

## CCSU Comprehensive Curriculum for Math

# Grade Level 5

**Power Standard #1 – Numbers and Operations:** Students understand value and apply properties and operations of numbers. (Aligns with Vermont Standard 7.6)

**Power Standard #2 – Geometric Figures:** Students know and apply the attributes of geometric figures. (Aligns with Vermont Standard 7.7)

**Power Standard #3 – Units of Measure:** Students know and use units of measure. (Aligns with Vermont Standard 7.7)

**Power Standard #4 – Patterns, Equations, and Inequalities:** Students identify and extend patterns to express relationships between and among variables, and solve equations and inequalities. (Aligns with Vermont Standard 7.8)

**Power Standard #5 – Data:** Students represent, interpret, and predict using data. (Aligns with Vermont Standard 7.9)

**Power Standard #6 – Probability:** Students find probability theoretically and experimentally. (Aligns with Vermont Standard 7.9)

**Power Standard #7 – Problem Solving:** Students use a variety of approaches to solve problems and communicate solutions. (Aligns with Vermont Standard 7.10)

## Grade Level 5, Power Standard 1

**CCSU Power Standard #1:** Students understand value and apply properties and operations of numbers. (Aligns with Vermont Standard 7.6)

**Concepts to Emphasize:** Quotient, Integer, Percent, Proper Fraction / Improper Fraction / Mixed Number, Prime / Composite, Simplify, Remainder

Aligns with Vermont Standards	Vermont Grade Expectations <i>Competency Focus</i>	Focus and Learning Opportunities	CCSU Power Indicators <i>Proficiency Focus</i>
7.6	<p><b>M5:1: Demonstrates conceptual understanding of rational numbers with respect to:</b></p> <p><b>whole numbers</b> from <u>0 to 9,999,999</u> through equivalency, composition, decomposition, or place value <b>using models, explanations, or other representations;</b></p> <p><b>positive fractional numbers</b> (<u>proper, mixed number, and improper</u>) (<u>halves, fourths, eighths, thirds, sixths, twelfths, fifths, or powers of ten (10, 100, 1000)</u>), <b>decimals</b> (<u>to thousandths</u>), or <b>benchmark percents</b> (<u>10%, 25%, 50%, 75% or 100%</u>) as a part to whole relationship in area, set, or linear models <b>using models, explanations, or other representations.</b></p> <p style="text-align: right;">M(N&amp;O)–5–1</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• arrays to model multiplication</li> <li>• place value to billions</li> <li>• powers of ten</li> <li>• place value to <u>hundredths</u></li> <li>• benchmark fraction</li> <li>• benchmark percents</li> <li>• common denominator</li> </ul> <p><b>Learning Opportunities:</b> 1.3, 1.7, 1.8, 7.1, 7.3 , 1.9, 4.5, 4.4, 6.8, 6.9</p>	<p>Use percent benchmarks of 10%, 25%, 50%, 75% and 100% (1c)</p> <p>Order and compare decimals to thousandths (1d)</p> <p>Add and subtract decimals to hundredths (1j)</p>

7.6	<p><b>M5:2: Demonstrates understanding of the relative magnitude of numbers</b> by ordering, comparing, or identifying equivalent positive fractional numbers, decimals, or <u>benchmark percents within number formats (fractions to fractions, decimals to decimals, or percents to percents)</u>; or <u>integers</u> in context using models or number lines.</p> <p style="text-align: right;">M(N&amp;O)–5–2</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• convert fractions and mixed numbers</li> <li>• equivalent fractions</li> <li>• convert among fraction, decimals and percents</li> <li>• order and compare fractions</li> <li>• order and compare percents</li> <li>• order and compare decimals</li> <li>• convert order and compare positive/negative numbers</li> <li>• scientific notation</li> <li>• convert between fraction and mixed or whole numbers</li> </ul> <p><b>Learning Opportunities:</b> 2.2, 2.3, 2.4, 2.8, 2.9, 4.2, 7.5, 7.5, 7.7, 7.8, 7.9, 7.10, 8.2, 8.4, 8.5, 8.6, 8.7, 8.9, 8.3, 8.9, 8.10, 8.11, 8.8, 12.1, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8</p>	<p>Convert between improper and mixed numbers (1b)</p> <p>Use percent benchmarks of 10%, 25%, 50%, 75% and 100% (1c)</p> <p>Locate integers on a number line (1e)</p>
7.6	<p><b>M5:3: Demonstrates conceptual understanding of mathematical operations</b> by describing or illustrating the <u>meaning of a remainder with respect to division of whole numbers</u> using models, explanations, or <u>solving problems</u>.</p> <p style="text-align: right;">M(N&amp;O)–5–3</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• arrays to model multiplication</li> <li>• square numbers and square roots</li> <li>• exponential notation</li> <li>• remainder in division number stories</li> <li>• divide decimal numbers by whole numbers with no remainders</li> <li>• add/subtract fractions w/ common denominators</li> <li>• add/subtract fractions w/ unlike denominators</li> </ul> <p><b>Learning Opportunities:</b> 1.2, 4.1</p>	<p>Add and subtract proper fractions (1a)</p> <p>Demonstrate understanding of remainders in division with 2-digit divisors (1f)</p>

7.6	<p><b>M5:4: Accurately solves problems involving</b> multiple operations on whole numbers or the use of the properties of factors, multiples, <u>prime</u>, or <u>composite numbers</u>; and addition or subtraction of fractions (proper) <u>and decimals to the hundredths place</u>. (<u>Division of whole numbers by up to a two-digit divisor</u>.)</p> <p>(IMPORTANT: <i>Applies the conventions of order of operations <u>with and without parentheses</u>.</i>)</p> <p style="text-align: right;">M(N&amp;O)–5–4</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• sum/difference of multi-digit whole numbers and decimals</li> <li>• products of multi-digit whole numbers and decimals</li> <li>• quotient and remainder of a whole number divided by 1- and 2-digit whole numbers</li> <li>• order of operations to evaluate expressions and solve number sentences with and without parentheses</li> <li>• algorithm to add mixed numbers</li> <li>• algorithm to subtract mixed numbers with like denominators</li> <li>• algorithm to multiply mixed numbers</li> </ul> <p><b>Learning Opportunities:</b> 2.2, 2.3, 2.4, 2.8, 2.9, 4.2, 7.5, 7.5</p>	<p>Accurately multiply and divide multi-digit whole numbers (1g)</p> <p>Add and subtract decimals to hundredths (1j)</p> <p>Distinguish between prime and composite numbers (1h)</p> <p>Apply conventions of order of operations including grouping symbols (1k)</p>
7.6	No <b>M5:5</b> at this grade level (money)		
7.6	<p><b>M5:6: Mentally multiplies and divides</b> whole numbers through twelve <b>with accuracy</b>.</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• basic multiplication facts</li> <li>• division facts</li> </ul> <p><b>Learning Opportunities:</b> 1.2, 4.1</p>	<p>Know division facts having divisors 1–12 (1i)</p>
7.6	<p><b>M5:7: Estimates and evaluates the reasonableness of solutions appropriate to grade level.</b></p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Make magnitude estimate</li> <li>• Round numbers to designated places</li> </ul>	

		<ul style="list-style-type: none"> <li>• Make magnitude estimates of whole and decimal numbers divided by whole numbers</li> </ul> <p><b>Learning Opportunities:</b> 2.7, 2.1, 4.4,</p>	
7.6	<p><b>M5:8: Applies properties of numbers (odd, even, factor, multiple, <u>prime</u>, <u>composite</u>, <u>divisibility</u>, remainders, composition/ decomposition) to solve problems and to simplify computations.</b></p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Identify even and odd numbers</li> <li>• List the factors of a number</li> <li>• Use divisibility test</li> <li>• Identify prime/composite number</li> <li>• Find prime factorization of numbers</li> <li>• Find greatest common factor of two numbers</li> <li>• Find least common multiple of two numbers</li> </ul> <p><b>Learning Opportunity:</b> 1.3 (SL), 1.2, 1.3, 1.4, 12.1,1.5,1.3, 1.6,1.8, 12.1, 12.1, 12.1</p>	Distinguish between prime and composite numbers (1h)

## Grade Level 5, Power Standard 2

**CCSU Power Standard #2:** Students know and apply the attributes of geometric figures. (Aligns with Vermont Standard 7.7: M5: 9,11, 14)

**Concepts to Emphasize:** Congruent, Similar, Opposite Angles, Volume, Capacity

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Focus and Learning Opportunities	CCSU Power Indicators <i>Proficiency Focus</i>
7.7	<p><b>M5:9: Uses properties or attributes of angles</b> (<u>right, acute, or obtuse</u>) <b>or sides</b> (<u>number of congruent sides, parallelism, or perpendicularity</u>) <b>to identify, describe, classify, or distinguish among different types of triangles</b> (<u>right, acute, obtuse, equiangular, or equilateral</u>) <b>or quadrilaterals</b> (<u>rectangles, squares, rhombi, trapezoids, or parallelograms</u>).</p> <p style="text-align: right;">M(G&amp;M)–5–1</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• properties of polygons</li> <li>• types of angles</li> <li>• types of triangles</li> <li>• base and height of triangles and parallelograms</li> </ul> <p><b>Learning Opportunities:</b> 3.3, 3.7, 3.10, 3.4, 3.6, 9.4, 9.5, 9.6,</p>	Classify types of triangles and quadrilaterals by sides and angles (2a)
	No <b>M5:10</b> at this grade level (theorems)	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Determine angle measure based on relationship between angles</li> </ul> <p><b>Learning Opportunities:</b> 3.9</p>	
	<p><b>M5:11: Uses properties or attributes</b> (shape of bases, number of lateral faces, or <u>number of bases</u>) <b>to identify, compare, or describe three-dimensional shapes</b> (rectangular prisms, triangular prisms, cylinders, spheres, <u>pyramids</u>, or <u>cones</u>).</p> <p style="text-align: right;">M(G&amp;M)–5–3</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Know the properties of geometric solids</li> </ul> <p><b>Learning Opportunities:</b> 11.1, 11.2</p>	Identify and describe pyramids and cones (2b)

	<p><b>M5:12: Demonstrates conceptual understanding of congruency</b> by <u>matching congruent figures using reflections, translations, or rotations (flips, slides, or turns), or as the result of composing or decomposing shapes using models or explanations.</u></p> <p>M(G&amp;M)–5–4</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Define and create tessellations</li> <li>• Demonstrates conceptual understanding of congruency</li> </ul> <p><b>Learning Opportunities:</b></p> <p>3.8</p>	
	<p><b>M5:13: Demonstrates conceptual understanding of similarity</b> by <u>describing the proportional effect on the linear dimensions of polygons when scaling up or down while preserving the angles of polygons, or by solving related problems (including applying scales on maps). Describes effects using models or<sup>sc</sup> explanations.</u></p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates conceptual understanding of similarity</li> </ul>	
	<p><b>M5:14: Demonstrates conceptual understanding of perimeter</b> of polygons, and <b>the area of rectangles or right triangles</b> through models, manipulatives, or formulas, the area of polygons or irregular figures on grids, <b>and volume of rectangular prisms (cubes)</b> using a variety of models, manipulatives, or formulas. Expresses all measures using appropriate units.</p> <p>M(G&amp;M)–5–6</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of area of a figure</li> <li>• Use a formula to find the area of rectangles</li> <li>• Use formula to find area of polygon</li> <li>• Use a formula to find the perimeter of a polygon</li> <li>• Understand the concept of volume of a figure</li> <li>• Use a formula to find the volume of a cube</li> <li>• Distinguish between area/circumference</li> </ul> <p><b>Learning Opportunities:</b></p> <p>9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.8, 9.10, 10.8, 10.9, 11.1, 11.3, 11.4, 11.7</p>	<p>Identify and describe pyramids and cones (2b)</p> <p>Determine area of right triangles (2c)</p> <p>Determine volume of cubes (2d)</p>
	<p>No <b>M5:17</b> at this grade level (sketches 3-D)</p>		
	<p><b>M5:18: Solves problems using the Cartesian coordinate system (all quadrants) to locate coordinates and to represent data from tables.</b></p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Plot ordered pairs on a one-quadrant grid</li> </ul>	<p>Plot points on all 4 quadrants of a rectangular coordinate System(2e)</p>

		<ul style="list-style-type: none"><li>• Plot ordered pairs on four-quadrant grid</li></ul> <p><b><i>Learning Opportunities:</i></b> 9.1, 9.2, 9.3</p>	
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## Grade Level 5, Power Standard 3

**CCSU Power Standard #3:** Students know and use units of measure (See Appendix B). (Aligns with Vermont Standard 7.7, M16)

**Concepts to Emphasize:** Degrees (as it relates to angles), Elapsed time

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Focus and Learning Opportunities	CCSU Power Indicators <i>Proficiency Focus</i>
7.7	<p><b>M5:15: Uses units of measures appropriately and consistently, and makes conversions within systems when solving problems</b> across the content strands.</p> <p style="text-align: right;">M(G&amp;M)–5–7</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Estimates measure of angle</li> <li>• Measures an angle w/in 2°</li> <li>• Understand the concept of capacity and how to calculate it</li> <li>• Understand the concept of capacity/how to calculate it</li> </ul> <p><b>Learning Opportunities:</b> 3.4, 3.5, 11.6</p>	Find measures of angles using protractors (3a)
	<p><b>M5:16: Determines elapsed and accrued time</b> to the nearest minute.</p>		Solve problems using elapsed time (3b)

## Grade Level 5, Power Standard 4

**CCSU Power Standard #4:** Students identify and extend patterns to express relationships between and among variables, and solve equations and inequalities. (Aligns with Vermont Standard 7.8 M5: 19, 21, 22)

**Concepts to Emphasize:** Algebraic Equation / Algebraic Expression, Variables

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Focus and Learning Opportunities	CCSU Power Indicators <i>Proficiency Focus</i>
	<p><b>M5:19: Identifies and extends to specific cases a variety of patterns</b> (linear and nonlinear) represented in models, tables, sequences, or <u>in problem situations</u>; and writes a rule in words or<sup>sc</sup> symbols <u>for finding specific cases of a linear relationship</u>.</p> <p style="text-align: right;">M(F&amp;A)–5–1</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• patterns</li> </ul>	
	<p><b>M5:20: Demonstrates a conceptual understanding of linear relationships</b> (<math>y = kx</math>) as a <b>constant rate of change</b> by identifying, describing, or comparing situations that represent constant or <u>varying rates</u> of change.</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• rate problems as formulas, graphs, and tables</li> </ul> <p><b>Learning Opportunities:</b> Everyday Mathematics 10.4, 10.5, 10.6, 10.7,</p>	

	<p><b>M5:21: Demonstrates conceptual understanding of algebraic expressions</b> by using letters to represent unknown quantities to write linear algebraic expressions involving <u>any two</u> of the four operations; or by evaluating linear algebraic expressions using whole numbers.</p> <p>M(F&amp;A)–5–3</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• open sentences</li> <li>• variables</li> <li>• number sentences with variables</li> <li>• true/false number sentences</li> <li>• algebraic expressions to describe situations</li> </ul> <p><b>Learning Opportunities:</b> 4.6, 7.4, 10.3, 10.4, 10.5, 10.7</p>	<p>Write a rule for a specified term using words and/or algebraic notation in a pattern.(4a)</p> <p>Write and evaluate algebraic expressions with 2 operations (2x + 7) (4b)</p> <p>Solve one-step equations with whole number coefficients and solutions (3a = 21) (4c)</p>
	<p><b>M5:22: Demonstrates conceptual understanding of equality</b> by showing equivalence between two expressions using models or different representations of the expressions (expressions consistent with the parameters of <u>M(F&amp;A)–5–3</u>), by solving one-step linear equations of the form <math>ax = c</math>, <math>x \pm b = c</math>, or <math>x/a = c</math>, where <math>a</math>, <math>b</math>, and <math>c</math> are whole numbers with <math>a \neq 0</math>; or by <u>determining which values of a replacement set make the equation (multi-step of the form <math>ax \pm b = c</math> where <math>a</math>, <math>b</math>, and <math>c</math> are whole numbers with <math>a \neq 0</math>) a true statement (e.g., <math>2x + 3 = 11</math>, <math>\{x: x = 2, 3, 4, 5\}</math>).</u></p> <p>M(F&amp;A)–5–4</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• one step pan balance problems</li> <li>• two step pan-balance problems</li> </ul> <p><b>Learning Opportunities</b> 10.1, 10.2, 10.5</p>	<p>Given a set of possible solutions, determine the correct solution of a two step equation (4d)</p>

## Grade Level 5, Power Standard 5

**CCSU Power Standard #5:** Students represent, interpret, and predict using data. (Aligns with Vermont Standard 7.9, M5: 23, 24, 25)

**Concepts to Emphasize:** Mean, Data Representation

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Focus and Learning Opportunities	CCSU Power Indicators <i>Proficiency Focus</i>
	<p><b>M5:23: Interprets a given representation</b> (tables, bar graphs, circle graphs, or <u>line graphs</u>) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.</p> <p>(IMPORTANT: <i>Analyzes data consistent with concepts and skills in M(DSP)–5–2.</i>)</p> <p style="text-align: right;">M(DSP)–5–1</p> <p>And (tally charts, frequency charts, line graphs, Venn diagrams, <u>pictographs</u>, <u>line plots</u>, <u>histograms</u>)</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• circle graph</li> <li>• line plots</li> </ul> <p><b>Learning Opportunities:</b> 5.9, 5.11, 6.3, 6.4, 10.7</p>	<p>Interpret data on line graphs, pictographs, line plots, and Histograms (5a)</p> <p>Identify the appropriate representation to display a set of data (5b)</p> <p>Identify the mean in a data set (5c)</p>
	<p><b>M5:24: Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using</b> measures of central tendency (<u>mean</u>, median, or mode) or range to <u>analyze situations</u>, or to <u>solve problems</u>.</p> <p style="text-align: right;">M(DSP)–5–2</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• data set (max, min, mode, mean)</li> <li>• data landmarks</li> </ul> <p><b>Learning Opportunities:</b> 2.5, 6.1, 6.3, 6.4,</p>	

	<p><b>M5:25: Identifies or describes representations or elements of representations that best display a given set of data or situation</b>, consistent with the representations required in <u>M5:23</u>. M(DSP)–5–3</p> <p><b>Organizes and displays data using</b> line plots, bar graphs, tally charts and frequency charts, or tables to answer question related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.</p> <p><i>(IMPORTANT: Analyzes data consistent with concepts and skills in M5:24.)</i></p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Draw a circle graph for a set of data</li> </ul> <p><b>Learning Opportunities:</b> 5.9, 5.10, 5.11, 6.3, 6.4,</p>	
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## Grade Level 5, Power Standard 6

CCSU Power Standard #6: Students find probability theoretically and experimentally. (Aligns with Vermont Standard 7.9)

**Concepts to Emphasize:** Theoretical / Experimental probability

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Focus and Learning Opportunities	CCSU Power Indicators <i>Proficiency Focus</i>
	<p><b>M5:26: Uses counting techniques to solve problems</b> in context involving combinations using a variety of strategies (e.g., organized lists, tables, tree diagrams, or<sup>sc</sup> others); <u>or determines the possible outcomes for a sample space that contains equally likely outcomes.</u></p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Use Multiplication Counting Principle to find combinations</li> <li>• Use tree diagram to find all the possible ways of sequence of choices can be made</li> </ul> <p><b>Learning Opportunities:</b> 12.2</p>	<p>Determine the possible outcomes in a probability situation(6a)</p>
	<p><b>M5:27: For a probability event, in which the sample space may or may not contain equally likely outcomes, determines the experimental or theoretical probability of an event and <u>expresses the result as a fraction.</u></b> M(DSP)–5–5</p>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Understand how sample size affects results</li> <li>• Compute the probability of outcomes when choices are equally likely</li> </ul> <p><b>Learning Opportunities</b> 6.5, 12.2</p>	<p>Determine the possible outcomes in a probability situation(6a)</p>
	<p><b>M5:28: In response to a teacher or student generated question or hypothesis, collects appropriate data, organizes the data, appropriately displays/<u>represents numerical and/or categorical data</u>, analyzes the data to draw conclusions about the questions or</b></p>	<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Collects, organizes, displays, represented and analyzes data</li> </ul> <p><b>Learning Opportunities:</b> 6.6</p>	

	<p>hypothesis being tested, <u>and when appropriate makes predictions, asks new questions, or makes connections to real world situations.</u></p> <p>(IMPORTANT: <i>Analyzes data consistent with concepts and skills in M5: 24.</i>)</p>		
	<p><b>M5:29: Uses experimental probability, <u>evaluates the possible outcomes, and describes the likelihood or chance of an event</u></b> as a ratio of actual times the event occurred to the number of trials written as either a ratio or as part to whole.</p>		<p>Find experimental probability and express as a fraction (6b)</p>

## Grade Level 5, Power Standard 7

**CCSU Power Standard #7:** Students use a variety of approaches to solve problems and to communicate solutions. (Aligns with Vermont Standard 7.9)

**Concepts to Emphasize:** Reasonableness

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Focus and Learning Opportunities	CCSU Power Indicators <i>Proficiency Focus</i>
	<p><b>M5:30: Demonstrate understanding of mathematical problem solving and communication through:</b></p> <ul style="list-style-type: none"> <li>• <b>Approach &amp; Reasoning</b> -- The reasoning, strategies, and skills used to solve the problem;</li> <li>• <b>Connections</b> -- Demonstration of observations, applications, extensions, and generalizations;</li> <li>• <b>Solution</b> -- All of the work that was done to solve the problem, including the answer;</li> <li>• <b>Mathematical Language</b> -- The use of mathematical language in communicating the solution;</li> <li>• <b>Mathematical Representation</b> -- The use of mathematical representation to communicate the solution; and</li> <li>• <b>Documentation</b> -- Presentation of the solution.</li> </ul>	<p><b>Learning Opportunities:</b> Everyday Mathematics Open Response (unit assessments)</p>	<p>Approach a problem correctly (7a)</p> <p>Provide solution with evidence (7b)</p> <p>Communicate mathematically (7c)</p>