# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 1 | 1 | **use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power** | | 2.0 | Academic- Math |
| | | | CAHSEE | A1 2.0 | Algebra 1 |
| 2 | 2 | **solve equations and inequalities involving absolute values** | | 3.0 | Academic- Math |
| | | | CAHSEE | A1 3.0 | Algebra 1 |
| 3 | 3 | list the steps required to simplify expressions and create a visual representation | | 4.0 | Academic- Math |
| | | | | A1 4.0a | Algebra 1 |
| 4 | 4 | develop a chart listing the steps required to simplify expressions before solving linear equations, and provide examples to demonstrate understanding | | 4.0 | Academic- Math |
| | | | | A1 4.0c | Algebra 1 |
| 5 | 5 | **simplify expressions before solving linear equations and inequalities in one variable such as 3(2x-5) + 4(x-2) = 12** | | 4.0 | Academic- Math |
| | | | CAHSEE | A1 4.0d | Algebra 1 |
| 6 | 6 | provide examples of equations for each step and calculate correct response | | 4.0 | Academic- Math |
| | | | | A1 4.0b | Algebra 1 |
| 7 | 7 | identify order of operations and calculate the correct response | | 5.0 | Academic- Math |
| | | | | A1 5.0a | Algebra 1 |
| 8 | 8 | solve linear equations and inequalities | | 5.0 | Academic- Math |
| | | | | A1 5.0b | Algebra 1 |
| 9 | 9 | solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step | | 5.0 | Academic- Math |
| | | | | A1 5.0c | Algebra 1 |
| 10 | 10 | graph and compute x+y intercepts | | 6.0 | Academic- Math |
| | | | | A1 6.0a | Algebra 1 |
| 11 | 11 | compute x+y intercepts and graph inequalities | | 6.0 | Academic- Math |
| | | | | A1 6.0b | Algebra 1 |
| 12 | 12 | graph and compute the x and y intercepts graphically showing the region of linear inequality | | 6.0 | Academic- Math |
| | | | | A1 6.0b | Algebra 1 |
| 13 | 13 | **graph a linear equation and compute the x- and y-intercepts (e.g. graph 2x+ 6y =4)** | | 6.0 | Academic- Math |
| | | | CAHSEE | A1 6.0c | Algebra 1 |
| 14 | 14 | **sketch the region defined by the linear inequality (e.g. sketch the region defined by 2x+ 6y < 4)** | | 6.0 | Academic- Math |
| | | | CAHSEE | A1 6.0b | Algebra 1 |

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| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 15 | 15 | create written directions to deliver linear equation | | 7.0 | Academic- Math |
| | | | | A1 7.0a | Algebra 1 |
| 16 | 16 | use criteria to compute correct responses | | 7.0 | Academic- Math |
| | | | | A1 7.0b | Algebra 1 |
| 17 | 17 | create written directions, to deliver linear equations verifying that a point lies on a line | | 7.0 | Academic- Math |
| | | | | A1 7.0a | Algebra 1 |
| 18 | 18 | **verify that a point lies on a line, given an equation of the line** | | 7.0 | Academic- Math |
| | | | CAHSEE | A1 7.0c | Algebra 1 |
| 19 | 19 | **derive linear equations by using the point-slope formula** | | 7.0 | Academic- Math |
| | | | CAHSEE | A1 7.0d | Algebra 1 |
| 20 | 20 | **find the equation for a line that is perpendicular to a given line that passes through a given point** | | 8.0 | Academic- Math |
| | | | CAHSEE | A1 8.0 | Algebra 1 |
| 21 | 21 | **solve a system of two linear equations in two variables and interpret the answer graphically** | | 9.0 | Academic- Math |
| | | | CAHSEE | A1 9.0a | Algebra 1 |
| 22 | 22 | **solve a system of two linear inequalities in two variables and sketch the solution sets** | | 9.0 | Academic- Math |
| | | | CAHSEE | A1 9.0b | Algebra 1 |
| 23 | 23 | add, subtract, multiply, and divide monomials by correctly factoring and reducing equations to lowest terms | | 10.0 | Academic- Math |
| | | | | A110.0a | Algebra 1 |
| 24 | 24 | add, subtract, multiply, and divide polynomials by correctly factoring and reducing equations to lowest terms | | 10.0 | Academic- Math |
| | | | | A1 10.0b | Algebra 1 |
| 25 | 25 | **add, subtract, multiply, and divide monomials and polynomials, by correctly factoring and reducing equations to lowest terms** | | 10.0 | Academic- Math |
| | | | CAHSEE | A1 10.0c | Algebra 1 |
| 26 | 26 | **solve multistep problems, including word problems by adding, subtracting, multiplying, and dividing monomials and polynomials** | | 10.0 | Academic- Math |
| | | | CAHSEE | A1 10.0d | Algebra 1 |
| 27 | 27 | **simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to lowest terms** | | 12.0 | Academic- Math |
| | | | CAHSEE | A1 12.0 | Algebra 1 |
| 28 | 28 | **add, subtract, multiply, and divide rational expression and functions** | | 13.0 | Academic- Math |
| | | | CAHSEE | A1 13.0 | Algebra 1 |

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| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 29 | 29 | **apply algebraic techniques to solve rate problems, work problems, and percent mixture problems** | | 15.0 | Academic- Math |
| | | | CAHSEE | A1 15.0 | Algebra 1 |
| 30 | 30 | determine and plot on a graph the independent variables | | 17.0 | Academic- Math |
| | | | | A1 17.0a | Algebra 1 |
| 31 | 31 | determine the range of dependent variables and plot on a graph | | 17.0 | Academic- Math |
| | | | | A1 17.0a | Algebra 1 |
| 32 | 32 | **determine and plot the domain of independent variables, and the range of dependent variables illustrated** | | 17.0 | Academic- Math |
| | | | CAHSEE | A1 17.0b | Algebra 1 |
| 33 | 33 | define a quadratic formula and give written examples of each rule | | 20.0 | Academic- Math |
| | | | | A1 20.0b | Algebra 1 |
| 34 | 34 | create a mnemonic device to memorize the quadratic formula and to simplify the steps | | 20.0 | Academic- Math |
| | | | | A1 20.0a | Algebra 1 |
| 35 | 35 | solve quadratic equations in four basic number operations | | 20.0 | Academic- Math |
| | | | | A1 20.0a | Algebra 1 |
| 36 | 36 | **graph the quadratic functions that show their roots are the x-intercepts** | | 21.0 | Academic- Math |
| | | | CAHSEE | A1 21.0a | Algebra 1 |
| 37 | 37 | **create a mnemonic device to memorize the quadratic formula, and graph the quadratic functions that show that their roots are the x intercepts** | | 21.0 | Academic- Math |
| | | | CAHSEE | A1 21.0b | Algebra 1 |
| 38 | 38 | write the quadratic equation representing the problem | | 23.0 | Academic- Math |
| | | | | A1 23.0a | Algebra 1 |
| 39 | 39 | use a student-generated mnemonic device, showing the steps of solving the quadratic equation to correctly solve problem | | 23.0 | Academic- Math |
| | | | | A1 23.0d | Algebra 1 |
| 40 | 40 | apply quadratic equations to correctly solve problems | | 23.0 | Academic- Math |
| | | | | A1 23.0b | Algebra 1 |
| 41 | 41 | **apply quadratic equations to physical problems, such as the motion of an object under the force of gravity** | | 23.0 | Academic- Math |
| | | | CAHSEE | A1 23.0c | Algebra 1 |
| 42 | 42 | underline and paraphrase all terms relating to elements of a logical argument | | 24.0 | Academic- Math |
| | | | | A1 24.0 | Algebra 1 |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 43 | 43 | draw conclusions based on inductive reasoning | | 24.0 | Academic- Math |
| | | | | A1 24.1 | Algebra 1 |
| 44 | 44 | explain the difference between inductive and deductive reasoning and identify and provide examples of each | | 24.1 | Academic- Math |
| | | | | A1 24.2b | Algebra 1 |
| 45 | 45 | **identify the hypothesis and conclusion in a logical deduction** | | 24.2 | Academic- Math |
| | | | CAHSEE | A1 24.2b | Algebra 1 |
| 46 | 46 | identify counterexamples and use them to prove that the assertion is valid | | 24.3 | Academic- Math |
| | | | | A1 24.3 | Algebra 1 |
| 47 | 47 | **prioritize in a visual representation counterexamples to show that a single counterexample can disprove the assertion** | | 24.3 | Academic- Math |
| | | | CAHSEE | A1 24.3 | Algebra 1 |
| 48 | 48 | **use counterexamples to show that an assertion is false, and that a single counterexample can prove that an assertion is invalid, and create a visual representation** | | 24.3 | Academic- Math |
| | | | CAHSEE | A1 24.3 | Algebra 1 |
| 49 | 49 | construct equations for counterexamples to disapprove the assertions | | 25.0 | Academic- Math |
| | | | | A1 25.0 | Algebra 1 |
| 50 | 50 | **use the properties of the numbers, to construct equations that represent simple valid arguments or, counterexamples to disprove those assertions** | | 25.1 | Academic- Math |
| | | | CAHSEE | A1 25.1 | Algebra 1 |
| 51 | 51 | determine the argument's validity by charting whether the properties of the real number have been correctly applied | | 25.2 | Academic- Math |
| | | | | A1 25.2 | Algebra 1 |
| 52 | 52 | underline terms representing the number operations and determine if the order of operations supports the argument's validity | | 25.2 | Academic- Math |
| | | | | A1-25.2 | Algebra 1 |
| 53 | 53 | determine the validity by determining whether the properties of the real number and the order of operations, have been applied correctly | | 25.2 | Academic- Math |
| | | | | A1 25.2 | Algebra 1 |
| 54 | 54 | **correctly determine whether the statement is true sometimes, always or never** | | 25.3 | Academic- Math |
| | | | CAHSEE | A1 25.3 | Algebra 1 |
| 55 | 55 | **construct equations, and correctly determine whether the statement is true sometimes, always or never** | | 25.3 | Academic- Math |
| | | | CAHSEE | A1 25.3 | Algebra 1 |
| 56 | 57 | **identify, sort and classify objects by attributes and identify those objects that do not belong in that group** | 0 | A 0.1.1 | Academic- Math |
| | | | ES | A 0.1.1 | Algebra & Functions |

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| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 57 | 58 | sort and classify by common attributes and describe categories | 0 | A 0.1.1 | Academic- Math |
| | | | | A 0.1.1 | Algebra & Functions |
| 58 | 59 | **solve and/or explain story problems using addition and subtraction number sentences when presented with pictures and/or manipulatives** | 1 | A 1.1.1 | Academic- Math |
| | | | ES | A 1.1.1 | Algebra & Functions |
| 59 | 60 | **identify the meaning of the symbols: +, -, =** | 1 | A 1.1.2 | Academic- Math |
| | | | ES | A 1.1.2 | Algebra & Functions |
| 60 | 61 | create problem situations that might lead to given number sentences involving addition and subtraction | 1 | A 1.1.3 | Academic- Math |
| | | | | A 1.1.3 | Algebra & Functions |
| 61 | 62 | **use the commutative and associative properties of addition to simplify mental calculations and to check results** | 2 | A 2.1.1 | Academic- Math |
| | | | ES | A 2.1.1 | Algebra & Functions |
| 62 | 63 | **relate problem situations to number sentences involving addition and subtraction** | 2 | A 2.1.2 | Academic- Math |
| | | | ES | A 2.1.2 | Algebra & Functions |
| 63 | 65 | **solve addition / subtraction problems by using data from charts, picture graphs and number sentences** | 2 | A 2.1.3 | Academic- Math |
| | | | ES | A 2.1.3 | Algebra & Functions |
| 64 | 66 | **represent relationships of quantities in the form of mathematical expressions, equations, or inequalities** | 3 | A 3.1.1 | Academic- Math |
| | | | ES | A 3.1.1 | Algebra & Functions |
| 65 | 67 | **solve problems involving numeric equations or inequalities** | 3 | A 3.1.2 | Academic- Math |
| | | | ES | A 3.1.2 | Algebra & Functions |
| 66 | 68 | **select operational and relational symbols to make an expression true (e.g. 4__4 = 12)** | 3 | A 3.1.3 | Academic- Math |
| | | | ES | A 3.1.3 | Algebra & Functions |
| 67 | 69 | **express simple unit conversions in symbolic form (e.g. __ inches = __ feet)** | 3 | A 3.1.4 | Academic- Math |
| | | | ES T | A 3.1.4 | Algebra & Functions |
| 68 | 70 | **recognize/use the commutative properties of multiplication** | 3 | A 3.1.5 | Academic- Math |
| | | | ES | A 3.1.5 | Algebra & Functions |
| 69 | 71 | **solve simple problems involving the relationship between two quantities (e.g. find the total cost of multiple items given the cost per unit)** | 3 | A 3.2.1 | Academic- Math |
| | | | ES T | A 3.2.1 | Algebra & Functions |
| 70 | 72 | **extend/recognize a linear pattern by its rules (e.g. multiply number of horses by 4 to get the number of legs)** | 3 | A 3.2.2 | Academic- Math |
| | | | ES | A 3.2.2 | Algebra & Functions |

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| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 71 | 73 | demonstrate knowledge of symbols representing numbers in math problems | 4 | A 4.1.1 | Academic- Math |
| | | | | A 4.1.1 | Algebra & Functions |
| 72 | 74 | write and solve a three element equation containing at least one letter, box or other symbol representing a number | 4 | A 4.1.1 | Academic- Math |
| | | | | A 4.1.1 | Algebra & Functions |
| 73 | 75 | **use letters or other symbols to stand for any number in simple expressions or equations** | 4 | A 4.1.1 | Academic- Math |
| | | | CAHSEE | A 4.1.1 | Algebra & Functions |
| 74 | 76 | **solve mathematical expressions that use parentheses using correct order of operation** | 4 | A 4.1.2 | Academic- Math |
| | | | CAHSEE | A 4.1.2 | Algebra & Functions |
| 75 | 77 | **write in parentheses in given problems to indicate which operation to perform first** | 4 | A 4.1.3 | Academic- Math |
| | | | CAHSEE | A 4.1.3 | Algebra & Functions |
| 76 | 78 | **use and interpret formulas (e.g. A = lw) to answer questions about qualities and their relationships** | 4 | A 4.1.4 | Academic- Math |
| | | | CAHSEE | A 4.1.4 | Algebra & Functions |
| 77 | 79 | **use one equation (e.g. y = 3x + 5) to determine second number when first number is known** | 4 | A 4.1.5. | Academic- Math |
| | | | CAHSEE | A 4.1.5. | Algebra & Functions |
| 78 | 80 | **demonstrate knowledge that equals added to equals are equal** | 4 | A 4.2.1 | Academic- Math |
| | | | ES | A 4.2.1 | Algebra & Functions |
| 79 | 81 | **demonstrate knowledge that equals multiplied by equals are equal** | 4 | A 4.2.2 | Academic- Math |
| | | | ES | A 4.2.2 | Algebra & Functions |
| 80 | 82 | use information from the equation to answer questions about a problem situation | 5 | A 5.1.1 | Academic- Math |
| | | | | A 5.1.1 | Algebra & Functions |
| 81 | 83 | use information taken from a graph to answer questions about a problem situation | 5 | A 5.1.1 | Academic- Math |
| | | | | A 5.1.1 | Algebra & Functions |
| 82 | 84 | **use information from a graph or equation to answer questions about a problem situation** | 5 | A 5.1.1 | Academic- Math |
| | | | CAHSEE | A 5.1.1 | Algebra & Functions |
| 83 | 85 | **use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution** | 5 | A 5.1.2 | Academic- Math |
| | | | CAHSEE | A 5.1.2 | Algebra & Functions |
| 84 | 86 | **use the distributive property in equations and expressions with variables** | 5 | A 5.1.3 | Academic- Math |
| | | | ES | A 5.1.3 | Algebra & Functions |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 85 | 87 | **identify and graph ordered pairs in the four quadrants of the coordinate plane** | 5 | A 5.1.4 | Academic- Math |
| | | | CAHSEE | A 5.1.4 | Algebra & Functions |
| 86 | 88 | **solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pair of integers on a grid** | 5 | A 5.1.5 | Academic- Math |
| | | | CAHSEE | A 5.1.5 | Algebra & Functions |
| 87 | 89 | **write and solve one-step linear equations in one variable** | 6 | A 6.1.1 | Academic- Math |
| | | | CAHSEE | A 6.1.1 | Algebra & Functions |
| 88 | 90 | **write/evaluate an algebraic expression for a given situation using up to three variables** | 6 | A 6.1.2 | Academic- Math |
| | | | ES | A 6.1.2 | Algebra & Functions |
| 89 | 91 | **apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions and justify each step in the process** | 6 | A 6.1.3 | Academic- Math |
| | | | ES | A 6.1.3 | Algebra & Functions |
| 90 | 92 | **solve problems using the correct order of operations** | 6 | A 6.1.4 | Academic- Math |
| | | | ES | A 6.1.4 | Algebra & Functions |
| 91 | 93 | match rules to the conversion task | 6 | A 6.2.1 | Academic- Math |
| | | | | A 6.2.1 | Algebra & Functions |
| 92 | 94 | list the rules used to solve problems requiring conversion of units of measurements | 6 | A 6.2.1 | Academic- Math |
| | | | | A 6.2.1 | Algebra & Functions |
| 93 | 95 | **convert one unit of measurement to another (e.g. feet to miles)** | 6 | A 6.2.1 | Academic- Math |
| | | | CAHSEE | A 6.2.1 | Algebra & Functions |
| 94 | 96 | **demonstrate understanding that rate is a measure of one quantity per unit value of another quantity** | 6 | A 6.2.2 | Academic- Math |
| | | | ES | A 6.2.2 | Algebra & Functions |
| 95 | 97 | **will solve problems involving rates, average speed, distance, and time** | 6 | A 6.2.3 | Academic- Math |
| | | | ES | A 6.2.3 | Algebra & Functions |
| 96 | 98 | **use variables in expressions describing geometric quantities (formulas for area, etc.)** | 6 | A 6.3.1 | Academic- Math |
| | | | ES | A 6.3.1 | Algebra & Functions |
| 97 | 99 | **express in symbolic form simple relationships arising from geometry** | 6 | A 6.3.2 | Academic- Math |
| | | | ES | A 6.3.2 | Algebra & Functions |
| 98 | 100 | **use variables and appropriate operations to write an expression, equation, inequality, or system of equations that represents a verbal description (e.g. three less than a number half as large as A)** | 7 | A 7.1.1 | Academic- Math |
| | | | CAHSEE | A 7.1.1 | Algebra & Functions |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 99 | 101 | **use the correct order of operations to evaluate algebraic expressions such as 3(2 + 5)** | 7 | A 7.1.2 | Academic- Math |
| | | | CAHSEE | A 7.1.2 | Algebra & Functions |
| 100 | 102 | **represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph** | 7 | A 7.1.5 | Academic- Math |
| | | | CAHSEE | A 7.1.5 | Algebra & Functions |
| 101 | 103 | **graph linear functions, noting that the vertical change per unit of horizontal change is always the same ratio (rise over run), called the slope** | 7 | A 7.3.3 | Academic- Math |
| | | | CAHSEE | A 7.3.3 | Algebra & Functions |
| 102 | 104 | compare local temperatures over the time, and visually graph the results | 7 | A 7.3.5 | Academic- Math |
| | | | | A 7.3.5 | Algebra & Functions |
| 103 | 105 | **solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution in the context, and verify the reasonableness of the results** | 7 | A 7.4.1 | Academic- Math |
| | | | CAHSEE | A 7.4.1 | Algebra & Functions |
| 104 | 106 | **use manipulatives to set up, solve, and explain problems** | 0 | R 0.1.3 | Academic- Math |
| | | | ES | R 0.1.3 | Mathematical Reasoning |
| 105 | 107 | make the calculations and explain the results using concrete objects and/or pictorial representations | 0 | R 0.2.1 | Academic- Math |
| | | | | R 0.2.1 | Mathematical Reasoning |
| 106 | 108 | **explain and make accurate solutions to problems using concrete manipulatives and/ or pictorial representations (word problems)** | 0 | R 0.2.1 | Academic- Math |
| | | | ES | R 0.2.1 | Mathematical Reasoning |
| 107 | 109 | find a solution and explain his/her reasoning | 0 | R 0.2.2 | Academic- Math |
| | | | | R-0.2.2 | Mathematical Reasoning |
| 108 | 110 | find a solution that is accurate, that makes sense, and explain the reasoning | 0 | R 0.2.2 | Academic- Math |
| | | | | R-0.2.2 | Mathematical Reasoning |
| 109 | 111 | **make precise calculations and check the validity of results in the context of the problem** | 0 | R 0.2.2 | Academic- Math |
| | | | ES | R 0.2.2 | Mathematical Reasoning |
| 110 | 112 | **determine which approach be taken to solve a problem** | 1 | R 1.1.1 | Academic- Math |
| | | | ES | R 1.1.1 | Mathematical Reasoning |
| 111 | 113 | create a number sentence using drawings or, manipulative to model the problems | 1 | R 1.1.2 | Academic- Math |
| | | | | R 1.1.2 | Mathematical Reasoning |
| 112 | 114 | create an addition number sentence using drawings or manipulatives | 1 | R 1.1.2 | Academic- Math |
| | | | | R 1.1.2 | Mathematical Reasoning |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 113 | 115 | **create a subtraction number sentence using drawings or manipulatives** | 1 | R 1.1.2 | Academic- Math |
| | | | ES | R 1.1.2 | Mathematical Reasoning |
| 114 | 116 | **solve problems and justify reasoning** | 1 | R 1.2.0 | Academic- Math |
| | | | ES | R 1.2.0 | Mathematical Reasoning |
| 115 | 117 | explain the reasoning used to determine the appropriate operation and number sentence | 1 | R 1.2.1 | Academic- Math |
| | | | | R 1.2.1 | Mathematical Reasoning |
| 116 | 118 | **explain appropriate operation and number sentence in addition and subtraction word problems** | 1 | R 1.2.1 | Academic- Math |
| | | | ES | R 1.2.1 | Mathematical Reasoning |
| 117 | 119 | make decisions about how to set up a problem | 2 | R 2.1.0 | Academic- Math |
| | | | ES | R 2.1.0 | Mathematical Reasoning |
| 118 | 120 | **determine the approach and operation needed to successfully complete the problem** | 2 | R 2.1.1 | Academic- Math |
| | | | ES | R 2.1.1 | Mathematical Reasoning |
| 119 | 121 | explain appropriate operation and number sentence in addition and subtraction word problems | 2 | R 2.1.1 | Academic- Math |
| | | | | R 2.1.1 | Mathematical Reasoning |
| 120 | 122 | **use tools such as manipulatives or sketches to model problems** | 2 | R 2.1.2 | Academic- Math |
| | | | ES | R 2.1.2 | Mathematical Reasoning |
| 121 | 123 | **defend reasoning used and justify the procedures selected when solving a problem** | 2 | R 2.2.1 | Academic- Math |
| | | | ES | R 2.2.1 | Mathematical Reasoning |
| 122 | 124 | solve simple oral/written story problems using addition and subtraction | 2 | R 2.2.2 | Academic- Math |
| | | | | R 2.2.2 | Mathematical Reasoning |
| 123 | 125 | **make precise calculations and check the results in the context of the problem** | 2 | R 2.2.2 | Academic- Math |
| | | | ES | R 2.2.2 | Mathematical Reasoning |
| 124 | 126 | **make decisions about how to set up a problem** | 3 | R 3.1.0 | Academic- Math |
| | | | ES | R 3.1.0 | Mathematical Reasoning |
| 125 | 127 | **determine when to break a problem into smaller parts** | 3 | R 3.1.2 | Academic- Math |
| | | | ES | R 3.1.2 | Mathematical Reasoning |
| 126 | 128 | **use strategies, skills, and concepts in finding solutions** | 3 | R 3.2.0 | Academic- Math |
| | | | ES | R 3.2.0 | Mathematical Reasoning |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 127 | 129 | **use estimation to verify the reasonableness of a calculation** | 3 | R 3.2.1 | Academic- Math |
| | | | ES | R 3.2.1 | Mathematical Reasoning |
| 128 | 130 | **use a variety of methods to explain math reasoning** | 3 | R 3.2.3 | Academic- Math |
| | | | | R 3.2.3 | Mathematical Reasoning |
| 129 | 131 | use methods which include words, numbers, symbols or charts, to explain math reasoning | 3 | R 3.2.3 | Academic- Math |
| | | | | R 3.2.3 | Mathematical Reasoning |
| 130 | 132 | **use methods that include graphs, tables, diagrams, or models, to explain math reasoning** | 3 | R 3.2.3 | Academic- Math |
| | | | ES | R 3.2.3 | Mathematical Reasoning |
| 131 | 133 | use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams and models to explain mathematical reasoning | 3 | R 3.2.3 | Academic- Math |
| | | | | R 3.2.3 | Mathematical Reasoning |
| 132 | 134 | solve one/two step story problems involving one basic operation | 3 | R 3.2.6 | Academic- Math |
| | | | | R 3.2.6 | Mathematical Reasoning |
| 133 | 135 | **develop generalizations of results obtained and apply them in other circumstances** | 3 | R 3.3.3 | Academic- Math |
| | | | ES | R 3.3.3 | Mathematical Reasoning |
| 134 | 136 | **make decisions about how to approach problems** | 4 | R 4.1.0 | Academic- Math |
| | | | ES | R 4.1.0 | Mathematical Reasoning |
| 135 | 137 | **determine when and how to break a problem into simpler parts when presented with single and multi-step problem solving** | 4 | R 4.1.2 | Academic- Math |
| | | | ES | R 4.1.2 | Mathematical Reasoning |
| 136 | 138 | **use strategies, skills, and concepts in finding solutions** | 4 | R 4.2.0 | Academic- Math |
| | | | ES | R 4.2.0 | Mathematical Reasoning |
| 137 | 139 | **evaluate the reasonableness of the solution in the context of the original solution** | 4 | R 4.3.0 | Academic- Math |
| | | | ES | R 4.3.0 | Mathematical Reasoning |
| 138 | 140 | determine how to break a problem into simpler parts | 5 | R 5.1.2 | Academic- Math |
| | | | | R 5.1.2 | Mathematical Reasoning |
| 139 | 141 | **determine how and when to break a problem into simpler parts when presented with single and multi-step problem solving** | 5 | R 5.1.2 | Academic- Math |
| | | | ES | R 5.1.2 | Mathematical Reasoning |
| 140 | 142 | **apply strategies and results from simpler problems to more complex problems** | 5 | R 5.2.2 | Academic- Math |
| | | | ES | R 5.2.2 | Mathematical Reasoning |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 141 | 143 | use words numbers, symbols or graphs, to explain the mathematical reasoning necessary to find the solution | 5 | R 5.2.3 | Academic- Math |
| | | | | R 5.2.3 | Mathematical Reasoning |
| 142 | 144 | **demonstrate a variety of methods (numbers, words, graphs, charts, symbols, models, etc.) to explain the mathematical reasoning for a given problem at grade level** | 5 | R 5.2.3 | Academic- Math |
| | | | ES | R 5.2.3 | Mathematical Reasoning |
| 143 | 145 | express the solution clearly and logically by using the appropriate mathematical notation and terms in clear language; support solutions with evidence | 5 | R 5.2.4 | Academic- Math |
| | | | ES | R 5.2.4 | Mathematical Reasoning |
| 144 | 146 | solve story problems involving two or more of the four basic operations | 5 | R 5.2.6 | Academic- Math |
| | | | | R 5.2.6 | Mathematical Reasoning |
| 145 | 147 | **make precise calculations and check the validity of the results from the context of the problem** | 5 | R 5.2.6 | Academic- Math |
| | | | ES | R 5.2.6 | Mathematical Reasoning |
| 146 | 148 | **explain the method of deriving the solution, and demonstrate an understanding of this derivation by solving similar problems** | 5 | R 5.3.2 | Academic- Math |
| | | | ES | R 5.3.2 | Mathematical Reasoning |
| 147 | 149 | **identify relationships, relevant and irrelevant information, and missing information** | 6 | R 6.1.1 | Academic- Math |
| | | | ES | R 6.1.1 | Mathematical Reasoning |
| 148 | 150 | **determine how to break a problem into simpler parts** | 6 | R 6.1.3 | Academic- Math |
| | | | | R 6.1.3 | Mathematical Reasoning |
| 149 | 151 | **determine when and how to break a problem into simpler parts when presented with single and multi-step problem solving** | 6 | R 6.1.3 | Academic- Math |
| | | | ES | R 6.1.3 | Mathematical Reasoning |
| 150 | 152 | **use estimation to verify the reasonableness of calculated results** | 6 | R 6.2.1 | Academic- Math |
| | | | ES | R 6.2.1 | Mathematical Reasoning |
| 151 | 153 | **use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning** | 6 | R 6.2.4 | Academic- Math |
| | | | ES | R 6.2.4 | Mathematical Reasoning |
| 152 | 154 | use words numbers, symbols, or graphs, to explain the math reasoning necessary to find the solution | 6 | R 6.2.5 | Academic- Math |
| | | | | R 6.2.5 | Mathematical Reasoning |
| 153 | 155 | **demonstrate a variety of methods (numbers, words, graphs, charts, symbols, models, etc) to explain mathematical reasoning for a given problem at grade level** | 6 | R 6.2.5 | Academic- Math |
| | | | ES | R 6.2.5 | Mathematical Reasoning |
| 154 | 156 | underline key terms for more than and less than, and identify the function necessary to solve the problems | 6 | R 6.2.7 | Academic- Math |
| | | | | R 6.2.7 | Mathematical Reasoning |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 155 | 157 | identify key term and function necessary to solve problems | 6 | R 6.2.7 | Academic- Math |
| | | | | R 6.2.7 | Mathematical Reasoning |
| 156 | 158 | underline key terms such as: more than, less than, of times, etc. and identify the function necessary to solve the problems | 6 | R 6.2.7 | Academic- Math |
| | | | | R 6.2.7 | Mathematical Reasoning |
| 157 | 159 | apply computational skills to life situations using pencil and paper | 6 | R 6.2.7 | Academic- Math |
| | | | | R 6.2.7 | Mathematical Reasoning |
| 158 | 160 | write the definitions and find an example of the term indicated | 6 | R 6.2.7 | Academic- Math |
| | | | | R 6.2.7 | Mathematical Reasoning |
| 159 | 161 | **develop generalizations of results obtained and strategies used; apply in new problems** | 6 | R 6.3.3 | Academic- Math |
| | | | ES | R 6.3.3 | Mathematical Reasoning |
| 160 | 162 | distinguish by listing all relevant information from irrelevant information and phrase this information as a numerical expression | 7 | R 7.1.1 | Academic- Math |
| | | | | R 7.1.1 | Mathematical Reasoning |
| 161 | 163 | identify in writing all missing information and sequence information | 7 | R 7.1.1 | Academic- Math |
| | | | | R 7.1.1 | Mathematical Reasoning |
| 162 | 164 | distinguish relevant from irrelevant information, identify missing information, and sequence the information necessary to solve the problems | 7 | R 7.1.1 | Academic- Math |
| | | | | R 7.1.1 | Mathematical Reasoning |
| 163 | 165 | **analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns** | 7 | R 7.1.1 | Academic- Math |
| | | | CAHSEE | R 7.1.1 | Mathematical Reasoning |
| 164 | 166 | **determine when and how to break a problem into simpler parts** | 7 | R 7.1.3 | Academic- Math |
| | | | CAHSEE | R 7.1.3 | Mathematical Reasoning |
| 165 | 167 | use estimation as a checking device to verify the validity of calculated results | 7 | R 7.2.1 | Academic- Math |
| | | | | R 7.2.1 | Mathematical Reasoning |
| 166 | 168 | **use estimation to verify the reasonableness of calculated results** | 7 | R 7.2.1 | Academic- Math |
| | | | CAHSEE | R 7.2.1 | Mathematical Reasoning |
| 167 | 169 | solve problems using algebraic strategies | 7 | R 7.2.3 | Academic- Math |
| | | | | R 7.2.3 | Mathematical Reasoning |
| 168 | 170 | create a visual representation as an aid in estimating an unknown quantity and solve the problems using algebraic techniques | 7 | R 7.2.3 | Academic- Math |
| | | | | R 7.2.3 | Mathematical Reasoning |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 169 | 171 | **estimate unknown quantities graphically and solve them by using logical reasoning and arithmetic and algebraic techniques** | 7 | R 7.2.3 | Academic- Math |
| | | | CAHSEE | R 7.2.3 | Mathematical Reasoning |
| 170 | 172 | compare length and width by making direct comparisons | 0 | M 0.1.1 | Academic- Math |
| | | | | M 0.1.1 | Measurement & Geometry |
| 171 | 173 | compare length, weight, and capacity of objects (larger, smaller, same) | 0 | M 0.1.1 | Academic- Math |
| | | | | M 0.1.1 | Measurement & Geometry |
| 172 | 174 | compare length, width and capacity of objects by making direct comparisons | 0 | M 0.1.1 | Academic- Math |
| | | | | M 0.1.1 | Measurement & Geometry |
| 173 | 175 | **compare length, weight, and capacity of objects using direct comparisons with reference objects** | 0 | M 0.1.1 | Academic- Math |
| | | | ES | M 0.1.1 | Measurement & Geometry |
| 174 | 176 | explain use of clock and calendar | 0 | M 0.1.2 | Academic- Math |
| | | | | M-0.1.2 | Measurement & Geometry |
| 175 | 177 | demonstrate an understanding of concepts of time and tools that measure time | 0 | M 0.1.2 | Academic- Math |
| | | | | M 0.1.2 | Measurement & Geometry |
| 176 | 178 | **explain basic concepts of time (morning, afternoon, evening, day, yesterday, tomorrow, week, year) and tools that measure time (clock, calendar)** | 0 | M 0.1.2 | Academic- Math |
| | | | ES | M 0.1.2 | Measurement & Geometry |
| 177 | 179 | **name the days of the week** | 0 | M 0.1.3 | Academic- Math |
| | | | ES | M 0.1.3 | Measurement & Geometry |
| 178 | 180 | **name the days of the week in order** | 0 | M 0.1.3 | Academic- Math |
| | | | ES | M 0.1.3 | Measurement & Geometry |
| 179 | 181 | identify 1-4 o'clock | 0 | M 0.1.4 | Academic- Math |
| | | | | M-0.1.4 | Measurement & Geometry |
| 180 | 182 | identify 1-8 o'clock | 0 | M 0.1.4 | Academic- Math |
| | | | | M-0.1.4 | Measurement & Geometry |
| 181 | 183 | **identify time to nearest hour of everyday events (e.g. lunch, bedtime)** | 0 | M 0.1.4 | Academic- Math |
| | | | ES | M 0.1.4 | Measurement & Geometry |
| 182 | 184 | **tell the time to the nearest hour** | 0 | M 0.1.4 | Academic- Math |
| | | | ES | M 0.1.4 | Measurement & Geometry |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 183 | 185 | identify the shape of an object | 0 | M 0.2.1 | Academic- Math |
| | | | | M 0.2.1 | Measurement & Geometry |
| 184 | 186 | **name the seven basic shapes: square, rectangle, oval, circle, cone, cube, and triangle** | 0 | M 0.2.1 | Academic- Math |
| | | | ES | M 0.2.1 | Measurement & Geometry |
| 185 | 187 | **compare plane and solid objects by common attributes** | 0 | M 0.2.2 | Academic- Math |
| | | | ES | M 0.2.2 | Measurement & Geometry |
| 186 | 188 | compare length, weight, and volume of objects using nonstandard unit | 1 | M 1.1.1 | Academic- Math |
| | | | | M 1.1.1 | Measurement & Geometry |
| 187 | 189 | identify the time | 1 | M 1.1.1 | Academic- Math |
| | | | | M 1.1.1 | Measurement & Geometry |
| 188 | 190 | identify the time to the nearest half hour of everyday events (e.g. lunch, bedtime) | 1 | M 1.1.2 | Academic- Math |
| | | | ES | M 1.1.2 | Measurement & Geometry |
| 189 | 191 | **tell time to half hour** | 1 | M 1.1.2 | Academic- Math |
| | | | ES | M 1.1.2 | Measurement & Geometry |
| 190 | 192 | **identify, describe, and compare triangles, rectangles, squares, and circles** | 1 | M 1.2.1 | Academic- Math |
| | | | ES | M 1.2.1 | Measurement & Geometry |
| 191 | 193 | **classify familiar plane and solid objects by attributes** | 1 | M 1.2.2 | Academic- Math |
| | | | ES | M 1.2.2 | Measurement & Geometry |
| 192 | 194 | **give and follow directions about location** | 1 | M 1.2.3 | Academic- Math |
| | | | ES | M 1.2.3 | Measurement & Geometry |
| 193 | 195 | measure the objects and report the total number of measurement units | 2 | M 2.1.1 | Academic- Math |
| | | | | M 2.1.1 | Measurement & Geometry |
| 194 | 196 | **measure the length of objects** | 2 | M 2.1.1 | Academic- Math |
| | | | ES | M 2.1.1 | Measurement & Geometry |
| 195 | 197 | use different units to measure the same object and predict whether measure be greater or smaller when a different unit is used | 2 | M 2.1.2 | Academic- Math |
| | | | | M 2.1.2 | Measurement & Geometry |
| 196 | 198 | identify 12" as the same as one foot | 2 | M 2.1.3 | Academic- Math |
| | | | | M 2.1.3 | Measurement & Geometry |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 197 | 199 | **measure length of an object to nearest inch and/or centimeter** | 2 | M 2.1.3 | Academic- Math |
| | | | ES | M 2.1.3 | Measurement & Geometry |
| 198 | 200 | **know number of minutes in ¼ hour, ½ hour and hour** | 2 | M 2.1.4 | Academic- Math |
| | | | ES | M 2.1.4 | Measurement & Geometry |
| 199 | 201 | identify relationship of calendar units | 2 | M 2.1.4 | Academic- Math |
| | | | | M 2.1.4 | Measurement & Geometry |
| 200 | 202 | **tell the time to the nearest quarter hour** | 2 | M 2.1.4 | Academic- Math |
| | | | ES | M 2.1.4 | Measurement & Geometry |
| 201 | 203 | **tell the time to the nearest quarter hour and state the relationships of time (minutes in an hour, days in a month, weeks in a year)** | 2 | M 2.1.4 | Academic- Math |
| | | | ES T | M 2.1.4 | Measurement & Geometry |
| 202 | 204 | explain the difference between a.m. and p.m. | 2 | M 2.1.5 | Academic- Math |
| | | | | M 2.1.5 | Measurement & Geometry |
| 203 | 205 | solve real life situations related to time | 2 | M 2.1.5 | Academic- Math |
| | | | | M 2.1.5 | Measurement & Geometry |
| 204 | 206 | **determine the duration of intervals of time in hours (e.g. 11:00 am to 4:00 pm)** | 2 | M 2.1.5 | Academic- Math |
| | | | ES | M 2.1.5 | Measurement & Geometry |
| 205 | 207 | describe and classify shapes according to the number and shape of faces edges | 2 | M 2.2.1 | Academic- Math |
| | | | | M 2.2.1 | Measurement & Geometry |
| 206 | 208 | **describe and classify geometric shapes according to the number and shape of faces, of edges and of vertices** | 2 | M 2.2.1 | Academic- Math |
| | | | ES | M 2.2.1 | Measurement & Geometry |
| 207 | 209 | identify and describe common geometric objects (e.g. circle, triangle, square, rectangle, cube, sphere, cone) | 2 | M 2.2.1 | Academic- Math |
| | | | | M 2.2.1 | Measurement & Geometry |
| 208 | 210 | **put shapes together and take them apart to form other shapes** | 2 | M 2.2.2 | Academic- Math |
| | | | ES | M 2.2.2 | Measurement & Geometry |
| 209 | 211 | identify measurements of objects which are greater than, less than, or equal to one foot | 3 | M 3.1.1 | Academic- Math |
| | | | | M 3.1.1 | Measurement & Geometry |
| 210 | 212 | measure length to the nearest 1/2 inch and nearest 1/4 inch | 3 | M 3.1.1 | Academic- Math |
| | | | | M 3.1.1 | Measurement & Geometry |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 211 | 213 | estimate heights and lengths in feet and/or inches | 3 | M 3.1.1 | Academic- Math |
| | | | | M 3.1.1 | Measurement & Geometry |
| 212 | 214 | **estimate and measure the length, liquid volume, and weight/mass of given objects** | 3 | M 3.1.1 | Academic- Math |
| | | | ES | M 3.1.1 | Measurement & Geometry |
| 213 | 215 | measure length, liquid volume, and weight/mass using appropriate tools | 3 | M 3.1.1 | Academic- Math |
| | | | | M 3.1.1 | Measurement & Geometry |
| 214 | 216 | use counters to estimate or to determine the area | 3 | M 3.1.2 | Academic- Math |
| | | | | M 3.1.2 | Measurement & Geometry |
| 215 | 217 | use counters to estimate or to determine the volume | 3 | M 3.1.2 | Academic- Math |
| | | | | M 3.1.2 | Measurement & Geometry |
| 216 | 218 | use counters to estimate or to determine the area and the volume | 3 | M 3.1.2 | Academic- Math |
| | | | | M 3.1.2 | Measurement & Geometry |
| 217 | 219 | **determine the area/volume of a solid figure** | 3 | M 3.1.2 | Academic- Math |
| | | | ES | M 3.1.2 | Measurement & Geometry |
| 218 | 220 | solve practical problems involving measurements | 3 | M 3.1.3 | Academic- Math |
| | | | | M-3.1.3 | Measurement & Geometry |
| 219 | 221 | **correctly compute the perimeter** | 3 | M 3.1.3 | Academic- Math |
| | | | | M 3.1.3 | Measurement & Geometry |
| 220 | 222 | **determine the perimeter of a polygon using whole number measurements** | 3 | M 3.1.3 | Academic- Math |
| | | | ES | M 3.1.3 | Measurement & Geometry |
| 221 | 223 | **convert measurement units within the same system (minutes to hours, inches to feet)** | 3 | M 3.1.4 | Academic- Math |
| | | | ES | M 3.1.4 | Measurement & Geometry |
| 222 | 224 | **identify, describe, and classify polygons (pentagons, hexagons, and octagons)** | 3 | M 3.2.1 | Academic- Math |
| | | | ES | M 3.2.1 | Measurement & Geometry |
| 223 | 225 | **identify the attributes of triangles (isosceles, equilateral, right)** | 3 | M 3.2.2 | Academic- Math |
| | | | ES | M 3.2.2 | Measurement & Geometry |
| 224 | 226 | **identify the attributes of quadrilaterals (square, rectangle, and parallelogram)** | 3 | M 3.2.3 | Academic- Math |
| | | | ES | M 3.2.3 | Measurement & Geometry |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 225 | 227 | **identify right angles in figures, objects and know if angle is greater/less than a right angle** | 3 | M 3.2.4 | Academic- Math |
| | | | ES | M 3.2.4 | Measurement & Geometry |
| 226 | 228 | **identify, describe cube, rectangular solid, sphere, prism, pyramid, cone, cylinder** | 3 | M 3.2.5 | Academic- Math |
| | | | ES | M 3.2.5 | Measurement & Geometry |
| 227 | 229 | **recognize that rectangles with the same area can have different perimeters & vice-versa** | 4 | M 4.1.2 | Academic- Math |
| | | | ES | M 4.1.2 | Measurement & Geometry |
| 228 | 230 | state the formula, list the steps, and solve problems using the formula | 4 | M 4.1.4 | Academic- Math |
| | | | | M 4.1.4 | Measurement & Geometry |
| 229 | 231 | measure the area of rectangular shapes | 4 | M 4.1.4 | Academic- Math |
| | | | | M 4.1.4 | Measurement & Geometry |
| 230 | 232 | memorize the list steps, and solve the problems that require the formulas for the circumference, and for the area of a circle | 4 | M 4.1.4 | Academic- Math |
| | | | | M 4.1.4 | Measurement & Geometry |
| 231 | 233 | **use formulas to solve problems involving perimeters and areas of rectangles and squares** | 4 | M 4.1.4 | Academic- Math |
| | | | ES | M 4.1.4 | Measurement & Geometry |
| 232 | 234 | **draw the points corresponding to linear relationships on graph paper (e.g. draw 10 pints on the graph of the equation y=3x and connect them on a straight line** | 4 | M 4.2.1 | Academic- Math |
| | | | ES | M 4.2.1 | Measurement & Geometry |
| 233 | 235 | **know that the length of a horizontal line segment equals the difference of the x-coordinates** | 4 | M 4.2.2 | Academic- Math |
| | | | ES | M 4.2.2 | Measurement & Geometry |
| 234 | 236 | **know that length of a vertical line segment equals the difference of the y-coordinates** | 4 | M 4.2.3 | Academic- Math |
| | | | ES | M 4.2.3 | Measurement & Geometry |
| 235 | 237 | **identify parallel and perpendicular lines and radius and diameter of a circle** | 4 | M 4.3.1 | Academic- Math |
| | | | ES | M 4.3.1 | Measurement & Geometry |
| 236 | 238 | **identify congruent figures and 3.4 bilateral and rotational symmetry** | 4 | M 4.3.3 | Academic- Math |
| | | | ES | M 4.3.3 | Measurement & Geometry |
| 237 | 239 | **know the definitions of right, acute, and obtuse angles** | 4 | M 4.3.5 | Academic- Math |
| | | | ES | M 4.3.5 | Measurement & Geometry |
| 238 | 240 | **interpret two-dimensional representations of three-dimensional objects** | 4 | M 4.3.6 | Academic- Math |
| | | | ES | M 4.3.6 | Measurement & Geometry |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 239 | 241 | **know the definitions of different triangles and identify their attributes** | 4 | M 4.3.7 | Academic- Math |
| | | | ES | M 4.3.7 | Measurement & Geometry |
| 240 | 242 | **know the definitions of different quadrilaterals** | 4 | M 4.3.8 | Academic- Math |
| | | | ES | M 4.3.8 | Measurement & Geometry |
| 241 | 243 | **find the area of a triangle and a parallelogram using the formula** | 5 | M 5.1.1 | Academic- Math |
| | | | ES | M 5.1.1 | Measurement & Geometry |
| 242 | 244 | **construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute surface area for the objects** | 5 | M 5.1.2 | Academic- Math |
| | | | ES | M 5.1.2 | Measurement & Geometry |
| 243 | 245 | **understand volume and use appropriate units to compute the volume of rectangular solids** | 5 | M 5.1.3 | Academic- Math |
| | | | ES | M 5.1.3 | Measurement & Geometry |
| 244 | 246 | recognize relationships between and relative values of cup, pint, quart, half-gallon, and gallon | 5 | M 5.1.4 | Academic- Math |
| | | | | M 5.1.4 | Measurement & Geometry |
| 245 | 247 | identify terms for measurement (linear, liquid, weight, time, temperature) | 5 | M 5.1.4 | Academic- Math |
| | | | | M 5.1.4 | Measurement & Geometry |
| 246 | 248 | **differentiate between and use appropriate units of measure for two-and three-dimensional objects (perimeter, area, volume)** | 5 | M 5.1.4 | Academic- Math |
| | | | ES | M 5.1.4 | Measurement & Geometry |
| 247 | 249 | **measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles using appropriate tools** | 5 | M 5.2.1 | Academic- Math |
| | | | ES | M 5.2.1 | Measurement & Geometry |
| 248 | 250 | **know that the sum of angles in any triangle is 180 degrees and the sum of the angles in any quadrilateral is 360 degrees and use this information to solve problems** | 5 | M 5.2.2. | Academic- Math |
| | | | ES | M 5.2.2. | Measurement & Geometry |
| 249 | 251 | visualize two-dimensional views of three-dimensional objects made from rectangular solids | 5 | M 5.2.3 | Academic- Math |
| | | | ES | M 5.2.3 | Measurement & Geometry |
| 250 | 252 | **show understanding of the concept of a constant such as pi** | 6 | M 6.1.1 | Academic- Math |
| | | | CAHSEE | M 6.1.1 | Measurement & Geometry |
| 251 | 253 | **use formulas to find the circumference and area of a circle** | 6 | M 6.1.2 | Academic- Math |
| | | | CAHSEE | M 6.1.2 | Measurement & Geometry |
| 252 | 254 | **use formulas to compute the volume of triangular prisms and cylinders** | 6 | M 6.1.3 | Academic- Math |
| | | | CAHSEE | M 6.1.3 | Measurement & Geometry |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 253 | 255 | **identify angles as vertical, adjacent, complementary, or supplementary and describe them** | 6 | M 6.2.1 | Academic- Math |
| | | | CAHSEE | M 6.2.1 | Measurement & Geometry |
| 254 | 256 | **use properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle** | 6 | M 6.2.2 | Academic- Math |
| | | | CAHSEE | M 6.2.2 | Measurement & Geometry |
| 255 | 257 | **draw quadrilaterals, triangles from given information (e.g. a right isosceles triangle)** | 6 | M 6.2.3 | Academic- Math |
| | | | CAHSEE | M 6.2.3 | Measurement & Geometry |
| 256 | 258 | state formula, list steps, and solve problems | 7 | M 7.1.1 | Academic- Math |
| | | | | M 7.1.1 | Measurement & Geometry |
| 257 | 259 | compare data and compute the amounts of increase | 7 | M 7.1.1 | Academic- Math |
| | | | | M 7.1.1 | Measurement & Geometry |
| 258 | 260 | compare local temperatures over the time, and use a ratio to compute the amounts of increase or decrease | 7 | M 7.1.1 | Academic- Math |
| | | | | M 7.1.1 | Measurement & Geometry |
| 259 | 261 | **compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., mile per hour and feet per second, cubic inches to cubic centimeters)** | 7 | M 7.1.1 | Academic- Math |
| | | | CAHSEE | M 7.1.1 | Measurement & Geometry |
| 260 | 262 | identify and list the numerical terms necessary to solve an equation | 7 | M 7.1.2 | Academic- Math |
| | | | | M 7.1.2 | Measurement & Geometry |
| 261 | 263 | identify the numerical terms necessary to solve the equation | 7 | M 7.1.2 | Academic- Math |
| | | | | M 7.1.2 | Measurement & Geometry |
| 262 | 264 | **check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer** | 7 | M 7.1.3 | Academic- Math |
| | | | CAHSEE | M-7.1.3 | Measurement & Geometry |
| 263 | 265 | **use measures expressed as rates (e.g., speed, density) and measures expressed as product (e.g., person-days) to solve problems** | 7 | M 7.1.3 | Academic- Math |
| | | | CAHSEE | M 7.1.3 | Measurement & Geometry |
| 264 | 266 | **use formulas for finding the perimeter and area of basic two-dimensional figures and the surface area of basic three-dimensional figures** | 7 | M 7.2.1 | Academic- Math |
| | | | CAHSEE | M 7.2.1 | Measurement & Geometry |
| 265 | 267 | **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** | 7 | M 7.2.2 | Academic- Math |
| | | | CAHSEE | M 7.2.2 | Measurement & Geometry |
| 266 | 268 | **recognize, name, and compare unit fractions up to 1/2** | 2 | N 2.4.1 | Academic- Math |
| | | | ES | N 2.4.1 | Number Sense: Fractions & |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 267 | 269 | **recognize fractions of a whole and parts of a group (e.g. 1/4 of pie, 2/3 of 15 balls)** | 2 | N 2.4.2 | Academic- Math |
| | | | ES | N 2.4.2 | Number Sense: Fractions & |
| 268 | 270 | **identify the correct fraction of a whole** | 2 | N 2.4.2 | Academic- Math |
| | | | ES | N 2.4.2 | Number Sense: Fractions & |
| 269 | 271 | **identify the correct fraction notation that equals one whole** | 2 | N 2.4.3 | Academic- Math |
| | | | ES | N 2.4.3 | Number Sense: Fractions & |
| 270 | 272 | **identify each model including all fractional parts equaling the whole** | 2 | N 2.4.3 | Academic- Math |
| | | | | N 2.4.3 | Number Sense: Fractions & |
| 271 | 273 | **know when all fractional parts are included (4/4 = to the whole = 1)** | 2 | N 2.4.3 | Academic- Math |
| | | | | N 2.4.3 | Number Sense: Fractions & |
| 272 | 274 | add mixed numbers with/without regrouping | 3 | N 3.2.1 | Academic- Math |
| | | | | N 3.2.1 | Number Sense: Fractions & |
| 273 | 275 | **compare fractions represented by drawings or concrete materials to show equivalency** | 3 | N 3.3.1 | Academic- Math |
| | | | ES | N 3.3.1 | Number Sense: Fractions & |
| 274 | 276 | **add and subtract fractions with concrete materials and/or pictorials** | 3 | N 3.3.1 | Academic- Math |
| | | | ES | N 3.3.1 | Number Sense: Fractions & |
| 275 | 277 | **correctly show fractional equivalents and add and subtract fractions in context** | 3 | N 3.3.1 | Academic- Math |
| | | | | N 3.3.1 | Number Sense: Fractions & |
| 276 | 278 | **show fractional equivalents when presented with concrete materials and/or pictorials** | 3 | N 3.3.1 | Academic- Math |
| | | | ES | N 3.3.1 | Number Sense: Fractions & |
| 277 | 279 | correctly show fractional equivalents | 3 | N 3.3.1 | Academic- Math |
| | | | | N 3.3.1 | Number Sense: Fractions & |
| 278 | 280 | add common fractions with like denominators | 3 | N 3.3.2 | Academic- Math |
| | | | | N 3.3.2 | Number Sense: Fractions & |
| 279 | 281 | subtract common fractions with like denominators | 3 | N 3.3.2 | Academic- Math |
| | | | | N 3.3.2 | Number Sense: Fractions & |
| 280 | 282 | add and subtract simple fractions (1/8 + 3/8 = 1/2) | 3 | N 3.3.2 | Academic- Math |
| | | | | N 3.3.2 | Number Sense: Fractions & |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 281 | 283 | correctly add fractions and show answer in lowest terms | 3 | N 3.3.2 | Academic- Math |
| | | | | N 3.3.2 | Number Sense: Fractions & |
| 282 | 284 | correctly subtract fractions and show answer in lowest terms | 3 | N 3.3.2 | Academic- Math |
| | | | | N 3.3.2 | Number Sense: Fractions & |
| 283 | 285 | **add and subtract simple fractions and show answer in lowest terms** | 3 | N 3.3.2 | Academic- Math |
| | | | ES | N 3.3.2 | Number Sense: Fractions & |
| 284 | 286 | **know that fractions and decimals are two different representations of the same value** | 3 | N 3.3.4 | Academic- Math |
| | | | ES | N 3.3.4 | Number Sense: Fractions & |
| 285 | 287 | **order and compare whole numbers and decimals to two decimal places** | 4 | N 4.1.2 | Academic- Math |
| | | | ES | N 4.1.2 | Number Sense: Fractions & |
| 286 | 288 | interpret different meanings for fractions including parts of a whole, parts of a set, indicated division of whole numbers | 4 | N 4.1.5 | Academic- Math |
| | | | | N 4.1.5 | Number Sense: Fractions & |
| 287 | 289 | **explain equivalents of the fraction** | 4 | N 4.1.5 | Academic- Math |
| | | | ES | N 4.1.5 | Number Sense: Fractions & |
| 288 | 290 | explain the fraction as a part of a whole part of a set or division of whole number by whole number, and explain equivalents of the fraction | 4 | N 4.1.5 | Academic- Math |
| | | | | N 4.1.5 | Number Sense: Fractions & |
| 289 | 291 | explain the fraction as a part of a whole part of a set , or as a division of whole number by whole number | 4 | N 4.1.5 | Academic- Math |
| | | | | N 4.1.5 | Number Sense: Fractions & |
| 290 | 292 | **explain/understand fractions as part of a whole, parts of a set, or a division of a whole number by a whole number** | 4 | N 4.1.5 | Academic- Math |
| | | | ES | N 4.1.5 | Number Sense: Fractions & |
| 291 | 293 | **write tenths and hundredths in decimal and fraction notation** | 4 | N 4.1.6 | Academic- Math |
| | | | ES | N 4.1.6 | Number Sense: Fractions & |
| 292 | 294 | **know fraction/decimal equivalents for halves and fourths (e.g. 1/2 = 0.5 or .50)** | 4 | N 4.1.6 | Academic- Math |
| | | | ES | N 4.1.6 | Number Sense: Fractions & |
| 293 | 295 | **write the fraction represented by a drawing and represent a fraction with a drawing** | 4 | N 4.1.7 | Academic- Math |
| | | | ES | N 4.1.7 | Number Sense: Fractions & |
| 294 | 296 | identify fractional numbers by name | 4 | N 4.1.7 | Academic- Math |
| | | | | N 4.1.7 | Number Sense: Fractions & |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 295 | 297 | relate fractions to simple decimals on a number line | 4 | N 4.1.9 | Academic- Math |
| | | | | N 4.1.9 | Number Sense: Fractions & |
| 296 | 298 | **identify the relative position of fractions, mixed numbers, and decimals to two decimal places on the number line** | 4 | N 4.1.9 | Academic- Math |
| | | | ES | N 4.1.9 | Number Sense: Fractions & |
| 297 | 299 | **compute the sum or difference of whole numbers and positive decimals to two places** | 4 | N 4.2.1 | Academic- Math |
| | | | ES | N 4.2.1 | Number Sense: Fractions & |
| 298 | 300 | **round two place decimals to one decimal or the nearest whole number and rounding to judge the reasonableness of an answer** | 4 | N 4.2.2 | Academic- Math |
| | | | ES | N 4.2.2 | Number Sense: Fractions & |
| 299 | 301 | **estimate numbers on both sides of the decimal (millions to thousandths)** | 5 | N 5.1.1 | Academic- Math |
| | | | ES | N 5.1.1 | Number Sense: Fractions & |
| 300 | 302 | **round numbers on both sides of the decimal (millions to thousandths)** | 5 | N 5.1.1 | Academic- Math |
| | | | ES | N 5.1.1 | Number Sense: Fractions & |
| 301 | 303 | **compare and order very small (ten thousandths) to very big (millions)** | 5 | N 5.1.1 | Academic- Math |
| | | | ES | N 5.1.1 | Number Sense: Fractions & |
| 302 | 304 | identify fractions, decimals, and mixed numbers on a number line | 5 | N 5.1.5 | Academic- Math |
| | | | ES | N 5.1.5 | Number Sense: Fractions & |
| 303 | 305 | **add, subtract, multiply, and divide decimals** | 5 | N 5.2.1 | Academic- Math |
| | | | ES | N 5.2.1 | Number Sense: Fractions & |
| 304 | 306 | divide with multiple digit divisors | 5 | N 5.2.2 | Academic- Math |
| | | | | N 5.2.2 | Number Sense: Fractions & |
| 305 | 307 | **compute long division with positive decimals and/or multi-digit divisors** | 5 | N 5.2.2 | Academic- Math |
| | | | ES | N 5.2.2 | Number Sense: Fractions & |
| 306 | 308 | subtract mixed numbers with/without regrouping | 5 | N 5.2.3 | Academic- Math |
| | | | | N-5.2.3 | Number Sense: Fractions & |
| 307 | 309 | subtract common fractions with unlike denominators | 5 | N 5.2.3 | Academic- Math |
| | | | | N-5.2.3 | Number Sense: Fractions & |
| 308 | 310 | add common fractions with unlike denominators | 5 | N 5.2.3 | Academic- Math |
| | | | | N 5.2.3 | Number Sense: Fractions & |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 309 | 311 | add, subtract and simplify fractions | 5 | N 5.2.3 | Academic- Math |
| | | | | N 5.2.3 | Number Sense: Fractions & |
| 310 | 312 | **solve real-life scenarios involving the addition/subtraction of fractions in lowest terms** | 5 | N 5.2.3 | Academic- Math |
| | | | ES | N 5.2.3 | Number Sense: Fractions & |
| 311 | 313 | **solve real-life scenarios involving the addition/subtraction of fractions and mixed numbers in lowest terms** | 5 | N 5.2.3 | Academic- Math |
| | | | ES | N 5.2.3 | Number Sense: Fractions & |
| 312 | 314 | **multiply and divide fractions and reduce to lowest terms** | 5 | N 5.2.4 | Academic- Math |
| | | | ES | N 5.2.4 | Number Sense: Fractions & |
| 313 | 315 | **multiply and divide common fraction** | 5 | N 5.2.5 | Academic- Math |
| | | | ES | N 5.2.5 | Number Sense: Fractions & |
| 314 | 316 | **add, subtract, multiply, divide positive fractions** | 6 | N 6.2.1 | Academic- Math |
| | | | ES | N 6.2.1 | Number Sense: Fractions & |
| 315 | 317 | **explain why a particular operation was used to solve a problem with positive fractions** | 6 | N 6.2.1 | Academic- Math |
| | | | ES | N 6.2.1 | Number Sense: Fractions & |
| 316 | 318 | explain the meaning of multiplication and division of fractions | 6 | N 6.2.2 | Academic- Math |
| | | | | N 6.2.2 | Number Sense: Fractions & |
| 317 | 319 | **explain meaning of multiplication and division of positive fractions** | 6 | N 6.2.2 | Academic- Math |
| | | | ES | N 6.2.2 | Number Sense: Fractions & |
| 318 | 320 | **multiply and divide positive fractions** | 6 | N 6.2.2 | Academic- Math |
| | | | ES | N 6.2.2 | Number Sense: Fractions & |
| 319 | 321 | add and subtract unlike fractions | 6 | N 6.2.3 | Academic- Math |
| | | | | N 6.2.3 | Number Sense: Fractions & |
| 320 | 322 | **determine the least common multiple and greatest common divisor of whole numbers and use in solving problems with fractions** | 6 | N 6.2.4 | Academic- Math |
| | | | CAHSEE | N 6.2.4 | Number Sense: Fractions & |
| 321 | 323 | correctly solve and simplify fractions | 6 | N 6.2.4 | Academic- Math |
| | | | | N 6.2.4 | Number Sense: Fractions & |
| 322 | 324 | **determine the least common multiple and the greatest common divisor to correctly calculate the answer** | 6 | N 6.2.4 | Academic- Math |
| | | | CAHSEE | N 6.2.4 | Number Sense: Fractions & |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 323 | 325 | convert fractions to decimals | 7 | N 7.1.3 | Academic- Math |
| | | | | N-7.1.3 | Number Sense: Fractions & |
| 324 | 326 | **convert fractions to decimals and percents, and create a visual representation** | 7 | N 7.1.3 | Academic- Math |
| | | | CAHSEE | N 7.1.3 | Number Sense: Fractions & |
| 325 | 327 | **add and subtract fractions by using factoring to find common denominators** | 7 | N 7.2.2 | Academic- Math |
| | | | CAHSEE | N 7.2.2 | Number Sense: Fractions & |
| 326 | 328 | **use concept of negative numbers (e.g. on a number line, in counting, )** | 4 | N 4.1.8 | Academic- Math |
| | | | ES | N 4.1.8 | Number Sense: Integers |
| 327 | 329 | show what each negative number would mean on a number line, or in counting | 4 | N 4.1.8 | Academic- Math |
| | | | | N 4.1.8 | Number Sense: Integers |
| 328 | 330 | show what each negative number would mean in temperature and in "owing" | 4 | N 4.1.8 | Academic- Math |
| | | | | N 4.1.8 | Number Sense: Integers |
| 329 | 331 | **show what each negative number would mean on a number line, in counting in temperature and in "owing"** | 4 | N 4.1.8 | Academic- Math |
| | | | ES | N 4.1.8 | Number Sense: Integers |
| 330 | 332 | **compute problems that use positive and negative integers using a combination of addition, subtraction, multiplication and division** | 6 | N 6.2.3 | Academic- Math |
| | | | CAHSEE | N 6.2.3 | Number Sense: Integers |
| 331 | 333 | **solve addition, subtraction, multiplication, and division problems that use positive and negative integers** | 6 | N 6.2.3 | Academic- Math |
| | | | CAHSEE | N 6.2.3 | Number Sense: Integers |
| 332 | 334 | **determine the least common multiple and the greatest common divisor in each problem, and use them to correctly calculate the answer** | 6 | N 6.2.4 | Academic- Math |
| | | | CAHSEE | N 6.2.4 | Number Sense: Integers |
| 333 | 335 | calculate the roots of integers | 7 | N 7.2.4 | Academic- Math |
| | | | | N 7.2.4 | Number Sense: Integers |
| 334 | 336 | raise each integer to the next power | 7 | N 7.2.4 | Academic- Math |
| | | | | N 7.2.4 | Number Sense: Integers |
| 335 | 337 | calculate the roots and raise each integer to the next power | 7 | N 7.2.4 | Academic- Math |
| | | | | N 7.2.4 | Number Sense: Integers |
| 336 | 338 | **use the inverse relationship between raising to a power and extracting the root of a perfect square integer for an integer that is not square and determine without a calculator the two integers between which its square root** | 7 | N 7.2.4 | Academic- Math |
| | | | CAHSEE | N 7.2.4 | Number Sense: Integers |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 337 | 339 | identify and state the value of coins | 1 | N 1.1.5 | Academic- Math |
| | | | | N 1.1.5 | Number Sense: Money |
| 338 | 340 | identify and group like coins (penny, nickel, dime) | 1 | N 1.1.5 | Academic- Math |
| | | | | N 1.1.5 | Number Sense: Money |
| 339 | 341 | identify the value and name of a penny, nickel, dime, and quarter | 1 | N 1.1.5 | Academic- Math |
| | | | | N 1.1.5 | Number Sense: Money |
| 340 | 342 | count money using at least one of each coin | 1 | N 1.1.5 | Academic- Math |
| | | | | N 1.1.5 | Number Sense: Money |
| 341 | 343 | recognize and name the value of given combinations of coins | 1 | N 1.1.5 | Academic- Math |
| | | | | N 1.1.5 | Number Sense: Money |
| 342 | 344 | count simple groupings of coins | 1 | N 1.1.5 | Academic- Math |
| | | | | N 1.1.5 | Number Sense: Money |
| 343 | 345 | **identify and tell the value of coins and show different combinations of coins that equal the same value** | 1 | N 1.1.5 | Academic- Math |
| | | | ES | N 1.1.5 | Number Sense: Money |
| 344 | 346 | **give value of penny, nickel, dime and quarter** | 1 | N 1.1.5 | Academic- Math |
| | | | ES | N 1.1.5 | Number Sense: Money |
| 345 | 347 | **know relationship of coins and show different combinations of coins that equal the same value** | 1 | N 1.1.5 | Academic- Math |
| | | | ES | N 1.1.5 | Number Sense: Money |
| 346 | 348 | make change for amounts up to $1.00 | 2 | N 2.5.1 | Academic- Math |
| | | | | N-2.5.1 | Number Sense: Money |
| 347 | 349 | count money and give back change under $1.00 | 2 | N 2.5.1 | Academic- Math |
| | | | | N-2.5.1 | Number Sense: Money |
| 348 | 350 | recognize currency and make change for currency up to $5.00 | 2 | N 2.5.1 | Academic- Math |
| | | | | N-2.5.1 | Number Sense: Money |
| 349 | 351 | add a variety of coins of different values | 2 | N 2.5.1 | Academic- Math |
| | | | | N 2.5.1 | Number Sense: Money |
| 350 | 352 | make and count change up to 50 cents/one dollar | 2 | N 2.5.1 | Academic- Math |
| | | | | N 2.5.1 | Number Sense: Money |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 351 | 353 | solve simple oral problems involving coins to the amount of $4.00 | 2 | N 2.5.1 | Academic- Math |
| | | | | N 2.5.1 | Number Sense: Money |
| 352 | 354 | **solve problems using combinations of coins and bills** | 2 | N 2.5.1 | Academic- Math |
| | | | ES T | N 2.5.1 | Number Sense: Money |
| 353 | 355 | **solve addition and subtraction problems involving coins and bills (up to $9.99)** | 2 | N 2.5.1 | Academic- Math |
| | | | ES T | N 2.5.1 | Number Sense: Money |
| 354 | 356 | solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation | 2 | N 2.5.2 | Academic- Math |
| | | | | N-2.5.2 | Number Sense: Money |
| 355 | 357 | recognize and write money notation | 2 | N 2.5.2 | Academic- Math |
| | | | | N 2.5.2 | Number Sense: Money |
| 356 | 358 | **use decimal notation and the dollar and cents symbols for money** | 2 | N 2.5.2 | Academic- Math |
| | | | ES | N 2.5.2 | Number Sense: Money |
| 357 | 359 | write the amount using correct dollar and decimal notation | 2 | N 2.5.2 | Academic- Math |
| | | | | N 2.5.2 | Number Sense: Money |
| 358 | 360 | write correct dollar and cents amount (up to $9.99) using $ symbol and decimal | 2 | N 2.5.2 | Academic- Math |
| | | | | N 2.5.2 | Number Sense: Money |
| 359 | 361 | **add/subtract money amounts in decimal notation** | 3 | N 3.3.3 | Academic- Math |
| | | | ES | N 3.3.3 | Number Sense: Money |
| 360 | 362 | **multiply/divide money amounts in decimal notation** | 3 | N 3.3.3 | Academic- Math |
| | | | ES | N 3.3.3 | Number Sense: Money |
| 361 | 363 | **know that fractions and decimals are two different notations of the same concept (e.g. 50 cents is 1/2 dollar; 75 cents is 3/4 dollar)** | 3 | N 3.3.4 | Academic- Math |
| | | | ES | N 3.3.4 | Number Sense: Money |
| 362 | 364 | interpret percents as part of a hundred | 5 | N 5.1.2 | Academic- Math |
| | | | | N 5.1.2 | Number Sense: Ratio, |
| 363 | 365 | compute a given percent of a whole number | 5 | N 5.1.2 | Academic- Math |
| | | | | N 5.1.2 | Number Sense: Ratio, |
| 364 | 366 | **interpret percents as a part of a hundred, and compute a given percent of a whole number** | 5 | N 5.1.2 | Academic- Math |
| | | | ES T | N 5.1.2 | Number Sense: Ratio, |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 365 | 367 | **find decimal and percent equivalents for common fractions, and explain why they represent the same value** | 5 | N 5.1.2 | Academic- Math |
| | | | ES T | N 5.1.2 | Number Sense: Ratio, |
| 366 | 368 | use proportions to solve problems using cross-multiplication for solving | 6 | N 6.1.3 | Academic- Math |
| | | | ES | N 6.1.3 | Number Sense: Ratio, |
| 367 | 369 | calculate sales discounts on single items, and on multiple variables | 6 | N 6.1.4 | Academic- Math |
| | | | | N 6.1.4 | Number Sense: Ratio, |
| 368 | 370 | calculate the interest earned on a savings account using multiple variables | 6 | N 6.1.4 | Academic- Math |
| | | | | N-6.1.4 | Number Sense: Ratio, |
| 369 | 371 | **calculate given percentages of quantities** | 6 | N 6.1.4 | Academic- Math |
| | | | CAHSEE | N 6.1.4 | Number Sense: Ratio, |
| 370 | 372 | calculate sales, discounts, interest earned, and tips | 6 | N 6.1.4 | Academic- Math |
| | | | | N 6.1.4 | Number Sense: Ratio, |
| 371 | 373 | **calculate percentages of problems involving discounts at sales, interest earned, and tips** | 6 | N 6.1.4 | Academic- Math |
| | | | CAHSEE | N 6.1.4 | Number Sense: Ratio, |
| 372 | 374 | **convert fractions to decimals and percents and use these representations in estimations, computations, and applications** | 7 | N 7.1.3 | Academic- Math |
| | | | CAHSEE | N 7.1.3 | Number Sense: Ratio, |
| 373 | 375 | convert fractions to percents, making a conversion chart for assignments | 7 | N 7.1.3 | Academic- Math |
| | | | | N 7.1.3 | Number Sense: Ratio, |
| 374 | 376 | compute the percent of decrease in a quantity | 7 | N 7.1.6 | Academic- Math |
| | | | | N 7.1.6 | Number Sense: Ratio, |
| 375 | 377 | compute a given increase and decrease of a number expressed as a percent | 7 | N 7.1.6 | Academic- Math |
| | | | | N 7.1.6 | Number Sense: Ratio, |
| 376 | 378 | **calculate the percentage of increases and decreases of a quantity** | 7 | N 7.1.6 | Academic- Math |
| | | | CAHSEE T | N 7.1.6 | Number Sense: Ratio, |
| 377 | 379 | compute the percent of increase in a quantity | 7 | N 7.1.6 | Academic- Math |
| | | | | N 7.1.6 | Number Sense: Ratio, |
| 378 | 380 | calculate the simple interest amount on a major purchase | 7 | N 7.1.7 | Academic- Math |
| | | | | N 7.1.7 | Number Sense: Ratio, |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 379 | 381 | calculate the monthly payments using simple interest calculations | 7 | N 7.1.7 | Academic- Math |
| | | | | N 7.1.7 | Number Sense: Ratio, |
| 380 | 382 | calculate the simple interest and the monthly payments | 7 | N 7.1.7 | Academic- Math |
| | | | | N 7.1.7 | Number Sense: Ratio, |
| 381 | 383 | **solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest** | 7 | N 7.1.7 | Academic- Math |
| | | | CAHSEE | N 7.1.7 | Number Sense: Ratio, |
| 382 | 384 | orally read the scientific numbers | 7 | N 7.1.1 | Academic- Math |
| | | | | N 7.1.1 | Number Sense: Rational |
| 383 | 385 | read scientific numbers | 7 | N 7.1.1 | Academic- Math |
| | | | | N 7.1.1 | Number Sense: Rational |
| 384 | 386 | read scientific numbers orally, and to write them | 7 | N 7.1.1 | Academic- Math |
| | | | | N 7.1.1 | Number Sense: Rational |
| 385 | 387 | **read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation** | 7 | N 7.1.1 | Academic- Math |
| | | | CAHSEE | N 7.1.1 | Number Sense: Rational |
| 386 | 388 | calculate the correct response | 7 | N 7.1.2 | Academic- Math |
| | | | | N 7.1.2 | Number Sense: Rational |
| 387 | 389 | **add, subtract, multiply, and divide rational numbers (integers, fractions, and decimals) and take positive rational numbers to whole-number powers** | 7 | N 7.1.2 | Academic- Math |
| | | | CAHSEE | N 7.1.2 | Number Sense: Rational |
| 388 | 390 | **understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base** | 7 | N 7.2.1 | Academic- Math |
| | | | CAHSEE | N 7.2.1 | Number Sense: Rational |
| 389 | 391 | use a visual model to mark the distance of the number from zero | 7 | N 7.2.5 | Academic- Math |
| | | | | N 7.2.5 | Number Sense: Rational |
| 390 | 392 | write the number that expresses the distance of a positive whole number from 0 | 7 | N 7.2.5 | Academic- Math |
| | | | | N 7.2.5 | Number Sense: Rational |
| 391 | 393 | express the number's absolute value as the distance of the number from 0, on the number line | 7 | N 7.2.5 | Academic- Math |
| | | | | N 7.2.5 | Number Sense: Rational |
| 392 | 394 | **understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers** | 7 | N 7.2.5 | Academic- Math |
| | | | CAHSEE | N 7.2.5 | Number Sense: Rational |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 393 | 395 | **know that a set of objects has the same number of objects regardless of position or arrangement** | 0 | N 0.1.0 | Academic- Math |
| | | | ES | N 0.1.0 | Number Sense: Whole |
| 394 | 396 | compare two or more sets of up to 10 objects and identify which set is equal to, number more than, or less than the other | 0 | N 0.1.1 | Academic- Math |
| | | | | N 0.1.1 | Number Sense: Whole |
| 395 | 397 | count objects to (30) | 0 | N 0.1.2 | Academic- Math |
| | | | | N 0.1.2 | Number Sense: Whole |
| 396 | 398 | name and recognize numerals to 30 | 0 | N 0.1.2 | Academic- Math |
| | | | | N 0.1.2 | Number Sense: Whole |
| 397 | 399 | match quantity to symbols to 30 | 0 | N 0.1.2 | Academic- Math |
| | | | | N 0.1.2 | Number Sense: Whole |
| 398 | 400 | write numerals to 30 | 0 | N 0.1.2 | Academic- Math |
| | | | | N 0.1.2 | Number Sense: Whole |
| 399 | 401 | **count, recognize, represent, name, and order numbers (to 30) using objects** | 0 | N 0.1.2 | Academic- Math |
| | | | ES | N 0.1.2 | Number Sense: Whole |
| 400 | 402 | explain that larger numbers describe sets with more objects in them than smaller numbers | 0 | N 0.1.3 | Academic- Math |
| | | | | N 0.1.3 | Number Sense: Whole |
| 401 | 403 | **use concrete objects to add and subtract sums to 18** | 0 | N 0.2.1 | Academic- Math |
| | | | ES | N-0.2.1 | Number Sense: Whole |
| 402 | 404 | use objects to subtract | 0 | N 0.2.1 | Academic- Math |
| | | | | N 0.2.1 | Number Sense: Whole |
| 403 | 405 | **use manipulatives to perform basic addition of numbers under 10** | 0 | N 0.2.1 | Academic- Math |
| | | | ES | N 0.2.1 | Number Sense: Whole |
| 404 | 406 | use concrete objects to determine the answers to addition and subtraction problems for two numbers (each less than 10) | 0 | N 0.2.1 | Academic- Math |
| | | | | N 0.2.1 | Number Sense: Whole |
| 405 | 407 | **use manipulatives to perform basic subtraction of numbers under 10** | 0 | N 0.2.1 | Academic- Math |
| | | | ES | N 0.2.1 | Number Sense: Whole |
| 406 | 408 | **recognize when an estimate is reasonable** | 0 | N 0.3.1 | Academic- Math |
| | | | ES | N 0.3.1 | Number Sense: Whole |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 407 | 409 | count by rote to _____(100) | 1 | N 1.1.1 | Academic- Math |
| | | | | N 1.1.1 | Number Sense: Whole |
| 408 | 410 | read numbers to _____(100) | 1 | N 1.1.1 | Academic- Math |
| | | | | N 1.1.1 | Number Sense: Whole |
| 409 | 411 | write numbers to_____ (100) | 1 | N 1.1.1 | Academic- Math |
| | | | | N 1.1.1 | Number Sense: Whole |
| 410 | 412 | orally count, read and write whole numbers to 50 | 1 | N 1.1.1 | Academic- Math |
| | | | | N 1.1.1 | Number Sense: Whole |
| 411 | 413 | orally count, read and write whole numbers to 75 | 1 | N 1.1.1 | Academic- Math |
| | | | | N 1.1.1 | Number Sense: Whole |
| 412 | 414 | **orally count, read and write whole numbers to 100** | 1 | N 1.1.1 | Academic- Math |
| | | | ES | N 1.1.1 | Number Sense: Whole |
| 413 | 415 | count on from given number | 1 | N 1.1.1 | Academic- Math |
| | | | | N 1.1.1 | Number Sense: Whole |
| 414 | 416 | write the correct symbol (<, =, >) | 1 | N 1.1.2 | Academic- Math |
| | | | | N 1.1.2 | Number Sense: Whole |
| 415 | 417 | **compare and order whole numbers to 100 using the symbols for greater than, less than, or equal to** | 1 | N 1.1.2 | Academic- Math |
| | | | ES | N 1.1.2 | Number Sense: Whole |
| 416 | 418 | sort and count objects by ones | 1 | N 1.1.4 | Academic- Math |
| | | | | N 1.1.4 | Number Sense: Whole |
| 417 | 419 | sort and count objects by tens | 1 | N 1.1.4 | Academic- Math |
| | | | | N 1.1.4 | Number Sense: Whole |
| 418 | 420 | sort and count objects by ones / tens | 1 | N 1.1.4 | Academic- Math |
| | | | | N 1.1.4 | Number Sense: Whole |
| 419 | 421 | **count and group objects into ones and tens (e.g. 3 groups of ten and 4 more is 34)** | 1 | N 1.1.4 | Academic- Math |
| | | | ES | N 1.1.4 | Number Sense: Whole |
| 420 | 422 | memorize addition facts (sums to 10) | 1 | N 1.2.1 | Academic- Math |
| | | | | N 1.2.1 | Number Sense: Whole |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 421 | 423 | memorize addition facts (sums to 20) | 1 | N 1.2.1 | Academic- Math |
| | | | | N 1.2.1 | Number Sense: Whole |
| 422 | 424 | **memorize addition facts (sums to 20) and corresponding subtraction facts** | 1 | N 1.2.1 | Academic- Math |
| | | | ES | N 1.2.1 | Number Sense: Whole |
| 423 | 425 | **use the inverse relationship between addition and subtraction to solve problems** | 1 | N 1.2.2 | Academic- Math |
| | | | ES | N 1.2.2 | Number Sense: Whole |
| 424 | 426 | **identify one more than, one less than, ten more than, ten less than a given number** | 1 | N 1.2.3 | Academic- Math |
| | | | ES | N 1.2.3 | Number Sense: Whole |
| 425 | 427 | **count by 2's, 5's, 10's to 100** | 1 | N 1.2.4 | Academic- Math |
| | | | ES | N 1.2.4 | Number Sense: Whole |
| 426 | 428 | **show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference)** | 1 | N 1.2.5 | Academic- Math |
| | | | | N 1.2.5 | Number Sense: Whole |
| 427 | 429 | add a series of xx single digit numbers using pencil and paper | 1 | N 1.2.5 | Academic- Math |
| | | | | N 1.2.5 | Number Sense: Whole |
| 428 | 430 | **solve subtraction problems with one and two digit numbers** | 1 | N 1.2.6 | Academic- Math |
| | | | ES | N 1.2.6 | Number Sense: Whole |
| 429 | 431 | solve addition and subtraction problems with one- and two-digit numbers | 1 | N 1.2.6 | Academic- Math |
| | | | | N 1.2.6 | Number Sense: Whole |
| 430 | 432 | **find the sum of three one-digit numbers** | 1 | N 1.2.7 | Academic- Math |
| | | | ES | N 1.2.7 | Number Sense: Whole |
| 431 | 433 | **add 3 one-digit numbers in a column** | 1 | N 1.2.7 | Academic- Math |
| | | | ES | N 1.2.7 | Number Sense: Whole |
| 432 | 434 | **make reasonable estimates when comparing larger or smaller numbers** | 1 | N 1.3.1 | Academic- Math |
| | | | ES | N 1.3.1 | Number Sense: Whole |
| 433 | 435 | **make reasonable estimates when comparing larger or smaller numbers when given oral problems with pictures or model cues** | 1 | N 1.3.1 | Academic- Math |
| | | | ES | N 1.3.1 | Number Sense: Whole |
| 434 | 436 | orally count, read, write and identify place value of each digit for whole numbers to 500 | 2 | N 2.1.1 | Academic- Math |
| | | | | N 2.1.1 | Number Sense: Whole |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 435 | 437 | orally count, read, write and identify place value of each digit for whole numbers to 750 | 2 | N 2.1.1 | Academic- Math |
| | | | | N 2.1.1 | Number Sense: Whole |
| 436 | 438 | orally count, read, write and identify place value of each digit for whole numbers to 1000 | 2 | N 2.1.1 | Academic- Math |
| | | | | N 2.1.1 | Number Sense: Whole |
| 437 | 439 | **count to_____ (1000)** | 2 | N 2.1.1 | Academic- Math |
| | | | ES | N 2.1.1 | Number Sense: Whole |
| 438 | 440 | **write numbers to_____(1000)** | 2 | N 2.1.1 | Academic- Math |
| | | | ES | N 2.1.1 | Number Sense: Whole |
| 439 | 441 | **read numbers to_____(1000)** | 2 | N 2.1.1 | Academic- Math |
| | | | ES | N 2.1.1 | Number Sense: Whole |
| 440 | 442 | **identify place value to 1,000** | 2 | N 2.1.1 | Academic- Math |
| | | | ES | N 2.1.1 | Number Sense: Whole |
| 441 | 443 | construct a model representing the expanded form of the number | 2 | N 2.1.2 | Academic- Math |
| | | | | N 2.1.2 | Number Sense: Whole |
| 442 | 444 | **use words, models, and expanded form to represent numbers to 1000** | 2 | N 2.1.2 | Academic- Math |
| | | | ES | N 2.1.2 | Number Sense: Whole |
| 443 | 445 | **use words, manipulatives, drawings and expanded form of number to _____(1000)** | 2 | N 2.1.2 | Academic- Math |
| | | | ES | N 2.1.2 | Number Sense: Whole |
| 444 | 446 | **use inverse relationship between addition and subtraction to solve problems and check solutions** | 2 | N 2.1.3 | Academic- Math |
| | | | ES | N-2.1.3 | Number Sense: Whole |
| 445 | 447 | **compare the value of two numbers up to 1000 using the symbols <, =, >** | 2 | N 2.1.3 | Academic- Math |
| | | | ES | N 2.1.3 | Number Sense: Whole |
| 446 | 448 | **order and compare whole numbers up to 1000 using the symbols <, =, >** | 2 | N 2.1.3 | Academic- Math |
| | | | ES | N 2.1.3 | Number Sense: Whole |
| 447 | 449 | check subtraction answer using addition as the inverse operation | 2 | N 2.2.1 | Academic- Math |
| | | | | N 2.2.1 | Number Sense: Whole |
| 448 | 450 | compute two- and three-digit number addition without regrouping | 2 | N 2.2.2 | Academic- Math |
| | | | | N 2.2.2 | Number Sense: Whole |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 449 | 451 | compute two- and three-digit subtraction problems without regrouping using pencil and paper | 2 | N 2.2.2 | Academic- Math |
| | | | | N 2.2.2 | Number Sense: Whole |
| 450 | 452 | compute subtraction problems, regrouping as needed, using pencil and paper | 2 | N 2.2.2 | Academic- Math |
| | | | | N 2.2.2 | Number Sense: Whole |
| 451 | 453 | **add multi-digit numbers with/without regrouping** | 2 | N 2.2.2 | Academic- Math |
| | | | ES | N 2.2.2 | Number Sense: Whole |
| 452 | 454 | **subtract multi-digit numbers with/without regrouping** | 2 | N 2.2.2 | Academic- Math |
| | | | ES | N 2.2.2 | Number Sense: Whole |
| 453 | 455 | compute addition and simple regrouping using pencil and paper | 2 | N 2.2.2 | Academic- Math |
| | | | | N 2.2.2 | Number Sense: Whole |
| 454 | 456 | compute sums of up to xx digit numbers with/without regrouping using pencil and paper | 2 | N 2.2.2 | Academic- Math |
| | | | | N 2.2.2 | Number Sense: Whole |
| 455 | 457 | compute subtraction problems with simple regrouping using pencil and paper | 2 | N 2.2.2 | Academic- Math |
| | | | | N 2.2.2 | Number Sense: Whole |
| 456 | 458 | find the sum or difference of two whole numbers up to three digits long | 2 | N 2.2.2 | Academic- Math |
| | | | | N 2.2.2 | Number Sense: Whole |
| 457 | 459 | use mental arithmetic to find the sum or difference of two 2-digit numbers | 2 | N 2.2.3 | Academic- Math |
| | | | | N 2.2.3 | Number Sense: Whole |
| 458 | 460 | **use repeated addition arrays, counting by multiples, to do multiplication** | 2 | N 2.3.1 | Academic- Math |
| | | | ES | N 2.3.1 | Number Sense: Whole |
| 459 | 461 | **use repeated subtraction, equal sharing, and forming equal groups to divide with remainders** | 2 | N 2.3.2 | Academic- Math |
| | | | ES | N 2.3.2 | Number Sense: Whole |
| 460 | 462 | demonstrate understanding of simple division using manipulatives or drawings | 2 | N 2.3.2 | Academic- Math |
| | | | | N 2.3.2 | Number Sense: Whole |
| 461 | 463 | **memorize the multiplication tables of 2s, 5s, and 10's (up to times 10)** | 2 | N 2.3.3 | Academic- Math |
| | | | ES | N 2.3.3 | Number Sense: Whole |
| 462 | 464 | **know multiplication facts of 2's, 5's, 10's** | 2 | N 2.3.3 | Academic- Math |
| | | | ES | N 2.3.3 | Number Sense: Whole |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 463 | 465 | recognize when an estimate is reasonable in measurements (e.g. closest inch) | 2 | N 2.6.1 | Academic- Math |
| | | | | N 2.6.1 | Number Sense: Whole |
| 464 | 466 | count and read numbers to 10,000 | 3 | N 3.1.1 | Academic- Math |
| | | | | N 3.1.1 | Number Sense: Whole |
| 465 | 467 | write numbers to 10,000 | 3 | N 3.1.1 | Academic- Math |
| | | | | N 3.1.1 | Number Sense: Whole |
| 466 | 468 | **count, read, and write numbers to 10,000** | 3 | N 3.1.1 | Academic- Math |
| | | | ES | N 3.1.1 | Number Sense: Whole |
| 467 | 469 | **count, read, write whole numbers to 10,000 and identify place value for each digit** | 3 | N 3.1.1 | Academic- Math |
| | | | ES | N 3.1.1 | Number Sense: Whole |
| 468 | 470 | **count by rote to_____(10,000)** | 3 | N 3.1.1 | Academic- Math |
| | | | ES | N 3.1.1 | Number Sense: Whole |
| 469 | 471 | **read numbers to_____(10,000)** | 3 | N 3.1.1 | Academic- Math |
| | | | ES | N 3.1.1 | Number Sense: Whole |
| 470 | 472 | **write number to_____(10,000)** | 3 | N 3.1.1 | Academic- Math |
| | | | ES | N 3.1.1 | Number Sense: Whole |
| 471 | 473 | **order and compare whole numbers up to 10,000** | 3 | N 3.1.2 | Academic- Math |
| | | | ES | N 3.1.2 | Number Sense: Whole |
| 472 | 474 | correctly state place values of numbers to 100 | 3 | N 3.1.3 | Academic- Math |
| | | | | N 3.1.3 | Number Sense: Whole |
| 473 | 475 | correctly state place values of numbers to 1000 | 3 | N 3.1.3 | Academic- Math |
| | | | | N 3.1.3 | Number Sense: Whole |
| 474 | 476 | correctly state place values of each digit to 10,000 | 3 | N 3.1.3 | Academic- Math |
| | | | | N 3.1.3 | Number Sense: Whole |
| 475 | 477 | identify place value of 1's, 10's, 100's, 1000's, 10,000's | 3 | N 3.1.3 | Academic- Math |
| | | | | N 3.1.3 | Number Sense: Whole |
| 476 | 478 | round to the nearest 10 | 3 | N 3.1.4 | Academic- Math |
| | | | | N 3.1.4 | Number Sense: Whole |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 477 | 479 | round to the nearest 100 | 3 | N 3.1.4 | Academic- Math |
| | | | | N 3.1.4 | Number Sense: Whole |
| 478 | 480 | round to the nearest 1000 | 3 | N 3.1.4 | Academic- Math |
| | | | | N 3.1.4 | Number Sense: Whole |
| 479 | 481 | **round off numbers to 10,000 to nearest ten, hundred, and thousand** | 3 | N 3.1.4 | Academic- Math |
| | | | ES | N 3.1.4 | Number Sense: Whole |
| 480 | 482 | **round numbers to the nearest 10's, 100's, 1,000's, 10,000's** | 3 | N 3.1.4 | Academic- Math |
| | | | ES | N 3.1.4 | Number Sense: Whole |
| 481 | 483 | use words, models, and expanded form to represent numbers to 10,000 | 3 | N 3.1.5 | Academic- Math |
| | | | | N-3.1.5 | Number Sense: Whole |
| 482 | 484 | use expanded notation to represent the number | 3 | N 3.1.5 | Academic- Math |
| | | | | N 3.1.5 | Number Sense: Whole |
| 483 | 485 | use expanded notation to represent numbers (e.g. 3206 = 3000 + 200 + 6) | 3 | N 3.1.5 | Academic- Math |
| | | | | N 3.1.5 | Number Sense: Whole |
| 484 | 486 | **use expanded notation to represent the number to 1000** | 3 | N 3.1.5 | Academic- Math |
| | | | ES | N 3.1.5 | Number Sense: Whole |
| 485 | 487 | **find the sum or difference of two whole numbers between 0 and 10,000** | 3 | N 3.2.1 | Academic- Math |
| | | | ES | N 3.2.1 | Number Sense: Whole |
| 486 | 488 | add and subtract multi-digit numbers | 3 | N 3.2.1 | Academic- Math |
| | | | | N 3.2.1 | Number Sense: Whole |
| 487 | 489 | complete multiplication for numbers between 1 and 5 | 3 | N 3.2.2 | Academic- Math |
| | | | | N 3.2.2 | Number Sense: Whole |
| 488 | 490 | memorize the multiplication tables for numbers between 1 and 10 | 3 | N 3.2.2 | Academic- Math |
| | | | | N 3.2.2 | Number Sense: Whole |
| 489 | 491 | recall and recite the multiplication facts from 0 to xx | 3 | N 3.2.2 | Academic- Math |
| | | | | N 3.2.2 | Number Sense: Whole |
| 490 | 492 | **memorize multiplication tables through 10** | 3 | N 3.2.2 | Academic- Math |
| | | | ES | N 3.2.2 | Number Sense: Whole |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 491 | 493 | **use multiplication to check results of a division problem** | 3 | N 3.2.3 | Academic- Math |
| | | | ES | N 3.2.3 | Number Sense: Whole |
| 492 | 494 | **check quotients by using multiplication as the inverse operation** | 3 | N 3.2.3 | Academic- Math |
| | | | ES | N 3.2.3 | Number Sense: Whole |
| 493 | 495 | solve simple problems involving multiplication of multi-digit numbers by a one-digit number | 3 | N 3.2.4 | Academic- Math |
| | | | | N 3.2.4 | Number Sense: Whole |
| 494 | 496 | **multiply multi-digit numbers by 1 digit with/without regrouping** | 3 | N 3.2.4 | Academic- Math |
| | | | ES | N 3.2.4 | Number Sense: Whole |
| 495 | 497 | memorize division facts 0 to XX | 3 | N 3.2.5 | Academic- Math |
| | | | | N 3.2.5 | Number Sense: Whole |
| 496 | 498 | **divide multi-digit numbers by 1 digit with / without remainder** | 3 | N 3.2.5 | Academic- Math |
| | | | ES | N 3.2.5 | Number Sense: Whole |
| 497 | 499 | **explain the special properties of 0 and 1 in multiplication** | 3 | N 3.2.6 | Academic- Math |
| | | | ES | N 3.2.6 | Number Sense: Whole |
| 498 | 500 | **explain the special properties of 0 and 1 in division** | 3 | N 3.2.6 | Academic- Math |
| | | | ES | N 3.2.6 | Number Sense: Whole |
| 499 | 501 | **determine the unit cost when given the total cost and number of units** | 3 | N 3.2.7 | Academic- Math |
| | | | ES T | N 3.2.7 | Number Sense: Whole |
| 500 | 502 | **solve word problems requiring two or more processes** | 3 | N 3.2.8 | Academic- Math |
| | | | ES | N 3.2.8 | Number Sense: Whole |
| 501 | 503 | **order and write whole numbers in the millions** | 4 | N 4.1.1 | Academic- Math |
| | | | ES | N 4.1.1 | Number Sense: Whole |
| 502 | 504 | order and compare numbers in the millions | 4 | N 4.1.2 | Academic- Math |
| | | | | N 4.1.2 | Number Sense: Whole |
| 503 | 505 | order and compare numbers in the millions to one decimal place | 4 | N 4.1.2 | Academic- Math |
| | | | | N 4.1.2 | Number Sense: Whole |
| 504 | 506 | **order and compare numbers in the millions to two decimal place** | 4 | N 4.1.2 | Academic- Math |
| | | | ES | N 4.1.2 | Number Sense: Whole |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 505 | 507 | solve mathematical expressions that use parentheses using correct order of operation | 4 | N 4.1.2 | Academic- Math |
| | | | | N 4.1.2 | Number Sense: Whole |
| 506 | 508 | determine when and how to break a problem into simpler parts when presented with single and multi-step problem solving | 4 | N 4.1.2 | Academic- Math |
| | | | | N 4.1.2 | Number Sense: Whole |
| 507 | 509 | round each number to the nearest ten, hundred, or thousand | 4 | N 4.1.3 | Academic- Math |
| | | | | N 4.1.3 | Number Sense: Whole |
| 508 | 510 | round each number to the nearest ten-thousand or hundred-thousand | 4 | N 4.1.3 | Academic- Math |
| | | | | N 4.1.3 | Number Sense: Whole |
| 509 | 511 | **round whole numbers through the millions to nearest ten, hundred, thousand, ten thousand, or hundred thousand** | 4 | N 4.1.3 | Academic- Math |
| | | | ES | N 4.1.3 | Number Sense: Whole |
| 510 | 512 | decide when a rounded solution is called for and explain why it is appropriate | 4 | N 4.1.4 | Academic- Math |
| | | | T | N 4.1.4 | Number Sense: Whole |
| 511 | 513 | **demonstrate and use standard algorithms for the addition and subtraction of multi-digit numbers** | 4 | N 4.3.1 | Academic- Math |
| | | | ES | N 4.3.1 | Number Sense: Whole |
| 512 | 514 | check multiplication problems by using division as the inverse operation | 4 | N 4.3.2 | Academic- Math |
| | | | | N 4.3.2 | Number Sense: Whole |
| 513 | 515 | multiply multi-digit numbers by two-digit numbers | 4 | N 4.3.2 | Academic- Math |
| | | | | N 4.3.2 | Number Sense: Whole |
| 514 | 516 | compute the product of up to xx digit multiplicands and xx digit multipliers with/without regrouping | 4 | N 4.3.2 | Academic- Math |
| | | | | N 4.3.2 | Number Sense: Whole |
| 515 | 517 | **multiply a multi-digit number by a two-digit number** | 4 | N 4.3.3 | Academic- Math |
| | | | ES | N 4.3.3 | Number Sense: Whole |
| 516 | 518 | **divide a multi-digit number by a one-digit number** | 4 | N 4.3.4 | Academic- Math |
| | | | ES | N 4.3.4 | Number Sense: Whole |
| 517 | 519 | list a set of factors for each whole number | 4 | N 4.4.1 | Academic- Math |
| | | | | N 4.4.1 | Number Sense: Whole |
| 518 | 520 | list all factors of whole numbers | 4 | N 4.4.1 | Academic- Math |
| | | | | N 4.4.1 | Number Sense: Whole |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 519 | 521 | factor whole numbers (12 = 4 x 3 = 2 x 2 x 3) | 4 | N 4.4.1 | Academic- Math |
| | | | | N 4.4.1 | Number Sense: Whole |
| 520 | 522 | **list factors of whole numbers** | 4 | N 4.4.1 | Academic- Math |
| | | | ES | N 4.4.1 | Number Sense: Whole |
| 521 | 523 | **know that numbers such as 2, 3, 5, 7, 11 are prime numbers and do not have any factors except one and themselves** | 4 | N 4.4.2 | Academic- Math |
| | | | ES | N 4.4.2 | Number Sense: Whole |
| 522 | 524 | **estimate/round/manipulate numbers** | 5 | N 5.1.1 | Academic- Math |
| | | | ES | N 5.1.1 | Number Sense: Whole |
| 523 | 525 | **read and write numbers to millions** | 5 | N 5.1.1 | Academic- Math |
| | | | ES | N 5.1.1 | Number Sense: Whole |
| 524 | 526 | list the prime factors of each number | 5 | N 5.1.4 | Academic- Math |
| | | | | N 5.1.4 | Number Sense: Whole |
| 525 | 527 | list the prime factors of each number, and write each number as the product of their prime factors using exponents to show multiples of a factor | 5 | N 5.1.4 | Academic- Math |
| | | | | N 5.1.4 | Number Sense: Whole |
| 526 | 528 | determine prime factors of all numbers through 50 and write numbers as a product of their prime factors using exponents (e.g. 24 = 2 x 2 x 2 x 3) | 5 | N 5.1.4 | Academic- Math |
| | | | | N 5.1.4 | Number Sense: Whole |
| 527 | 529 | **identify prime factors through 50 by prime factorization "tree"** | 5 | N 5.1.4 | Academic- Math |
| | | | ES | N 5.1.4 | Number Sense: Whole |
| 528 | 530 | find the quotient involving up to a xx digit dividend and a xx digit divisor using pencil and paper with/without regrouping | 5 | N 5.2.2 | Academic- Math |
| | | | | N 5.2.2 | Number Sense: Whole |
| 529 | 531 | **compute long division with multi-digit divisors** | 5 | N 5.2.2 | Academic- Math |
| | | | ES | N 5.2.2 | Number Sense: Whole |
| 530 | 532 | **multiply a multi-digit number by a three-digit number** | 5 | N 5.2.2 | Academic- Math |
| | | | ES | N 5.2.2 | Number Sense: Whole |
| 531 | 533 | list the order of the operations used to correctly solve (addition/ subtraction/ multiplication/ division) word problems | 6 | N 6.2.1 | Academic- Math |
| | | | | N 6.2.1 | Number Sense: Whole |
| 532 | 534 | collect data and record as a picture or picture graph | 0 | S 0.1.1 | Academic- Math |
| | | | | S 0.1.1 | Statistics, Data Analysis and |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 533 | 535 | **collect data and record that data as a picture or a picture graph, following no more than one individual teacher prompt** | 0 | S 0.1.1 | Academic- Math |
| | | | ES | S 0.1.1 | Statistics, Data Analysis and |
| 534 | 536 | answer a question on real life scenario and data collected through class activity, teacher records data on a pictograph | 0 | S 0.1.1 | Academic- Math |
| | | | | S 0.1.1 | Statistics, Data Analysis and |
| 535 | 537 | identify and describe the patterns using shape and size | 0 | S 0.1.2 | Academic- Math |
| | | | | S 0.1.2 | Statistics, Data Analysis and |
| 536 | 538 | identify, describe and extend the patterns using size and color | 0 | S 0.1.2 | Academic- Math |
| | | | | S 0.1.2 | Statistics, Data Analysis and |
| 537 | 539 | identify, describe, and extend patterns using shape size or color | 0 | S 0.1.2 | Academic- Math |
| | | | | S 0.1.2 | Statistics, Data Analysis and |
| 538 | 540 | **identify, describe and extend simple patterns by referring to their shapes, sizes, or colors** | 0 | S 0.1.2 | Academic- Math |
| | | | ES | S 0.1.2 | Statistics, Data Analysis and |
| 539 | 541 | sort by color | 1 | S 1.1.1 | Academic- Math |
| | | | | S 1.1.1 | Statistics, Data Analysis and |
| 540 | 542 | sort by attribute | 1 | S 1.1.1 | Academic- Math |
| | | | | S 1.1.1 | Statistics, Data Analysis and |
| 541 | 543 | sort by color or attribute | 1 | S 1.1.1 | Academic- Math |
| | | | | S 1.1.1 | Statistics, Data Analysis and |
| 542 | 544 | **sort objects by common attributes and describe the categories** | 1 | S 1.1.1 | Academic- Math |
| | | | ES | S 1.1.1 | Statistics, Data Analysis and |
| 543 | 545 | cut out objects and sort by at least three common attributes to create a graph to determine the number of each object | 1 | S 1.1.2 | Academic- Math |
| | | | | S 1.1.2 | Statistics, Data Analysis and |
| 544 | 546 | cut out objects andsoft by at least fourdommon attrituresto create and graph to dermine the number of each ofject | 1 | S 1.1.2 | Academic- Math |
| | | | | S 1.1.2 | Statistics, Data Analysis and |
| 545 | 547 | cut out objects and sort by at least five common attributes to create a graph to determine the number of each object | 1 | S 1.1.2 | Academic- Math |
| | | | | S 1.1.2 | Statistics, Data Analysis and |
| 546 | 548 | **create graphs by sorting objects/pictures by common attributes** | 1 | S 1.1.2 | Academic- Math |
| | | | ES | S 1.1.2 | Statistics, Data Analysis and |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 547 | 549 | **describe, extend, and explain how to get to next element in a repeating pattern** | 1 | S 1.2.1 | Academic- Math |
| | | | ES | S 1.2.1 | Statistics, Data Analysis and |
| 548 | 550 | **record data in systematic ways and keep track of what has been counted** | 2 | S 2.1.1 | Academic- Math |
| | | | ES | S 2.1.1 | Statistics, Data Analysis and |
| 549 | 551 | **represent the same data set in more than one way** | 2 | S 2.1.2 | Academic- Math |
| | | | ES T | S 2.1.2 | Statistics, Data Analysis and |
| 550 | 552 | **identify features of data sets (range and mode)** | 2 | S 2.1.3 | Academic- Math |
| | | | ES | S 2.1.3 | Statistics, Data Analysis and |
| 551 | 553 | **ask and answer simple questions related to data representations** | 2 | S 2.1.4 | Academic- Math |
| | | | ES | S 2.1.4 | Statistics, Data Analysis and |
| 552 | 554 | **recognize, describe, and extend patterns and determine next term in linear patterns** | 2 | S 2.2.1 | Academic- Math |
| | | | ES | S 2.2.1 | Statistics, Data Analysis and |
| 553 | 555 | **solve problems involving simple number patterns** | 2 | S 2.2.2 | Academic- Math |
| | | | ES | S 2.2.2 | Statistics, Data Analysis and |
| 554 | 556 | **identify whether common events are certain, likely, unlikely, or improbable** | 3 | S 3.1.1 | Academic- Math |
| | | | ES | S 3.1.1 | Statistics, Data Analysis and |
| 555 | 557 | **record the possible outcomes for a simple random event** | 3 | S 3.1.2 | Academic- Math |
| | | | ES | S 3.1.2 | Statistics, Data Analysis and |
| 556 | 558 | **summarize and display the results of probability experiments in a clear and organized way (e.g. bar graph or line plot)** | 3 | S 3.1.3 | Academic- Math |
| | | | ES | S 3.1.3 | Statistics, Data Analysis and |
| 557 | 559 | **formulate survey questions, systematically collect and represent data using graphs, tables, charts** | 4 | S 4.1.1 | Academic- Math |
| | | | ES | S 4.1.1 | Statistics, Data Analysis and |
| 558 | 560 | **identify the mode(s) for sets of data and mode(s), median, outliers for data sets** | 4 | S 4.1.2 | Academic- Math |
| | | | ES | S 4.1.2 | Statistics, Data Analysis and |
| 559 | 561 | **interpret one- and two-variable data graphs to answer questions about a situation** | 4 | S 4.1.3 | Academic- Math |
| | | | ES | S 4.1.3 | Statistics, Data Analysis and |
| 560 | 562 | **represent all possible outcomes for a simple probability situation in table, graph, or grid** | 4 | S 4.2.1 | Academic- Math |
| | | | ES | S 4.2.1 | Statistics, Data Analysis and |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 561 | 563 | **express outcomes of experimental probability situations numerically (3 out of 4; 3/4)** | 4 | S 4.2.2 | Academic- Math |
| | | | ES | S 4.2.2 | Statistics, Data Analysis and |
| 562 | 564 | **know concepts of mean, media, mode and compare simple examples** | 5 | S 5.1.1 | Academic- Math |
| | | | ES | S 5.1.1 | Statistics, Data Analysis and |
| 563 | 565 | **explain which types of graphs are appropriate for various data sets** | 5 | S 5.1.2 | Academic- Math |
| | | | ES | S 5.1.2 | Statistics, Data Analysis and |
| 564 | 566 | **use fractions and percentages to compare data sets of different sizes** | 5 | S 5.1.3 | Academic- Math |
| | | | ES | S 5.1.3 | Statistics, Data Analysis and |
| 565 | 567 | **identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph** | 5 | S 5.1.4 | Academic- Math |
| | | | ES | S 5.1.4 | Statistics, Data Analysis and |
| 566 | 568 | **write ordered pairs correctly for example (x, y)** | 5 | S 5.1.5 | Academic- Math |
| | | | ES | S 5.1.5 | Statistics, Data Analysis and |
| 567 | 569 | **compute the range, mean, median, and mode of data sets** | 6 | S 6.1.1 | Academic- Math |
| | | | CAHSEE | S 6.1.1 | Statistics, Data Analysis and |
| 568 | 570 | **compute the mean, median, and mode of data sets** | 6 | S 6.1.2 | Academic- Math |
| | | | CAHSEE | S 6.1.2 | Statistics, Data Analysis and |
| 569 | 571 | **understand how additional data added to data sets may affect central tendency** | 6 | S 6.1.3 | Academic- Math |
| | | | CAHSEE | S 6.1.3 | Statistics, Data Analysis and |
| 570 | 572 | **understand how inclusion or exclusion of outliers affects measures of central tendency** | 6 | S 6.2.2 | Academic- Math |
| | | | CAHSEE | S 6.2.2 | Statistics, Data Analysis and |
| 571 | 573 | chart characteristics and differences | 6 | S 6.2.5 | Academic- Math |
| | | | | S-6.2.5 | Statistics, Data Analysis and |
| 572 | 574 | chart characteristics and differences, and chart and visually represent a data and it's validity | 6 | S 6.2.5 | Academic- Math |
| | | | | S-6.2.5 | Statistics, Data Analysis and |
| 573 | 575 | create a visual representation of the data, and identify statistical claims and whether those claims are valid | 6 | S 6.2.5 | Academic- Math |
| | | | | S 6.2.5 | Statistics, Data Analysis and |
| 574 | 576 | **identify claims based on statistical data and evaluate the validity of the claims** | 6 | S 6.2.5 | Academic- Math |
| | | | CAHSEE | S 6.2.5 | Statistics, Data Analysis and |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 575 | 577 | **represent all possible outcomes for compound events in an organized way** | 6 | S 6.3.1 | Academic- Math |
| | | | CAHSEE | S 6.3.1 | Statistics, Data Analysis and |
| 576 | 578 | **represent probabilities as ratios, proportions, decimals, and percents** | 6 | S 6.3.3 | Academic- Math |
| | | | CAHSEE | S 6.3.3 | Statistics, Data Analysis and |
| 577 | 579 | **identify key terms and give examples to explain problems involving probability** | 6 | S 6.3.4 | Academic- Math |
| | | | CAHSEE | S 6.3.4 | Statistics, Data Analysis and |
| 578 | 580 | **predict impact of conditions required to solve probability word problems using proper terminology and procedures** | 6 | S 6.3.4 | Academic- Math |
| | | | CAHSEE | S 6.3.4 | Statistics, Data Analysis and |
| 579 | 581 | **understand the difference between dependent and independent events** | 6 | S 6.3.5 | Academic- Math |
| | | | CAHSEE | S 6.3.5 | Statistics, Data Analysis and |
| 580 | 582 | **know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data** | 7 | S 7.1.1 | Academic- Math |
| | | | CAHSEE | S 7.1.1 | Statistics, Data Analysis and |
| 581 | 583 | display the data using various forms such as stem-and leaf or box-and-whisker | 7 | S 7.1.1 | Academic- Math |
| | | | | S 7.1.1 | Statistics, Data Analysis and |
| 582 | 584 | write a sentence to describes the relationship between the two variables | 7 | S 7.1.2 | Academic- Math |
| | | | | S 7.1.2 | Statistics, Data Analysis and |
| 583 | 585 | represent the data on a scatter plot | 7 | S 7.1.2 | Academic- Math |
| | | | | S 7.1.2 | Statistics, Data Analysis and |
| 584 | 586 | represent the data on a scatter plot, and be able to write a sentence, which describes the relationship between the two variables | 7 | S 7.1.2 | Academic- Math |
| | | | | S 7.1.2 | Statistics, Data Analysis and |
| 585 | 587 | **represent two numerical variables on a scatter plot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and** | 7 | S 7.1.2 | Academic- Math |
| | | | CAHSEE | S 7.1.2 | Statistics, Data Analysis and |
| 586 | 588 | compute the lower median and upper quartiles | 7 | S 7.1.3 | Academic- Math |
| | | | | S 7.1.3 | Statistics, Data Analysis and |
| 587 | 589 | **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** | 7 | S 7.1.3 | Academic- Math |
| | | | CAHSEE | S 7.1.3 | Statistics, Data Analysis and |
| 588 | 590 | compute the lower median and upper quartiles | 7 | S 7.1.3 | Academic- Math |
| | | | | S 7.1.3 | Statistics, Data Analysis and |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 589 | 591 | define independent events and solve for probabilities of particular events in finite sample spaces | 8 | S 8.1.0 | Academic- Math |
| | | | | S 8.1.0 | Statistics, Data Analysis and |
| 590 | 592 | define conditional probability and use it to solve for probabilities in finite sample spaces | 8 | S 8.2.0 | Academic- Math |
| | | | | S 8.2.0 | Statistics, Data Analysis and |
| 591 | 593 | demonstrate understanding of discrete random variables by using them to solve for the probabilities of outcomes | 8 | S 8.3.0 | Academic- Math |
| | | | | S 8.3.0 | Statistics, Data Analysis and |
| 592 | 594 | use standard distributions (normal, binomial, and exponential) to solve for events | 8 | S 8.4.0 | Academic- Math |
| | | | | S 8.4.0 | Statistics, Data Analysis and |
| 593 | 595 | determine the mean and standard deviation of a normally distributed random variable | 8 | S 8.5.0 | Academic- Math |
| | | | | S 8.5.0 | Statistics, Data Analysis and |
| 594 | 596 | define mean, median, and mode of a distribution of data and compute for each in particular situations | 8 | S 8.6.0 | Academic- Math |
| | | | | S 8.6.0 | Statistics, Data Analysis and |
| 595 | 597 | compute variance and standard deviation of a distribution of data | 8 | S 8.7.0 | Academic- Math |
| | | | | S 8.7.0 | Statistics, Data Analysis and |
| 596 | 598 | organize and describe distributions of data by using a variety of methods | 8 | S 8.8.0 | Academic- Math |
| | | | | S 8.8.0 | Statistics, Data Analysis and |
| 597 | 599 | define independent events and solve for probabilities of particular events in finite sample spaces | 9 | S 9.1.0 | Academic- Math |
| | | | | S 9.1.0 | Statistics, Data Analysis and |
| 598 | 600 | define conditional probability and use it to solve for probabilities in finite sample spaces | 9 | S 9.2.0 | Academic- Math |
| | | | | S 9.2.0 | Statistics, Data Analysis and |
| 599 | 601 | demonstrate understanding of discrete random variables by using them to solve for the probabilities of outcomes | 9 | S 9.3.0 | Academic- Math |
| | | | | S 9.3.0 | Statistics, Data Analysis and |
| 600 | 602 | use standard distributions (normal, binomial, and exponential) to solve for events | 9 | S 9.4.0 | Academic- Math |
| | | | | S 9.4.0 | Statistics, Data Analysis and |
| 601 | 603 | determine the mean and standard deviation of a normally distributed random variable | 9 | S 9.5.0 | Academic- Math |
| | | | | S 9.5.0 | Statistics, Data Analysis and |
| 602 | 604 | define mean, median, and mode of a distribution of data and compute for each in particular situations | 9 | S 9.6.0 | Academic- Math |
| | | | | S 9.6.0 | Statistics, Data Analysis and |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 603 | 605 | compute variance and standard deviation of a distribution of data | 9 | S 9.7.0 | Academic- Math |
| | | | | S 9.7.0 | Statistics, Data Analysis and |
| 604 | 606 | organize and describe distributions of data by using a variety of methods | 9 | S 9.8.0 | Academic- Math |
| | | | | S 9.8.0 | Statistics, Data Analysis and |
| 605 | 607 | define independent events and solve for probabilities of particular events in finite sample spaces | 10 | S 10.1.0 | Academic- Math |
| | | | | S 10.1.0 | Statistics, Data Analysis and |
| 606 | 608 | define conditional probability and use it to solve for probabilities in finite sample spaces | 10 | S 10.2.0 | Academic- Math |
| | | | | S 10.2.0 | Statistics, Data Analysis and |
| 607 | 609 | demonstrate understanding of discrete random variables by using them to solve for the probabilities of outcomes | 10 | S 10.3.0 | Academic- Math |
| | | | | S 10.3.0 | Statistics, Data Analysis and |
| 608 | 610 | use standard distributions (normal, binomial, and exponential) to solve for events | 10 | S 10.4.0 | Academic- Math |
| | | | | S 10.4.0 | Statistics, Data Analysis and |
| 609 | 611 | determine the mean and standard deviation of a normally distributed random variable | 10 | S 10.5.0 | Academic- Math |
| | | | | S 10.5.0 | Statistics, Data Analysis and |
| 610 | 612 | define mean, median, and mode of a distribution of data and compute for each in particular situations | 10 | S 10.6.0 | Academic- Math |
| | | | | S 10.6.0 | Statistics, Data Analysis and |
| 611 | 613 | compute variance and standard deviation of a distribution of data | 10 | S 10.7.0 | Academic- Math |
| | | | | S 10.7.0 | Statistics, Data Analysis and |
| 612 | 614 | organize and describe distributions of data by using a variety of methods | 10 | S 10.8.0 | Academic- Math |
| | | | | S 10.8.0 | Statistics, Data Analysis and |
| 613 | 614.01 | demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning | | G 1.0 | Academic- Math |
| | | | | G 1.0 | Geometry |
| 614 | 614.02 | write geometric proofs, including proofs by contradiction | | G 2.0 | Academic- Math |
| | | | | G 2.0 | Geometry |
| 615 | 614.03 | construct and judge the validity of a logical argument and give counterexamples to disprove a statement | | G 3.0 | Academic- Math |
| | | | | G 3.0 | Geometry |
| 616 | 614.04 | prove basic theorems involving congruence and similarity | | G 4.0 | Academic- Math |
| | | | | G 4.0 | Geometry |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 617 | 614.05 | prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles | | G 5.0 | Academic- Math |
| | | | | G 5.0 | Geometry |
| 618 | 614.06 | know and use the triangle inequality theorem | | G 6.0 | Academic- Math |
| | | | | G 6.0 | Geometry |
| 619 | 614.07 | prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles | | G 7.0 | Academic- Math |
| | | | | G 7.0 | Geometry |
| 620 | 614.08 | know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures | | G 8.0 | Academic- Math |
| | | | | G 8.0 | Geometry |
| 621 | 614.09 | compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders | | G 9.0 | Academic- Math |
| | | | | G 9.0 | Geometry |
| 622 | 614.10 | compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids | | G 10.0 | Academic- Math |
| | | | | G 10.0 | Geometry |
| 623 | 614.11 | determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids | | G 11.0 | Academic- Math |
| | | | | G 11.0 | Geometry |
| 624 | 614.12 | find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems | | G 12.0 | Academic- Math |
| | | | | G 12.0 | Geometry |
| 625 | 614.13 | prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles | | G 13.0 | Academic- Math |
| | | | | G 13.0 | Geometry |
| 626 | 614.14 | prove the Pythagorean theorem | | G 14.0 | Academic- Math |
| | | | | G 14.0 | Geometry |
| 627 | 614.15 | use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles | | G 15.0 | Academic- Math |
| | | | | G 15.0 | Geometry |
| 628 | 614.16 | perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line | | G 16.0 | Academic- Math |
| | | | | G 16.0 | Geometry |
| 629 | 614.17 | prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles | | G 17.0 | Academic- Math |
| | | | | G 17.0 | Geometry |
| 630 | 614.18 | know the definitions of the basic trigonometric functions defined by the angles of a right triangle | | G 18.1 | Academic- Math |
| | | | | G 18.1 | Geometry |

# Behavior List

| | Ref. No. | Behavior | Grade | Std. | Domain/Category |
|---|---|---|---|---|---|
| 631 | 614.19 | know and use elementary relationships between the basic trigonometric functions | | G 18.2 | Academic- Math |
| | | | | G 18.2 | Geometry |
| 632 | 614.20 | use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side | | G 19.0 | Academic- Math |
| | | | | G 19.0 | Geometry |
| 633 | 614.21 | know and use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles | | G 20.0 | Academic- Math |
| | | | | G 20.0 | Geometry |
| 634 | 614.22 | prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles | | G 21.0 | Academic- Math |
| | | | | G 21.0 | Geometry |
| 635 | 614.23 | know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflectionsknow the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, | | G 22.0 | Academic- Math |
| | | | | G 22.0 | Geometry |