Grade 4 through High School Courses - The Learning Progression of a Standard

Your task is to explore the Learning Progression for an assigned standard. The assigned standard is already written in the chart.

Task

- Read the standard carefully.
- Think about the logical learning progressions that would include this standard.
- With your group members search for standards that would fall into the learning progression with this standard. (*Search Appendix A for the high school standards*)
- Enter the Code, the standard and a rationale for your selection.

Course	Standard	Rationale
4th Grade	4.MD.4	Line plots used for solving addition and subtraction problems.
5th Grade	5.MD.2	Measuring central tendency. The example finds the mean.
6th Grade	6.SP.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	
7th Grade	7.SP.3	Use a dot plot to show mean absolute deviation.
8th Grade		
High School	9-12.S.ID.1	Summarize, represent, and interpret data on a single count or measurement variable. Represent data with plots on the real number line (dot plots, histograms, and box plots).* *dot plots are the same as line plots

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4th Grade		
5th Grade		
6th Grade		
7th Grade	7.EE.4b: Solve word problems leading to inequalities of the form $px + q > r$ and $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	
8th Grade		
High School		

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Course	Standard	Rationale
4th Grade		
5th Grade		
6th Grade		
7th Grade		
8th Grade	8.F.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	
High School		

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4th Grade		
5th Grade		
6th Grade	6.NS.4: Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4(9 +2).*	
7th Grade		
8th Grade		
High School		

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4th Grade		
5th Grade		
6th Grade	6.EE.7: Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ *and* $px = q$ for cases in which p, q and x are all non-negative rational numbers.	
7th Grade		
8th Grade		
High School		

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Course	Standard	Rationale
4th Grade		
5th Grade		
6th Grade	6.G.1:Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles and decomposing into triangles and other shapes; apply these techniques in the context of solving real world and mathematical problems.	
7th Grade		
8th Grade		
High School		

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Course	Standard	Rationale
4th Grade		
5th Grade		
6th Grade		
7th Grade	7.G.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	
8th Grade		
High School		

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Course	Standard	Rationale
4th Grade		
5th Grade		
6th Grade		
7th Grade	7.SP.5: Understand that probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	
8th Grade		
High School		

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4th Grade		
5th Grade		
6th Grade		
7th Grade		
8th Grade	8.EE.8b: Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x+2y = 5 and 3x +2y = 6 have no solution because 3x +2y cannot simultaneously be 5 and 6.*	
High School		

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5th Grade		
6th Grade		
7th Grade		
8th Grade	8.SP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	
High School		