



2019-2020 Gr. 5-8 Mathematics Continuum: Term One

We only think when we are confronted with a problem. (Keith Devlin)

The mathematical processes that support effective learning in mathematics are as follows:

Problem Solving Reasoning and Proving Reflecting Selecting Tools and Computational Strategies Connecting Representing Communicating

The mathematical processes can be seen as the processes through which students acquire and apply mathematical knowledge and skills. These processes are interconnected. Problem Solving and communicating have strong links to all the other processes.

DATES	STRANDS & TOPICS	GRADE FIVE	GRADE SIX	Grade Seven	Grade Eight
Sept. 4-Oct. 4	NUMBER SENSE & NUMERATION Quantity Relationships	<input type="checkbox"/> read, represent, compare & order <ul style="list-style-type: none"> whole numbers to 100 000 <input type="checkbox"/> place value: from 1 to 100 000 <ul style="list-style-type: none"> read and print in words whole numbers to ten thousands ONAP – Questions 1, 2, 3	<input type="checkbox"/> read, represent, compare & order <ul style="list-style-type: none"> whole numbers to 1000 000 <input type="checkbox"/> place value: from 1 to 1 000 000 <ul style="list-style-type: none"> read and print in words whole numbers to one hundred thousand <input type="checkbox"/> prime & composite numbers ONAP – Questions 1, 2, 3	<input type="checkbox"/> represent, compare and order <ul style="list-style-type: none"> Whole numbers Decimals to hundredths ONAP – Questions 1, 2, 3,	<input type="checkbox"/> represent compare and order Rational numbers: positive and negative decimals to thousandths <input type="checkbox"/> Exponential notation <input type="checkbox"/> Represent whole numbers in expanded notation: powers of ten <input type="checkbox"/> common factors and common multiples ONAP – Questions 1, 2, 3, 4, 5
	NUMBER SENSE & NUMERATION Counting				
	NUMBER SENSE & NUMERATION Operational Sense	<input type="checkbox"/> addition and subtraction <ul style="list-style-type: none"> whole numbers & mental math strategies estimation to determine reasonableness ONAP – Questions 11, 14, 15, 23	<input type="checkbox"/> addition and subtraction <ul style="list-style-type: none"> whole numbers & mental math strategies estimation to help judge the reasonableness of a solution ONAP - Questions 11, 12,	<input type="checkbox"/> solve multi-step problems arising from real-life contexts and involving whole numbers and decimals (and mental math strategies) <input type="checkbox"/> use estimation when solving problems involving operations with whole numbers to help judge the reasonableness of a solution <input type="checkbox"/> order of operations ONAP – Questions 6, 8, 9, 10, 11,	<input type="checkbox"/> addition, subtraction, multiplication and division <ul style="list-style-type: none"> solve multi-step problems arising from real-life contexts and involving whole numbers and decimals (and mental math strategies) whole numbers and decimal numbers Pythagorean Relationship ONAP – Questions 10, 11 – Performance Task 1
Oct. 7-25	GEOMETRY & SPATIAL SENSE Geometric Properties	<input type="checkbox"/> 2-D shapes <ul style="list-style-type: none"> distinguish among polygons and triangles and other 2D shapes identify, classify, measure and construct angles up to 90° identify and construct triangles according to side and angle properties ONAP – Questions 1, 2, 3, 4 – Performance 1, 2	<input type="checkbox"/> 2-D shapes <ul style="list-style-type: none"> sort and classify polygons and quadrilaterals measure, classify and construct angles up to 180° construct polygons using a variety of tools ONAP - Questions 1, 3, 4, 5, 6 – Performance 1	<input type="checkbox"/> construct related lines using angle properties and a variety of tools <input type="checkbox"/> sort and classify quadrilaterals and triangles by geometric properties <input type="checkbox"/> construct angle bisectors and perpendicular bisectors using a variety of tools <input type="checkbox"/> investigate the angles between faces of a prism and identify right prisms <input type="checkbox"/> determine the relationships among area, perimeter, corresponding angles of congruent shapes ONAP – Questions 1, 2, 3, 4	<input type="checkbox"/> 2D shapes <ul style="list-style-type: none"> quadrilaterals: sort and classify by properties including diagonals constructing circles investigate and describe applications of geometric properties in the real-world ONAP – Questions 1, 2, 3
Oct. 28- Nov. 8	PATTERNING & ALGEBRA Patterns & Relationships	<input type="checkbox"/> growing and shrinking patterns <ul style="list-style-type: none"> make predictions related to growing and shrinking patterns create, identify and extend numeric and geometric patterns table of values pattern rule addition and subtraction ONAP - Questions 1, 2, 3 – Performance 1, 2	<input type="checkbox"/> growing and shrinking patterns <ul style="list-style-type: none"> relationships table of values, pattern rules or graphs determine term & term numbers describe the pattern rule in words using addition, subtraction, multiplication & division ONAP – Questions 1, 2, 3, 4 – Performance Task 1, 2	<input type="checkbox"/> linear growing patterns <ul style="list-style-type: none"> relationships table of values plot coordinates on a graph write a pattern rule using words algebraic expression ONAP – Questions 1, 2, 3, 4 – Performance Task 1	<input type="checkbox"/> linear growing patterns <ul style="list-style-type: none"> table of values concrete materials, graphs and algebraic expressions represent through investigation the general term of a linear pattern using one or more algebraic expressions determine a term given its term number in a linear pattern represented by a graph or algebraic equation ONAP – Questions 1, 2, 3 – Performance Task 1 and 2
Nov. 11-Nov. 29	DATA MANAGEMENT & PROBABILITY Collection & Organization of Data	<input type="checkbox"/> collect, organize data using surveys and experiments <input type="checkbox"/> distinguish between discrete and continuous data <input type="checkbox"/> charts and graphs including broken-line graphs <ul style="list-style-type: none"> stem and leaf plots ONAP – Questions 1, 2 – Performance Task 1	<input type="checkbox"/> surveys and experiments <input type="checkbox"/> discrete and continuous data <input type="checkbox"/> select and justify appropriate graphs to represent data (From types of graphs already studied, such as pictographs, horizontal or vertical bar graphs, stem and leaf plots, double bar graphs, broken line graphs, and continuous line graphs) <input type="checkbox"/> bias <input type="checkbox"/> inferences <ul style="list-style-type: none"> compare different graphical representation of the same data ONAP – Questions 1, 2, 3, 4, 5 Performance Task 1	<input type="checkbox"/> surveys and experiments <input type="checkbox"/> discrete and continuous data <input type="checkbox"/> select and justify appropriate graphs to represent data (From types of graphs already studied, such as pictographs, horizontal or vertical bar graphs, stem and leaf plots, double bar graphs, broken line graphs, and continuous line graphs) <input type="checkbox"/> bias <input type="checkbox"/> inferences ONAP – Questions 1, 2, 3, 4 – Performance Task 1	<input type="checkbox"/> surveys and experiments related to students <input type="checkbox"/> categorical, discrete and continuous primary and secondary data <input type="checkbox"/> organize sets of data into intervals that spread over a broad range <input type="checkbox"/> select and justify appropriate graphs to represent data <input type="checkbox"/> charts and graphs including relative frequency tables with intervals, histograms, and scatter plots <input type="checkbox"/> relationship between census, a representative sample, sample size and a population ONAP – Questions 1, 2, 3, 4, 5
	DATA MANAGEMENT & PROBABILITY Data Relationships	<input type="checkbox"/> read, interpret & draw conclusions from primary & secondary data <ul style="list-style-type: none"> sets of data can be samples of larger populations <input type="checkbox"/> mean <input type="checkbox"/> comparing related sets of data ONAP – Questions 3, 4, 5, 6	<input type="checkbox"/> read, interpret & draw conclusions from primary & secondary data <input type="checkbox"/> review mean, median, mode and range <input type="checkbox"/> relationships between sets of data <input type="checkbox"/> use of scale ONAP – Questions 6, 7, 8	<input type="checkbox"/> read, interpret & draw conclusions from primary and secondary data <input type="checkbox"/> mean, median, mode <input type="checkbox"/> examination of data presented in misleading ways <input type="checkbox"/> trends ONAP – Questions 5, 6, 7, 8, 9	<input type="checkbox"/> read, interpret & draw conclusions from primary and secondary data <input type="checkbox"/> central tendency: mean, median, mode <input type="checkbox"/> trends and relationships <input type="checkbox"/> making inferences and convincing arguments <input type="checkbox"/> comparing two attributes using scatter plots ONAP – Questions 6, 7, 8, 9, 10 – Performance Task 1
Dec. 2-20 Ongoing with Number Talks	NUMBER SENSE & NUMERATION Operational Sense	<input type="checkbox"/> multiplication <ul style="list-style-type: none"> 2-digit by 2-digit whole numbers using estimation, mental math strategies, student generated algorithms and standard algorithms <input type="checkbox"/> division <ul style="list-style-type: none"> 3-digit by 1-digit whole numbers using concrete materials, estimation, student generated algorithms and standard algorithms ONAP – Questions 18, 19, 20, 21, 22 - Performance Task 1 and 2	<input type="checkbox"/> multiplication <ul style="list-style-type: none"> 4-digit by 2-digit whole numbers <input type="checkbox"/> division <ul style="list-style-type: none"> 4-digit by 2-digit whole numbers <input type="checkbox"/> standard order of operations ONAP – Questions 11, 13, 14, 15, 16 – Performance 2		
	NUMBER SENSE & NUMERATION Quantity Relationships			<input type="checkbox"/> identify, compare, represent, and order integers <input type="checkbox"/> represent perfect squares and square roots, using a variety of tools <input type="checkbox"/> explain the relationship between exponential notation and the measurement of area and volume	<input type="checkbox"/> percent to one decimal place <ul style="list-style-type: none"> Solve problems involving percent that arise from real-life contexts <input type="checkbox"/> square roots of whole numbers <ul style="list-style-type: none"> estimate and verify using a calculator the square root of whole numbers distinguish between whole numbers that have whole number square roots and those that do not <input type="checkbox"/> multi-step problems ONAP – Questions 6, 7 – Performance Task 1
Jan. 6-Jan. 31	MEASUREMENT Attributes, Units & Measurement Sense	<input type="checkbox"/> length <ul style="list-style-type: none"> mm, cm, dm, m, km <input type="checkbox"/> estimate and measure the perimeter and area regular and irregular polygons ONAP – Questions 1, 2, 5	<input type="checkbox"/> length & area <ul style="list-style-type: none"> estimate & measure with metric system select and justify the appropriate metric unit <input type="checkbox"/> justify appropriateness of times to estimate and times to make precise measurements ONAP – Questions 1, 2, 4	<input type="checkbox"/> sketch polygonal prisms ONAP – Questions 1, 2	
	MEASUREMENT Measurement Relationships	<input type="checkbox"/> length, height, width & distance <ul style="list-style-type: none"> conversions: m to cm, km to m select and justify the most appropriate standard unit (mm, cm, dm, m, km) to measure length, height, width and distance and to measure the perimeter of various polygons <input type="checkbox"/> perimeter and area <ul style="list-style-type: none"> determine the relationship between the length and width of a rectangle and its perimeter and area generalize the formula of a rectangle solve problems requiring the estimation of perimeters and areas of rectangles ONAP – Questions: 9, 10, 11, 12, 18 – Performance Task 1, 2	<input type="checkbox"/> length, height, width & distance <ul style="list-style-type: none"> conversions from larger to smaller metric units <input type="checkbox"/> construct a rectangle, square, triangle & parallelogram using tools <input type="checkbox"/> composing & decomposing <ul style="list-style-type: none"> relationship between area of a rectangle & the areas of parallelograms & triangles <input type="checkbox"/> develop the formula for the areas of a parallelogram & triangle ONAP – Questions 5, 6, 8	<input type="checkbox"/> conversions between metric units of measure and metric units of area <input type="checkbox"/> perimeter and area formula of a trapezoid estimate and calculate the area of composite two-dimensional shapes ONAP – Questions 4, 5, 6, 7, 8, 9 – Performance Task1	<input type="checkbox"/> conversions <ul style="list-style-type: none"> metric units of area: square centimeters and square metres solve problems that require conversions <input type="checkbox"/> circle <ul style="list-style-type: none"> measure circumference, radius, diameter formula for circumference area formula relationships for calculating the circumference and the area of a circle and generalize to develop the formula solve problems involving estimation and calculation of circumference and area of a circle ONAP – Questions 2, 3, 4, 5, 6, 7, 8, 9, 10 – Performance Task 2



2019-2020 Gr. 5-8 Mathematics Continuum: Term Two

DATES	STRANDS & TOPICS	GRADE FIVE	GRADE SIX	Grade Seven	Grade Eight
Feb. 3-7	GEOMETRY & SPATIAL SENSE Location & Movement	<ul style="list-style-type: none"> <input type="checkbox"/> cardinal directions <input type="checkbox"/> compare grid systems commonly used in maps <input type="checkbox"/> identify, perform and describe translations <ul style="list-style-type: none"> ▪ create and analyze designs by translating and/or reflecting shapes ▪ 2D shapes ONAP – Questions 11, 12, 13	<ul style="list-style-type: none"> <input type="checkbox"/> coordinate system: Cartesian coordinate plane <input type="checkbox"/> rotations, reflections & translations <ul style="list-style-type: none"> ▪ Create and analyze designs ▪ centre of rotation inside or outside the shape ▪ 90° & 180° rotations ONAP – Questions 9, 10, 11, 12 – Performance 2	<ul style="list-style-type: none"> <input type="checkbox"/> plot points using all four quadrants of the Cartesian coordinate plane <input type="checkbox"/> identify, perform, and describe dilatations <input type="checkbox"/> create and analyze designs involving translations, reflections, dilatations, and/or simple rotations of two-dimensional shapes <input type="checkbox"/> determine, through investigation polygons or combinations of polygons that tile a plane, and describe the transformation(s) involved ONAP – Questions 7, 8, 9 – Performance Task 1	<ul style="list-style-type: none"> <input type="checkbox"/> Cartesian co-ordinate plane: plotting a point after a transformation <input type="checkbox"/> transformations: real world movements ONAP – Questions 9, 10, 11, 12 – Performance Task 1
Feb. 10-Feb. 28	PATTERNING & ALGEBRA Patterns & Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> repeating translation patterns <input type="checkbox"/> growing and shrinking patterns <ul style="list-style-type: none"> ▪ Table of values ▪ Multiplication and division ONAP – Questions 3, 4, 5	<ul style="list-style-type: none"> <input type="checkbox"/> repeating rotation patterns <input type="checkbox"/> geometric patterns ONAP – Questions 5	<ul style="list-style-type: none"> <input type="checkbox"/> develop and represent the general term of a linear growing pattern using algebraic expressions ONAP – Questions 5, 6	<ul style="list-style-type: none"> <input type="checkbox"/> determine a term, given its term number, in a linear pattern that is represented by a graph or an algebraic equation ONAP – Questions 4
	PATTERNING & ALGEBRA Grade 4-6 Variables, Expressions & Equations	<ul style="list-style-type: none"> <input type="checkbox"/> variables <ul style="list-style-type: none"> ▪ as a changing or unknown quantities <input type="checkbox"/> missing numbers in equations <ul style="list-style-type: none"> ▪ addition, subtraction, multiplication and division ONAP – Questions 6, 7, 8, 9	<ul style="list-style-type: none"> <input type="checkbox"/> variables <ul style="list-style-type: none"> ▪ as a changing quantity ▪ as an unknown quantity <input type="checkbox"/> 2 or 3 symbols or letters as variables <ul style="list-style-type: none"> ▪ solve simple equations through investigation ONAP – Questions 6, 7, 8	<ul style="list-style-type: none"> <input type="checkbox"/> model real-life relationships involving constant rates <input type="checkbox"/> translate phrases describing simple mathematical relationships into algebraic expressions <input type="checkbox"/> evaluate algebraic expressions by substituting natural numbers for the variables <input type="checkbox"/> solve linear equations ONAP – Questions 7, 8, 9, 10 – Performance Task 2	<ul style="list-style-type: none"> <input type="checkbox"/> algebra: real-life situations <input type="checkbox"/> linear and relationships: model graphically and algebraically <input type="checkbox"/> solve and verify algebraic equations: balance model <ul style="list-style-type: none"> ▪ evaluate algebraic expressions with up to three terms by substituting fractions, decimals or integers for variables ONAP – Questions – 5, 6, 7, 8, 9, 10
Mar. 2-27 ongoing with Number Talks	NUMBER SENSE & NUMERATION Quantity Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> read, represent, order and compare fractions <ul style="list-style-type: none"> ▪ proper, improper fractions and mixed numbers ▪ like denominators ▪ round decimal numbers to the nearest tenth <input type="checkbox"/> represent, order & compare decimals to the hundredths <input type="checkbox"/> demonstrate and explain <ul style="list-style-type: none"> ▪ equivalent fractions ▪ equivalent decimal numbers <input type="checkbox"/> place value of decimal numbers to the hundredth <input type="checkbox"/> read and write money amounts to \$1000 <input type="checkbox"/> addition and subtraction of decimal numbers to hundredths <input type="checkbox"/> multiply decimal numbers by 10, 100, 1000, 10 000 ONAP – Questions 4, 5, 6, 7, 8, 9, 10, 16, 17,	<ul style="list-style-type: none"> <input type="checkbox"/> represent, order & compare fractions <ul style="list-style-type: none"> ▪ proper, improper & mixed numbers ▪ unlike denominators <input type="checkbox"/> represent, order & compare decimals to the thousandths <input type="checkbox"/> benchmarks of percents: 10%, 25%, 50%, 75% & 100% <input type="checkbox"/> place value of decimal numbers to the thousandths <input type="checkbox"/> multiply and divide decimal numbers to the <ul style="list-style-type: none"> ▪ decimal numbers to tenths <input type="checkbox"/> addition and subtraction of decimal numbers to thousandths <input type="checkbox"/> multiply and divide decimal numbers by 10, 100, 1000, 10 000 <input type="checkbox"/> multiply whole numbers by 0.1, 0.01, and 0.001 ONAP – Questions 4, 5, 6, 7, 8, 9 – Performance 1	<ul style="list-style-type: none"> <input type="checkbox"/> represent, order & compare decimals to the hundredths and fractions <input type="checkbox"/> select and justify the most appropriate representation of quantity ONAP – Questions 1, 4 – Performance Task 1 and 2	<ul style="list-style-type: none"> <input type="checkbox"/> represent, order and compare <ul style="list-style-type: none"> ▪ rational numbers: positive and negative fractions to thousandths <input type="checkbox"/> translate between equivalent forms of a number <ul style="list-style-type: none"> ▪ decimals, fractions and percents ONAP – Questions
	NUMBER SENSE & NUMERATION: Counting	<ul style="list-style-type: none"> <input type="checkbox"/> count forward by hundredths from any decimal number expressed to two decimal places, using concrete materials and number line ONAP – Questions 12, 13			
	NUMBER SENSE & NUMERATION Operational Sense			<ul style="list-style-type: none"> <input type="checkbox"/> divide whole numbers by simple fractions and by decimal numbers to hundredths <input type="checkbox"/> use a variety of mental strategies to solve problems involving the addition and subtraction of fractions and decimals <input type="checkbox"/> solve problems involving multiplication and division of decimal numbers to thousandths by one digit whole numbers <input type="checkbox"/> use estimation when solving problems involving operations with whole numbers, decimals and percents to help judge the reasonableness of a solution <input type="checkbox"/> order of operations <input type="checkbox"/> add and subtract fractions with like and unlike denominators using a variety of tools <input type="checkbox"/> add and subtract integers using a variety of tools ONAP – Questions 8, 9, 11, 12, 13, 15	<ul style="list-style-type: none"> <input type="checkbox"/> integers <ul style="list-style-type: none"> ▪ addition, subtraction, multiplication and division <input type="checkbox"/> order of operations in expressions with brackets and exponents <input type="checkbox"/> fractions <ul style="list-style-type: none"> ▪ addition, subtraction, multiplication and division with simple fractions ▪ represent multiplication and division of fractions, integers <input type="checkbox"/> decimals <ul style="list-style-type: none"> ▪ multiply and divide decimals to various powers of ten <input type="checkbox"/> use estimation when solving problems with whole numbers, decimals, percent, integers and fractions to help judge the reasonableness of a solution ONAP – Questions 8, 9, 10, 11, 12, 13, 14, 15, 16 – Performance Task 2
	NUMBER SENSE & NUMERATION Proportional Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> fractions <ul style="list-style-type: none"> ▪ multiplicative relationships ▪ relationships between fractions & decimals <input type="checkbox"/> whole-number rates ONAP – Questions 24, 25, 26	<ul style="list-style-type: none"> <input type="checkbox"/> represent ratio <input type="checkbox"/> determine and explain the relationship among fractions, decimals and percents <input type="checkbox"/> represent relationships using unit rates ONAP – Questions 17, 18, 19	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an understanding of rate as a comparison of ratio, or of two measurements of different units <input type="checkbox"/> solve problems involving the calculation of unit rates ONAP – Questions 16, 17, 18	<ul style="list-style-type: none"> <input type="checkbox"/> percent, ratio and unit rate <ul style="list-style-type: none"> ▪ solve problems involving percent and rate in real-life situations <input type="checkbox"/> identify and describe real-life situations involving two quantities that are directly proportional ONAP – Questions 17, 18, 19, 20
March 30-Apr.10	DATA MANAGEMENT & PROBABILITY Probability	<ul style="list-style-type: none"> <input type="checkbox"/> determine and represent all possible outcomes in a simple probability experiment <input type="checkbox"/> represent the probability that an event will occur using a common fraction <input type="checkbox"/> pose and solve simple probability problems ONAP – Questions 7, 8 Performance Task 2	<ul style="list-style-type: none"> <input type="checkbox"/> theoretical probability as a ratio probability of an event from 0 to 1 <input type="checkbox"/> represent the probability of an event <input type="checkbox"/> predict the frequency of an outcome of a simple probability experiment or game ONAP – Questions 9, 10, 11 – Performance Task 2	<ul style="list-style-type: none"> <input type="checkbox"/> research and report on real-world applications of probabilities expressed in fraction, decimal, and percent form <input type="checkbox"/> make predictions about a population when given a probability <input type="checkbox"/> represent in a variety of ways all the possible outcomes of a probability experiment involving two independent events <input type="checkbox"/> perform a simple probability experiment involving two independent events, and compare the experimental probability with the theoretical probability of a specific outcome ONAP – Questions 10, 11, 12 – Performance Task 2	<ul style="list-style-type: none"> <input type="checkbox"/> experimental vs theoretical <ul style="list-style-type: none"> ▪ two independent events ▪ complementary events ONAP – Questions 11, 12, 13, 14 – Performance Task 2
Apr. 13-May 15	MEASUREMENT Attributes, Units & Measurement Sense	<ul style="list-style-type: none"> <input type="checkbox"/> time <ul style="list-style-type: none"> ▪ estimate, measure and represent time to the nearest second ▪ estimate and determine elapsed time expressed in minutes, hours, days, weeks, months, or years <input type="checkbox"/> temperature <ul style="list-style-type: none"> • Measure and record temperature to determine and represent changes over time ONAP – Questions 3, 4, 17	ONAP – Questions 1, 2 - Performance Task 1	<ul style="list-style-type: none"> <input type="checkbox"/> Research and report on a real life application of area measurement ONAP – Questions 1, 2, 3	<ul style="list-style-type: none"> <input type="checkbox"/> research, describe and report on applications of volume and capacity <input type="checkbox"/> research and report on a real life application of area measurement ONAP – Questions 1 – Performance Task 1
	MEASUREMENT Measurement Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> 12-hour vs. 24-hour clock <ul style="list-style-type: none"> ▪ solve problems involving the relationship between a 12-hour and a 24-hour clock <input type="checkbox"/> generalize to develop the formula of the volume of a rectangular prism <input type="checkbox"/> relationship between volume and capacity <input type="checkbox"/> mass <ul style="list-style-type: none"> ▪ mg, g, kg, tonne ONAP – Questions 6, 7, 8, 13, 14, 15, 16 - Performance Task 2	<ul style="list-style-type: none"> <input type="checkbox"/> mass, capacity & volume (metric system) <ul style="list-style-type: none"> ▪ conversions from large to small units <input type="checkbox"/> volume <ul style="list-style-type: none"> ▪ develop the formula of a triangular prism <input type="checkbox"/> estimation and calculation of the surface area of rectangular & triangular prism ONAP – Questions 11, 12, 13 Performance 2	<ul style="list-style-type: none"> <input type="checkbox"/> Generalize to develop the formula of the volume of a right prism <input type="checkbox"/> surface area of right prisms <input type="checkbox"/> solve problems that involve the surface area and volume of right prisms and that require conversion between metric measures of capacity and volume (Science Connection) ONAP – Questions 10, 11, 12 – Performance Task 2	
May 25-June 25	GEOMETRY & SPATIAL SENSE Geometric Properties	<ul style="list-style-type: none"> <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ distinguish among prisms, right prisms, pyramids and other 3D figures ▪ identify prisms and pyramids from their nets ONAP – Questions 5	<ul style="list-style-type: none"> <input type="checkbox"/> angles up to 180° ONAP – Questions 3, 4, 5, 6		<ul style="list-style-type: none"> 3D figures <ul style="list-style-type: none"> ▪ geometric properties: Real life situations <input type="checkbox"/> Polyhedron: faces, edges and vertices ONAP – Questions 4
	GEOMETRY & SPATIAL SENSE Geometric Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ identify prisms and pyramids from their nets ▪ construct nets of prisms and pyramids ONAP – Questions 6, 7, 8, 9, 10	<ul style="list-style-type: none"> <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ models ▪ sketches using isometric dot paper & dynamic geometry software ONAP – Questions 7, 8	<ul style="list-style-type: none"> • sketch three-dimensional figures and construct three-dimensional figures from drawings ONAP – Questions 5, 6 – Performance Task 2	<ul style="list-style-type: none"> <input type="checkbox"/> measurement relationships: similar shapes <input type="checkbox"/> angle relationships: parallel and intersecting lines <input type="checkbox"/> Pythagorean Relationship (reviewed) ONAP – Questions 5, 6, 7, 8 – Performance Task 2