

Grade 9 Math

cesses underlying operations with numbers apply
lations and can be described and analyzed.

tionships can be identified and represented in many
tify regularities and make generalizations.
and flexibility with numbers extend to operations with

roportional relationships that can be described,
ed.

reliability, and representation of data enables us to

Curricular Competencies

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	C
Reasoning and Analyzing															
Use logic and patterns to solve puzzles and play games															
Use reasoning and logic to explore, analyze, and apply mathematical ideas															
Estimate reasonableness															
Demonstrate and apply mental math strategies															
Use tools or technology to explore & create patterns & relationships, & test conjectures															
Model mathematics in contextualized situations															
Apply multiple strategies to solve problems in both abstract and contextualized situations															
Solving															
Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving															
Engage in problem-solving experiences that are connected to place, story, cultural practices, and communities, the local community, & other cultures															
Use mathematical vocabulary & language to contribute to mathematical discussions															
Communicating and Representing															
Represent mathematical ideas in concrete, pictorial, and symbolic forms															
Communicate mathematical thinking in many ways															

1	2	3	4	5	6	7	8
ional numbers (addition, subtraction, multiplication, division, and order of operations); and exponent laws with whole-number exponents							
with polynomials, of degree less than or equal to 2							
linear relations, using graphing, interpolation, and extrapolation							
multi-step one-variable linear equations							
spatial proportional reasoning							
statistics in society							
financial literacy — simple budgets and transactions							