NH GLE/GSE's
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NH Not Matched to a CC	Grade	Strand	Stem	NH GLE
	3	DSP	1	NH.3.DSP.1 (M:DSP:3:1) Interprets a given representation (line plots, tally charts, tables, or bar graphs) to answer questions related to the data, to analyze the data to formulate conclusions, or to make predictions. (State)
	8	DSP	1	NH.8.DSP.1 (M:DSP:8:1) Interprets a given representation (line graphs, scatter plots, histograms, or box-and-whisker plots) to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. (Local)
	K	DSP	1	NH.K.DSP.1 (M:DSP:K:1) Interprets a given representation created by the class (models and tally charts) to answer questions related to the data, or to analyze the data to formulate conclusions using words, diagrams, or verbal/scribed responses to express answers. (Local)
	1	DSP	2	NH.1.DSP.2 (M:DSP:1:2) Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using more, less, or equal. (Local)
	2	DSP	2	NH.2.DSP.2 (M:DSP:2:2) Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using more, less, or equal (State)
	3	DSP	2	NH.3.DSP.2 (M:DSP:3:2) Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using most frequent (mode), least frequent, largest, or smallest. (State)
	4	DSP	2	NH.4.DSP.2 (M:DSP:4:2) Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using measures of central tendency (median or mode), or range. (State)
	5	DSP	2	NH.5.DSP.2 (M:DSP:5:2) Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using measures of central tendency (mean, median, or mode) or range to analyze situations, or to solve problems. (State)
	K	DSP	2	NH.K.DSP.2 (M:DSP:K:2) Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using more, less, or equal (e.g., Have there been more, less, or the same number of cloudy days compared to sunny days this week?). (Local)
	7	DSP	3	NH.7.DSP.3S (M:DSP:7:3) Identifies or describes representations or elements of representations that best display a given set of data or situation, consistent with the representations required in NH.7.DSP.1 - M:DSP:7:1. (State)
	2	DSP	4	NH.2.DSP.4 (M:DSP:2:4) Uses counting techniques to solve problems involving combinations using a variety of strategies (e.g., student diagrams, organized lists, tables, tree diagrams, or others); (e.g., How many ways can you make 50 cents using nickels, dimes, and quarters?) (State)

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	3	DSP	4	NH.3.DSP.4 (M:DSP:3:4) Uses counting techniques to solve problems involving combinations and simple permutations using a variety of strategies (e.g., student diagrams, organized lists, tables, tree diagrams, or others). (Local)
	4	DSP	4	NH.4.DSP.4 (M:DSP:4:4) Uses counting techniques to solve problems in context involving combinations or simple permutations (e.g., Given a map - Determine the number of paths from point A to point B.) using a variety of strategies (e.g., organized lists, tables, tree diagrams, or others). (State)
	6	DSP	4	NH.6.DSP.4 (M:DSP:6:4) Uses counting techniques to solve problems in context involving combinations or simple permutations using a variety of strategies (e.g., organized lists, tables, tree diagrams, models, Fundamental Counting Principle, or others). (State)
	1	DSP	5	NH.1.DSP.5 (M:DSP:1:5) For a probability event in which the sample space may or may not contain equally likely outcomes, groups use experiments to describes the likelihood or chance of an event (using "more likely," "less likely", or "equally likely"). (Local)
	2	DSP	5	NH.2.DSP.5 (M:DSP:2:5) For a probability event in which the sample space may or may not contain equally likely outcomes, uses experiments to describe the likelihood or chance of an event using "more likely," "less likely," "equally likely," certain or impossible. (Local)
	3	DSP	5	NH.3.DSP.5L (M:DSP:3:5) For a probability event in which the sample space may or may not contain equally likely outcomes, predicts the likelihood of an event using "more likely," "less likely," "equally likely," certain, or impossible and tests the prediction through experiments; and determines if a game is fair. (Local)
	3	DSP	5	NH.3.DSP.5S (M:DSP:3:5) For a probability event in which the sample space may or may not contain equally likely outcomes, determines the likelihood of the occurrence of an event (using "more likely", "less likely", or "equally likely"). (State)
	4	DSP	5	NH.4.DSP.5L (M:DSP:4:5) For a probability event in which the sample space may or may not contain equally likely outcomes, predicts the likelihood of an event as a part to whole relationship (e.g., two out of five, zero out of five, five out of five) and tests the prediction through experiments; and determines if a game is fair. (Local)
	4	DSP	5	NH.4.DSP.5S (M:DSP:4:5) For a probability event in which the sample space may or may not contain equally likely outcomes, determines the theoretical probability of an event and expresses the result as part to whole (e.g., two out of five). (State)

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	5	DSP	5	NH.5.DSP.5L (M:DSP:5:5) For a probability event in which the sample space may or may not contain equally likely outcomes, predicts the likelihood of an event as a fraction and tests the prediction through experiments; and determines if a game is fair. (Local)
	5	DSP	5	NH.5.DSP.5S (M:DSP:5:5) For a probability event in which the sample space may or may not contain equally likely outcomes, determines the experimental or theoretical probability of an event and expresses the result as a fraction. (State)
	6	DSP	5	NH.6.DSP.5L (M:DSP:6:5) For a probability event in which the sample space may or may not contain equally likely outcomes, predicts the theoretical probability of an event and tests the prediction through experiments and simulations; and designs fair games. (Local)
	6	DSP	5	NH.6.DSP.5S (M:DSP:6:5) For a probability event in which the sample space may or may not contain equally likely outcomes, determines the experimental or theoretical probability of an event in a problem-solving situation. (State)
	8	DSP	5	NH.8.DSP.5 (M:DSP:8:5) For a probability event in which the sample space may or may not contain equally likely outcomes, determines the experimental or theoretical probability of an event in a problem-solving situation; and predicts the theoretical probability of an event and tests the prediction through experiments and simulations; and compares and contrasts theoretical and experimental probabilities. (Local)
	2	DSP	6	NH.2.DSP.6 (M:DSP:2:6) In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions. (Local)
	4	DSP	6	NH.4.DSP.6 (M:DSP:4:6) In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations. (Local)

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	5	DSP	6	NH.5.DSP.6 (M:DSP:5:6) In response to a teacher or student generated question or hypothesis decides the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations. (Local)
	6	DSP	6	NH.6.DSP.6 (M:DSP:6:6) In response to a teacher or student generated question or hypothesis decides the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations. (Local)
	8	DSP	6	NH.8.DSP.6 (M:DSP:8:6) In response to a teacher or student generated question or hypothesis decides the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested while considering the limitations that could affect interpretations; and when appropriate makes predictions; and asks new questions and makes connections to real world situations. (Local)
	1	F&A	1	NH.1.F&A.1 (M:F&A:1:1) Identifies and extends to specific cases a variety of patterns (repeating and growing [numeric and non-numeric]) represented in models, tables, or sequences by extending the pattern to the next one, two, or three elements, by finding a missing element (e.g., 2, 4, 6, ___, 10), or by translating repeating patterns across formats (e.g., an abb pattern can be represented as snap, clap, clap; or red, yellow, yellow; or 1, 2, 2). (Local)
	2	F&A	1	NH.2.F&A.1 (M:F&A:2:1) Identifies and extends to specific cases a variety of patterns (linear and non-numeric) represented in models, tables, or sequences by extending the pattern to the next element, or finding a missing element (e.g., 2, 4, 6, ___, 10). (State)

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	K	F&A	1	NH.K.F&A.1 (M:F&A:K:1) I Identifies and extends to specific cases a variety of patterns (sequences of shapes, sounds, movement, colors, and letters) by extending the pattern to the next one, two or three elements, or by translating AB patterns across formats (e.g., an abb pattern can be represented as snap, clap, clap or red, yellow, yellow) or by identifying number patterns in the environment. (Local)
	4	F&A	2	NH.4.F&A.2 (M:F&A:4:2) Demonstrates conceptual understanding of linear relationships (y = kx) as a constant rate of change by identifying, describing, or comparing situations that represent constant rates of change. (Local)
	5	F&A	2	NH.5.F&A.2 (M:F&A:5:2) Demonstrates conceptual understanding of linear relationships (y = kx) as a constant rate of change by identifying, describing, or comparing situations that represent constant rates of change (e.g., tell a story given a line graph about a trip). (Local)
	5	F&A	3	NH.5.F&A.3 (M:F&A:5:3) Demonstrates conceptual understanding of algebraic expressions by using letters to represent unknown quantities to write linear algebraic expressions involving any two of the four operations; or by evaluating linear algebraic expressions using whole numbers. (State)
	8	F&A	3	NH.8.F&A.3 (M:F&A:8:3) Demonstrates conceptual understanding of algebraic expressions by evaluating and simplifying algebraic expressions (including those with square roots, whole number exponents, or rational numbers); or by evaluating an expression within an equation (e.g., determine the value of y when x = 4 given y = 7√x + 2x). (Local)
	2	F&A	4	NH.2.F&A.4 (M:F&A:2:4) Demonstrates conceptual understanding of equality by finding the value that will make an open sentence true (e.g., 2 +␣= 7). (limited to one operation and limited to use addition or subtraction) (State)
	4	F&A	4	NH.4.F&A.4 (M:F&A:4:4) Demonstrates conceptual understanding of equality by showing equivalence between two expressions using models or different representations of the expressions, by simplifying numerical expressions where left to right computations may be modified only by the use of parentheses [e.g., 14 - (2 × 5)] (expressions consistent with the parameters of NH.4.F&A.3 - M:F&A:4-3), and by solving one-step linear equations of the form ax = c, x ± b = c, where a, b, and c are whole numbers with a ≠ 0. (State)

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	6	G&M	1	NH.6.G&M.1 (M:G&M:6:1) Uses properties or attributes of angles (right, acute, or obtuse) or sides (number of congruent sides, parallelism, or perpendicularity) to identify, describe, classify, or distinguish among different types of triangles (right, acute, obtuse, equiangular, scalene, isosceles, or equilateral) or quadrilaterals (rectangles, squares, rhombi, trapezoids, or parallelograms). (State)
	7	G&M	2	NH.7.G&M.2 (M:G&M:7:2) Applies theorems or relationships (triangle inequality or sum of the measures of interior angles of regular polygons) to solve problems. (State)
	1	G&M	3	NH.1.G&M.3 (M:G&M:1:3) Given an example of a three-dimensional geometric shape (rectangular prisms, cylinders, or spheres) finds examples of objects in the environment that are of the same geometric shape (e.g., show a wooden cylinder and students identify common objects of the same shape). (Local)
	4	G&M	3	NH.4.G&M.3 (M:G&M:4:3) Uses properties or attributes (shape of bases or number of lateral faces) to identify, compare, or describe three-dimensional shapes (rectangular prisms, triangular prisms, cylinders, or spheres). (State)
	5	G&M	3	NH.5.G&M.3 (M:G&M:5:3) Uses properties or attributes (shape of bases, number of lateral faces, or number of bases) to identify, compare, or describe three-dimensional shapes (rectangular prisms, triangular prisms, cylinders, spheres, pyramids, or cones). (State)
	6	G&M	3	NH.6.G&M.3 (M:G&M:6:3) Uses properties or attributes (shape of bases, number of lateral faces, number of bases, number of edges, or number of vertices) to identify, compare, or describe three-dimensional shapes (rectangular prisms, triangular prisms, cylinders, spheres, pyramids, or cones). (State)
	1	G&M	4	NH.1.G&M.4 (M:G&M:1:4) Demonstrates conceptual understanding of congruency by making mirror images and creating shapes that have line symmetry. (Local)
	2	G&M	4	NH.2.G&M.4 (M:G&M:2:4) Demonstrates conceptual understanding of congruency by composing and decomposing two-dimensional objects using models or explanations (e.g., using triangular pattern blocks to construct a figure congruent to the hexagonal pattern block); and uses line symmetry to demonstrate congruent parts within a shape. (Local)

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	3	G&M	4	NH.3.G&M.4 (M:G&M:3:4) Demonstrates conceptual understanding of congruency by matching congruent figures using reflections, translations, and rotations (flips, slides, and turns) (e.g., recognizing when pentominoes are reflections, translations and rotations of each other); composing and decomposing two- and three-dimensional objects using models or explanations (e.g., Given a cube, students use blocks to construct a congruent cube.); and by using line symmetry to demonstrate congruent parts within a shape. (Local)
	6	G&M	4	NH.6.G&M.4 (M:G&M:6:4) Demonstrates conceptual understanding of congruency by predicting and describing the transformational steps (reflections, translations, and rotations) needed to show congruence (including the degree of rotation) and as the result of composing and decomposing two- and three-dimensional objects using models or explanations; and using line and rotational symmetry to demonstrate congruent parts within a shape. (Local)
	7	G&M	4	NH.7.G&M.4 (M:G&M:7:4) Applies the concepts of congruency by solving problems on a coordinate plane involving reflections, translations, or rotations. (State)
	3	G&M	5	NH.3.G&M.5 (M:G&M:3:5) Demonstrates conceptual understanding of similarity by identifying similar shapes. (Local)
	4	G&M	5	NH.4.G&M.5 (M:G&M:4:5) Demonstrates conceptual understanding of similarity by applying scales on maps, or applying characteristics of similar figures (same shape but not necessarily the same size) to identify similar figures, or to solve problems involving similar figures. Describes relationships using models or explanations. (State)
	6	G&M	5	NH.6.G&M.5 (M:G&M:6:5) Demonstrates conceptual understanding of similarity by describing the proportional effect on the linear dimensions of polygons or circles when scaling up or down while preserving the angles of polygons, or by solving related problems (including applying scales on maps). Describes effects using models or explanations. (State)
	2	G&M	6	NH.2.G&M.6 (M:G&M:2:6) Demonstrates conceptual understanding of perimeter and area by using models or manipulatives to surround and cover polygons. (State)
	K	G&M	8	NH.K.G&M.8 (M:G&M:K:8) Determines elapsed and accrued time as it relates to calendar patterns (days of the week, yesterday, today, and tomorrow), the sequence of events in a day; and identifies a clock and calendar as measurement tools (days of week, months of the year). (Local)

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	1	G&M	9	NH.1.G&M.9 (M:G&M:1:9) Demonstrates understanding of spatial relationships using location and position by using positional words (e.g., close by, on the right, underneath, above, beyond) to describe one location in reference to another on a map, in a diagram, and in the environment. (Local)
	2	G&M	9	NH.2.G&M.9 (M:G&M:2:9) Demonstrates understanding of spatial relationships using location and position by using positional language in two- and three- dimensional situations to describe and interpret relative positions (e.g., above the surface of the desk, below the triangle on the paper); and creates and interprets simple maps and names locations on simple coordinate grids. (Local)
	3	G&M	9	NH.3.G&M.9 (M:G&M:3:9) Demonstrates understanding of spatial relationships using location and position by interpreting and giving directions from one location to another (e.g., classroom to the gym, from school to home) using positional words; and between locations on a map or coordinate grid (first quadrant) using positional words or compass directions. (Local)
	4	G&M	9	NH.4.G&M.9 (M:G&M:4:9) Demonstrates understanding of spatial relationships using location and position by interpreting and giving directions between locations on a map or coordinate grid (first quadrant); plotting points in the first quadrant in context (e.g., games, mapping); and finding the horizontal and vertical distances between points on a coordinate grid in the first quadrant. (Local)
	3	G&M	10	NH.3.G&M.10 (M:G&M:3:10) Demonstrates conceptual understanding of spatial reasoning and visualization by copying, comparing, and drawing models of triangles, squares, rectangles, rhombi, trapezoids, hexagons, and circles; and builds models of rectangular prisms from three-dimensional representations. (Local)
	4	G&M	10	NH.4.G&M.10 (M:G&M:4:10) Demonstrates conceptual understanding of spatial reasoning and visualization by copying, comparing, and drawing models of triangles, squares, rectangles, rhombi, trapezoids, hexagons, octagons, and circles; and builds models of rectangular prisms from two- or three-dimensional representations. (Local)
	5	G&M	10	NH.5.G&M.10 (M:G&M:5:10) Demonstrates conceptual understanding of spatial reasoning and visualization by building models of rectangular and triangular prisms, cones, cylinders, and pyramids from two- or three-dimensional representations. (Local)

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	7	G&M	10	NH.7.G&M.10 [M(G&M):7:10] Demonstrates conceptual understanding of spatial reasoning and visualization by sketching three-dimensional solids; and draws nets of rectangular and triangular prisms, cylinders, and pyramids and uses the nets as a technique for finding surface area. (Local)
	1	N&O	5	NH.1.N&O.5 (M:N&O:1:5) Demonstrates understanding of monetary value by knowing the names and values for coins (penny, nickel, dime, and quarter); and by adding collections of like coins together to a sum no greater than $1.00. (Local)
	K	N&O	5	NH.K.N&O.5 (M:N&O:K:5) Demonstrates understanding of monetary value through investigation involving knowing the names and values for coins (penny, nickel and dime). (Local)
	4	N&O	6	NH.4.N&O.6 (M:N&O:4:6) Mentally adds and subtracts whole number facts through 20 (addends whose sum is at most 20 and related subtraction facts); multiplies whole number facts to a product of 100, and calculates related division facts; adds two-digit whole numbers, combinations of two-digit and 3-digit whole numbers that are multiples of ten, and 4-digit whole numbers that are multiples of 100 (limited to two addends) (e.g., 67 + 24; 320 + 430; 320 + 90; 1,300 + 1,400); and subtracts a one-digit whole number from a two-digit whole number (e.g., 67 - 9); and subtracts combinations of two-digit and three-digit whole numbers that are multiples of ten (e.g., 50 - 20, 230 - 80, 520 - 200). (Local)
	6	N&O	6	NH.6.N&O.6 (M:N&O:6:6) Uses a variety of mental computation strategies to solve problems (e.g., using compatible numbers, applying properties of operations, using mental imagery, using patterns) and to determine the reasonableness of answers; and mentally calculates change back from $5.00, $10.00, $20.00, $50.00, and $100.00; multiplies a two-digit whole number by a one-digit number whole number (e.g., 45 × 5), two-digit whole numbers that are multiples of ten (e.g., 50 × 60), a three-digit whole number that is a multiple of 100 by a two- or three-digit number which is a multiple of 10 or 100, respectively (e.g., 400 × 50, 400 × 600); divides 3- and 4-digit multiples of powers of ten by their compatible factors (e.g., 360 ÷ 6; 360 ÷ 60; 3600 ÷ 6; 3600 ÷ 60; 3600 ÷ 600; 360 ÷ 12; 360 ÷ 120; 3600 ÷ 12; 3600 ÷ 120; 3600 ÷ 1200); and determines the part of a whole number using benchmark percents (1%, 10%, 25%, 50%, and 75%). (Local)

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	8	N&O	6	NH.8.N&O.6 (M:N&O:8:6) Uses a variety of mental computation strategies to solve problems (e.g., using compatible numbers, applying properties of operations, using mental imagery, using patterns) and to determine the reasonableness of answers; and mentally calculates benchmark perfect squares and related square roots (e.g., 1^2, 2^2, ... , 12^2, 15^2, 20^2, 25^2, 100^2, 1000^2); determines the part of a number using benchmark percents and related fractions (1%, 10%, 25%, 33(1/3)%, 50%, 66(2/3)%, 75%, and 100%) (e.g., 25% of 16; 33(1/3)% of 330). (Local)
	1	N&O	7	NH.1.N&O.7 (M:N&O:1:7) Makes estimates of the number of objects in a set (up to 30) and revises estimates as objects are counted (e.g., A student estimates the number of pennies in a jar as 28. Then the student counts the first 10 and makes another estimate based on those that have been counted and those that remain in the jar.). (Local)
	6	N&O	7	NH.6.N&O.7 (M:N&O:6:7) Makes estimates in a given situation by identifying when estimation is appropriate, selecting the appropriate method of estimation, determining the level of accuracy needed given the situation, analyzing the effect of the estimation method on the accuracy of results, and evaluating the reasonableness of solutions appropriate to grade level GLEs across content strands. (Local)
	K	N&O	7	NH.K.N&O.7 (M:N&O:K:7) Makes estimates of the number of objects in a set (up to 20) by making and revising estimates as objects are counted (e.g., A student estimates the number of pennies in a jar as 20. Then the student counts the first 10 and makes another estimate based on those that have been counted and those that remain in the jar.). (Local)
	5	N&O	8	NH.5.N&O.8 (M:N&O:5:8) Applies properties of numbers (odd, even, and divisibility) and field properties (commutative, associative, identity, and distributive) to solve problems and to simplify computations. (Local)
	8	N&O	8	NH.8.N&O.8 (M:N&O:8:8) Applies properties of numbers (odd, even, positive, negative, remainders, divisibility, and prime factorization) and field properties (commutative, associative, identity [including the multiplicative property of one, e.g., 2^0 x 2^3 = 2^(0+3) = 2^3, so 2^0 = 1], distributive, inverses) to solve problems and to simplify computations, and demonstrates conceptual understanding of field properties as they apply to subsets of real numbers when addition and multiplication are not defined in the traditional ways (e.g., If aΔb = a + b −1, is Δ a commutative operation?) (Local)

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HS	9-10	N&O	1	NH.9-10.N&O.1 (M:N&O:HS:1) Demonstrates conceptual understanding of rational numbers by knowing why a real number is rational if and only if the number's decimal expansion eventually repeats or terminates. (Local)
	9-10	N&O	6	NH.9-10.G&M.6 (M:G&M:10:6) Solves problems involving perimeter, circumference, or area of two-dimensional figures (including composite figures) or surface area or volume of three-dimensional figures (including composite figures) within mathematics or across disciplines or contexts. (State)
	11-12	N&O.AM	1	NH.9-12.N&O.AM.1 (M:N&O:AM:1) Demonstrates conceptual understanding of the real number system as an extension of the rational numbers by representing real numbers as infinite decimal expansions (that provide successive rational approximations to the number) and as points on a number line. Determines whether the decimal expansion of a rational number given in fractional form eventually repeats or terminates (without using a calculator).
	12-12	G&M.AM	2	NH.9-12.G&M.AM.2 (M:G&M:AM:2) Extends and deepens knowledge and usage of proofs and proof techniques; and uses geometric models to represent and distinguish between Euclidean and Non-Euclidean Systems. (Local)