

COURSE OFFERINGS & MASSACHUSETTS STANDARDS

The Mind Lab curriculum is divided into 18 modular courses, broken up into age-based steps: Think Kids for ages 4-5; Step I for ages 6-8; Step II for ages 9-11; and Step III for ages 12-14. All of the Mind Lab courses teach concepts and skills that can be directly correlated to Massachusetts Department of Education standards. Below, we have illustrated which math standards can be found in the Mind Lab curriculum for each grade level.

Curriculum Frameworks	PreK-K	Grade 1-2	Grade 3-4	Grade 5-6
Number Sense and Operations				
<i>Exploratory Concepts and Skills</i>	K.N.2; K.N.3; K.N.4; K.N.7; K.N.8 ⇒ Count by ones ⇒ Represent quantities using concrete objects	2.N.2; 2.N.11; 2.N.12 ⇒ Use concrete materials to investigate relationships	4.N.7; 4.N.10; 4.N.16; 4.N.17; 4.N.18 ⇒ Use models and concrete objects ⇒ Investigate the concept of ratio	6.N.4; 6.N.9; 6.N.10; 6.N.11; 6.N.12 ⇒ Investigate the concept of ratio and proportion
Patterns, Relations and Algebra				
<i>Exploratory Concepts and Skills</i>	K.P.1; K.P.2; K.P.3; K.P.4 ⇒ Explore skip counting by twos	2.P.1; 2.P.2; 2.P.3 ⇒ Investigate situations w/ variables as unknown and varying quantities	4.P.1; 4.P.2; 4.P.4; 4.P.6 ⇒ Use concrete materials to build an understanding of equality and inequality	6.P.1; 6.P.4; 6.P.6; 6.P.7 ⇒ Use physical models to investigate ⇒ Describe how change in one variable affects another ⇒ Model situations w/ proportional relationships
Geometry				
<i>Exploratory Concepts and Skills</i>	K.G.1; K.G.2; K.G.3; K.G.4 ⇒ Investigate symmetry in two and three dimensions	2.G.1; 2.G.2; 2.G.3; 2.G.4; 2.G.5; 2.G.6; 2.G.7 ⇒ Investigate two-dimensional symmetry w/ mirrors or paper ⇒ Create mental images of geometric shapes using spatial memory and spatial visualization. ⇒ Represent shapes from different perspectives ⇒ Recognize geometric shapes	4.G.1; 4.G.2; 4.G.3; 4.G.4; 4.G.5; 4.G.6; 4.G.7; 4.G.8; 4.G.9 ⇒ Investigate two dimensional transformation with three dimensional objects ⇒ Predict and describe transformations	6.G.1; 6.G.2; 6.G.3; 6.G.6; 6.G.7; 6.G.8; 6.G.9 ⇒ Use manipulatives and technology to model geometric shapes ⇒ Identify and draw shapes and figures from different views/ perspectives ⇒ Investigate tessellation ⇒ Recognize and apply geometric ideas and relationships
Measurement				
<i>Exploratory Concepts and Skills</i>	K.M.1; K.M.2; K.M.3 ⇒ Identify positions of objects over time	2.M.3; 2.M.4; 2.M.6 ⇒ Compare concrete objects with units of measures	4.M.4 ⇒ Use concrete objects to explore volumes and surface areas ⇒ Develop area concepts	6.M.2; 6.M.4; 6.M.7 ⇒ Explore models for complex shapes ⇒ Investigate three dimensional objects
Data Analysis, Statistics and Probability				
<i>Exploratory Concepts and Skills</i>	K.D.1 ⇒ Organize data	2.D.1; 2.D.2; 2.D.3; 2.D.4 ⇒ Investigate more likely, likely, impossible outcomes using concrete objects ⇒ List and count possible pairings of objects from two sets	4.D.1; 4.D. 2; 4.D.3; 4.D.4; 4.D.5; 4.D.6 ⇒ Explore situations that involve probability of likely events	6.D.3; 6.D.4 ⇒ Set up and analyze (re)capture experiments ⇒ Generate and group data ⇒ Compare different representations of the same data