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California Mathematics
Content Standards
Grades K-6



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Number Sense

STANDARD 1.0

1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):

Kindergarten Mathematics Content Standards	Partner Games, Kindergarten
1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.	Instructor's Guide: 14-15, 18-19, 22-23, 30-31, 34-35, 38-39, 40-41, 44-45, 46-47, 50-51
1.2 Count, recognize, represent, name, and order a number of objects (up to 30)	Instructor's Guide: 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	Instructor's Guide: 14-15, 18-19, 20-21, 22-23, 26-27, 28-29, 34-35, 38-39, 50-51

STANDARD 2.0

2.0 Students understand and describe simple additions and subtractions):

Kindergarten Mathematics Content Standards	Partner Games, Kindergarten
2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).	Instructor's Guide: 14-15, 18-19, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 46-47

Algebra and Functions

STANDARD 1.0

1.0 Students sort and classify objects:

Kindergarten Mathematics Content Standards	Partner Games, Kindergarten
1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	Instructor's Guide: 24-25, 42-43

Measurement and Geometry

STANDARD 2.0

2.0 Students identify common objects in their environment and describe the geometric features:

Kindergarten Mathematics Content Standards	Partner Games, Kindergarten
2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).	Instructor's Guide: 24-25
2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).	Instructor's Guide: 24-25

Mathematical Reasoning

STANDARD 1.0

1.0 Students make decisions about how to set up a problem:

Kindergarten Mathematics Content Standards	Partner Games, Kindergarten
1.1 Determine the approach, materials, and strategies to be used.	Instructor's Guide: 14-53
1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.	Instructor's Guide: 14-53

STANDARD 2.0

2.0 Students solve problems in reasonable ways and justify their reasoning:

Kindergarten Mathematics Content Standards	Partner Games, Kindergarten
2.1 Explain the reasoning used with concrete objects and/or pictorial representations	Instructor's Guide: 14-53
2.2 Make precise calculations and check the validity of the results in the context of the problem.	Instructor's Guide: 14-53



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Number Sense

STANDARD 1.0

1.0 Students understand and use numbers up to 100:

Grade One Mathematics Content Standards	Partner Games, Grade 1
1.1 Count, read, and write whole numbers to 100.	Instructor's Guide: 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).	Instructor's Guide: 18-19, 20-21, 28-29, 30-31, 40-41, 50-51
1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).	Instructor's Guide: 22-23, 26-27, 32-33, 34-35, 46-47
1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$).	Instructor's Guide: 34-35, 46-47, 48-49, 52-53
1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.	Instructor's Guide: 28-29, 36-37, 40-41, 48-49

S T A N D A R D 2 . 0

2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:

Grade One Mathematics Content Standards	Partner Games, Grade 1
2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.	Instructor's Guide: 26-27, 30-31, 32-33, 34-35
2.2 Use the inverse relationship between addition and subtraction to solve problems.	Instructor's Guide: 32-33
2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.	Instructor's Guide: 20-21
2.4 Count by 2s, 5s, and 10s to 100.	Instructor's Guide: 14-15, 16-17, 28-29, 34-35, 36-37, 48-49
2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	Instructor's Guide: 22-23, 26-27, 30-31, 32-33, 40-41
2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).	Instructor's Guide: 34-35, 36-37, 46-47, 48-49, 52-53
2.7 Find the sum of three one-digit numbers.	Instructor's Guide: 52-53

Algebra and Functions

S T A N D A R D 1 . 0

1.0 Students sort and classify objects:

Grade One Mathematics Content Standards	Partner Games, Grade 1
1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	Instructor's Guide: 26-27, 30-31, 34-35, 38-39, 40-41, 46-47
1.2 Understand the meaning of the symbols +, -, =.	Instructor's Guide: 22-23
1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.	Instructor's Guide: 26-27

Mathematical Reasoning

S T A N D A R D 1 . 0

1.0 Students make decisions about how to set up a problem:

Grade One Mathematics Content Standards	Partner Games, Grade 1
1.1 Determine the approach, materials, and strategies to be used.	Instructor's Guide: 14-53
1.2 Use tools, such as manipulatives or sketches, to model problems.	Instructor's Guide: 14-53

S T A N D A R D 2 . 0

2.0 Students solve problems and justify their reasoning:

Grade One Mathematics Content Standards	Partner Games, Grade 1
2.1 Explain the reasoning used and justify the procedures selected.	Instructor's Guide: 14-53
2.2 Make precise calculations and check the validity of the results from the context of the problem.	Instructor's Guide: 14-53

S T A N D A R D 3 . 0

3.0 Students note connections between one problem and another.

Grade One Mathematics Content Standards	Partner Games, Grade 1
(See standard stated above.)	Instructor's Guide: 14-53



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Number Sense

STANDARD 1.0

1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:

Grade Two Mathematics Content Standards	Partner Games, Grade 2
1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.	Instructor's Guide: 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
1.2 Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).	Instructor's Guide: 34-35, 38-39, 40-41
1.3 Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.	Instructor's Guide: 28-29

STANDARD 2.0

2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers:

Grade Two Mathematics Content Standards	Partner Games, Grade 2
2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions.	Instructor's Guide: 46-47
2.2 Find the sum or difference of two whole numbers up to three digits long.	Instructor's Guide: 14-15, 20-21, 22-23, 24-25, 26-27, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 52-53

Grade Two Mathematics Content Standards	Partner Games, Grade 2
2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.	Instructor's Guide: 14-15, 20-21, 22-23, 24-25, 26-27, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 52-53

STANDARD 3.0

3.0 Students model and solve simple problems involving multiplication and division:

Grade Two Mathematics Content Standards	Partner Games, Grade 2
3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.	Instructor's Guide: 48-49

STANDARD 4.0

4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:

Grade Two Mathematics Content Standards	Partner Games, Grade 2
4.1 Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.	Instructor's Guide: 50-51
4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).	Instructor's Guide: 50-51
4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.	Instructor's Guide: 50-51

STANDARD 5.0

5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:

Grade Two Mathematics Content Standards	Partner Games, Grade 2
5.1 Solve problems using combinations of coins and bills.	Instructor's Guide: 14-15, 42-43

Algebra and Functions

STANDARD 1.0

1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:

Grade Two Mathematics Content Standards	Partner Games, Grade 2
1.2 Relate problem situations to number sentences involving addition and subtraction.	Instructor's Guide: 26-2, 30-31, 32-33, 46-47

Mathematical Reasoning

STANDARD 1.0

1.0 Students make decisions about how to set up a problem:

Grade Two Mathematics Content Standards	Partner Games, Grade 2
1.1 Determine the approach, materials, and strategies to be used.	Instructor's Guide: 14-53
1.2 Use tools, such as manipulatives or sketches, to model problems.	Instructor's Guide: 14-53

STANDARD 2.0

2.0 Students solve problems and justify their reasoning:

Grade Two Mathematics Content Standards	Partner Games, Grade 2
2.1 Defend the reasoning used and justify the procedures selected.	Instructor's Guide: 14-53
2.2 Make precise calculations and check the validity of the results in the context of the problem.	Instructor's Guide: 14-53



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Number Sense

STANDARD 1.0

1.0 Students understand the place value of whole numbers:

Grade Three Mathematics Content Standards	Partner Games, Grade 3
1.1 Count, read, and write whole numbers to 10,000.	Instructor's Guide: 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
1.2 Compare and order whole numbers to 10,000.	Instructor's Guide: 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 46-47, 48-49, 50-51, 52-53
1.3 Identify the place value for each digit in numbers to 10,000.	Instructor's Guide: 14-15, 20-21, 24-25, 26-27, 34-35, 46-47, 48-49, 50-51
1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.	Instructor's Guide: 26-27
1.5 Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).	Instructor's Guide: 20-21, 24-25

STANDARD 2.0

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

Grade Three Mathematics Content Standards	Partner Games, Grade 3
2.1 Find the sum or difference of two whole numbers between 0 and 10,000.	Instructor's Guide: 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 30-31, 32-33, 44-45, 48-49, 52-53
2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.	Instructor's Guide: 38-39, 40-41

Grade Three Mathematics Content Standards	Partner Games, Grade 3
2.3 Use the inverse relationship of multiplication and division to compute and check results.	Instructor's Guide: 40-41

S T A N D A R D 3 . 0

3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:

Grade Three Mathematics Content Standards	Partner Games, Grade 3
3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).	Instructor's Guide: 44-45
3.2 Add and subtract simple fractions (e.g., determine that $1/8 + 3/8$ is the same as $1/2$).	Instructor's Guide: 44-45
3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.	Instructor's Guide: 48-49
3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is $1/2$ of a dollar, 75 cents is $3/4$ of a dollar).	Instructor's Guide: 48-49

Algebra and Functions

S T A N D A R D 1 . 0

1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships::

Grade Three Mathematics Content Standards	Partner Games, Grade 3
1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.	Instructor's Guide: 42-43, 52-53
1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$, then what is 7×5 ? and if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?).	Instructor's Guide: 38-39, 40-41, 52-53

Measurement and Geometry

STANDARD 1.0

1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:

Grade Three Mathematics Content Standards	Partner Games, Grade 3
1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.	Instructor's Guide: 44-45
1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.	Instructor's Guide: 36-37

Mathematical Reasoning

STANDARD 2.0

2.0 Students use strategies, skills, and concepts in finding solutions:

Grade Three Mathematics Content Standards	Partner Games, Grade 3
2.1 Use estimation to verify the reasonableness of calculated results.	Instructor's Guide: 34-35

STANDARD 3.0

3.0 Students move beyond a particular problem by generalizing to other situations.

Grade Two Mathematics Focus Statements	Partner Games, Grade 3
3.1 Evaluate the reasonableness of the solution in the context of the original situation	Instructor's Guide: 14-53
3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	Instructor's Guide: 14-53
3.3 Develop generalizations of the results obtained and apply them in other circumstances.	Instructor's Guide: 14-53



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Number Sense

STANDARD 1.0

1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:

Grade Four Mathematics Content Standards	Partner Games, Grade 4
1.1 Read and write whole numbers in the millions.	Instructor's Guide: 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
1.2 Order and compare whole numbers and decimals to two decimal places.	Instructor's Guide: 18-19, 20-21, 42-43, 46-47, 48-49, 50-51
1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.	Instructor's Guide: 38-39
1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.	Instructor's Guide: 38-39
1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).	Instructor's Guide: 48-49, 52-53
1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., $1/2 = 0.5$ or $.50$; $7/4 = 1 \frac{3}{4} = 1.75$).	Instructor's Guide: 48-49

Grade Four Mathematics Content Standards	Partner Games, Grade 4
1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.	Instructor's Guide: 32-33, 36-37, 48-49

S T A N D A R D 3 . 0

3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:

Grade Four Mathematics Content Standards	Partner Games, Grade 4
3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.	Instructor's Guide: 28-29, 50-51
3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.	Instructor's Guide: 50-51
3.4 Solve problems involving division of multidigit numbers by one-digit numbers.	Instructor's Guide: 26-27, 50-51

S T A N D A R D 4 . 0

4.0 Students know how to factor small whole numbers:

Grade Four Mathematics Content Standards	Partner Games, Grade 4
4.1 Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).	Instructor's Guide: 16-17, 26-27, 30-31, 40-41
4.2 Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.	Instructor's Guide: 30-31, 40-41

Algebra and Functions

STANDARD 1.0

1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:

Grade Four Mathematics Content Standards	Partner Games, Grade 4
1.2 Interpret and evaluate mathematical expressions that now use parentheses.	Instructor's Guide: 44-45
1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	Instructor's Guide: 44-45

Measurement and Geometry

STANDARD 1.0

1.0 Students understand perimeter and area:

Grade Four Mathematics Content Standards	Partner Games, Grade 4
1.2 Recognize that rectangles that have the same area can have different perimeters.	Instructor's Guide: 22-23
1.3 Understand that rectangles that have the same perimeter can have different areas.	Instructor's Guide: 22-23

Mathematical Reasoning

STANDARD 2.0

2.0 Students use strategies, skills, and concepts in finding solutions:

Grade Four Mathematics Content Standards	Partner Games, Grade 4
2.1 Use estimation to verify the reasonableness of calculated results.	Instructor's Guide: 18-19, 50-51, 52-53
2.6 Make precise calculations and check the validity of the results from the context of the problem.	Instructor's Guide: 14-53

S T A N D A R D 3 . 0

3.0 Students move beyond a particular problem by generalizing to other situations.

Grade Four Mathematics Content Standards	Partner Games, Grade 4
3.1 Evaluate the reasonableness of the solution in the context of the original situation	Instructor's Guide: 14-53
3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	Instructor's Guide: 14-53
3.3 Develop generalizations of the results obtained and apply them in other circumstances.	Instructor's Guide: 14-53

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Grade Five

Number Sense**S T A N D A R D 1 . 0**

1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:

Grade Five Mathematics Content Standards	Partner Games, Grade 5
1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.	Instructor's Guide: 14-15, 20-21, 24-25, 26-27, 28-29, 30-31, 36-37, 46-47
1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.	Instructor's Guide: 50-51
1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.	Instructor's Guide: 20-21, 24-25, 28-29, 30-31, 44-45, 46-47, 48-49, 50-51

S T A N D A R D 2 . 0

2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:

Grade Five Mathematics Content Standards	Partner Games, Grade 5
2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.	Instructor's Guide: 36-37
2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.	Instructor's Guide: 22-23, 52-53

Grade Five Mathematics Content Standards	Partner Games, Grade 5
2.4 Understand the concept of multiplication and division of fractions.	Instructor's Guide: 52-53

Algebra and Functions

S T A N D A R D 1 . 0

1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:

Grade Five Mathematics Content Standards	Partner Games, Grade 5
1.3 Know and use the distributive property in equations and expressions with variables.	Instructor's Guide: 16-17

Mathematical Reasoning

S T A N D A R D 2 . 0

2.0 Students use strategies, skills, and concepts in finding solutions:

Grade Five Mathematics Content Standards	Partner Games, Grade 5
2.1 Use estimation to verify the reasonableness of calculated results.	Instructor's Guide: 32-33
2.6 Make precise calculations and check the validity of the results from the context of the problem.	Instructor's Guide: 14-53

S T A N D A R D 3 . 0

3.0 Students move beyond a particular problem by generalizing to other situations.

Grade Five Mathematics Content Standards	Partner Games, Grade 5
3.1 Evaluate the reasonableness of the solution in the context of the original situation	Instructor's Guide: 14-53
3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	Instructor's Guide: 14-53
3.3 Develop generalizations of the results obtained and apply them in other circumstances.	Instructor's Guide: 14-53



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Number Sense

STANDARD 1.0

1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:

Grade Six Mathematics Content Standards	Partner Games, Grade 6
1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.	Instructor's Guide: 14-15, 16-17, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 40-41, 48-49
1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.	Instructor's Guide: 34-35, 36-37, 38-39

STANDARD 2.0

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

Grade Six Mathematics Content Standards	Partner Games, Grade 6
2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.	Instructor's Guide: 24-25, 30-31, 32-33, 34-35, 40-41, 52-53
2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8 \div 15/16 = 5/8 \times 16/15 = 2/3$).	Instructor's Guide: 40-41
2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.	Instructor's Guide: 20-21, 48-49

Algebra and Functions

STANDARD 1.0

1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:

Grade Six Mathematics Content Standards	Partner Games, Grade 6
1.1 Write and solve one-step linear equations in one variable.	Instructor's Guide: 46-47
1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.	Instructor's Guide: 16-17, 52-53

Statistics, Data Analysis, and Probability

STANDARD 1.0

1.0 Students compute and analyze statistical measurements for data sets:

Grade Six Mathematics Content Standards	Partner Games, Grade 6
1.1 Compute the range, mean, median, and mode of data sets.	Instructor's Guide: 44-45

Mathematical Reasoning

STANDARD 2.0

2.0 Students use strategies, skills, and concepts in finding solutions:

Grade Six Mathematics Content Standards	Partner Games, Grade 6
2.1 Use estimation to verify the reasonableness of calculated results.	Instructor's Guide: 16-17, 32-33, 34-35, 40-41, 46-47
2.7 Make precise calculations and check the validity of the results from the context of the problem.	Instructor's Guide: 14-53

S T A N D A R D 3 . 0

3.0 Students move beyond a particular problem by generalizing to other situations:

Grade Six Mathematics Content Standards	Partner Games, Grade 6
3.1 Evaluate the reasonableness of the solution in the context of the original situation.	Instructor's Guide: 14-53
3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	Instructor's Guide: 14-53
3.3 Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.	Instructor's Guide: 14-53



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