships (including 2 or more parts) to compose and decompose numbers. Compare numbers (0-30) in relationship to benchmark number 10. Use objects, representations and numbers (0-30) to add and subtract. Use objects and representations (0-30) to add and subtract groups using real life story problems.

Extended Competency Goal 2	Measurement and Data
Measurement	Measure lengths in non-standard units.
Estimate and measure length and temperature. Time: understand order of events	1. Use nonstandard units to compare length of objects.
	Relate addition to length.
	2. Add the number of same units to determine the length of a given object.
	Work with time and money.
	3. Use the names of the days of the week to describe when personal activities will occur.
	4. Use a calendar to mark differences between a day and a week.
	5. Use a half day schedule to keep track of events with modeling.
	6. Solve word problems using one dollar bills or pennies.
Extended Competency Goal 3	Geometry
Geometry	Reason with shapes and their attributes (circles, rectangles, squares and triangles).
Combine shapes to make new shapes. Identify congruent shapes and those with line symmetry (fold on axis)	1. Use shape names to describe shapes.
	2. Match same shapes with different orientation.
	3. Identify shapes larger and smaller than model as same shape.
	4. Use shapes separately, to make a picture.
	5. Match 2 halves of a shape to create whole shape.

Extended Competency Goal 4	
Data Analysis and Probability	Moved to Measurement and Data above
Gather and display data using concrete graphs, pictorial graphs, pictographs, line plots and tallies. Conduct simple probability experiments and describe results.	
Extended Competency Goal 5	Operations and Algebraic Thinking
Algebra	Represent and solve problems involving addition and subtraction (0-30).
Recognize, copy, create and/or extend simple patterns. Model quality with concrete objects, pictures, words and/or numbers.	1. Use objects and representations to add and subtract groups of objects. Use objects, representations and numerals to add and subtract within real life one-step story problems to at least 30.
	Work with equal groups of objects to gain foundations for multiplication.
	3. Share fairly collections of up to 20 items between 2-4 people. 4. Describe set as “same quantity” after breaking apart and reassembling a given quantity (up to ten). 5. Determine whether two or more groups of objects (up to 20) has an odd or even number of members, e.g., by pairing objects; determine equivalent relationships, using the equal symbol (=).

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3rd Grade

Extended Competency Goal 1	Number and Operations in Base Ten
Numbers and Operations	Use place value understanding to add and subtract.
<p>Develop number sense for whole numbers (from the set 0-999). Represent numbers in different forms.</p> <p>Develop fluency with adding to, taking away from, and equal grouping. Identify and compare part-whole relationships.</p>	<ol style="list-style-type: none"> 1. Use a number line (0-30) to determine the number 1 more and 1 less and 2 more and 2 less. 2. Illustrate ten and some more with numbers 11-30 using objects (bundles of ten). 3. Use part-part-whole relationships (including 2 or more parts), to compose and decompose numbers (0-30). 4. Compare numbers (0-30) in relationship to benchmark numbers 5 and 10. 5. Compare sets of objects (0-30) by their relative magnitude (e.g., more, less, equal, one more, one less, bigger, smaller). 6. Use estimation to determine if a set of objects is “more than 10,” “less than 10,” or “about the same as 10.” 7. Use language and symbols (subtract, add, equal) to describe addition and subtraction problems. 8. Use addition and subtraction symbols in solving problems up to 30.
	Number and Operations - Fractions
	Develop understanding of simple fractions.
	<ol style="list-style-type: none"> 1. Identify whole and half using concrete models (use continuous and discrete items). 2. Use symbolic representation for each equal part.
Extended Competency Goal 2	Measurement and Data
Measurement	Solve problems with measurements involving time and length.
<p>Compare and measure based on physical attributes (capacity, mass, length and temperature). Time: understand order of events.</p>	<ol style="list-style-type: none"> 1. Recall names of the months. 2. Use a full day schedule to order the events of the day. 3. Compare two objects using direct comparison of length. 4. Solve problems using appropriate vocabulary to describe differences in length (e.g. more, less, same).

	5. Use standard customary unit to measure length (inch).
	Represent and interpret data.
	6. Organize and represent data using a line plot.
	7. Title and label axis of graph.
	8. Answer questions posed about the collected data.
Extended Competency Goal 3	Geometry
Geometry	Reason with shapes and their attributes.
Compare, describe and classify shapes.	1. Recognize the attributes of a rhombus and other quadrilaterals.
Place items at specific locations on a grid.	2. Partition shapes into equal halves. Express the area of each part as the fraction $\frac{1}{2}$. Demonstrate understanding that this is 1 or 2 parts.
Follow the path between given points (map, grid, floor plan or plane).	
Extended Competency Goal 4	
Data Analysis and Probability	Moved to Measurement and Data above
Collect, organize and display data to solve problems (goal is to use graphs and data).	
Demonstrate permutations and combinations of items.	
Extended Competency Goal 5	Operations and Algebraic Thinking
Algebra	Represent and solve problems.
Demonstrate and extend patterns.	1. Compose and decompose numbers on both sides of the equal sign to show equality.
Model equality including the use of number sentences.	2. Solve addition and subtraction problems when result is unknown (i.e. $8 + 2 = \square$, $6 - 3 = \square$)
	Represent repeated addition.
	1. Build models that represent repeated addition. (i.e., 2 groups of 4 is the same quantity as $4 + 4$)
	2. Share equally collections of up to 30 items between 2 to 4 people to solve real life story problems.

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4th Grade

Extended Competency Goal 1	Number and Operations in Base Ten
Numbers and Operations	Generalize place value understanding for multi-digit whole numbers.
Develop number sense with rational numbers. Represent numbers in different forms. Develop fluency with adding to, taking away from and equal grouping. Identify and compare part-whole relationships. Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology.	1. Illustrate whole numbers to 50 by composing and decomposing numbers. 2. Use a number line or hundreds chart to compare numbers greater than, less than or equal to.
	Use place value understanding and properties of operations to perform multi-digit arithmetic.
	3. Solve addition and subtraction problems up to 50 with and without models (cubes, counters, etc.). 4. Solve multiplication and division (without remainders) problems up to 50 using models (cubes, counters, etc.).
	Number and Operations - Fractions
	Develop understanding of fractions as numbers.
	1. Identify whole, half, and fourth using concrete models (use continuous and discrete items). 2. Use symbolic representation for each fractional part. 3. Use a number line to identify the half between each number.
Extended Competency Goal 2	Measurement and Data
Measurement	Solve problems involving measurement time and mass.
Develop strategies to find perimeter and area. Solve area, perimeter and measurement problems.	1. Tell time to the nearest hour. 2. Compare two objects using direct comparison of mass. 3. Solve problems using appropriate vocabulary to describe differences in weight (e.g. more, less, same). 4. Use customary unit to measure weight (ounces and pounds).
	Represent and interpret data.
	1. Organize and represent data using bar graphs. 2. Title and label axis of graph. 3. Answer questions posed about the collected data.

Extended Competency Goal 3	Geometry
Geometry	Identify lines, angles, and properties of a shape (circle, square, rectangle, triangle, and rhombus).
Place items at specific locations on a grid. Position items in parallel and perpendicular placements. Demonstrate model transformation of figures in a plane (recognize that transformed shapes are congruent – exact match) A) Reflections – flips (mirror) B) Translations – slides C) Rotations - turns	1. Identify angles in each shape. 2. Describe the attributes of two-dimensional shapes (i.e., number sides and angles, straight vs curved lines).
Extended Competency Goal 4	
Data Analysis and Probability	Moved to Measurement and Data above
Collect, organize and display data to solve problems (goal is to use graphs and data – bar graphs, tallies, pictographs, Venn diagrams, circle graphs, line plots, tables). Describe events as certain, impossible, more likely or less likely to occur.	
Extended Competency Goal 5	Operations and Algebraic Thinking
Algebra	Use the two operations with whole numbers to solve problems (up to 50).
Demonstrate and extend patterns. Model and create simple number sentences.	1. Solve addition and subtraction problems when change is unknown (i.e. $8 + \square = 10$, $6 - \square = 3$). 2. Use part-part-whole problem, to combine two parts into one whole when whole is unknown. Understand relationship between multiplication and division. 1. Illustrate multiplication and division by making equal sized groups using models. 2. Understand that even numbers are sets that can be shared equally between 2 people and odd sets cannot. 3. Use the symbolic representation of multiplication and division to write a number sentence.

	Analyze patterns.
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1. Use repeating shape patterns to make predictions and extend simple repeating patterns.
2. Understand the concept of counting by 2's.

Crosswalk Between Extended Standards

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5th Grade

Extended Competency Goal 1	Number and Operations in Base Ten
Numbers and Operations	Understand the place value system.
<p>Develop number sense for rational numbers.</p> <p>Represent numbers in different forms.</p> <p>Develop fluency with adding to, taking away from and equal grouping.</p> <p>Identify and compare part-whole relationships.</p> <p>Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology.</p>	<p>1. Understand the sequential order of the counting numbers (0-100) and their relative magnitudes.</p> <p>2. Illustrate whole numbers in groups of one's and ten's by composing and decomposing.</p>
	Perform operations with multi-digit whole numbers (0-100).
	<p>3. Solve addition and subtraction problems when initial is unknown (i.e. $\oplus 2 = 10$; $\ominus 2 = 8$).</p> <p>4. Use concrete objects to illustrate the commutative property.</p> <p>5. Solve single and multi-digit addition and subtraction equations (no regrouping).</p> <p>6. Illustrate the concept of multiplication by using equal shares to make 1-5 equal groups.</p> <p>7. Illustrate the concept of division by making 1-5 equal sized groups and count number of groups.</p> <p>8. Illustrate "left over" using objects and representations (remainder).</p>
	Number and Operations - Fractions
	Develop an understanding of addition with fractions.
	<p>1. Identify whole, half, fourth and third using concrete models (use continuous and discrete items).</p> <p>2. Use symbolic representation for each fractional part.</p> <p>3. Understand a set must be divided into equal parts of the whole and when reassembled recreates the whole using a model.</p> <p>4. Add fractions with like denominators to make a whole (halves, thirds, fourths).</p>

Extended Competency Goal 2	Measurement and Data
Measurement	Solve measurement problems using time, length, and mass (Customary System).
<p>The learner will recognize and use standard units of metric and customary measurement.</p>	<ol style="list-style-type: none"> 1. Tell time to the nearest 5 minutes. 2. Compare the weight and length of an object using two different units. 3. Estimate which standard unit will need more or less units to measure same item. 4. Solve problems using appropriate vocabulary to describe differences in length and weight (e.g. more, less, same). <p>Represent and interpret data.</p> <ol style="list-style-type: none"> 5. Collect, organize and display data on a picture, line plot or bar graph. 6. Interpret graphs (more, less, same).
Extended Competency Goal 3	Geometry
Geometry	Graph points on the coordinate plane.
<p>Identify, describe and/or accurately represent a variety of polygons.</p> <p>Demonstrate polygons with rotational symmetry (turn less than 360 degrees to land on itself – rotate to create exact shape/position).</p> <p>Identify examples of parallelism and perpendicularity in the environment.</p>	<ol style="list-style-type: none"> 1. Plot points in 1st quadrant. <p>Classify two-dimensional figures into categories based on their properties.</p> <ol style="list-style-type: none"> 2. Classify figures based on angles and parallel sides. 3. Sort figures and describe the common attribute(s).
Extended Competency Goal 4	
Data Analysis and Probability	Moved to Measurement and Data above
<p>Collect, organize and display data to solve problems (goal is to use graphs and data – bar graphs, tallies, pictographs, Venn diagrams, circle graphs, line plots, tables).</p> <p>Identify the mode of a set of data (most often occurring).</p>	

Extended Competency Goal 5	Operations and Algebraic Thinking
Algebra	Write a simple numerical expression.
Demonstrate and extend patterns.	1. Write and solve a number problem based on a real-word situation.
Recognize and describe constant and varying rates of change (faster and slower).	Analyze patterns and relationships.
	2. Use repeating shape and numerical patterns to identify the unit, correct errors, and extend the pattern. 3. Understand the concept of counting by 2's and 5's. 4. Understand counting by 10's on and off the decade (0-100).

Crosswalk Between Extended Standards

2006

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6th Grade

Extended Competency Goal 1	The Number System
Numbers and Operations	Extend previous understandings of fractions.
<p>Develop numbers sense for all rational numbers.</p> <p>Represent numbers in different forms.</p> <p>Develop fluency with adding to, taking away from and equal grouping.</p> <p>Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology.</p>	<p>1. Compare the relationships between the unit fractions (1/2, 1/3, 1/4, 1/5, 1/6, 1/8,1/10).</p> <p>2. Add fractions with like denominators to make a whole (halves, thirds, fourths, fifths, sixths, eighths, and tenths).</p>
	Multiply with numbers 0-10.
	<p>3. Solve multiplication problems when groups and size of groups is known but the whole is unknown ($a \times b = \square$)</p>
	Apply and extend previous understandings of numbers to the system of rational numbers.
	<p>4. Understand that the order of the digits determines the given number and use this understanding to compare sets and numbers (i.e., 24 and 42, 24 is</p> <p>5. Compare temperatures including negatives (use a non-digital thermometer).</p>
Extended Competency Goal 2	Statistics and Probability
Measurement	Develop understanding of statistical variability.
<p>Estimate and measure length, perimeter, area, angles, weight and mass of two- and three-dimensional figures.</p> <p>Solve area, circumference and perimeter problems.</p>	<p>1. Develop and implement a survey to collect data.</p>
	Summarize distributions on picture graphs, line plots, and bar graphs.
	<p>2. Display numerical data.</p> <p>3. Summarize numerical data sets in relation to their context by reporting the number of observations.</p>

Extended Competency Goal 3	Geometry
Geometry	Solve real-world and mathematical problems involving area, and perimeter.
<p>Demonstrate and describe examples of the intersection of figures.</p> <p>Solve problems involving circles (center and circumference) and related segments (radius, diameter, chord).</p>	<ol style="list-style-type: none"> 1. Determine the perimeter of rectangular figures. 2. Partition rectangular figures into rows and columns of same-size squares without gaps and overlaps and count them to find the area.
Extended Competency Goal 4	Ratios and Proportional Relationships
Data Analysis and Probability	Understand ratio concepts
<p>Describe events as certain, impossible, more likely or less likely to occur.</p> <p>Demonstrate permutations and combinations of items.</p>	<ol style="list-style-type: none"> 1. Compare part-part and part-whole relationships (i.e., how many pieces of fruit? How many are apples how many are oranges?). 2. Write ratios to represent relationships between two quantities.
Extended Competency Goal 5	Expressions and Equations
Algebra	Apply and extend previous understandings of arithmetic to algebraic expressions.
<p>Demonstrate and extend patterns.</p> <p>Demonstrate commutativity of addition and multiplication (is order significant or insignificant – commutative?).</p> <p>Demonstrate identity element (for addition – 0, for multiplication – 1).</p> <p>Solve simple one-step equations.</p> <p>Recognize and describe constant and varying rates of change (faster or slower).</p>	<ol style="list-style-type: none"> 1. Write, read, and evaluate addition and subtraction expressions in which letters stand for numbers; i.e., 2 numbers with one number being represented by one letter (fixed variable $7+X=9$ where x can only be one number).

Crosswalk Between Extended Standards

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7th Grade

Extended Competency Goal 1	The Number System
Numbers and Operations	Apply and extend previous understandings of operations with fractions and whole numbers.
<p>Represent numbers in different forms.</p> <p>Develop fluency with adding to, taking away from and equal grouping.</p> <p>Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology.</p> <p>Identify relationships in which a change in one quantity relates to change in second quantity.</p>	<ol style="list-style-type: none"> 1. Subtract fractions with like denominators (halves, thirds, fourths, fifths, sixths, eighths, and tenths) by modeling with fraction bars. 2. Use all operations to solve problems with whole numbers (0-100).
Extended Competency Goal 2	Statistics and Probability
Measurement	Use random sampling to draw inferences about a population.
<p>Solve problems involving volume and surface area.</p> <p>Recognize objects from scale drawings.</p>	<ol style="list-style-type: none"> 1. Identify a representative random sample (i.e., would not select only the people who ride buses). 2. Use samples to gain information about a population. 3. Interpret the results of the sampling.
	Draw informal comparative inferences about two populations.
	<ol style="list-style-type: none"> 4. Compare data from two picture graphs, line plots, or bar graphs.
	Investigate chance processes and develop, use, and evaluate probability models.
	<ol style="list-style-type: none"> 5. Understand the events of probability as being possible or impossible.

Extended Competency Goal 3	Geometry
Geometry	Solve real-life and mathematical problems involving area.
Identify three-dimensional figures from various views (top, side, front, corner). Build three-dimensional figures from various views. Prove by demonstration that figures are congruent or symmetric.	1. Use rectangles and multiplication to solve area problems.
Extended Competency Goal 4	Ratios and Proportional Relationships
Data Analysis and Probability	Understand ratio concepts and use ratio reasoning to solve problems.
Collect, organize and display data to solve problems. Identify mode of a set of data (most often occurring).	1. Model equivalent ratios (i.e., 2:1 two reds and 1 blue; If I put down to more red blocks how many blue blocks should be added?).
Extended Competency Goal 5	Expressions and Equations
Algebra	Use properties of operations to generate equivalent expressions.
Demonstrate and extend patterns (emphasize relation [set of ordered pairs] and function). Solve simple one-step equations.	1. Understand that adding zero to a number leaves it unchanged. 2. Use concrete objects and representations to illustrate addition of 3 or more numbers, regardless of which pair is added first, equal the cardinal number (associative). 3. Use concrete objects and representations to illustrate multiplication of 2 numbers regardless of order equal the cardinal number (commutative).
	Solve real-life and mathematical addition and subtraction problems using numerical and algebraic equations.
	4. Understand the concept of equality with models (i.e., if there is a quantity of 5 on one side of the equation and a quantity of 2 on the other what quantity is added to make it equal). 5. Use the concept of equality to solve problems with unknown quantities.

Crosswalk Between Extended Standards

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8th Grade

Extended Competency Goal 1	
Numbers and Operations	
Develop numbers sense for real numbers. Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology.	Empty
Extended Competency Goal 2	Statistics and Probability
Measurement	Investigate patterns of association in bivariate data.
Recognize how change in one dimension of a figure affects area, perimeter or volume.	1. Describe trends such as positive, negative or no association given a scatter plot.
Extended Competency Goal 3	Geometry
Geometry	Understand congruence using physical models.
Identify, predict, describe and illustrate dilations (stretching and shrinking).	1. Describe the attributes of figures: number of faces or edges, equal sizes of sides and number angles. Solve real-world and mathematical problems involving volume of right rectangular prisms. 2. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. 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. b. Understand volume is the number of cubes used to fill a solid figure without gaps and overlaps. 3. Measure volumes of right rectangular figures by counting unit cubes.
Extended Competency Goal 4	
Data Analysis and Probability	Empty
Collect, organize and display data to solve problems (goal is to use graphs and data – scatter plots, bar graphs, line graphs, tally, stem and leaf plots, pictographs, Venn diagrams, circle graphs, line plots, tables).	

Extended Competency Goal 5	Expressions and Equations
Algebra	Understand the connections between proportional relationships, lines, and linear equations.
Demonstrate and extend patterns (emphasize relation [set of ordered pairs] and function). Solve simple one-step equations. Recognize and describe constant and varying rates of change (slower and faster).	1. Make equivalent ratios given the unit rate. 2. Graph equivalent ratios in the first quadrant.
	Analyze and solve linear equations and pairs of simultaneous linear equations.
	3. Use equations to solve problems using all operations when a part is unknown.

Crosswalk Between Extended Standards

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Algebra A & B

Extended Competency Goal 1	Number and Quantity: The Real Number System
Numbers and Operations	Extend the properties of the base ten system (limit to tenths and hundredths).
Develop number sense for real numbers. Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology.	1. Identify decimal values. 2. Compare decimal values. 3. Order decimal values.
	Use properties of the base ten system (limit to tenths and hundredths).
	4. Calculate the sum of decimal values. 5. Calculate the difference of decimal values.
	Number and Quantity: Quantity
	Reason quantitatively and use units to solve problems.
	1. Interpret the unit rate from a graph of equivalent ratios using scales greater than 1 on the y axis (e.g., speed= miles per hour).
Extended Competency Goal 2	
Geometry and Measurement	Empty
Solve problems using two- and three- dimensional shapes. Demonstrate or model transformation of figures in a plane. Solve perimeter, area, and volume problems. Describe, compare and classify geometric figures.	

Extended Competency Goal 3	
Data Analysis and Probability	Empty
<p>Collect, organize and display data to solve problems (goal is to use graphs and data – scatter plots, bar graphs, line graphs, tally, stem and leaf plots, pictographs, Venn diagrams, circle graphs, line plots, tables).</p> <p>Describe events as certain, impossible, more likely or less likely to occur.</p> <p>Demonstrate permutations and combinations of items.</p> <p>Identify mode of a set of data (most often occurring).</p>	
Extended Competency Goal 4	Algebra: Seeing Structure in Expressions
Algebra	Use equivalent expressions to solve problems.
<p>Demonstrate and extend patterns (emphasize relation [set of ordered pairs] and function).</p> <p>Solve and create simple one- and two-step equations.</p> <p>Recognize and describe constant and varying rates of change (faster and slower).</p>	<ol style="list-style-type: none"> 1. Identify the equivalent addition expression from a multiplication expression (e.g., given $3r$ student identifies equivalent $r+r+r$). 2. Evaluate an algebraic expression (If $r=2$, then the value of $4r$ is $4 \times 2=8$).
	Algebra: Creating Equations
	Use inequalities to describe numbers and relationships.
	<ol style="list-style-type: none"> 1. Use inequalities to describe the relationship between two quantities (less than, $<$, greater than, $>$). 2. Identify non-negative integers that would make an inequality true (e.g., x is less than 10, so x could be equal to 0,1,2,...9).
	Algebra: Reasoning with Equations and Inequalities
	Solve equations and inequalities in one variable.
	<ol style="list-style-type: none"> 1. Use equations to solve problems using addition and subtraction with decimals when a part is unknown (e.g., a can of soda cost \$0.75 and John has \$0.50 how much more money does he need?). 2. Use inequalities to solve problems using addition and subtraction when a part is unknown (e.g. $3 + x > 8$).

Crosswalk Between Extended Standards

2006

2011

Financial Management

No Financial Management Course Previously

EX.FM.1 Understand the difference between wants and needs.

EX.FM.1.1 Compare personal and family needs versus wants.

EX.FM.1.2 Make spending decisions based on priority needs and wants.

EX.FM.2 Understand that money comes from working.

EX.FM.2.1 Identify individual and family sources of income.

EX.FM.2.2 Apply processes of documenting time worked and amount of money earned (paper and electronic).

EX.FM.3 Apply budgeting skills.

EX.FM.3.1 Evaluate products and compare quality and value by using various resources.

EX.FM.3.2 Set simple financial goals.

EX.FM.3.3 Use strategies to manage money to prevent impulse buying.

EX.FM.3.4 Identify income and expenses to prepare a budget.

EX.FM.3.5 Determine what amount of money earned should be designated for future use.

EX.FM.3.6 Use various forms of record keeping (paper and electronic) to budget and manage money.

EX.FM.3.7 Create a payment schedule to demonstrate that borrowed money must be repaid in the future.

EX.FM.4 Understand appropriate methods for personal financial management and independent living.

EX.FM.4.1 Apply record keeping strategies to maintain a checking account.

EX.FM.4.2 Compare the advantages and disadvantages of checking and savings accounts.

EX.FM.4.3 Compare the advantages and disadvantages of the use of credit cards and debit cards.

EX.FM.4.4 Interpret billing statements.

EX.FM.6 Apply math skills to consumer spending.

EX.FM.6.1 Identify the value of a set of coins and bills.

EX.FM.6.2 Apply strategies to maintain own money.

EX.FM.6.3 Calculate and count back the correct amount of money needed when purchasing items.

EX.FM.6.4 Use consecutive subtraction on a calculator to keep track of the cost of items as compared to amount budgeted.

EX.FM.6.5 Read price tags and count money to cover cost of item(s) and tax.

EX.FM.6.6 Explain ways of saving money when making consumer purchases.

EX.FM.6.7 Calculate sales tax.

EX.FM.6.8 Demonstrate ability to make purchases from stores and vending machines.

EX.FM.6.9 Calculate the cost of a restaurant meal including tax and tip to determine if there is enough money.