BC Logo Min of Ed**Area of Learning: MATHEMATICS Kindergarten**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Numbers** represent quantities that can  be decomposed into smaller parts. |  | One-to-one correspondence and a sense of 5 and 10  are essential for **fluency** with numbers. |  | Repeating elements in **patterns** can be identified. |  | Objects have  **attributes** that can be described, measured, and compared. |  | **Familiar events**  can be described  as likely or unlikely  and compared. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*  Reasoning and analyzing   * Use reasoning to explore and make connections * **Estimate reasonably** * Develop **mental math strategies** and abilities to make sense of quantities * Use **technology** to explore mathematics * **Model** mathematics in contextualized experiences   Understanding and solving   * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Develop and use **multiple strategies** to engage in problem solving * Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures   Communicating and representing   * **Communicate** mathematical thinking in many ways * Use mathematical vocabulary and language to contribute to mathematical discussions * **Explain and justify** mathematical ideas and decisions * Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**   Connecting and reflecting   * **Reflect** on mathematical thinking * Connect mathematical concepts to each other and to **other areas and personal interests** * **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts | *Students are expected to know the following:*   * **number concepts** to 10 * **ways to make 5** * **decomposition** of numbers to 10 * **repeating patterns** with two or three elements * **change in quantity to 10**, using concrete materials * **equality as a balance** and inequality as an imbalance * **direct** **comparative measurement** (e.g., linear, mass, capacity) * **single attributes** of 2D shapes and 3D objects * concrete or pictorial **graphs** as a visual tool * likelihood of **familiar life events** * **financial literacy** — attributes of coins, and financial  role-play |

BC Logo Min of Ed**Area of Learning: MATHEMATICS Grade 1**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Numbers** to 20 represent quantities that can be decomposed into 10s and 1s. |  | Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational **fluency**. |  | Repeating elements in **patterns** can be identified. |  | Objects and shapes have **attributes** that can be described, measured, and compared. |  | Concrete graphs help us to compare and interpret **data** and show one-to-one correspondence. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*  Reasoning and analyzing   * Use reasoning to explore and make connections * **Estimate reasonably** * Develop **mental math strategies** and abilities to make sense of quantities * Use **technology** to explore mathematics * **Model** mathematics in contextualized experiences   Understanding and solving   * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Develop and use **multiple strategies** to engage in problem solving * Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures   Communicating and representing   * **Communicate** mathematical thinking in many ways * Use mathematical vocabulary and language to contribute to mathematical discussions * **Explain and justify** mathematical ideas and decisions * Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**   Connecting and reflecting   * **Reflect** on mathematical thinking * Connect mathematical concepts to each other and to **other areas and personal interests** * **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts | *Students are expected to know the following:*   * **number concepts to 20** * **ways to make 10** * **addition and subtraction to 20** (understanding of operation and process) * **repeating patterns** with multiple elements and attributes * **change in quantity to 20**, concretely and verbally * meaning of **equality and inequality** * **direct measurement** with non-standard units (non-uniform and uniform) * comparison of **2D shapes and 3D objects** * **concrete graphs**, using one-to-one correspondence * likelihood of **familiar life events**, using comparative language * **financial literacy** — values of coins, and monetary exchanges |

BC Logo Min of Ed**Area of Learning: MATHEMATICS Grade 2**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Numbers** to 100 represent quantities that can be decomposed into 10s and 1s. |  | Development of computational **fluency** in addition and subtraction with numbers to 100 requires an understanding of place value. |  | The regular change in increasing **patterns** can be identified and used to make generalizations. |  | Objects and shapes have **attributes**  that can be described, measured,  and compared. |  | Concrete items can  be represented, compared, and interpreted pictorially  in **graphs**. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*  Reasoning and analyzing   * Use reasoning to explore and make connections * **Estimate reasonably** * Develop **mental math strategies** and abilities to make sense of quantities * Use **technology** to explore mathematics * **Model** mathematics in contextualized experiences   Understanding and solving   * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Develop and use **multiple strategies** to engage in problem solving * Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures   Communicating and representing   * **Communicate** mathematical thinking in many ways * Use mathematical vocabulary and language to contribute to mathematical discussions * **Explain and justify** mathematical ideas and decisions * Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**   Connecting and reflecting   * **Reflect** on mathematical thinking * Connect mathematical concepts to each other and to **other areas and personal interests** * **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts | *Students are expected to know the following:*   * **number concepts to 100** * **benchmarks** of 25, 50, and 100 and personal referents * addition and subtraction **facts to 20** (introduction of computational strategies) * **addition and subtraction to 100** * repeating and increasing **patterns** * **change in quantity**, using pictorial and symbolic representation * symbolic representation of equality and inequality * **direct linear measurement**, introducing standard metric units * multiple attributes of **2D shapes and 3D objects** * **pictorial representation** of concrete graphs, using one-to-one correspondence * likelihood of **familiar life events**, using comparative language * **financial literacy** — coin combinations to 100 cents, and spending and saving |

BC Logo Min of Ed**Area of Learning: MATHEMATICS Grade 3**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fractions are a type of **number** that can represent quantities. |  | Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing. |  | Regular increases and decreases in **patterns** can be identified and used to make generalizations. |  | Standard units are used to describe, measure, and compare **attributes** of  objects’ shapes. |  | The likelihood of possible **outcomes** can be examined, compared, and interpreted. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*  Reasoning and analyzing   * Use reasoning to explore and make connections * **Estimate reasonably** * Develop **mental math strategies** and abilities to make sense of quantities * Use **technology** to explore mathematics * **Model** mathematics in contextualized experiences   Understanding and solving   * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Develop and use **multiple strategies** to engage in problem solving * Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures   Communicating and representing   * **Communicate** mathematical thinking in many ways * Use mathematical vocabulary and language to contribute to mathematical discussions * **Explain and justify** mathematical ideas and decisions * Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**   Connecting and reflecting   * **Reflect** on mathematical thinking * Connect mathematical concepts to each other and to **other areas and personal interests** * **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts | *Students are expected to know the following:*   * **number concepts to 1000** * **fraction concepts** * **addition and subtraction** to 1000 * addition and subtraction facts to 20 (emerging **computational fluency**) * **multiplication and division** concepts * increasing and decreasing **patterns** * **pattern rules** using words and numbers, based on concrete experiences * one-step addition and subtraction **equations** with an unknown number * measurement, using **standard units** (linear, mass, and capacity) * **time** concepts * construction of **3D shapes** * **one-to-one correspondence** with bar graphs, pictographs, charts, and tables * likelihood of **simulated events**, using comparative language * **financial literacy** — fluency with coins and bills to 100 dollars, and earning and payment |

BC Logo Min of Ed**Area of Learning: MATHEMATICS Grade 4**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fractions and decimals are types of **numbers** that can represent quantities. |  | Development of computational **fluency** and multiplicative thinking requires analysis of patterns and relations in multiplication and division. |  | Regular changes in **patterns** can be identified and represented using tools and tables. |  | Polygons are closed shapes with similar **attributes** that can be described, measured, and compared. |  | Analyzing and interpreting experiments in **data** probability develops an understanding of chance. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*  Reasoning and analyzing   * Use reasoning to explore and make connections * **Estimate reasonably** * Develop **mental math strategies** and abilities to make sense of quantities * Use **technology** to explore mathematics * **Model** mathematics in contextualized experiences   Understanding and solving   * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Develop and use **multiple strategies** to engage in problem solving * Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures   Communicating and representing   * **Communicate** mathematical thinking in many ways * Use mathematical vocabulary and language to contribute to mathematical discussions * **Explain and justify** mathematical ideas and decisions * Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**   Connecting and reflecting   * **Reflect** on mathematical thinking * Connect mathematical concepts to each other and to **other areas and personal interests** * **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts | *Students are expected to know the following:*   * **number concepts** to 10 000 * **decimals to hundredths** * ordering and comparing **fractions** * **addition and subtraction** to 10 000 * **multiplication and division** of two- or three-digit numbers by one-digit numbers * addition and subtraction of **decimals** to hundredths * addition and subtraction facts to 20 (developing **computational fluency**) * multiplication and division **facts** to 100 (introductory computational strategies) * increasing and decreasing **patterns**, using tables and charts * **algebraic relationships** among quantities * **one-step equations** with an unknown number, using all operations * how to **tell time** with analog and digital clocks, using 12- and 24-hour clocks * regular and irregular **polygons** * **perimeter** of regular and irregular shapes * **line symmetry** * **one-to-one correspondence** and many-to-one correspondence, using bar graphs and pictographs * **probability experiments** * **financial literacy** — monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions |

BC Logo Min of Ed**Area of Learning: MATHEMATICS Grade 5**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Numbers** describe quantities that can be represented by equivalent fractions. |  | Computational **fluency** and flexibility with numbers extend to operations with larger (multi-digit) numbers. |  | Identified regularities in number **patterns** can be expressed  in tables. |  | Closed shapes have **area and perimeter** that can be described, measured,  and compared. |  | **Data** represented in graphs can be used to show many-to-one correspondence. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*  Reasoning and analyzing   * Use reasoning to explore and make connections * **Estimate reasonably** * Develop **mental math strategies** and abilities to make sense of quantities * Use **technology** to explore mathematics * **Model** mathematics in contextualized experiences   Understanding and solving   * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Develop and use **multiple strategies** to engage in problem solving * Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures   Communicating and representing   * **Communicate** mathematical thinking in many ways * Use mathematical vocabulary and language to contribute to mathematical discussions * **Explain and justify** mathematical ideas and decisions * Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**   Connecting and reflecting   * **Reflect** on mathematical thinking * Connect mathematical concepts to each other and to **other areas and personal interests** * **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts | *Students are expected to know the following:*   * **number concepts** to 1 000 000 * decimals to thousandths * equivalent fractions * whole-number, fraction, and decimal **benchmarks** * addition and subtraction of **whole numbers** to 1 000 000 * **multiplication and division** to three digits, including division with remainders * addition and subtraction of **decimals** to thousandths * **addition and subtraction facts to 20** (extending computational fluency) * multiplication and division **facts to 100** (emerging computational fluency) * rules for increasing and decreasing patterns with words, numbers, symbols, and variables * **one-step equations** with variables * area measurement of squares and rectangles * relationships between **area and perimeter** * duration, using measurement of **time** * **classification** of prisms and pyramids * single **transformations** * one-to-one correspondence and **many-to-one correspondence**, using double bar graphs * **probability experiments**, single events or outcomes * **financial literacy** — monetary calculations, including making change with amounts to 1000 dollars and developing simple financial plans |

BC Logo Min of Ed**Area of Learning: MATHEMATICS Grade 6**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mixed **numbers** and decimal numbers represent quantities that can be decomposed into parts and wholes. |  | Computational **fluency** and flexibility with numbers extend to operations with whole numbers and decimals. |  | **Linear relations** can be identified and represented using expressions with variables and line graphs and can be used to form generalizations. |  | **Properties** of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles. |  | **Data** from the results of an experiment can be used to predict the theoretical probability of an event and to compare and interpret. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*  Reasoning and analyzing   * Use **logic and patterns** to solve puzzles and play games * Use **reasoning and logic** to explore, analyze, and apply mathematical ideas * **Estimate reasonably** * Demonstrate and **apply** mental math strategies * Use tools or technology to explore and create patterns and relationships, and test conjectures * **Model** mathematics in contextualized experiences   Understanding and solving   * Apply **multiple strategies** to solve problems in both abstract and contextualized situations * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures   Communicating and representing   * Use mathematical vocabulary and language to contribute to mathematical discussions * **Explain and justify** mathematical ideas and decisions * **Communicate** mathematical thinking in many ways * Represent mathematical ideas in concrete, pictorial, and symbolic forms   Connecting and reflecting   * **Reflect** on mathematical thinking * Connect mathematical concepts to each other and to **other areas and personal interests** * Use mathematical arguments to support **personal choices** * **Incorporate First Peoples** worldviews and perspectives to **make connections** to mathematical concepts | *Students are expected to know the following:*   * **small to large numbers** (thousandths to billions) * multiplication and division **facts to 100** (developing computational fluency) * **order of operations** with whole numbers * **factors and multiples** —greatest common factor and least common multiple * **improper fractions** and mixed numbers * introduction to **ratios** * whole-number **percents** and percentage discounts * multiplication and division of **decimals** * increasing and decreasing **patterns**,using expressions, tables, and graphs as functional relationships * **one-step equations** with whole-number coefficients and solutions * **perimeter** of complex shapes * **area** of triangles, parallelograms, and trapezoids * **angle** measurementand classification * **volume and capacity** * **triangles** * combinations of **transformations** * **line graphs** * **single-outcome probability**, both theoretical and experimental * **financial literacy** — simple budgeting and consumer math |

BC Logo Min of Ed**Area of Learning: MATHEMATICS Grade 7**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Decimals, fractions, and percents are used to represent and describe parts and wholes of **numbers**. |  | Computational **fluency** and flexibility with numbers extend to operations with integers and decimals. |  | **Linear relations** can be represented in many connected ways to identify regularities and make generalizations. |  | The constant ratio between  the circumference and diameter of circles can be used to describe, measure, and compare **spatial relationships.** |  | **Data** from circle graphs can be used  to illustrate proportion and to compare  and interpret. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*  Reasoning and analyzing   * Use **logic and patterns** to solve puzzles and play games * Use **reasoning and logic** to explore, analyze, and apply mathematical ideas * **Estimate reasonably** * Demonstrate and **apply** mental math strategies * Use tools or technology to explore and create patterns and relationships, and test conjectures * **Model** mathematics in contextualized experiences   Understanding and solving   * Apply **multiple strategies** to solve problems in both abstract and contextualized situations * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures   Communicating and representing   * Use mathematical vocabulary and language to contribute to mathematical discussions * **Explain and justify** mathematical ideas and decisions * **Communicate** mathematical thinking in many ways * Represent mathematical ideas in concrete, pictorial, and symbolic forms   Connecting and reflecting   * **Reflect** on mathematical thinking * Connect mathematical concepts to each other and to **other areas and personal interests** * Use mathematical arguments to support **personal choices** * **Incorporate First Peoples** worldviews and perspectives to **make connections** to mathematical concepts | *Students are expected to know the following:*   * multiplication and division **facts to 100** (extending computational fluency) * **operations with integers** (addition, subtraction, multiplication, division, and order of operations) * **operations with decimals** (addition, subtraction, multiplication, division, and order of operations) * **relationships** between decimals, fractions, ratios, and percents * **discrete linear relations**,using expressions, tables, and graphs * **two-step equations** with whole-number coefficients, constants, and solutions * **circumference** and area of circles * **volume** of rectangular prisms and cylinders * **Cartesian coordinates** and graphing * combinations of **transformations** * **circle graphs** * **experimental probability** with two independent events * **financial literacy** — financial percentage |

BC Logo Min of Ed**Area of Learning: MATHEMATICS Grade 8**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Number** represents, describes, and compares the quantities of ratios, rates, and percents. |  | Computational **fluency** and flexibility extend  to operations  with fractions. |  | **Discrete linear relationships** can be represented in  many connected ways  and used to identify and  make generalizations. |  | The relationship between surface area and volume of **3D objects** can be used to describe, measure, and compare spatial relationships. |  | Analyzing **data** by determining averages is one way to make sense of large data sets and enables us to compare and interpret. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*  Reasoning and analyzing   * Use **logic and patterns** to solve puzzles and play games * Use **reasoning and logic** to explore, analyze, and apply mathematical ideas * **Estimate reasonably** * Demonstrate and **apply** mental math strategies * Use tools or technology to explore and create patterns and relationships, and test conjectures * **Model** mathematics in contextualized experiences   Understanding and solving   * Apply **multiple strategies** to solve problems in both abstract and contextualized situations * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures   Communicating and representing   * Use mathematical vocabulary and language to contribute to mathematical discussions * **Explain and justify** mathematical ideas and decisions * **Communicate** mathematical thinking in many ways * Represent mathematical ideas in concrete, pictorial, and symbolic forms   Connecting and reflecting   * **Reflect** on mathematical thinking * Connect mathematical concepts to each other and to **other areas and personal interests** * Use mathematical arguments to support **personal choices** * **Incorporate First Peoples** worldviews and perspectives to **make connections** to mathematical concepts | *Students are expected to know the following:*   * **perfect squares and cubes** * **square and cube roots** * **percents** less than 1 and greater than 100 (decimal and fractional percents) * numerical **proportional reasoning (**rates, ratio, proportions, and percent) * operations with **fractions** (addition, subtraction, multiplication, division, and order of operations) * **discrete linear relations** (extended to larger numbers, limited to integers) * **expressions**- writing and evaluating using substitution * **two-step equations** with integer coefficients, constants, and solutions * **surface area and volume** of regular solids, including triangular and other right prisms and cylinders * **Pythagorean theorem** * construction, views, and nets of **3D objects** * **central tendency** * **theoretical probability** with two independent events * **financial literacy** — best buys |

BC Logo Min of Ed**Area of Learning: MATHEMATICS Grade 9**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The principles and processes underlying operations with **numbers** apply equally to algebraic situations and can be described and analyzed. |  | Computational fluency and flexibility with numbers extend to operations with rational numbers. |  | **Continuous linear relationships** can be identified and represented in many connected ways  to identify regularities and  make generalizations. |  | Similar shapes have **proportional relationships** that can be described, measured, and compared. |  | Analyzing the validity, reliability, and representation of **data** enables us to compare and interpret. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*  Reasoning and analyzing   * Use **logic and patterns** to solve puzzles and play games * Use **reasoning and logic** to explore, analyze, and apply mathematical ideas * **Estimate reasonably** * Demonstrate and **apply** mental math strategies * Use tools or technology to explore and create patterns and relationships, and test conjectures * **Model** mathematics in contextualized experiences   Understanding and solving   * Apply **multiple strategies** to solve problems in both abstract and contextualized situations * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures   Communicating and representing   * Use mathematical vocabulary and language to contribute to mathematical discussions * **Explain and justify** mathematical ideas and decisions * **Communicate** mathematical thinking in many ways * Represent mathematical ideas in concrete, pictorial, and symbolic forms   Connecting and reflecting   * **Reflect** on mathematical thinking * Connect mathematical concepts to each other and to **other areas and personal interests** * Use mathematical arguments to support **personal choices** * **Incorporate First Peoples** worldviews and perspectives to **make connections** to mathematical concepts | *Students are expected to know the following:*   * **operations** with rational numbers(addition, subtraction, multiplication, division, and order of operations) * **exponents** and exponent laws with whole-number exponents * operations with **polynomials**, of degree less than or equal to 2 * **two-variable linear relations**,using graphing, interpolation, and extrapolation * **multi-step** one-variable linear equations * spatial **proportional reasoning** * **statistics** in society * **financial literacy** — simple budgets and transactions |