Year: Unit #/Title	Key Concept	Related Concept(s)	Global Context/ Possible Exploration	Statement of Inquiry	Objective(s); Criterion	ATL Skills (Category: Cluster)	Content (topics, knowledge, skills)
Year 4: Math 1 Unit 1- Sequences	Relationships	Representation	Scientific and Technical Innovation/ Methods and models	Different representations can model relationships .	**Objective B: Investigating Patterns** i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify and justify relationships and/or general rules.	Communication: Communication skills	**F-BF.2** Translate between explicit and recursive forms of arithmetic and geometric sequences and use both to model situations
Year 4: Math 1 Unit 2- Linear and Exponential Relationships	Relationships	Representation Pattern	Personal and Cultural Expression/ Analysis and argument	Patterns can be analyzed to determine relationships through various representation models.	**Objective D: Applying mathematics in real-life contexts** i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. select appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete, coherent and concise mathematical lines of	Thinking: Transfer skills	(F-BF.1a) build linear and exponential functions, including arithmetic and geometric sequences, a description of a relationship, (F-LE.1) identify situations that can be modeled with linear and exponential functions, and justify the most appropriate model for a situation based on the rate of change over equal intervals, (F-IF.7) analyze linear, and exponential functions by generating different representations, by hand in simple cases and using technology for more complicated cases, to show key features and (F-LE.3) compare the end behavior of linear, and exponential functions using graphs and tables to show that a quantity increasing exponentially eventually exceeds a quantity increasing linearly
Year 4: Unit 3 -Features of Functions NOTE: I need editing access to this unit	Form	Space	Orientation in space and time constraints	Form is created by constraints in space	**Objective A: Knowing and understanding** i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts.	Communication: Communication skills	**F-IF.1-9:** Analyze functions using different representations
Year 4: Unit 4 - Equations	Change	Equivalence	Scientific and Technical Innovation:	Solutions of models require	**Objective C: Communicating** i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written		

and Inequalities Can't find this unit and am not sure if you still use this unit.			Models, solutions	equivalence through change.	explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete, coherent and concise mathematical lines of reasoning v. organize information using a logical structure.		
Year 4: Math 1 Unit 5- Systems of Equations and Inequalities	Relationships	Model, System	Orientation in space and time/ relationship between boundaries and constraints.	Models describe relationships between boundaries and constraints within systems.	**Objective D: Applying mathematics in real-life contexts** i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. select appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete, coherent and concise mathematical lines of reasoning v. organize information using a logical structure	Thinking: Critical thinking skills	**A.CED.3** Create systems of linear equations and inequalities to model situations in context **A-REI.6** Use tables, graphs, or algebraic methods (substitution and elimination) to find approximate or exact solutions to systems of linear equations and interpret solutions in terms of a context **A-REI.12** Represent the solutions of a linear inequality or a system of linear inequalities graphically as a region of the plane
Year 4: Math1 Unit 8- Solving Quadratics	Form	Representation	Scientific and technical innovation/ processes and solutions	Different forms of representations dictate the process through which solutions are found.	**Objective C: Communicating** i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete, coherent and concise mathematical lines of reasoning v. organize information using a logical structure.	Thinking: Transfer Thinking: Critical Thinking Communication: Communication skills	**NC-M1-F-IF.8a** explain properties of a function **NC-M1-F-IF.7** identify key features of functions **NC-M1-A-SSE.3** factor a function written in standard form **NC-M1-F.BF.1b** build a function