

# **SURVEYS OF ENACTED CURRICULUM<sup>©</sup>**

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## **TEACHER SURVEY**

### **Primary 1-6**

### **Mathematics**

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Thank you for agreeing to participate in this survey of instructional practices and content.

Your participation in this survey is voluntary. The questionnaire poses no risk to you, and there is no penalty for refusal to participate. You are free to withdraw from the study at any stage by returning the questionnaire without completing it.

STATE

LGA

SURVEY ID CODE

RURAL/URBAN

CLASS (e.g. P1)

MALE/FEMALE

**Reporting Period: Most recently completed school term**

Please read each question and its response choices carefully, and then mark your response by filling in an appropriate response circle. A pen or pencil may be used to complete the survey.

**CLASS DESCRIPTION**

<b>CD.1</b>	What class/grade do you teach?	①	①	②	③	④	⑤	⑥		
		K	1	2	3	4	5	6		

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<b>CD.2</b>	How many arms are in the class/grade level that you teach, if any?	①		①	②	③	④			
		None		1	2	3	4			

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<b>CD.3</b>	How many students are in the target	①	20 or fewer		③	41 to 50		⑥	71 to 80	
		①	11 to 30		④	51 to 60		⑦	more than 80	
		②	31 to 40		⑤	61 to 70				

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<b>CD.4</b>	What percentage of the students in the target class speak the local language? (Mark nearest 10%)	①		①	②	③	④	⑤	⑥	⑦	⑧	⑨
		Less than 10	10	20	30	40	50	60	70	80	90+ %	

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<b>CD.5</b>	How many students with significant learning difficulties or intellectual disabilities are in the target class?	①		①	②	③	④	⑤	⑥	
		None		1	2	3	4	5	more than five	

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<b>CD.6</b>	<u>During a typical week</u> , approximately how many hours will the target class spend in mathematics	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
	<b>Number of instructional hours</b>	0	1	2	3	4	5	6	7	8	9

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<b>CD.7</b>	What is the average length of each class period for the target	①	Not applicable			④	61 to 90 minutes	
		①	30 to 40 minutes			⑤	91 to 120 minutes	
		②	41 to 50 minutes			⑥	Varies due to block scheduling or integrated	
		③	51 to 60 minutes					

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<b>CD.8</b>	For how many weeks will the target mathematics class meet in a typical school term?	①	2 or less weeks			⑤	7 or 8 weeks	
		②	3 or 4 weeks			⑥	9 or 10 weeks	
		③	5 or 6 weeks			⑦	11 or more weeks	
	<b>Total number of weeks=</b>	④	7 or 8 weeks					

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<b>CD.9</b>	What is the achievement level of most of the students in the target class, compared to national norms?	①	Below Basic					
		②	Basic					
		③	Proficient					
		④	Advanced					

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<b>CD.10</b>	What is considered <u>most</u> in scheduling students into the target class?	①	Ability or prior achievement	④	Parent request
		①	Limited English proficiency	⑤	Student decision
		②	Teacher recommendation	⑥	Local language proficiency
		③	Student Age	⑦	No one factor

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## **Survey Of Instructional Content**

### **Teacher Survey**

#### **Primary1-6**

#### **Mathematics**

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The following pages request information regarding topic coverage and your expectations for students in the target mathematics class **for the most recently completed school year**. The content matrix that follows contains lists of discrete topics associated with mathematics instruction.

**Please read the instructions on the next two pages carefully before proceeding.**

## Step 1: Indicate topics not covered in this class

Begin by reviewing the entire list of topics identified in the topics column of each table, noting how topics are grouped. After reviewing each topic within a given grouping, if none of the topics listed within that group receive any instructional coverage, circle the "<None>" in the "Time on Topic" column for that group. For any individual topic that is not covered in this mathematics class, fill in the circled "zero" in the "Time on Topic" column. (Not necessary for those groups with "<None>" circled.) Any topics or topic groups so identified will not require further response. [Note, for example, that the class described in the example below did not cover any topics under "Instructional Technology" and so "<None>" is circled.]

## Step 2: Indicate the amount of time spent on each topic covered in this class

Examine the list of topics a second time. This time note the amount of coverage devoted to each topic by filling in the appropriately numbered circle in the "Time on Topic" column based upon the following codes:

**0 = None, not covered**

**1 = Slight Coverage**

(one class/period or less)

**2 = Moderate Coverage**

(one to five classes/periods)

**3 = Sustained Coverage**

(more than five classes/periods)

Step 1

Step 2

Time on Topic	P1-6 Mathematics Topics	Expectations for Students in Mathematics					
<none>	Number and Numeration	Memorize / Recall	Perform Procedures	Demonstrate / Communicate Understanding	Conjecture, Analyze/ Generalize	Integrate / Synthesize / Critique	
0 1 2 3	101 Whole numbers	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	
0 1 2 3	102 Place value	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	
0 1 2 3	103 Abacus	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	
0 1 2 3	104 Operations (addition, subtraction, multiplication, division)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	
0 1 2 3	105 Fractions	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	
0 1 2 3	106 Decimals	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	
0 1 2 3	107 Percentages	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	
0 1 2 3	108 Ratio and proportion (direct/inverse)	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	
0 1 2 3	109 Ordering of whole numbers	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	
<none>	6 Basic Operations	Memorize / Recall	Perform Procedures	Demonstrate / Communicate Understanding	Conjecture, Analyze/ Generalize	Integrate / Synthesize / Critique	
0 1 2 3	601 Addition of whole numbers and integers	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	
0 1 2 3	602 Subtraction of whole numbers and integers	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	
0 1 2 3	603 Multiplication of whole numbers and integers	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	p 1 s 2	

### Step 3: Indicate the primary and supporting performance expectations for every topic taught

The final step in completing this section of the survey concerns your expectations for what students should be able to do. For each topic listed, please indicate the performance expectations that you consider to be the primary goal of your instruction on that topic, as well as the performance expectation that most supports or helps to scaffold the primary performance expectation.

**Primary** The performance expectation that represents the primary performance goal for instruction on this topic at this grade level for this class of students.

**Supporting** The performance expectation that most supports (provides scaffolding) for achieving the goal indicated by the primary performance expectation

#### Step 3

<i>Time on Topic</i>	<i>P1-6 Mathematics Topics</i>		<i>Expectations for Students in Mathematics</i>				
<none>	1	Number and Numeration	Memorize / Recall	Perform Procedures	Demonstrate / Communicate Understanding	Conjecture, Analyze/ Generalize	Integrate / Synthesize / Critique
①①●③	101	Whole numbers	p ① s ●	p ① s ②	p ● s ②	p ① s ②	p ① s ②
●①②③	102	Place value	p ① s ②	p ① s ② ●	p ● s ②	p ① s ②	p ① s ②
①①②●	103	Abacus	p ① s ② ●	p ① s ②	p ● s ②	p ① s ②	p ① s ②
●①②③	104	Operations (addition, subtraction, multiplication, division)	p ① s ② ●	p ① s ②	p ● s ②	p ① s ②	p ① s ②
①①●③	105	Fractions	p ① s ②	p ① s ② ●	p ● s ②	p ① s ②	p ① s ②
①①●③	106	Decimals	p ① s ②	p ① s ② ●	p ● s ②	p ① s ②	p ① s ②
●①②③	107	Percentages	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②●	108	Ratio and proportion (direct/inverse)	p ① s ②	p ① s ②	p ● s ②	p ① s ② ●	p ① s ②
●①②③	109	Ordering of whole numbers	p ① s ②	p ① s ②	p ① s ②	p ① s ② ●	p ● s ②
<none>	6	Basic Operations	Memorize / Recall	Perform Procedures	Demonstrate / Communicate Understanding	Conjecture, Analyze/ Generalize	Integrate / Synthesize / Critique
①①②③	601	Addition of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	602	Subtraction of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	603	Multiplication of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

# Expectations for Students in Mathematics

## Memorize Facts/Definitions/ Formulas

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Recite basic mathematics facts  
Recall mathematics terms and definitions  
Recall formulas and computational procedures

## Perform Procedures

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Use numbers to count, order, or denote  
Do computational procedures or algorithms  
Follow procedures or instructions  
Solve equations, formula, and routine word problems  
Organize or display data  
Read or produce graphs and tables  
Execute geometric constructions

## Demonstrate Understanding of Mathematical Ideas

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Communicate mathematical ideas  
Use representations to model mathematical ideas  
Explain findings and results from data analysis strategies  
Develop and explain relationships between concepts  
Show or explain relationships between models, diagrams, and/or other representations

## Conjecture/Generalize/Prove

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Determine the truth of a mathematical pattern or proposition  
Write formal or informal proofs  
Recognize, generate, or create patterns  
Find a mathematical rule to generate a pattern or number sequence  
Make and investigate mathematical conjectures  
Identify faulty arguments or misrepresentations of data  
Reason inductively or deductively

## Solve Non-Routine Problems/ Make Connections

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Apply and adapt a variety of appropriate strategies to solve non-routine problems  
Apply mathematics in contexts outside of mathematics  
Apply to real world situations  
Synthesize content and ideas from several sources

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### Response Codes Time on Topic

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#### 0 = None

(Not covered)

#### 1 = Slight coverage

(Less than one class/lesson)

#### 2 = Moderate coverage

(One to five classes/lessons)

#### 3 = Sustained coverage

(More than five classes/lessons)

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### Response Codes Expectations for Students

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#### 0 = No emphasis

(Not a performance goal for this topic)

#### 1 = Slight emphasis

(Less than 25% of time on this topic)

#### 2 = Moderate emphasis

(25% to 33% of time on this topic)

#### 3 = Sustained emphasis

(More than 33% of time on this topic)

Time on Topic		Primary 1-6 Mathematics Topics	Expectations for Students in Mathematics				
<none>	1	Number Sense/Properties/Relationships	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ① ② ③	101	Whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	102	Place value	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	103	Operations (addition, subtraction, multiplication, division)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	104	Fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	105	Decimals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	106	Percentages	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	107	Ratios and proportions (direct and inverse)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	108	Ordering of whole numbers (with inequality symbols)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	109	Roman Numerals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	110	Ordering of numbers (Fractions)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	111	Real and/or Rational numbers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	112	Exponents and scientific notation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	113	Factors and Multiples	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	114	LCM	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	115	HCF	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	116	Odd/even/prim/composite/square numbers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	117	Estimation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	118	Number Comparison (order, magnitude, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	119	Order of Operations	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	120	Number Theory (e.g. base-ten and non-base-ten systems)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	121	Word Problems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	2	Operations	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ① ② ③	201	Addition of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	202	Subtraction of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	203	Multiplication of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	204	Division of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	205	Combinations of operations on whole numbers or integers (Application of BODMAS)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	206	Derived Operations (indices, ratio and percentage)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Time on Topic		Primary 1-6 Mathematics Topics	Expectations for Students in Mathematics				
<none>	2	Operations (cont.)	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ① ② ③	207	Derived Function (estimate, squares, square roots, one digit, two digits)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	208	Addition of Fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	209	Subtraction of fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	210	Multiplication of fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	211	Division of fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	212	Ordering of Fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	213	Equivalent and non-equivalent fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	214	Combinations of operations on fraction (Application of BODMAS)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	215	Representations of fractions (words problems)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	216	Equivalence of decimals, fractions, and percentages	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	217	Addition of decimals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	218	Subtraction of decimals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	219	Multiplication of decimals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	220	Division of decimals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	221	Combinations of operations on decimals (Application of BODMAS)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	222	Computing with percentage	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	223	Word problems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	3	Everyday Arithmetic	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ① ② ③	301	Money	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	302	Profit and Loss	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	303	Simple Interest	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	304	Compound interest	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	305	Rates (discounts and commission)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	306	Taxes	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②



Time on Topic		Primary 1-6 Mathematics Topics	Expectations for Students in Mathematics				
<none>	4	Measurement	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
⑩ ① ② ③ 307		Rents	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 308		Shares and dividends	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 309		Word problems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 401		Identification of measuring instruments	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 402		Use of measuring instruments	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 403		Theory (arbitrary, standard units and unit size)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 404		Conversions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 405		Metric (SI) system	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 406		Shapes	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 407		Length and perimeter	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 408		Area and volume	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 409		Surface Area	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 410		Capacity	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 411		Mass (weight)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 412		Direction, Location, Navigation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 413		Right-angle triangle	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 414		Circles (e.g., pi, radius, area)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 415		Time and temperature	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 416		Derived measures (e.g., rate and speed)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 417		Calendar	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 418		Accuracy and Precision	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑩ ① ② ③ 419		Word problems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Time on Topic		Primary 1-6 Mathematics Topics	Performance Expectations for Students				
<none>	5	Algebraic Processes	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ① ② ③	501	Open sentence	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	502	Use of variables	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	503	Evaluation of formulas, expressions, and equations	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	504	Word problems on simple equations	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	505	Operation on algebraic terms	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	506	Use of brackets	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	6	Trigonometry and Geometry	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ① ② ③	601	Three-dimensional shape	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	602	Two-dimensional shape	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	603	Lines of symmetry	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	604	Basic terminology	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	605	Points, lines, rays, segments, and vectors	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	606	Scale drawing	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	607	Patterns	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	608	Congruence	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	609	Similarity	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	610	Parallels	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	611	Triangles	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	612	Quadrilaterals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	613	Circles	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ① ② ③	614	Angles	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Time on Topic		Primary 1-6 Mathematics Topics	Performance Expectations for Students				
<none>	6	Trigonometry and Geometry (cont.)	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
⑥ ① ② ③	615	Polygons	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	616	Polyhedral	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	617	Models	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	618	Pythagorean Theorem	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	7	Everyday Statistics	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
⑥ ① ② ③	701	Data Collection	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	702	Population	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	703	Frequency	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	704	Measure of central tendency (Mean)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	705	Measure of central tendency (Median)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	706	Measure of central tendency (Mode)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	707	Bar chart	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	708	Histogram	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	709	Line graph	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	710	Sets	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	711	Venn diagram	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	712	Variability and range	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	713	Chance and Events (Simple probability)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
⑥ ① ② ③	714	Pictogram	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

**Thank you for your participation in this survey.**