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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)
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| ***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 |