

**Title: The Maryland Crabbers**

**Brief Overview:**

This unit will integrate mathematics with a social studies theme. Students will identify number patterns by using baseball scores. They will discover various types of patterns and functional relationships. This unit includes patterns/functions development and basic facts skills review.

**Links to NCTM 2000 Standards:**

- **Standard 1: Number and Operation**  
Mathematics instructional programs should foster the development of number and operation sense so that all students understand numbers, ways of representing numbers, relationships among numbers, and number systems; and understand the meaning of operations and how they relate to each other.
- **Standard 2: Patterns, Functions, and Algebra**  
Mathematics instructional programs should include attention to patterns, functions, symbols, and models so that all students understand various types of patterns and functional relationships; and use symbolic forms to represent and analyze mathematical situations and structures.
- **Standard 5: Data Analysis, Statistics, and Probability**  
Mathematics instructional programs should include attention to data analysis, statistics, and probability so that all students develop and evaluate inferences, predictions, and arguments that are based on data.
- **Standard 6: Problem Solving**  
Mathematics instructional programs should focus on solving problems as part of understanding mathematics so that all students build new mathematical knowledge through their work with problems; and develop a disposition to formulate, represent, abstract, and generalize in situations within and outside mathematics.
- **Standard 7: Reasoning and Proof**  
Mathematics instructional programs should focus on learning to reason and construct proofs as part of understanding mathematics so that all students select and use various types of reasoning and methods of proof as appropriate.
- **Standard 8: Communication**  
Mathematics instructional programs should use communication to foster an understanding of mathematics so that all students organize and consolidate their mathematical thinking to communicate with others; express mathematical ideas coherently and clearly to peers, teachers, and others; extend their mathematical knowledge by considering the thinking and strategies of others; and use the language of mathematics as a precise means of mathematical expression.
- **Standard 9: Connections**  
Mathematics instructional programs should emphasize connections to foster an understanding of mathematics so that all students understand how mathematical ideas build on one another to produce a coherent whole; and recognize, use, and learn about mathematics in contexts outside of mathematics.