

	Grade Difference
<p>CC.6.RP.1 Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</p>	
GA.6.A.1 Students will understand the concept of ratio and use it to represent quantitative relationships.	0
<p>CC.6.RP.2 Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ (b not equal to zero), and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." (Expectations for unit rates in this grade are limited to non-complex fractions.)</p>	
GA.6.A.1 Students will understand the concept of ratio and use it to represent quantitative relationships.	0
<p>CC.6.RP.3 Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	
GA.6.A.2 Students will consider relationships between varying quantities.	0
GA.6.A.2.a Analyze and describe patterns arising from mathematical rules, tables, and graphs.	0
GA.6.A.2.b Use manipulatives or draw pictures to solve problems involving proportional relationships.	0
<p>CC.6.RP.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>	
GA.6.A.2 Students will consider relationships between varying quantities.	0
GA.6.A.2.a Analyze and describe patterns arising from mathematical rules, tables, and graphs.	0
GA.6.A.2.e Graph proportional relationships in the form $y = kx$ and describe characteristics of the graphs.	0
<p>CC.6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed. For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</p>	
GA.6.A.2 Students will consider relationships between varying quantities.	0
GA.6.A.2.c Use proportions ($a/b=c/d$) to describe relationships and solve problems, including percent problems.	0
GA.6.A.2.d Describe proportional relationships mathematically using $y = kx$, where k is the constant of proportionality.	0
GA.6.A.2.f In a proportional relationship expressed as $y = kx$, solve for one quantity given values of the other two. Given quantities may be whole numbers, decimals, or fractions. Solve problems using the relationship $y = kx$.	0
GA.6.A.2.g Use proportional reasoning ($a/b=c/d$ and $y = kx$) to solve problems.	0
<p>CC.6.RP.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent.</p>	
GA.6.A.2 Students will consider relationships between varying quantities.	0
GA.6.A.2.c Use proportions ($a/b=c/d$) to describe relationships and solve problems, including percent problems.	0

GA.5.N.5 Students will understand the meaning of percentage.	1
GA.5.N.5.a Explore and model percents using multiple representations.	1
GA.5.N.5.b Apply percents to circle graphs.	1
GA.6.N.1 Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.	0
GA.6.N.1.f Use fractions, decimals, and percents interchangeably.	0
CC.6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	
GA.6.A.2 Students will consider relationships between varying quantities.	0
GA.6.A.2.g Use proportional reasoning ($a/b=c/d$ and $y = kx$) to solve problems.	0
GA.6.M.1 Students will convert from one unit to another within one system of measurement (customary or metric) by using proportional relationships.	0
CC.6.NS.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?	
GA.6.N.1 Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.	0
GA.6.N.1.e Multiply and divide fractions and mixed numbers.	0
GA.6.N.1.g Solve problems involving fractions, decimals, and percents.	0
CC.6.NS.2 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.	
GA.4.N.4 Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators.	2
GA.4.N.4.a Know the division facts with understanding and fluency.	2
GA.4.N.4.b Solve problems involving division by 1 or 2-digit numbers (including those that generate a remainder).	2
GA.4.N.4.c Understand the relationship between dividend, divisor, quotient, and remainder.	2
GA.4.N.4.d Understand and explain the effect on the quotient of multiplying or dividing both the divisor and dividend by the same number. ($2050 \div 50$ yields the same answer as $205 \div 5$).	2
CC.6.NS.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	
GA.4.N.5 Students will further develop their understanding of the meaning of decimals and use them in computations.	2
GA.4.N.5.c Add and subtract both one and two digit decimals.	2
GA.4.N.5.e Multiply and divide both one and two digit decimals by whole numbers.	2
GA.5.N.3 Students will further develop their understanding of the meaning of multiplication and division with decimals and use them.	1
GA.5.N.3.c Multiply and divide with decimals including decimals less than one and greater than one.	1

CC.6.NS.4 Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.

GA.6.N.1 Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems. 0

GA.6.N.1.a Apply factors and multiples. 0

GA.6.N.1.b Decompose numbers into their prime factorization (Fundamental Theorem of Arithmetic). 0

GA.6.N.1.c Determine the greatest common factor (GCF) and the least common multiple (LCM) for a set of numbers. 0

GA.4.N.7 Students will explain and use properties of the four arithmetic operations to solve and check problems. 2

GA.4.N.7.c Compute using the commutative, associative, and distributive properties. 2

CC.6.NS.5 Apply and extend previous understandings of numbers to the system of rational numbers. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

GA.7.N.1 Students will understand the meaning of positive and negative rational numbers and use them in computation. -1

GA.7.N.1.a Find the absolute value of a number and understand it as the distance from zero on a number line. -1

CC.6.NS.6 Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

GA.7.N.1 Students will understand the meaning of positive and negative rational numbers and use them in computation. -1

GA.7.N.1.b Compare and order rational numbers, including repeating decimals. -1

GA.7.A.3 Students will understand relationships between two variables. -1

GA.7.A.3.a Plot points on a coordinate plane. -1

CC.6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.

GA.7.N.1 Students will understand the meaning of positive and negative rational numbers and use them in computation. -1

GA.7.N.1.a Find the absolute value of a number and understand it as the distance from zero on a number line. -1

CC.6.NS.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

GA.7.A.3 Students will understand relationships between two variables. -1

GA.7.A.3.a Plot points on a coordinate plane. -1

GA.7.G.2 Students will demonstrate understanding of transformations.	-1
GA.7.G.2.b Given a figure in the coordinate plane, determine the coordinates resulting from a translation, dilation, rotation, or reflection.	-1
CC.6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	
GA.7.A.3 Students will understand relationships between two variables.	-1
GA.7.A.3.a Plot points on a coordinate plane.	-1
GA.7.N.1 Students will understand the meaning of positive and negative rational numbers and use them in computation.	-1
GA.7.N.1.b Compare and order rational numbers, including repeating decimals.	-1
CC.6.NS.7 Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers.	
GA.7.N.1 Students will understand the meaning of positive and negative rational numbers and use them in computation.	-1
GA.7.N.1.a Find the absolute value of a number and understand it as the distance from zero on a number line.	-1
GA.7.N.1.b Compare and order rational numbers, including repeating decimals.	-1
CC.6.NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.	
GA.7.N.1 Students will understand the meaning of positive and negative rational numbers and use them in computation.	-1
GA.7.N.1.a Find the absolute value of a number and understand it as the distance from zero on a number line.	-1
GA.7.N.1.b Compare and order rational numbers, including repeating decimals.	-1
GA.2.N.5 Students will represent and interpret quantities and relationships using mathematical expressions including equality and inequality signs ($=$, $>$, $<$, $?$).	4
GA.2.N.5.b Represent problem solving situations where addition, subtraction or multiplication may be applied using mathematical expressions.	4
CC.6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.	
GA.7.N.1 Students will understand the meaning of positive and negative rational numbers and use them in computation.	-1
GA.7.N.1.b Compare and order rational numbers, including repeating decimals.	-1
CC.6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.	
GA.7.N.1 Students will understand the meaning of positive and negative rational numbers and use them in computation.	-1
GA.7.N.1.a Find the absolute value of a number and understand it as the distance from zero on a number line.	-1

CC.6.NS.7d Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.

GA.7.N.1 Students will understand the meaning of positive and negative rational numbers and use them in computation. -1

GA.7.N.1.a Find the absolute value of a number and understand it as the distance from zero on a number line. -1

GA.7.N.1.b Compare and order rational numbers, including repeating decimals. -1

CC.6.NS.8 Apply and extend previous understandings of numbers to the system of rational numbers. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

GA.7.N.1 Students will understand the meaning of positive and negative rational numbers and use them in computation. -1

GA.7.N.1.a Find the absolute value of a number and understand it as the distance from zero on a number line. -1

GA.7.N.1.b Compare and order rational numbers, including repeating decimals. -1

GA.7.N.1.c Add, subtract, multiply, and divide positive and negative rational numbers. -1

GA.7.N.1.d Solve problems using rational numbers. -1

CC.6.EE.1 Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.

GA.6.A.3 Students will evaluate algebraic expressions, including those with exponents, and solve simple one-step equations using each of the four basic operations. 0

CC.6.EE.2 Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers.

GA.6.A.3 Students will evaluate algebraic expressions, including those with exponents, and solve simple one-step equations using each of the four basic operations. 0

CC.6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$.

GA.5.A.1 Students will represent and interpret the relationships between quantities algebraically. 1

GA.5.A.1.a Use variables, such as n or x , for unknown quantities in algebraic expressions. 1

CC.6.EE.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.

GA.4.A.1 Students will represent and interpret mathematical relationships in quantitative expressions. 2

GA.4.A.1.c Write and evaluate mathematical expressions using symbols and different values. 2

CC.6.EE.2c Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.

GA.6.A.3 Students will evaluate algebraic expressions, including those with exponents, and solve 0

simple one-step equations using each of the four basic operations.

GA.6.M.3 Students will determine the volume of fundamental solid figures (right rectangular prisms, cylinders, pyramids and cones). 0

GA.6.M.3.b Compute the volumes of fundamental solid figures, using appropriate units of measure. 0

GA.6.M.4 Students will determine the surface area of solid figures (right rectangular prisms and cylinders). 0

GA.6.M.4.b Compute the surface area of right rectangular prisms and cylinders using formulae. 0

CC.6.EE.3 Apply and extend previous understandings of arithmetic to algebraic expressions. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.

GA.7.A.1 Students will represent and evaluate quantities using algebraic expressions. -1

GA.7.A.1.b Simplify and evaluate algebraic expressions, using commutative, associative, and distributive properties as appropriate. -1

CC.6.EE.4 Apply and extend previous understandings of arithmetic to algebraic expressions. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.

GA.7.A.1 Students will represent and evaluate quantities using algebraic expressions. -1

GA.7.A.1.b Simplify and evaluate algebraic expressions, using commutative, associative, and distributive properties as appropriate. -1

CC.6.EE.5 Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

GA.6.A.3 Students will evaluate algebraic expressions, including those with exponents, and solve simple one-step equations using each of the four basic operations. 0

GA.8.A.2 Students will understand and graph inequalities in one variable. -2

GA.8.A.2.b Use the properties of inequality to solve inequalities. -2

CC.6.EE.6 Reason about and solve one-variable equations and inequalities. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

GA.7.A.2 Students will understand and apply linear equations in one variable.

GA.7.A.2.a Given a problem, define a variable, write an equation, solve the equation, and interpret the solution. -1

GA.8.A.2 Students will understand and graph inequalities in one variable. -2

GA.8.A.2.a Represent a given situation using an inequality in one variable. -2

GA.8.A.2.b Use the properties of inequality to solve inequalities. -2

GA.8.A.2.d Interpret solutions in problem contexts. -2

CC.6.EE.7 Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

GA.6.A.3 Students will evaluate algebraic expressions, including those with exponents, and solve simple one-step equations using each of the four basic operations. 0

CC.6.EE.8 Reason about and solve one-variable equations and inequalities. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

GA.8.A.2 Students will understand and graph inequalities in one variable. -2

GA.8.A.2.a Represent a given situation using an inequality in one variable. -2

GA.8.A.2.c Graph the solution of an inequality on a number line. -2

GA.8.A.2.d Interpret solutions in problem contexts. -2

CC.6.EE.9 Represent and analyze quantitative relationships between dependent and independent variables. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

GA.6.A.1 Students will understand the concept of ratio and use it to represent quantitative relationships. 0

CC.6.G.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

GA.5.M.1 Students will extend their understanding of area of geometric plane figures. 1

GA.5.M.1.a Estimate the area of geometric plane figures. 1

GA.5.M.1.b Derive the formula for the area of a parallelogram. 1

GA.5.M.1.c Derive the formula for the area of a triangle. 1

GA.5.M.1.f Find the area of a polygon (regular and irregular) by dividing it into squares, rectangles, and/or triangles and find the sum of the areas of those shapes. 1

CC.6.G.2 Solve real-world and mathematical problems involving area, surface area, and volume. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

GA.6.M.3 Students will determine the volume of fundamental solid figures (right rectangular prisms, cylinders, pyramids and cones). 0

GA.6.M.3.a Determine the formula for finding the volume of fundamental solid figures. 0

GA.6.M.3.b Compute the volumes of fundamental solid figures, using appropriate units of measure. 0

GA.6.M.3.c Estimate the volumes of simple geometric solids. 0

GA.6.M.3.d Solve application problems involving the volume of fundamental solid figures. 0

CC.6.G.3 Solve real-world and mathematical problems involving area, surface area, and volume. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

GA.7.N.1 Students will understand the meaning of positive and negative rational numbers and use them in computation. -1

GA.7.N.1.a Find the absolute value of a number and understand it as the distance from zero on a number line. -1

GA.7.N.1.d Solve problems using rational numbers. -1

GA.7.A.3 Students will understand relationships between two variables. -1

GA.7.A.3.a Plot points on a coordinate plane. -1

CC.6.G.4 Solve real-world and mathematical problems involving area, surface area, and volume. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

GA.6.G.2 Students will further develop their understanding of solid figures. 0

GA.6.G.2.d Construct nets for prisms, cylinders, pyramids, and cones. 0

GA.6.M.4 Students will determine the surface area of solid figures (right rectangular prisms and cylinders). 0

GA.2.G.2 Students will describe and classify solid geometric figures (prisms, pyramids, cylinders, cones, and spheres) according to such things as the number of edges and vertices and the number and shape of faces and angles. 4

GA.2.G.2.b Recognize the shape of an angle as a right angle, an obtuse, or acute angle. 4

GA.4.G.2 Students will understand fundamental solid figures. 2

GA.4.G.2.c Build/collect models for solid geometric figures (cubes, prisms, cylinders, pyramids, spheres, and cones) using nets and other representations. 2

CC.6.SP.1 Develop understanding of statistical variability. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

GA.6.D.1 Students will pose questions, collect data, represent and analyze the data, and interpret results. 0

GA.6.D.1.a Formulate questions that can be answered by data. Students should collect data by using samples from a larger population (surveys), or by conducting experiments. 0

GA.7.D.1 Students will pose questions, collect data, represent and analyze the data, and interpret results. -1

GA.7.D.1.a Formulate questions and collect data from a census of at least 30 objects and from samples of varying sizes. -1

CC.6.SP.2 Develop understanding of statistical variability. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

GA.6.D.1 Students will pose questions, collect data, represent and analyze the data, and interpret results. 0

GA.6.D.1.d Use tables and graphs to examine variation that occurs within a group and variation that occurs between groups. 0

CC.6.SP.3 Develop understanding of statistical variability. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

GA.5.D.1 Students will analyze graphs.	1
GA.5.D.1.c Determine and justify the mean, range, mode, and median of a set of data.	1
GA.7.D.1 Students will pose questions, collect data, represent and analyze the data, and interpret results.	-1
GA.7.D.1.d Analyze data with respect to measures of variation (range, quartiles, interquartile range).	-1

CC.6.SP.4 Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

GA.6.D.1 Students will pose questions, collect data, represent and analyze the data, and interpret results.	0
GA.6.D.1.c Choose appropriate graphs to be consistent with the nature of the data (categorical or numerical). Graphs should include pictographs, histograms, bar graphs, line graphs, circle graphs, and line plots.	0
GA.7.D.1 Students will pose questions, collect data, represent and analyze the data, and interpret results.	-1
GA.7.D.1.f Analyze data using appropriate graphs, including pictographs, histograms, bar graphs, line graphs, circle graphs, and line plots introduced earlier, and using box and- whisker plots and scatter plots.	-1

CC.6.SP.5 Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by:

-- a. Reporting the number of observations.	
-- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	
-- c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.	
-- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.	
GA.7.D.1 Students will pose questions, collect data, represent and analyze the data, and interpret results.	-1
GA.7.D.1.c Analyze data using measures of central tendency (mean, median, and mode), including recognition of outliers.	-1
GA.7.D.1.d Analyze data with respect to measures of variation (range, quartiles, interquartile range).	-1
GA.7.D.1.e Compare measures of central tendency and variation from samples to those from a census. Observe that sample statistics are more likely to approximate the population parameters as sample size increases.	-1
GA.7.D.1.g Analyze and draw conclusions about data, including describing the relationship between two variables.	-1

GA.9-12.M1.D.4 (MM1D4.) Students will explore variability of data by determining the mean absolute deviation (the average of the absolute values of the deviations). -3 to -6

GA.6.D.1 Students will pose questions, collect data, represent and analyze the data, and interpret results.	0
GA.6.D.1.b Using data, construct frequency distributions, frequency tables, and graphs.	0
GA.6.D.1.e Relate the data analysis to the context of the questions posed.	0