

Transcript – Where are the connections? (Grade 6–8 only)

Where are the connections? As you looked at the document, did you notice that not all connections were consecutive? What does that mean? What are the possible misconceptions related to the nonconsecutive connections?

While a student expectation may not specifically state aspects of the key concepts or procedures, the key concept or procedure is often embedded in other student expectations, or addressed through the process standards. For example, grade seven does not specifically state that students are ordering a set of rational numbers, but when we couple determining a unit rate [7(4)(B)] with a process standard for applying mathematics to the everyday life [7(1)(A)], students may be asked to determine which is the better buy. The process of comparing and ordering rational numbers then becomes subsumed within the task.