

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 1: Number and Operation

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 1.1: Understand and use numbers.	K.M.1.1.1A Recognize symbolic expressions as numbers	1.M.1.1.1A Indicate recognition of various #'s in environments	2.M.1.1.1A Demonstrate knowledge of the numeration system by counting forward by 1's								
	K.M.1.1.2A Demonstrate 1:1 correspondence	1.M.1.1.2A Communicate and demonstrate physical representations for numbers up to 5.	2.M.1.1.2A Communicate and demonstrate whole numbers in order up to 10	3.M.1.1.1 A Identify whole numbers in order up to 30, using a number line when necessary	4.M.1.1.1A Communicate and demonstrate whole numbers in order up to 50, using a number line or chart when necessary.	5.M.1.1.1 A Communicate and demonstrate whole numbers to 100 and decimal numbers to hundredths.	6.M.1.1.1A Recognize the magnitude of difference between small and large whole numbers.	7.M.1.1.1A Recognize the magnitude of difference between small and large whole numbers and decimals.	8.M.1.1.1 A Recognize the magnitude of difference between small and large fractions.	9.M.1.1.1A Recognize the magnitude of difference between small and large percents.	10.M.1.1.1 A Compare magnitudes and relative magnitudes of whole numbers, decimals, fractions, and percents.
		1.M.1.1.3A Show the symbolic representation of the ones place value.	2.M.1.1.3A Show the symbolic representation of the tens place value.	3.M.1.1.2A Identify place value of numbers through 30	4.M.1.1.2 A Identify place value of numbers through 50.	5.M.1.1.2A Identify place value for whole numbers to 100 and decimal numbers to hundredths.	6.M.1.1.2 A Recognize corresponding common fractions and decimals	7.M.1.1.2A Recognize corresponding common fractions and percents.	8.M.1.1.2 A Identify the parts of a ratio in real world situations	9.M.1.1.2 A Use positive and negative numbers, fractions, decimals, percentages, and ratios in real world situations.	10.M.1.1.2A Use positive and negative numbers, fractions, decimals, percentages, and ratios in real world situations.
	K.M.1.1.3A Identify coins as money	1.M.1.1.4A Sort coins by identity.	2.M.1.1.4 A Identify and demonstrate the value of pennies and nickels	3.M.1.1.3 A Sort coins and one bills by identity and value.	4.M.1.1.3 A Count the value of a collection of pennies, nickels and dimes up to \$1.00	5.M.1.1.3A Sort dollar denominations and use whole dollar estimation up to \$10.00					
				3.M.1.1.4 A Recognize commonly used fractions using concrete materials.	4.M.1.1.4A Communicate and demonstrate commonly used fractions with symbolic representations.	5.M.1.1.4A Compare commonly used fractions with symbolic representations					
							6.M.1.1.3A Create a number line with positive numbers.	7.M.1.1.3A Create a number line with positive rational numbers.	8.M.1.1.3 A Identify position of positive rational numbers on a number line.		
					4.M.1.1.5A The student will recognize the value of common coins and the dollar.	5.M.1.1.5A Match simple, equivalent units of measurement in the U.S. Customary system.	6.M.1.1.4A Match basic equivalent decimals and fractions, ie .25 = 1/4	7.M.1.1.4A Recognize exponents as a representation of a very large number.	8.M.1.1.4A Recognize exponents as a representation of a very large number.	9.M.1.1.3 A Recognize exponents as a representation of a very large number.	10.M.1.1.3A Recognize exponents as a representation of a very large number.
										9.M.1.1.4A	10.M.1.1.4A

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 1: Number and Operation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 1.1: Understand and use numbers. (continued from previous page)						5.M.1.1.6 A Use repeated addition to demonstrate prime numbers in multiplication.	6.M.1.1.5 A Use repeated addition to demonstrate prime numbers or factorization in multiplication.	7.M.1.1.5 A Use repeated addition models to match the Least Common Multiple (LCM) and the Greatest Common Factor (GCF).	8.M.1.1.5 A Use repeated addition models to demonstrate primes, composites, prime factorization, LCM, or GCF.	9.M.1.1.5 A Solve problems using repeated addition in multiplication with prime numbers, factors and multiples.	10.M.1.1.5A Solve problems using repeated addition in multiplication with prime numbers, factors and multiples.
	K.M.1.1.4A Identify a problem that can be solved.	1.M.1.1.5 Given options, match the appropriate solution to solve a problem.	2.M.1.1.5 A Demonstrate the ability to solve simple problems.	3.M.1.1.5 A Recognize and demonstrate the appropriate problem solving strategy to solve problems.	4.M.1.1.6A Choose appropriate application to solve a problem.	5.M.1.1.7A Choose appropriate application to solve a problem.	6.M.1.1.6 A Recognize and demonstrate the appropriate problem solving strategy to solve a multi-step problem.	7.M.1.1.6A Identify pertinent information needed to solve a one-step problem.	8.M.1.1.6 A Identify pertinent information needed to solve a multi-step problem.		
							6.M.1.1.7 A Identify positive and negative numbers in real-world situations.	7.M.1.1.7 A Identify positive and negative numbers in real-world situations	8.M.1.1.7 A Identify positive and negative numbers in real-world situations		
	K.M.1.1.5A Attend to appropriate math vocabulary terms, i.e. more, less, next, first.	1.M.1.1.6A Attend to appropriate math vocabulary terms.	2.M.1.1.6A Attend to appropriate math vocabulary terms.	3.M.1.1.6 A Recognize appropriate math vocabulary terms.	4.M.1.1.7A Recognize appropriate vocabulary.	5.M.1.1.8 A Recognize appropriate vocabulary.	6.M.1.1.8 A Use appropriate vocabulary.	7.M.1.1.8 A Use appropriate vocabulary.	8.M.1.1.8 A Use appropriate vocabulary.	9.M.1.1.6 A Use appropriate vocabulary.	10.M.1.1.6A Use appropriate vocabulary.
Goal 1.2: Perform computations accurately.	K.M.1.2.1A Demonstrate knowledge of the concept more or less	1.M.1.2.1 A Use objects, pictures, or symbolic systems to explore addition or subtraction	2.M.1.2.1A Use objects, pictures, or symbolic systems to explore addition or subtraction problems to 10	3.M.1.2.1 A Use objects, pictures, or symbolic systems to solve addition or subtraction problems to 18	4.M.1.2.1A Explore single digit multiplication for 1's – 5's through symbolic concrete systems	5.M.1.2.1A Explore single digit multiplication for 1's – 10's through symbolic concrete systems	6.M.1.2.1A Introduce the use of a multiplication chart to solve multiplication and division problems.	7.M.1.2.1 A Match common equivalent fractions, decimals, and percents i.e. half (1/2, .50 or 50%)	8.M.1.2.1A Match common equivalent fractions, decimals, and percents i.e. halves, fourths, and tenths.		
		1.M.1.2.2 A Count two groups of objects, pictures or symbolic system to identify total quantity up to five.	2.M.1.2.2 A Count two groups of objects, pictures or symbolic system to identify total quantity up to ten.	3.M.1.2.2 A Explore adding and subtracting with regrouping using manipulatives.	4.M.1.2.2 A Add and subtract whole numbers, with or without the use of manipulatives.	5.M.1.2.2 A Identify numbers with decimals have a part of a whole, e.g. money using coins and dollars	6.M.1.2.2 A Add, subtract, multiple, or divide single digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.	7.M.1.2.2 A Add, subtract, multiple, or divide single digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.	8.M.1.2.2 A Add, subtract, multiple, and divide rational numbers, with or without the use of a calculator or manipulatives.		
			2.M.1.2.3A Count three groups of objects, pictures or symbolic system to identify total quantity up to five.	3.M.1.2.3A Count three groups of objects, pictures or symbolic system to identify total quantity up to ten.							
		1.M.1.2.3A Recognize the concept of subtraction (less) using concrete objects, pictures, or symbols.	2.M.1.2.4 A Use manipulatives for adding/subtracting.	3.M.1.2.4 A Explore multiplication through the manipulation of adding repeated sets	4.M.1.2.3 A Explore multiplication through the manipulation of adding repeated sets and division by separating sets into equal parts	5.M.1.2.3 A Explore division through the manipulation of dividing a whole into repeated equal sets		7.M.1.2.3 A Recognize models of multiples as exponents, i.e. using concrete objects, pictures or student preferred items, use a tray to count multiples of equal groups.	8.M.1.2.3A Recognize models of multiples as exponents, i.e. using concrete objects, pictures or student preferred items, use a tray to count multiples of equal groups.		
					4.M.1.2.4 A Identify that "a whole" can be divided to create "smaller pieces" and the pieces can be added to create a whole again.	5.M.1.2.4 A Recognize common small pieces or fractions to fourths can be subtracted from the whole.					

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 1: Number and Operation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 1.2: Perform computations accurately. <i>(continued from previous page)</i>					4.M.1.2.5 A Demonstrate knowledge to add a collection of dollars using the decimal point symbol						
						5.M.1.2.5A Solve single addition and subtraction problems that include parentheses, using calculator or manipulatives if necessary.	6.M.1.2.3 A Solve single digit addition and subtraction problems using an order of operations, with or without calculators or manipulatives	7.M.1.2.4 A Solve single digit addition and multiplication problems that include parentheses, using calculator or manipulatives if necessary.	8.M.1.2.4A Solve single digit addition, subtraction and multiplication problems using an order of operations, with or without calculator or manipulatives.	9.M.1.2.1 A Solve single digit addition, subtraction and multiplication problems with rational numbers, using an order of operations, with or without calculator or manipulatives.	10.M.1.2.1 A Solve single digit addition, subtraction and multiplication problems with rational numbers, using an order of operations, with or without calculator or manipulatives.
				3.M.1.2.5 A Use concrete objects or symbolic systems to solve addition and subtraction problems	4.M.1.2.6 A Use concrete objects or symbolic systems to solve addition and subtraction problems	5.M.1.2.6A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems	6.M.1.2.4 A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems	7.M.1.2.5 A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems	8.M.1.2.5 A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems		
				3.M.1.2.6 A Select appropriate operations to solve one step addition or subtraction word or symbolic problems.	4.M.1.2.7A Select appropriate operations to solve one step addition or subtraction word or symbolic problems	5.M.1.2.7A Use a variety of strategies to solve real life problems.	6.M.1.2.5A Use a variety of strategies to solve real life problems.	7.M.1.2.6 A Use a variety of strategies to solve real life problems.	8.M.1.2.6 A Use a variety of strategies to solve real life problems.		
	K.M.1.2.2A Attend to appropriate math vocabulary terms	1.M.1.2.4A Attend to appropriate math vocabulary terms	2.M.1.2.5 A Attend to appropriate math vocabulary terms	3.M.1.2.7 A Recognize appropriate math vocabulary terms	4.M.1.2.8A Recognize appropriate vocabulary.	5.M.1.2.8 A Recognize appropriate vocabulary.	6.M.1.2.6 A Use appropriate vocabulary.	7.M.1.2.7 A Use appropriate vocabulary.	8.M.1.2.7A Use appropriate vocabulary.		
Goal 1.3: Estimate and judge reasonableness of results.	K.M.1.3.1 A Match objects of corresponding size	1.M.1.3.1 A Identifying objects of corresponding size	2.M.1.3.A Estimate a quantity of objects when shown a set of 10.	3.M.1.3.1A Estimate to predict sums and differences.	4.M.1.3.1A Estimate to predict sums and differences	5.M.1.3.1A Estimate to predict results or amounts.	6.M.1.3.1A Estimate to predict results or amounts.	7.M.1.3.1A Use estimation to select a reasonable answer to a real world problem involving whole numbers.	8.M.1.3.1A Use estimation to select a reasonable answer to a real world problem involving whole numbers.		
	K.M.1.3.2 A Attend to quantity or size of objects during estimation activities.	1.M.1.3.2 A Attend to quantity or size of objects during estimation activities.	2.M.1.3.2 A Use estimation skills or determine reasonableness across daily activities.	3.M.1.3.2 A Use estimation to evaluate reasonableness of a sum.	4.M.1.3. A Use estimation skills across daily activities.	5.M.1.3.2A Identify daily activities where estimation is appropriate.	6.M.1.3.2 A Identify daily activities where estimation is appropriate.	7.M.1.3.2 A Identify daily activities where estimation is appropriate.	8.M.1.3.2 A Identify daily activities where estimation is appropriate.	9.M.1.3.1 A Identify daily activities where estimation is appropriate.	10.M.1.3.1 A Identify daily activities where estimation is appropriate.
						5.M.1.3.3.A Determine over and under estimations in daily living activities.	6.M.1.3.3 A Determine over and under estimations in daily living activities.	7.M.1.3.3 A Explore over and under estimation through daily living activities.	8.M.1.3.3 A Explore over and under estimation through daily living activities.	9.M.1.3.2 A Explore over and under estimation through daily living activities.	10.M.1.3.2 A Explore over and under estimation through daily living activities.
				3.M.1.3.3A Investigate the use of a calculator to solve simple problems.	4.M.1.3.3A Investigate the use of a calculator to solve problems	5.M.1.3.4 A Use a calculator to solve problems.	6.M.1.3.4A Use a calculator to solve problems.	7.M.1.3.4 A Use assistive technology to solve problems	8.M.1.3.4A Use assistive technology to solve problems		

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 1: Number and Operation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 1.3: Estimate and judge reasonableness of results. <i>(continued from previous page)</i>						5.M.1.3.5 A Formulate a guess to a problem.	6.M.1.3.5 A Formulate a guess to a problem.	7.M.1.3.5 A Formulate a guess to a problem and then show why it seems to be true.	8.M.1.3.5A Formulate a guess to a problem and then show why it seems to be true.		
	K.M.1.3.3 A Attend to appropriate vocabulary.	1.M.1.3.3 A Attend to appropriate vocabulary.	2.M.1.3.3A Attend to appropriate vocabulary.	3.M.1.3.4A Recognize appropriate vocabulary.	4.M.1.3.4 A Recognize appropriate vocabulary.	5.M.1.3.6A Recognize appropriate vocabulary.	6.M.1.3.6 A Use appropriate vocabulary.	7.M.1.3.6A Use appropriate vocabulary.	8.M.1.3.6 A Use appropriate vocabulary.		

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 2: Concepts and Principles of Measurement

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 2.1: Understand and use U.S. customary and metric measurements.	K.M.2.1.1A Match sizes of objects (e.g., longer, shorter, larger, smaller).	1.M.2.1.1 A Match sizes of objects given an attribute (e.g., longer, shorter, larger, smaller).	2.M.2.1.1 A Compare objects given and attribute, eg. lengths sizes, weight, time	3.M.2.1.1 A Use appropriate tools or non-standard units to measure length or temperature	4.M.2.1.1A Identify the standard tools to make formal measurements of length, time, temperature, and weight.	5.M.2.1.1A Select the appropriate units and tools to make formal measurements of length, temperature, weight.	6.M.2.1.1A Select and use appropriate units and tools to make formal measurements.	7.M.2.1.1A Select and use appropriate units and tools to make formal measurements.	8.M.2.1.1A Select and use appropriate units and tools to make formal measurements.		
	K.M.2.1.2A Estimate an attribute of an object.	1.M.2.1.2A Estimate an attribute of an object using non-standard units, i.e. as big as...., same size as....	2.M.2.1.2A Estimate time using non-standard or standard units.	3.M.2.1.2 A Estimate time and weight using non-standard or standard units in real world problems.	4.M.2.1.2 A Estimate length, time, weight, and temperature in real-world problems.	5.M.2.1.2A Estimate length, time, weight, and temperature in real-world problems .	6.M.2.1.2 A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.	7.M.2.1.2 A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.	8.M.2.1.2 A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.		
		1.M.2.1.3 A Identify time of day by activity – e.g. morning before school, schooltime, after school, after dinner	2.M.2.1.3 A Identify time of day by activity – e.g. morning before school, schooltime, after school, after dinner	3.M.2.1.3 A Identify time of day by activity – e.g. morning before school, schooltime, after school, after dinner	4.M.2.1.3A Match time to a specific activity (e.g. bell or board schedule)	5.M.2.1.3 A Tell time using a digital or analog clock.					
			2.M.2.1.4 A Select the most appropriate activity given the time of the day.	3.M.2.1.4 A Identify real world problems related to time.	4.M.2.1.4 A Identify real-world problems related to time.	5.M.2.1.4A Identify real world problems related to elapsed time.	6.M.2.1.3 A Identify real world problems related to elapsed time.				
								7.M.2.1.3 A Estimate and understand volume permanence in real world settings, i.e. using manipulatives (ex. rice, water) to explore various shaped containers to estimate volume.	8.M.2.1.3 A Estimate and understand volume permanence in real world settings, i.e. using manipulatives (ex. rice, water) to explore various shaped containers to estimate volume.		
						5.M.2.1.5A Recognize the concept of around (perimeter) for simple polygons, i.e. rectangle and squares.	6.M.2.1.4 A Recognize the concept of around (perimeter and circumference) for simple shapes, i.e. circle, triangle	7.M.2.1.4 A Compare area and perimeter of real world surfaces, e.g around the room, around the city, around a box or ball.	8.M.2.1.4 A Compare area and perimeter of real world surfaces, e.g around the room, around the city, around a box or ball	9.M.2.1.1 A Compare area and perimeter of real world surfaces, e.g around the room, around the city, around a box or ball	10.M.2.1.1 A Compare area and perimeter of real world surfaces, e.g around the room, around the city, around a box or ball

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 2: Concepts and Principles of Measurement (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 2.1: Understand and use U.S. customary and metric measurements <i>(continued from previous page)</i>				3.M.2.1.5 A Identify a unit of measurement within the U.S. customary system or within the metric system.	4.M.2.1.5A Use a unit of measurement within the U.S. customary system or within the metric system.	5.M.2.1.6 A Match equivalent units of measurement within the U.S. customary system	6.M.2.1.5A Identify equivalent units of measurement	7.M.2.1.5 A Identify equivalent units of measurement.	8.M.2.1.5 A Identify equivalent units of measurement		
	K.M.2.1.3A Identify a calendar and how the days of the week are represented.	1.M.2.1.4 AA Identify a calendar and how the days of the week are represented.	2.M.2.1.5 Identify a calendar and how the days of the week are represented.	3.M.2.1.6 A Identify equivalent units of time in days, weeks, or months.	4.M.2.1.6 A Identify how months of the year are presented in a calendar.	5.M.2.1.7 A Use a calendar in daily life activities.					
					4.M.2.1.7 A Match simple, equivalent units of measurement in the U.S. Customary system.	5.M.2.1.8 A Match equivalent units of weight and volume.	6.M.2.1.6 A Identify the location of perimeter and area with rectangles.	7.M.2.1.6 A Calculate simple problems with perimeter or area of rectangles and triangles.	8.M.2.1.6 A Solve problems involving perimeter and area of rectangles.	9.M.2.1.2 A Given a formula, students solve simple problems involving perimeter or area with or without a calculator or manipulatives.	10.M.2.1.2 A Solve problems involving perimeter and area of triangles or rectangles.
	K.M.2.1.4 A Attend to appropriate vocabulary.	1.M.2.1.5 A Attend to appropriate vocabulary.	2.M.2.1.6 A Attend to appropriate vocabulary.	3.M.2.1.7 A Recognize appropriate vocabulary.	4.M.2.1.8A Recognize appropriate vocabulary.	5.M.2.1.9 A Recognize appropriate vocabulary.	6.M.2.1.7 A Use appropriate vocabulary.	7.M.2.1.7 A Use appropriate vocabulary.	8.M.2.1.7 A Use appropriate vocabulary.		
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	6.M.2.2.1A Match a concrete representation to a simple ratio, i.e. 1 sandwich to 2 people	7.M.2.2.1A Match a rate (how often) represented in a real world situation, i.e. once a day.	8.M.2.2.1 A Identify ratios in real world situations, i.e. 2 boys to 1 girl in the class.	9.M.2.2.1 A Identify proportions in real world situations, i.e. size, number or amount of an object or group compared to another	10.M.2.2.1A Recognize rates, ratios, or proportions, in real world situations.
								7.M.2.2.2 A Apply a rate to a real world situation	8.M.2.2.2 A Apply a ratio to a real world situation	9.M.2.2.2 A Apply the concept of a rate to a real world situation	10.M.2.2.2 A Apply rates, ratios, or proportion to real world situations.
										9.M.2.2.3 A Identify simple equivalent units of measurements.	10.M.2.2.3 A Identify equivalent units, comparable units, or conversions.
Goal 2.3: Apply dimensional analysis.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	7.M.2.3.1 A Identify simple dimensions of an object, i.e. height, width, length	8.M.2.3.1 A Match simple measurement units to dimensions, i.e. lbs to weight, feet to height, cups to volume	9.M.2.3.1 A Apply simple measurement units to dimensions in real world applications involving length, area, capacity, weight, time, and temperature.	10.M.2.3.1 A Apply simple measurement units to dimensions in real world applications involving length, area, capacity, weight, time, and temperature.

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 2: Concepts and Principles of Measurement (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 2.4: Apply appropriate techniques and tools to determine measurements.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	9.M.2.4.1 A Select and use an appropriate measurement tool correctly.	10.M.2.4.1 A Select and use an appropriate measurement tool correctly.
										9.M.2.4.2 A Identify errors in measurement situations, i.e. gallons are measured instead of cups, feet instead of inches.	10.M.2.4.2 A Identify errors in measurement situations, i.e. gallons are measured instead of cups, feet instead of inches.

Standard 3: Concepts and Language of Algebra and Functions

1/2008

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 3: Concepts and Language of Algebra and Functions (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 3.3: Solve algebraic equations and inequalities.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.M.3.3.1A Solve missing addend equations, using concrete objects when necessary.	4.M.3.3.1A Solve missing items or addends equations with concrete objects or symbols.	5.M.3.3.1A Solve missing addends or simple factor equations, using concrete objects or a calculator when necessary.	6.M.3.3.1 A Solve one-step equations with whole numbers, using concrete objects or a calculator when necessary.	7.M.3.3.1A Solve one-step equations, using concrete objects or a calculator when necessary.	8.M.3.3.1A Solve one- and two-step equations, such as $(1+2) + (2+2) = ?$	9.M.3.3.1A Use appropriate procedures to solve multi-step equations and inequalities; such as $(1+2) = (5-3)$ or $(2+2)$ does not equal $(2+3)$	10.M.3.3.1 A Use appropriate procedures to solve multi-step equations and inequalities; such as $(1+2) = (5-3)$ or $(2+2)$ does not equal $(2+3)$
									8.M.3.3.2 A Match a math problem with a pictorial representation.	9.M.3.3.2A Match a math problem with a pictorial representation.	10.M.3.3.2 A Match a math problem with a graphical representation.
Goal 3.4: Understand the concept of functions.	K.M.3.4.1 A Attend to a simple repeating pattern (e.g., red, blue, red, blue)	1.M.3.4.1A Replicate a simple repeating pattern (e.g., red, blue, red, blue...)	2.M.3.4.1A Extend a simple repeating pattern (e.g. ABCABC...).	3.M.3.4.1 A Replicate a numerical pattern when given the +1 rule with addition (e.g. 1, 1+1, 2+1, 3+1, 4+1,...)	4.M.3.4.1.A Copy a pattern using whole numbers and the 1+ rule and then extend the pattern.	5.M.3.4.1.A Identify a simple pattern using whole numbers.	6.M.3.4.1.A Identify a simple pattern using whole numbers or fractions as inputs.	7.M.3.4.1.A Extend simple patterns involving rational numbers, including decimals, as inputs.	8.M.3.4.1.A Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.		
							6.M.3.4.2 A Extend whole number patterns, using manipulatives and pictorial representations if needed.				
							6.M.3.4.3. A Identify change in quantity in real world context.	7.M.3.4.2...A Identify when a change in one quantity impacts a change in another quantity.	8.M.3.4.2...A Indicate when a change in one quantity may result in a change in another, and identify the relationship as a positive, negative, or neither.	9.M.3.4.1.A Use appropriate procedures to solve a simple linear equation involving two variables; such as $x + y = 7$	10.M.3.4.1.A Use appropriate procedures to solve a simple linear equation involving two variables; such as $x + y = 7$
	K.M.3.4A.2 Attend to appropriate vocabulary.	1.M.3.4.2 A Attend to appropriate vocabulary.	2.M.3.4.2 A Attend to appropriate vocabulary.	3.M.3.4.2 A Recognize appropriate vocabulary.	4.M.3.4.2A Recognize appropriate vocabulary.	5.M.3.4.2 A Recognize appropriate vocabulary.	6.M.3.4.4 A Use appropriate vocabulary.	7.M.3.4.3 A Use appropriate vocabulary.	8.M.3.4.3A Use appropriate vocabulary.		

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 3: Concepts and Language of Algebra and Functions (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	7.M.3.5.1 A Identify a graphic or pictorial representation of a set, using concrete manipulatives when necessary.	8.M.3.5.1 A Show a simple graphic or pictorial representation of a set (e.g. inventory)	9.M.3.5.1.A Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.	10.M.3.5.1 Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.
										9.M.3.5.2 Evaluate functions written in functional notation.	10.M.3.5.2 Evaluate functions written in functional notation.
										9.M.3.5.3 Given a function, identify domain and range.	10.M.3.5.3 Given a function, identify domain and range.
Goal 3.6: Apply functions to a variety of problems.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	5.M.3.6.1 A Use concrete manipulatives to represent a simple rule for a pattern.	6.M.3.6.1 A Use concrete manipulatives to represent a pattern and solve simple problems.	7.M.3.6.1 A Use patterns and linear functions that represent simple problems.	8.M.3.6.1 A Use patterns and mathematical functions to represent a problem.	9.M.3.6.1 A	10.M.3.6.1A
										9.M.3.6.2 A	10.M.3.6.2 A

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 4: Concepts and Principles of Geometry

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 4.1: Apply concepts of size, shape, and spatial relationships.	K.M.4.1.1.A Recognize simple two dimensional shapes - triangle, square, circle	1.M.4.1.1.A Recognize and sort two-dimensional shapes - triangle, square or circle	2.M.4.1.1.A Recognize, name, and sort the two dimensional shapes of triangles, squares, and circles	3.M.4.1.1.A Compare two- and three- dimensional shapes in the environment, and develop vocabulary to describe the attributes.	4.M.4.1.1.A Identify, parallel, intersecting and perpendicular lines, and develop vocabulary to describe the attributes.	5.M.4.1.1.A Identify a polygon and develop vocabulary to describe the attributes.	6.M.4.1.1.A Recognize the difference between a one and to dimensional geometric figures, using their defining properties.	7.M.4.1.1.A Classify one- and two-, dimensional geometric figures, using their defining properties.	8. M. 4.1.1.A Classify one-, two-, and three- dimensional geometric figures, using their defining properties.		
	K.M.4.1.2.A Sort or classify objects.	1.M.4.1.2.A Sort or match objects by more than one attribute.	2. M.4.1.2 A Sort or classify objects by more than one attribute.			5.M.4.1.2.A Identify right or straight angles without formal measures.	6.M.4.1.2.A Identify and copy various angles and shapes using appropriate tools.	7.M.4.1.2.A Select the appropriate tool to draw or measure various angles and shapes.	8.M.4.1.2.A Select the appropriate tool to draw or measure various angles and shapes.		
						5.M.4.1.3.A Identify points, lines, and line segments.	6.M.4.1.3 A Differentiate between a line segment and a point	7.M.4.1.3.A Differentiate between points, lines, rays, and angles.	8.M.4.1.3 A Differentiate between points, lines, rays, and angles.		
				3.M.4.1.2 A Recognize sliding and flipping of two-dimensional shapes.	4.M.4.1.2.A Recognize the results of sliding and flipping two-dimensional shapes.	5.M.4.1.4.A Identify when a two dimensional shape has been flipped or rotated	6.M.4.1.4.A Differentiate between reflections, translations, or rotations on various shapes.	7.M.4.1.4.A Replicate the effects of reflections, translations, or rotations on various shapes.	8.M.4.1.4.A Replicate the effects of reflections, translations, or rotations on various shapes.		
			2.M.4.1.3.A Indicate a line of symmetry.	3.M.4.1.3.A Identify vertical or horizontal lines of symmetry.	4.M.4.1.3.A Identify a line of symmetry in two-dimensional shapes.	5.M.4.1.5.A Match shapes that are congruent, similar, or symmetrical.	6.M.4.1.5.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.	7.M.4.1.5.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.	8.M.4.1.5.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.	9.M.4.1.1.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.	10.M.4.1.1.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.
										9.M.4.1.2.A Compare similarities as it relates to size variations in two-dimensional objects.	10.M.4.1.2.A Compare similarity as it relates to size variations in two- and three- dimensional objects.
					4.M.4.1.4.A Recognize perimeters and areas of rectangles and squares, using concrete objects.	5.M.4.1.6.A Indicate the difference between perimeter and area of a polygon.	6.M.4.1.6.A Recognize the difference in spatial relationships between two- and three-dimensional objects.	7.M.4.1.6.A Recognize the concept of surface area or volume (capacity).	8.M.4.1.6.A Recognize the concept of surface area and volume (capacity).		
	K.M.4.1.3 A Attend to appropriate vocabulary.	1.M.4.1.3A Attend to appropriate vocabulary.	2.M.4.1.4 A Attend to appropriate vocabulary.	3.M.4.1.4 A Recognize appropriate vocabulary	4.M.4.1.5 A Recognize appropriate vocabulary.	5.M.4.1.7 A Recognize appropriate vocabulary.	6.M.4.1.7 A Recognize appropriate vocabulary and symbols.	7.M.4.1.7 A Recognize appropriate vocabulary and symbols.	8.M.4.1.7 A Use appropriate vocabulary and symbols.		

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 4: Concepts and Principles of Geometry (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 4.2: Apply the geometry of right triangles.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	9. M.4.2.1.A Given the Pythagorean Theorem, identify the hypotenuse.	10. M.4.2.1.A Given the Pythagorean Theorem, identify the hypotenuse and the right angle.
Goal 4.3: Apply graphing in two dimensions.	K.M.4.3.1.A Identify the location of an object relative to another (e.g., next to, under, over, behind).	1.M.4.3.1.A Indicate whether a group of objects is more or less than a benchmark number (5 or less)	2.M.4.3.1.A Indicate whether a number is above or below a benchmark (number of 10 or less on a number line.	3.M.4.3.1.A Identify the point of final destination given directions for movement using 1 to 5 on a horizontal positive number line.	4.M.4.3.1.A Identify the point of final destination give directions for movement using 1 to 5 on a vertical positive number line	5. M.4.3.1.A. Identify the difference between a point and a grid.	6.M.4.3.1.A Identify the first quadrant on a coordinate plane.	7.M.4.3.1.A Identify an ordered pair in the first quadrant on a coordinate plane.	8.M.4.3.1.A Identify or plot a point in the first quadrant on a coordinate plane.	9.M.4.3.1.A Locate quadrants, origin or axes on the Cartesian Coordinate System.	10.M.4.3.1.A Locate quadrants, origin or axes on the Cartesian Coordinate System.
										9.M.4.3.2.A Identify the trend with a given scatter plot.	10.M.4.3.2.A Identify the trend with a given scatter plot.
										9.M.4.3.3.A Identify positive or negative slope lines in the first quadrant of a grid.	10.M.4.3.3.A Identify positive and negative slope lines in the first quadrant of a grid.
Goal 4.4: Represent and graph linear relationships.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	9.M.4.4.1.A Create a graph and plot 2 ordered pairs.	10.M.4.4.1.A Create a graph and plot 2 ordered pairs.
										9.M.4.4.2.A Interpret a simple table or graph.	10.M.4.4.2.A Interpret a simple table or graph.
										9.M.4.4.3.A Identify an attribute of a slope or rate of change.	10.M.4.4.3.A
Goal 4.5: Use reasoning skills.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	10.M.4.5.1.A Identify the elements of a story problem to solve a mathematical equation.

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 5: Data Analysis, Probability, and Statistics

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 5.1: Understand data analysis.	K.M.5.1.1.A Identify information from real object graphs or simple pictographs.	1.M.5.1.1.A Identify information found in real object graphs or in pictographs to answer questions.	2.M.5.1.1.A Identify information found in simple bar graphs or pictographs.	3.M.5.1.1.A Interpret information found in simple bar graphs or circle graphs	4.M.5.1.1.A Read and interpret simple line graph, bar graphs, or circle graph.	5.M.5.1.1.A Read and interpret charts, bar graphs, circle graphs, or line graphs.	6.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	7.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	8.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	9.M.5.1.1.A Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	10.M.5.1.1.A Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.
							6.M.5.1.2.A Identify conclusions drawn from tables, charts, or graphs.	7.M.5.1.2.A Explain conclusions drawn from tables, charts, or graphs.	8.M.5.1.2.A Identify a conclusion drawn from tables, charts, or graphs.		
	K.M.5.1.2.A Attend to appropriate vocabulary.	1.M.5.1.2.A Attend to appropriate vocabulary.	2.M.5.1.2.A Attend to appropriate vocabulary.	3.M.5.1.2.A Recognize appropriate vocabulary.	4.M.5.1.2.A Recognize appropriate vocabulary.	5.M.5.1.2.A Recognize appropriate vocabulary.	6.M.5.1.3.A Use appropriate vocabulary.	7.M.5.1.3.A Use appropriate vocabulary.	8.M.5.1.3.A Use appropriate vocabulary.		
Goal 5.2: Collect, organize, and display data.	K.M.5.2.1.A Using a model, recreate a graph using real objects or pictorial representations.	1.M.5.2.1.A Use data in real object graphs or in pictographs to answer a question.	2.M.5.2.1.A Use data in bar graphs in order to answer a question.	3.M.5.2.1.A Organize and display data in bar graphs or circle graphs in order to answer a question.	4.M.5.2.1.A Organize data in a line graph, bar graph, or circle graph to answer a question.	5.M.5.2.1.A Organize and display the data in charts, bar graphs, and circle or line graphs using title, labels, and reasonable scales.	6.M.5.2.1.A Collect, organize, and display the data with appropriate notation in charts or graphs.	7.M.5.2.1.A Collect, organize, and display the data with appropriate notation in charts or graphs.	8.M.5.2.1.A Collect, organize, and display the data in charts or graphs.	9.M.5.2.1.A Collect, organize, and display data in tables, charts, or graphs.	10.M.5.2.1.A Collect, organize, and display data in tables, charts, or graphs
			2.M.5.2.2.A Use tally marks, pictures, or objects to represent data.		4.M.5.2.2.A Display data in a bar graph using a title and reasonable scales.						
Goal 5.3: Apply simple statistical measurements.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	4.M.5.3.1.A Find the mode of a simple set of whole number data using manipulatives when necessary.	5.M.5.3.1.A Find the median and mode - with simple sets of arranged data between 1-9 using whole numbers.	6.M.5.3.1.A Find the median or mode – with simple sets of data.	7.M.5.3.1.A Find the median and mode – with simple sets of data.	8.M.5.3.1.A Identify the measure of central tendency – median and mode.	9.M.5.3.1.A Find the mean, median, mode and range.	10.M.5.3.1.A Use basic statistical concepts, including mean, median, mode or range.
						5.M.5.3.2.A Find the end points of the range of a set of data using whole numbers 1-10.	6.M.5.3.2.A Calculate the range of a set of data using whole numbers 1-10.	7.M.5.3.2.A Identify or locate distribution of data, including range and frequency.	8.M.5.3.2.A Identify or locate distribution of data, including range, frequency, gaps, or clusters.	9.M.5.3.2.A Make predictions and draw conclusions based on a simple set of data and its statistical measures.	10.M.5.3.2.A Make predictions and draw conclusions based on a simple set of data and its statistical measures.

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 5: Data Analysis, Probability, and Statistics (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 5.4: Understand basic concepts of probability.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	4.M.5.4.1.A Predict the results of simple probability experiments using coins or spinners (e.g., 3 out of 6 choices).	5.M.5.4.1.A Predict results of simple probability experiments using coins and spinners.	6.M.5.4.1.A Perform and record results of simple probability experiments.	7.M.5.4.1.A Perform and record results of simple probability experiments.	8.M.5.4.1.A Reproduce a situation of probability using a common example of coin toss or rolling of dice.	9.M.5.4.1.A Find probability based on an independent event (Lottery).	10.M.5.4.1.A Find probability based on a dependent event (Deal or No Deal).
								7.M.5.4.2.A Recognize equally likely outcomes.	8.M.5.4.2.A Recognize equally likely outcomes.		
								7.M.5.4.3.A Identify events that have probability ranges from low to high extremes.	8.M.5.4.3.A Match probability range from low to high to situations.	9.M.5.4.2.A Recognize the difference between experimental (large number of trials) and theoretical (mathematical formula) probability.	10.M.5.4.2.A Recognize the difference between experimental (large number of trials) and theoretical (mathematical formula) probability.
						5.M.5.4.2.A Use the language of probability.	6.M.5.4.2.A Use the language of probability.	7.M.5.4.4.A Use the language of probability.	8.M.5.4.4.A Use the language of probability.		
Goal 5.5: Make predictions or decisions based on data.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.M.5.5.1A Make predictions based on data.	4.M.5.5.1.A Make predictions based on data.	5.M.5.5.1.A Make predictions based on data.	6.M.5.5.1A Make predictions based on data.	7.M.5.5.1A Recognize predictions based on simple theoretical probabilities.	8.M.5.5.1A Recognize predictions based on experimental probabilities.	9.M.5.5.1.A Make predictions based on randomness, chance, equally likely events, or probability.	10.M.5.5.1A Make predictions based on randomness, chance, equally likely events, or probability.
									8.M.5.5.2.A Perform a statistical experiment and interpret results using tables, charts, or graphs.	9.M.5.5.2.A Perform statistical experiments and use tables, charts, or graphs to make predictions or decisions based on data.	10.M.5.5.2.A Perform statistical experiments and use tables, charts, or graphs to make predictions or decisions based on data.
								7.M.5.5.2.A Use appropriate vocabulary.	8.M.5.5.3.A Use appropriate vocabulary.	9.M.5.5.3.A Conduct and interpret results of statistical experiments.	10.M.5.5.3.A Conduct and interpret results of statistical experiments.