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| ***What I want students to know, do and understand?*** | | | | | |
| **Concept(s)** | Relationship, generalization (predicting), representation, connection, cause and effect, change, system | | | | |
|  | **Big Idea** | | **Curricular Competencies** | | **Content** |
|  | Linear relations can be represented in many connected ways to identify regularities and make generalizations. | | ***REASONING AND ANALYZING***   * Use reasoning and logic to explore, analyze, and apply mathematical ideas * Demonstrate and apply mental math strategies * Use tools/technology to explore and create patterns and relationships, and test conjectures * 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   ***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   ***CONNECTING AND REFLECTING***   * Reflect on mathematical thinking * Connect mathematical concepts to each other and other areas of personal interest * Incorporate First Peoples worldviews and perspectives | | * Discrete linear relations, using expressions, tables and graphs * Two step equations with whole number coefficients, constants and solutions * Multiplication and division facts to 100 * Operations with integers (addition, subtraction, multiplication, division, order of operations) |
| ***How will I know my students have it?*** | | | | | |
| **Summative Assessment** | | | | | |
| ***Multiplication and division facts to 100 (extending computational fluency)*** | | ***Algebraic Equations/Expressions*** | | ***Linear Relations*** | |
| On-going, formative assessment; imbed into other units | | Unit Test | | Unit Test | |