**Learning Objectives**

***Short Cycle A***

* Students can round decimals to a given place value and fractions to the nearest half (Understanding).
* Students can compare and represent numbers less than 0 by extending the number line (Understanding/Evaluating).
* Students can simplify and perform computations while using the commutative, associative, distributive, identify and zero properties (Applying).
* Student can explain how place value is related to adding and subtracting decimals (Evaluating).
* Students can use a variety of strategies to estimate the results of computations using whole numbers, decimals and fractions (Understanding).

***Short Cycle B***

* Students can recognize and identify perfect squares and square roots (Understanding/Applying).
* Students can simplify and perform computations while using the commutative, associative, distributive, identify and zero properties (Applying).
* Students can identify and use relationships between operations to solve problems (Remembering).
* Students can use the order of operations to simplify numerical expressions (Applying).
* Students can use a variety of strategies to estimate the results of computations using whole numbers, decimals and fractions (Understanding).

***Short Cycle C***

* Students can read, construct, and interpret frequency tables, circle graphs and line graphs (Understanding/Evaluating/Creating).
* Students can select and use a graph that is appropriate for the type of data displayed (Applying).
* Students can read and interpret displays of data. (double bar graphs) (Understanding/Evaluating)
* Students can determine data to be collected to answer questions, collect and display data and communicate discoveries (Evaluating).
* Students can modify conclusions, propose and justify new meaning and predictions as more data is collected (Creating/Evaluating).
* Students can understand the coordinate plane; while using x and y values that is negative/positive (Understanding).
* Students can identify paths between points on a coordinate plane and compare lengths (Applying).

***Short Cycle D***

* Students can determine and use the range, mean, median and mode in a set of data and explain what it means (Applying/Evaluating).
* Students can list and explain all possible outcomes in a situation (Remembering/Evaluating).
* Students can identify the probability of events in an experiment (Applying).
* Students can use ratios to represent the probability of outcomes for an event and relate it to the likelihood of outcomes (Understand/Apply).
* Students can compare what should happen (theoretical/expected) with what did happen (experimental/actual) in an experiment (Applying).
* Students can make predictions based on experimental and theoretical probabilities (Creating).
* Students can use models to develop ratios and percents (part to part/part to whole) (Applying).

***Short Cycle E***

* Students can justify why fractions need common denominators to be added or subtracted (Evaluating).
* Students can round fractions (including mixed numbers) to the nearest half (Understanding).
* Students can estimate computations using fractions (Understanding).
* Students can add and subtract fractions with unlike denominators (Understanding).

***Short Cycle F***

* Students can justify a rule for a pattern or a function by using words, graphs, tables (Evaluating).
* Students can use variables as unknown amounts in rules when describing relationships (Understanding/Applying).
* Students can create and interpret equations and inequalities to represent a situation (Evaluating/Creating).
* Students can model problems and use graphs and tables to make a prediction (Applying/Evaluating/Creating).

***Short Cycle G***

* Students can make conversions within a measurement system (Creating).
* Students can identify and select appropriate unit to measure angles (Evaluating/Understanding).
* Students can use angles to estimate the measure of angles and use a protractor to draw and measure angles (Understanding/Creating).
* Students can describe line, segment, ray, angle, skew, parallel and perpendicular (Understanding).
* Students can label vertex, rays, interior and exterior parts of an angle (Understanding).

***Short Cycle H***

* I can make conversions within a measurement system (Creating).
* I can describe and use properties of congruent figures to solve problems (Understanding).
* I can determine the sum of interior angles of triangles and quadrilaterals (Evaluating).
* I can understand that the measure of an angle is determined by the degree of rotation of an angle side (Understanding).
* I can understand the difference between linear, square and cubic units (Understanding).
* I can use strategies to develop formulas for determining perimeter and area of triangles, rectangles and parallelograms (Creating).

***Short Cycle I***

* I can make conversions within a measurement system (Creating).
* I can describe the difference between surface area and volume of three-dimensional objects (Understanding).
* I can understand the difference between linear, square and cubic units (Understanding).
* I can use strategies to develop formulas for determining volume of rectangular prisms (Creating).
* I can draw circles, and identify and determine relationships among the radius, diameter, center and circumference (Creating/Understanding).
* I can predict what three-dimensional object will result from folding a two-dimensional net, and then confirm the prediction by folding the net (Understanding).