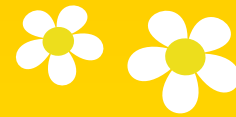





Mathseeds Alberta Curriculum Chart



KINDERGARTEN



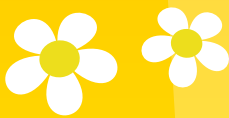
			Mathseeds Lesson #			Additional Mathseeds Resources	
			Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
Organizing Idea	Learning Outcome	Skills & Procedures	Online Lesson, Printable Resources, and Problem Solving Tasks	End-of-lesson Quiz	Critical Thinking and Problem Solving Interactives	Driving Tests (DT) Mental Minute (MM)	Printable Achievement Standards Assessment
Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.	Children investigate quantity to 10.	Recognize a number of familiar objects as a quantity. Represent a quantity in different ways. Relate a numeral to a specific quantity.	1, 2, 3, 4, 5, 10, 11, 12, 14, 16, 17, 19, 20, 21, 25, 31, 33	12, 19		DT Kindergarten Number 1, 3-7, 10	Kindergarten Number Test 1, 2, 4
		Count within 10, forward and backward, starting at any number, according to the counting principles.					
		Subitize quantities to 5.					
	Children interpret compositions of quantities within 10.	Compare the size of two sets using one-to-one correspondence. Describe quantities relative to each other using comparative language. Describe a quantity in relation to a purpose or need using comparative language. Solve problems in familiar situations by counting.	22, 28			DT Kindergarten Number 8, 9	Kindergarten Number Test 3
Geometry: Shapes are defined and related by geometric attributes.	Children investigate shape.	Identify a quantity in various groups or arrangements. Compose quantities within 10. Recognize various ways to make 5 and 10.	24, 30, 32, 34, 36, 40, 47, 49	30, 31, 34, 36, 40, 47		DT Kindergarten Operations 1-14, 16-20, 22-25 MM Addition Sprints MM Subtraction Sprints	Kindergarten Operations Test 1-4
		Relate shapes in nature to various two-dimensional and three-dimensional shapes. Identify familiar two- and three-dimensional shapes.					
		Investigate three-dimensional shapes by rolling, stacking, or sliding.					
	Describe a shape using words such as flat, curved, straight, or round.					DT Kindergarten Geometry 1-8, 15-23	Kindergarten Geometry Test 1-3
Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.	Children explore size through direct comparison.	Identify measureable attributes of familiar objects to which size may refer. Compare the length of two objects directly. Describe the size of an object in relation to another object, using comparative language. Describe the size of an object in relation to a purpose or need, using comparative language.	26			DT Kindergarten Measurement 5, 6, 9, 10	Kindergarten Measurement Test 1-2
		Identify measureable attributes of familiar objects to which size may refer. Compare the area of two objects directly. Describe the size of an object in relation to another object, using comparative language. Describe the size of an object in relation to a purpose or need, using comparative language.	13			DT Kindergarten Measurement 2,3	Kindergarten Measurement Test 3
		Identify measureable attributes of familiar objects to which size may refer. Compare the weight of two objects directly. Describe the size of an object in relation to another object, using comparative language. Describe the size of an object in relation to a purpose or need, using comparative language.	29			DT Kindergarten Measurement 7, 8, 11, 12 DT Grade 2 Measurement 18, 19	Kindergarten Measurement Test 4 Grade 2 Measurement: Informal Units Test 6, 7
		Identify measureable attributes of familiar objects to which size may refer. Compare the capacity of two objects directly. Describe the size of an object in relation to another object, using comparative language. Describe the size of an object in relation to a purpose or need, using comparative language.	38		38	DT Kindergarten Measurement 15, 16, 20	Kindergarten Measurement Test 5
Patterns: Awareness of patterns supports problem solving in various situations.	Children identify and create repeating patterns.	Recognize repeating patterns encountered in daily routines and plays, including songs or dances. Recognize change or constancy between elements in a repeating pattern. Predict the next elements in a repeating pattern. Create a repeating pattern with up to three repeating elements.	8, 27, 37		6, 8, 15, 23, 27, 37	DT Kindergarten Patterns 1-9	Kindergarten Number Test 6
Time: Duration is described and quantified by time.	Children interpret time as a sequence of events.	Sequence events, limited to two events, according to time using words or ordinal numbers. Describe daily events as occurring yesterday, today, or today.	39, 42			DT Kindergarten Measurement 1	



Mathseeds Alberta Curriculum Chart



GRADE 1



GRADE 1			Mathseeds Lesson #			Additional Mathseeds Resources	
Organizing Idea	Learning Outcome	Skills & Procedures	Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
			Online Lesson, Printable Resources, and Problem Solving Tasks	End-of-lesson Quiz	Critical Thinking and Problem Solving Interactives	Driving Tests (DT) Mental Minute (MM)	Printable Achievement Standards Assessment
Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.	Students interpret and explain quantity to 100.	Represent quantities using words, numerals, objects, or pictures. Identify a quantity of 0 in familiar situations.	41, 43, 45, 46, 48, 50, 56, 60, 67, 75, 81, 86		56, 60, 67, 75, 81, 88	DT Kindergarten Number 2, 11-19, 21-23 DT Grade 1 Number 1-6, 8-12, 14	Grade 1 Number and Algebra: Whole Numbers Test 1-9
		Count within 100, forward by 1s, starting at any number, according to the counting principles. Count backwards from 20 to 0 by 1s. Recognize quantities to 10.					
		Skip count to 100, forwards by 5s and 10s, starting at 0. Skip count to 20, forwards by 2s, starting at 0.	77, 79, 90		77, 79	DT Grade 1 Patterns and Fractions 7-10	Grade 1 Number and Algebra: Patterns Test 1-7
		Partition a set of objects by sharing and grouping. Demonstrate conservation of number when sharing or grouping.	71, 74		71, 74	DT Kindergarten Operations 21	
		Investigate equal and unequal quantities, including using a balance model. Identify numbers that are one more, two more, one less, and two less than a given number. Represent a quantity relative to another, including symbolically.	76			DT Kindergarten Number 20 DT Grade 1 Number 7, 15, 18	
	Students examine addition and subtraction within 20.	Visualize quantities between 10 and 20 as compositions of 10 and another quantity. Model addition and subtraction within 20 in various ways, including with a balance. Relate addition and subtraction to various contexts involving composition or decomposition of quantity.	51, 53, 58, 65, 68, 72, 85, 88, 91, 92, 93, 100		41, 43, 46, 51, 53, 65, 68, 72, 76, 91, 93	DT Kindergarten Operations 15 DT Grade 1 Operations 1-15, 17-20	Grade 1 Number and Algebra: Operations Test 1-4
		Investigate addition and subtraction strategies. Add and subtract within 20. Check differences and sums using inverse operations. Determine a missing quantity in a sum or difference, within 20, in a variety of ways. Express addition and subtraction symbolically. Solve problems using addition and subtraction.					
		Identify patterns in addition and subtraction, including patterns in addition tables. Recognize families of related addition and subtraction number facts. Recall addition number facts, with addends to 10, and related subtraction number facts.	93			DT Grade 1 Operations 16 MM Addition Sprints MM Subtraction Sprints	
	Students examine one-half as a part-whole relationship.	Identify one-half in familiar situations. Partition an even set of objects into two equal groups, limited to sets of 10 or less. Partition a shape or object into two equal pieces. Describe one of two equal groups or pieces as one half.	61, 66		61, 66	DT Grade 1 Patterns and Fractions 5, 6, 11, 13, 14	Grade 1 Number and Algebra: Fractions and Money Test 1-3
	Geometry: Shapes are defined and related by geometric attributes.	Students interpret shape in two and three dimensions.	Identify familiar shapes in various sizes and orientations. Model two-dimensional shapes. Sort shapes according to one attribute and describe the sorting rule.		52, 62, 99	52, 62	DT Grade 1 Geometry 1-3, 6-8, 10, 17-19
Compose and decompose two- or three- dimensional composite shapes. Identify familiar shapes within two- or three-dimensional composite shapes.			69		69	DT Kindergarten Geometry 12 DT Grade 1 Geometry 9, 13	Kindergarten Geometry Test 4
Investigate symmetry of two-dimensional shapes by folding and matching.			152				





GRADE 1 continued

Mathseeds Alberta Curriculum Chart



			Mathseeds Lesson #			Additional Mathseeds Resources	
Organizing Idea	Learning Outcome	Skills & Procedures	Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
			Online Lesson, Printable Resources, and Problem Solving Tasks	End-of-lesson Quiz	Critical Thinking and Problem Solving Interactives	Driving Tests (DT) Mental Minute (MM)	Printable Achievement Standards Assessment
Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.	Students relate length to the understanding of size.	Recognize the height, width or depth of an object as lengths in various orientations. Compare and order objects according to length. Describe distance in familiar contexts.	55				
		Compare the length of two objects directly or indirectly using a third object. Order objects according to length.	84			DT Grade 1 Measurement 2, 4, 13, 14	Grade 1 Measurement: Length and Capacity Test 1-5
		Compare the area of two objects directly or indirectly using a third object. Order objects according to area.	59, 112		59		Grade 2 Measurement: Informal Units Test 3
		Compare the capacity of two objects directly or indirectly using a third object. Order objects according to capacity.	89, 116			DT Grade 1 Measurement 11, 17-19 DT Grade 2 Measurement 8	Grade 1 Measurement: Length and Capacity Test 6, 7 Grade 2 Measurement: Informal Units Test 4, 5
Patterns: Awareness of patterns supports problem solving in various situations.	Students examine patterns in cycles.	Identify the pattern core, up to four elements, in a cycle. Identify a missing element in a repeating pattern or cycle. Describe change and constancy in repeating patterns and cycles. Create different representations of the same repeating pattern or cycle, limited to a pattern core of up to four elements. Extend a sequence of elements in various ways to create repeating patterns.				DT Grade 1 Patterns and Fractions 1, 2, 4, 12	
Time: Duration is described and quantified by time.	Students explain time in relation to cycles.	Describe cycles of time encountered in daily routines and nature. Describe observable changes that indicate a cycle of time. Identify cycles from a calendar.				DT Kindergarten Measurement 4, 14	
Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.	Students investigate and represent data.	Share wonderings about people, things, events, or experiences. Gather data by sharing answers to questions.	80, 97		80	DT Grade 1 Data 1-4, 9, 10, 12-16	Grade 1 Statistics: Data Test 1-5
		Collaborate to construct a concrete graph using data collected in the learning environment. Create a pictograph from a concrete graph.					





Mathseeds Alberta Curriculum Chart



GRADE 2



			Mathseeds Lesson #			Additional Mathseeds Resources	
Organizing Idea	Learning Outcome	Skills & Procedures	Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
			Online Lesson, Printable Resources, and Problem Solving Tasks	End-of-lesson Quiz	Critical Thinking and Problem Solving Interactives	Driving Tests (DT) Mental Minute (MM)	Printable Achievement Standards Assessment
Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.	Students analyze quantity to 1000.	Represent quantities using words and natural numbers. Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number. Relate a number, including zero, to its position on the number line. Count within 1000, forwards and backwards by 1s, starting at any number.	101, 106		105, 106, 132	DT Grade 1 Number 13, 16, 17, 19, 21-24 DT Grade 2 Number 1-3, 5-13, 17, 18, 21-24	Grade 1 Number and Algebra: Place Value Test 1-6 Grade 2 Number and Algebra: Numbers to 1000 Test 1-5, 7
		Decompose quantities into groups of 100s, 10s and 1s.	105		128	DT Grade 2 Number 4, 16, 19, 20	
		Skip count by 20s, 25s, or 50s starting at 0. Skip count by 2s and 10s, starting at any number. Determine the value of a collection of coins or bills of the same denomination by skip counting.	11, 125			DT Grade 2 Patterns and Fractions 1-4, 6-10, 13	Grade 2 Number and Algebra: Number Patterns Test 1-8
		Model even and odd quantities by sharing and grouping. Describe a quantity as even or odd. Partition a set of objects by sharing or grouping, with or without remainders.	108, 111, 113		108	DT Grade 2 Operations 3, 6, 11, 12	Grade 2 Number and Algebra: Equal Groups Test 1, 2, 5
		Model equality and inequality between two quantities, including with a balance. Compare and order natural numbers. Describe a quantity as less than, greater than, or equal to another quantity.	122			DT Grade 1 Number 20 DT Grade 2 Number 14, 15	Grade 2 Number and Algebra: Numbers to 1000 Test 6
	Students investigate addition and subtraction within 100.	Visualize 100 as a composition of multiples of 10 in various ways. Compose a sum in multiple ways including with more than two addends.	95, 96, 98, 103, 110, 118, 120, 124, 131, 139, 141, 142, 147, 150		83, 95, 96, 98, 100, 104, 110, 118, 120, 124, 131, 139, 142, 147, 150	DT Grade 1 Operations 1, 2, 4, 5, 7, 13-18, 20-28 MM Addition Sprints MM Subtraction Sprints	Grade 1 Number and Algebra: Operations Test 5, 6 Grade 2 Number and Algebra: Addition and Subtraction Test 1-8
		Recall and apply addition number facts, with addends to 10, and related subtraction number facts.					
		Investigate strategies for addition and subtraction of two-digit numbers. Add and subtract numbers within 100. Verify a sum or difference using inverse operations. Determine a missing quantity in a sum or difference, within 100, in a variety of ways. Solve problems using addition and subtract of countable quantities or measurable lengths.					
	Students interpret part-whole relationships using unit fractions.	Model a unit fraction by partitioning a whole object or whole set into equal parts, limited to 10 or fewer equal parts. Compare different unit fractions of the same whole, limited to denominators of 10 or less. Compare the same unit fractions of different wholes, limited to denominators of 10 or less. Model one whole, using a given unit fraction, limited to denominators of 10 or less.	132, 138		132	DT Grade 2 Patterns and Fractions 5, 11, 12, 14-17	Grade 2 Number and Algebra: Fractions and Money Test 1-4

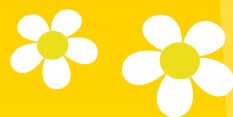




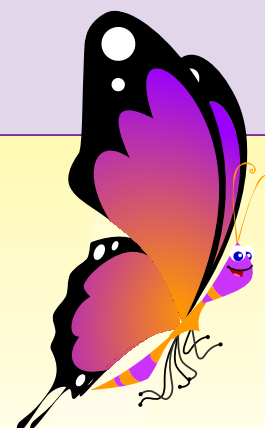
Mathseeds Alberta Curriculum Chart



GRADE 2 continued



Organizing Idea	Learning Outcome	Skills & Procedures	Mathseeds Lesson #			Additional Mathseeds Resources	
			Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
Geometry: Shapes are defined and related by geometric attributes.	Students analyze and explain geometric attributes of shape.	Sort shapes according to two geometric attributes and describe the sorting rule. Relate the faces of three-dimensional shapes to two-dimensional shapes. Create a picture or design with shapes from verbal instructions, visualization, or memory.	119, 121, 145, 169		119, 121, 140, 145	DT Grade 2 Geometry 3-7, 10	Grade 2 Geometry: Shape and Movement Test 1-5
Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.	Students communicate length using units.	Measure length with non-standard units by tiling, iterating, or using a self-created measuring tool. Compare and order measurements of different lengths measured with the same non-standard units, and explain the choice of unit. Compare measurements of the same length measured with different non-standard units. Measure length with standard units by tiling or iterating with a centimetre. Compare and order measurements of different lengths measured with centimetres.	104, 126		141	DT Grade 2 Measurement 6, 13-15, 21, 22	Grade 2 Measurement: Informal Units Test 1, 2
Patterns: Awareness of patterns supports problem solving in various situations.	Students explain and analyze patterns in a variety of contexts.	Describe non-repeating patterns encountered in surroundings, including in art, architecture, cultural designs, and nature. Investigate patterns in a hundreds chart. Create and express growing patterns using sounds, objects, pictures, or actions.	133, 137		101, 133, 137	DT Grade 2 Geometry 12	Grade 2 Geometry: Shape and Movement Test 7
		Create and express a repeating patterns with a pattern core of up to four elements that change by more than one attribute.					
Time: Duration is described and quantified by time.	Students relate duration to time.	Express significant events using calendar dates. Describe the duration between or until significant events using comparative language. Describe the duration of events using non-standard units. Describe the relationship between days, weeks, months, and years. Describe the duration between or until significant events using standard units of time.	109		109	DT Kindergarten Measurement 13, 17-19 DT Grade 2 Measurement 1-5, 16, 17	Kindergarten Measurement Test 7 Grade 2 Measurement: Time Test 4, 5
Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.	Students relate data to a variety of representations.	Generate questions for a specific investigation within the learning environment. Collect first-hand data by questioning people within the learning environment.	143		143	DT Grade 2 Data and Chance 1, 4, 5, 7-14	Grade 2 Statistics: Data Test 1-6
		Record data in a table. Construct graphs to represent data. Interpret graphs to answer questions. Compare the features of pictographs, dot plots, and bar graphs.					

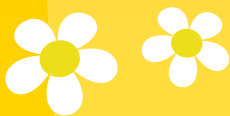




Mathseeds Alberta Curriculum Chart



GRADE 3



			Mathseeds Lesson #			Additional Mathseeds Resources	
Organizing Idea	Learning Outcome	Skills & Procedures	Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
			Online Lesson, Printable Resources, and Problem Solving Tasks	End-of-lesson Quiz	Critical Thinking and Problem Solving Interactives	Driving Tests (DT) Mental Minute (MM)	Printable Achievement Standards Assessment
Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.	Students interpret place value within 100 000	Identify the place value of each digit in a natural number. Relate the value of adjacent places. Determine the value of each digit in a natural number. Express natural numbers using words and numerals. Express various compositions of a natural number using place value.	129, 151, 156, 161, 194		151, 156, 161, 194		
		Round natural numbers to various places.					
		Compare and order natural numbers. Express the relationship between two numbers using <, >, or =.					
		Count and represent the value of a collection of a nickels, dimes, and quarters as cents. Count and represent the value of a collection of loonies, toonies, and bills as dollars. Recognize French and English symbolic representations of monetary values.	64, 83, 125		64, 125	DT Grade 1 Measurement 3, 5-7, 12 DT Grade 2 Measurement 9, 11, 12, 23, 24	Kindergarten Number Test 5 Grade 1 Number and Algebra: Fractions and Money Test 4-8 Grade 2 Number and Algebra: Fractions and Money Test 5-8
	Students apply strategies for addition and subtraction within 1000.	Relate strategies for the addition and subtraction of two-digit numbers to strategies for the addition and subtraction of three-digit numbers.	128, 134, 144, 146, 148, 159, 163, 166, 170, 173, 178, 183, 188, 195		144, 146, 148, 159, 163, 170, 172, 173, 178, 183, 195	MM Addition Sprints MM Subtraction Sprints	
		Model regrouping by place values for addition and subtraction. Explain the standard algorithms for addition and subtraction of natural numbers. Add and subtract natural numbers using standard algorithms. Estimate sums and differences. Solve problems using addition and subtraction.					
	Students analyze and apply strategies for multiplication and division within 100.	Compose a product using equal groups of objects. Relate multiplication to repeated addition. Relate multiplication to skip counting. Investigate multiplication by 0.	115, 130, 136, 155, 165, 186		113, 115, 130, 136, 186	DT Grade 1 Operations 8-10, 19	Grade 2 Number and Algebra: Equal Groups Test 3, 4
		Model a quotient by partitioning a quantity into equal groups or groups of a certain size, with or without remainders.					
		Visualize and model products and quotients as arrays. Recognize interpretations of multiplication and division in various contexts.	181, 190		181		
		Investigate multiplication and division strategies. Multiply and divide within 100. Verify a product or quotient using inverse operations.					
		Determine a missing quantity in a product or quotient in a variety of ways. Express multiplication and division symbolically. Explain the meaning of the remainder in various situations. Solve problems using multiplication and division in sharing or grouping situations.					
		Examine patterns in multiplication and division, including patterns in multiplication tables and skip counting. Recognize families of related multiplication and division number facts. Recall multiplication number facts, with factors to 10, and related division facts.	158, 168, 171, 176, 188, 193, 196, 199		168, 176, 188, 193, 196, 199	MM Multiplication Sprints MM Division Sprints	
	Students interpret fractions in relation to one whole.	Model fractions of a whole quantity, length, shape, or object, in various ways, limited to denominators of 12 or less. Visualize fractions as compositions of a unit fraction. Identify the numerator and denominator of a fraction in various representations. Name a given fraction. Express fractions, including one whole, symbolically, limited to denominators of 12 or less. Relate various representations of the same fraction, limited to denominators of 12 or less.	160, 191, 197		191, 197		
		Compare the same fraction of different-sized wholes Compare different fractions of the same whole that the same denominator. Compare different fractions of the same whole that have the same numerator and different denominators. Express the relationship between two fractions of the same whole, using <, >, or =.	175, 180		180		
		Relate a fraction less than one to its position on the number line, limited to denominators of 12 or less. Compare fractions to benchmarks of 0, $\frac{1}{2}$, and 1.	160				



Mathseeds Alberta Curriculum Chart



GRADE 3 continued



Organizing Idea	Learning Outcome	Skills & Procedures	Mathseeds Lesson #			Additional Mathseeds Resources	
			Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
Geometry: Shapes are defined and related by geometric attributes.	Students relate geometric properties to shape.	Investigate the relationships between the sides of a polygon, including perpendicular, parallel, and equal, using referents for 90° or by measuring. Investigate the relationships between vertices of a polygon, including equal or right angles, using direct comparison or referents for 90°.	119, 145				
		Describe geometric properties of regular and irregular polygons. Sort polygons according to geometric properties and describe the sorting rule. Classify polygons as regular or irregular using geometric properties.	184				
		Examine geometric properties of polygons by translating, rotating, or reflecting using hands-on materials or digital applications.	102		102	DT Grade 1 Geometry 12, 14, 16 DT Grade 2 Geometry 1, 9, 11	Grade 2 Geometry: Shape and Movement Test 6
Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.	Students determine length using standard units.	Relate millimetres, centimetres, and metres. Relate inches to feet and yards. Justify the choice of millimetres, centimetres, or metres to measure various lengths. Identify referents for a centimetre and a metre. Estimate length by comparing to a benchmark. Estimate length by visualizing the iteration of a referent for a centimetre or metre. Measure lengths of straight lines and curves, with millimetres, centimetres, or metres. Recognize length expressed in metric or imperial units. Approximate a measurement in inches, feet or yards using centimetres or metres.	182		182		
		Determine the perimeter of polygons. Determine the length of an unknown side given the perimeter of a polygon.	192				
	Students interpret angles.	Recognize various angles in surroundings. Recognize situations in which an angle can be perceived as motion. Compare two angles directly by superimposing. Compare two angles indirectly by superimposing a third angle. Estimate which of two angles is greater. Identify referents for 90°. Identify 90° angles in the environment using a referent.	177				
Patterns: Awareness of patterns supports problem solving in various situations.	Students analyze patterns in numerical sequences.	Recognize familiar numerical sequences, including the sequence of even or odd numbers. Describe position in a sequence using ordinal numbers.	63		63	DT Kindergarden Number 24, 25	
		Recognize skip-counting sequences in various representations, including rows or columns of a multiplication table. Determine any missing term in a skip-counting sequence using multiplication. Describe the change from term to term in a numerical sequence using mathematical operations.	117, 153		117, 153		
Time: Duration is described and quantified by time.	Students tell time using clocks.	Investigate relationships between seconds, minutes, and hours using an analog clock. Relate minutes past the hour to minutes until the next hour. Describe time of day as a.m. or p.m. relative to 12-hour cycles of day and night. Tell time using analog and digital clocks. Express time of day in relation to one 24-hour cycle.	54, 70, 87, 114, 123, 127, 162, 185, 189		70, 87, 179, 185, 189	DT Grade 1 Measurement 1, 8-10, 15, 16 DT Grade 2 Measurement 7, 10, 20	Kindergarten Measurement Test 6 Grade 1 Measurement: Time Test 1-6 Grade 2 Measurement: Time Test 1-3
Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.	Student interpret and explain representations of data.	Formulate statistical questions for investigation. Predict the answer to a statistical question.	174, 179, 187, 198		187		
		Collect data using digital or non-digital tools and resources. Represent first-hand and second-hand data in a dot plot or bar graph with one-to-one correspondence. Describe the story that a representation tells about a collection of data in relation to a statistical question. Consider possible answers to a statistical question based on the data collected.					

