

Lompoc Unified School District  
**California Mathematics Standards**  
 K-8 Intervention Focus Standards (IFS)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Room: \_\_\_\_\_

**Intervention Focus - Strand #1: Number Sense**

**Kindergarten Standards - Number Sense**

*1.0 Students understand the relationship between numbers and quantities (e.g. that a set of objects has the same number of objects in different situation regardless of its position or arrangement).*

*2.0 Students understand and describe simple additions and subtractions.*

Grade	Benchmark	Verify Date	Verify Date	Verify Date
K	1.1	Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.		
K	1.2	Count, recognize, represent, name, and order a number of objects (up to 30).		
K	2.1	Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).		

**1<sup>st</sup> Grade Standards - Number Sense**

*1.0 Students understand and use numbers up to 100.*

*2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.*

*3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.*

1	1.1	Count, read, and write whole numbers to 100.		
1	1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (< , = , >).		
1	1.4	Count and group objects in ones and tens (e.g. three groups of 10 and 4 equals 34 or 30 + 4).		
1	1.5	Identify and know the value of coins and show different combinations of coins that equal the same value.		
1	2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.		
1	2.4	Count by 2s, 5s, and 10s to 100.		
1	2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).		

1	2.6	Solve addition and subtraction problems with one- and two-digit numbers (e.g. $5 + 13 = \underline{\quad}$ ).						
1	3.1	Make reasonable estimates when comparing larger or smaller numbers.						
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Grade	Benchmark		Verify Date	Verify Date	Verify Date
2	1.1	Count, read, and write whole numbers to 1,000 and identify the place value for each digit.			
2	1.3	Order and compare whole numbers to 1,000 by using the symbols $<$ , $=$ , $>$ .			
2	2.1	Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$ ) to solve problems and check solutions.			
2	2.2	Find the sum or difference of two whole numbers up to three digits long.			
2	3.1	Use repeated addition, arrays, and counting by multiples to do multiplication.			
2	4.1	Recognize, name and compare fractions from $1/12$ to $1/2$ .			
2	5.1	Solve problems using combinations of coins and bills.			

### **3<sup>rd</sup> Grade Standards - Number Sense**

**1.0 Students understand the place value of whole numbers.**

**2.0 They calculate, and solve problems involving addition, subtraction, multiplication and division.**

**3.0 They understand the relationship between whole numbers, simple fractions, and decimals.**

3	1.3	Identify the place value for each digit in numbers to 10,000.			
3	1.4	Round off numbers to 10,000 to the nearest ten, hundred, and thousand.			
3	1.5	Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$ ).			
3	2.1	Find the sum or difference of two whole numbers between 0 and 10,000.			
3	2.2	Memorize to automaticity the multiplication table for numbers between 1 and 10.			
3	2.6	Understand the special properties of 0 and 1 in multiplication and division.			
3	3.1	Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., $1/2$ of a pizza is the same amount as $2/4$ of another pizza that is the same size; show that $3/8$ is larger than $1/4$ ).			





Grade	Benchmark		Verify Date	Verify Date	Verify Date
4	1.3	Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.			
4	1.6	Write tenths and hundredths in decimal and fraction notations and know the fractions and decimal equivalents for halves and fourths (e.g., $\frac{1}{2} = 0.5$ or $.50$ ; $\frac{7}{4} = 1\frac{3}{4} = 1.75$ ).			
4	1.9	Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.			
4	3.3	Solve problems involving multiplication of multi-digit numbers by two-digit numbers.			
4	3.4	Solve problems involving division of multi-digit numbers by one-digit numbers.			
4	4.2	Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called <i>prime numbers</i> .			

### **5<sup>th</sup> Grade Standards - Number Sense**

***1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understanding the relationship between decimals, fractions and percents. They understand the relative magnitudes of numbers.***

***2.0 Students perform calculations and solve problems involving addition, subtraction and simple multiplication and division of fractions and decimals.***

5	1.2	Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.			
5	1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.			
5	2.1	Add, subtract, multiply and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the result.			
5	2.3	Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express in the simplest form.			



Grade	Benchmark		Verify Date	Verify Date	Verify Date
6	1.2	Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.			
6	1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.			
6	2.1	Add, subtract, multiply and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.			
6	2.4	Understand the concept of multiplication and division of fractions.			

### **7<sup>th</sup> and 8<sup>th</sup> Grade Standards - Number Sense**

***1.0 Students know the properties of and compute with, rational numbers expressed in a variety of forms.***

***2.0 Students use exponents, powers, and roots and use exponents in working with fractions.***

7	1.1	Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.			
7	1.4	Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.			
7	2.1	Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.			
8	1.2	Add, subtract, multiply and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.			
8	1.3	Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.			
8	1.7	Solve problems that involve discounts, markups, commissions and profit and compute simple compound interest.			
8	2.1	Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.			

**Intervention Focus - Strand #2: Algebra and Functions**

**Kindergarten Standards - Algebra & Functions**  
**1.0 Students sort and classify objects.**

Grade	Benchmark		Verify Date	Verify Date	Verify Date
K	1.1	Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all the balls are green; those are red).			

**1<sup>st</sup> Grade Standards - Algebra & Functions**  
**1.0 Students use number sentences with operational symbols and expressions to solve problems.**

1	1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.			
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**2<sup>nd</sup> Grade Standards - Algebra & Functions**  
**1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.**

2	1.1	Use the commutative and associative rules to simplify mental calculations and to check results.			
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**3<sup>rd</sup> Grade Standards - Algebra & Functions**  
**1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.**

3	1.3	Select appropriate operational and relational symbols to make an expression true (e.g., if $4 \underline{\quad} 3 = 12$ , what operational symbol goes in the blank?).			
3	1.5	Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$ , then what is $7 \times 5$ ? And if $5 \times 7 \times 3 = 105$ , then what is $7 \times 3 \times 5$ ?).			

**4<sup>th</sup> Grade Standards - Algebra & Functions**  
**1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.**  
**2.0 Students know how to manipulate equations.**

4	1.1	Use letters, boxes or other symbols to stand for any number in simple expressions or equations or equations (e.g., demonstrate and understand the use of the concept of a variable).			
4	2.1	Know and understand that equals added to equals are equal.			

### **5<sup>th</sup> Grade Standards - Algebra & Functions**

***1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.***

5	1.2	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.			
5	1.3	Know and use the distributive property in equations and expressions with variables.			
5	1.4	Identify and graph ordered pairs in the four quadrants of the coordinate plane.			

### **6<sup>th</sup> Grade Standards - Algebra & Functions**

***1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results.***

***2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions.***

***3.0 Students investigate geometric patterns and describe them algebraically.***

Grade	Benchmark		Verify Date	Verify Date	Verify Date
6	1.3	Know and use the distributive property in equations and expressions with variables.			
6	1.4	Identify and graph ordered pairs in the four quadrants of the coordinate plane.			

### **7<sup>th</sup> and 8<sup>th</sup> Grade Standards - Algebra & Functions**

***1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs.***

***2.0 Students interpret and evaluate expressions involving integer powers and simple roots.***

***3.0 Students graph and interpret linear and some nonlinear functions.***

***4.0 Students solve simple linear equations and inequalities over the rational numbers.***

7	1.1	Write and solve one-step linear equations in one variable.			
7	1.3	Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.			
7	1.4	Solve problems manually by using the correct order of operations or by using a scientific calculator.			
7	2.3	Solve problems involving rates, average speed, distance, and time.			
8	1.1	Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).			
8	1.2	Use the correct order of operations to evaluate algebraic expressions such as $3(2x + 5)^2$ .			

8	1.5	Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.			
8	3.3	Graph linear functions, noting that the vertical change (change in y-value) per unit of horizontal change (change in x-value) is always the same and know that the ratio ("rise over run") is called the slope of a graph.			
8	4.1	Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.			
8	4.2	Solve multi-step problems involving rate, average speed, distance, and time or a direct variation.			

**Intervention Focus - Strand #3: Measurement and Geometry**

**Kindergarten Standards - Measurement and Geometry**

*1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.*

*2.0 Students identify common objects in their environment and describe the geometric features.*

Grade	Benchmark		Verify Date	Verify Date	Verify Date
K	1.1	Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).			
K	1.2	Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).			
K	1.3	Name the days of the week.			

**1<sup>st</sup> Grade Standards - Measurement and Geometry**

*1.0 Students use direct comparison and nonstandard units to describe the measurements of objects.*

*2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.*

**2<sup>nd</sup> Grade Standards - Measurement and Geometry**

*1.0 Students understand that measurement is accomplished by identifying a unit of measure, repeating that unit, and comparing it to the item to be measured.*

*2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space.*

2	1.4	Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).			
2	2.1	Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.			

**3<sup>rd</sup> Grade Standards - Measurement and Geometry**

*1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects.*

*2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.*

3	1.1	Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.			
3	1.3	Find the perimeter of a polygon with integer sides.			

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**4<sup>th</sup> Grade Standards - Measurement and Geometry**  
*1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects.*  
*2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.*

Grade	Benchmark	Verify Date	Verify Date	Verify Date
4	1.4	Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.		
4	2.1	Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).		

**5<sup>th</sup> Grade Standards - Measurement and Geometry**  
*1.0 Students understand and compute the volumes and areas of simple objects.*  
*2.0 Students identify, describe and classify the properties of, and the relationships between plane and solid figures.*

5	1.1	Derive and use the formula for the area of a triangle and of a parallelogram.		
5	2.1	Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, and drawing software).		
5	2.2	Know that the sum of the angles of any triangle is $180^\circ$ , and the sum of the angles of any quadrilateral is $360^\circ$ , and use this information to solve problems.		

**6<sup>th</sup> Grade Standards - Measurement and Geometry**  
*1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems.*  
*2.0 Students identify and describe the properties of two-dimensional figures.*

6	1.1	Know the formulas for the circumference and area of a circle.		
6	2.1	Identify angles as vertical, adjacent, complementary, or supplementary.		
6	2.2	Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.		

**7<sup>th</sup> and 8<sup>th</sup> Grade Standards - Measurement and Geometry**

**1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.**

**2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale.**

**3.0 Students know the Pythagorean theorem and deepen their understanding of plan and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures.**

Grade	Benchmark		Verify Date	Verify Date	Verify Date
7	1.1	Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).			
		<b>Grade</b>	<b>Benchmark</b>	<b>Verify Date</b>	
7	2.1	Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.			
7	3.1	Identify and construct basic elements of geometric figures (e.g., altitudes, mid-points, diagonals, angle bisectors, and perpendicular bisectors; central angle, radii, diameters, and chords of circles) by using a compass and straightedge.			
8	1.1	Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).			
8	1.3	Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.			
8	2.2	Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.			
8	3.2	Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them.			

8	3.3	Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of the right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurements.			
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**Intervention Focus - Strand #4: Statistics, Data Analysis, and Probability**

**Kindergarten Standards - Statistics, Data Analysis, and Probability**  
*1.0 Students collect information about objects and events in their environment.*

Grade	Benchmark		Verify Date	Verify Date	Verify Date
K	1.2	Identify, describe, and extend simple patterns (e.g., circles or triangles) by referring to their shapes, sizes, or colors.			

**1<sup>st</sup> Grade Standards - Statistics, Data Analysis, and Probability**  
*1.0 Students organize, represent, and compare data by category on simple graphs and charts.*  
*2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.*

1	1.1	Sort objects and data by common attributes and describe the categories.			
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**2<sup>nd</sup> Grade Standards - Statistics, Data Analysis, and Probability**  
*1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.*  
*2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.*

2	1.2	Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).			
2	1.4	Ask and answer simple questions related to data representations.			
2	2.2	Solve problems involving simple patterns.			

**3<sup>rd</sup> Grade Standards - Statistics, Data Analysis, and Probability**  
*1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.*

3	1.3	Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).			
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**4<sup>th</sup> Grade Standards - Statistics, Data Analysis, and Probability**  
*1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.*  
*2.0 Students make predictions for simple probability situations.*

4	2.1	Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).			
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**5<sup>th</sup> Grade Standards - Statistics, Data Analysis, and Probability**  
*1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.*

5	1.1	Know the concepts of mean, median, and interpret different data sets, including data sets of different sizes.			
5	1.4	Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.			

**6<sup>th</sup> Grade - Statistics, Data Analysis, and Probability**

*1.0 Students compute and analyze statistical measurements for data sets.*

*2.0 Students use data samples of a population and describe the characteristics and limitations of the samples.*

*3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events.*

Grade	Benchmark		Verify Date	Verify Date	Verify Date
6	1.1	Know the concepts of mean, median, and mode; compute and compare simple examples to show that may differ.			

**7<sup>th</sup> and 8<sup>th</sup> Grade - Statistics, Data Analysis, and Probability**

*1.0 Students collect, organize, and represent data sets that have one or more variable and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program.*

7 & 8	1.1	Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot and use the forms to display a single set of data or to compare two sets of data.			
7 & 8	1.3	Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.			

**Intervention Focus - Strand #5: Mathematical Reasoning**

**1<sup>st</sup> Grade Standards - Mathematical Reasoning**  
***1.0 Students make decisions about how to set up a problem.***

Grade	Benchmark		Verify Date	Verify Date	Verify Date
1	1.2	Use tools (e.g., manipulative or sketches) to model problems.			

**2<sup>nd</sup> Grade Standards - Mathematical Reasoning**  
***1.0 Students make decisions about how to set up a problem.***  
***2.0 Student solve problems and justify their reasoning.***

2	1.1	Determine the approach, materials, and strategies to be used.			
2	2.2	Make precise calculations and check the validity of the results in the context of the problem.			

**3<sup>rd</sup> Grade Standards - Mathematical Reasoning**  
***1.0 Students make decisions about how to approach problems.***  
***2.0 Student suse strategies, skills, and concepts in finding solutions.***

3	1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.			
3	1.2	Determine when and how to break a problem into simpler parts.			
3	2.1	Use estimation to verify the reasonableness of calculated results.			
3	2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning.			

**4<sup>th</sup> Grade Standards - Mathematical Reasoning**  
***1.0 Students make decisions about how to approach problems.***  
***2.0 Students use strategies, skills, and concepts in finding solutions.***

4	2.1	Use estimation to verify the reasonableness of calculated results.			
4	2.3	Use a variety of methods (e.g., words, numbers, symbols, charts, graphs, tables, diagrams, and models) to explain mathematical reasoning.			

**5<sup>th</sup> Grade Standards - Mathematical Reasoning**  
***1.0 Students make decisions about how to approach problems.***  
***2.0 Students use strategies, skills, and concepts in finding solutions.***

5	1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, and observing patterns.			
5	2.1	Use estimation to verify the reasonableness of calculated results.			
5	2.3	Use a variety of methods (e.g., words, numbers, symbols, charts, graphs, tables, diagrams, and models) to explain mathematical reasoning.			

**6<sup>th</sup> Grade Standards - Mathematical Reasoning**

- 1.0 Students make decisions about how to set up a problem.***  
***2.0 Students use strategies, skills, and concepts in finding solutions.***  
***3.0 Students move beyond a particular problem by generalizing to other situations.***

Grade	Benchmark		Verify Date	Verify Date	Verify Date
6	1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.			
6	2.1	Use estimation to verify the reasonableness of calculated results.			

**7<sup>th</sup> and 8<sup>th</sup> Grade Standards - Mathematical Reasoning**

- 1.0 Students make decisions about how approach problems.***  
***2.0 Students use strategies, skills, and concepts in finding solutions.***  
***3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other problems.***

7 & 8	1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.			
7 & 8	2.1	Use estimation to verify the reasonableness of calculated results.			