

Pacing Guide 2010-2011
 Subject: Math
 Grade Level: Fourth

Grading Period: First Quarter

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
8-9-10 through 8-13-10 Test on 8-16-10	Key Standards in bold print	Macmillan McGraw-Hill Chapter 1 pp. 17-39 Place Value and Number Sense	Pages in Teacher's Edition Differentiated Instruction Lessons 1-4 p. 17B Place Value-100,000 p. 22B Place Value-1,000,000 p. 26B The Four-Step Plan Problem-Solving Strategy p. 28B Compare Whole Numbers Lessons 5-7 p. 32B Order Whole Numbers p. 36B Round Whole Numbers p. 40B Choose a Strategy Problem-Solving Investigation	Day 5 Mid-Chapter Assessment p. 31 Study Guide Review p. 44 Chapter Test p. 49 Standards Practice p. 50	Tested on Benchmark
	NS1.1 Read and write whole numbers in the millions.				Yes
	NS1.2 Order and compare whole numbers and decimals to two decimal places.				Yes
	NS1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.				Yes
	MR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.				No
MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning	No				

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	Key Standards in bold print	Macmillan McGraw-Hill	Pages in Teacher's Edition		Tested on Benchmark
8-17-10 Through 8-25-10	NS3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi digit numbers.	Chapter 2 Pages 55-81	Differentiated Instruction Lessons 1-4 p. 55B Algebra: Addition and Subtraction p. 58B Estimate Sums and Differences p. 62B Estimate or Exact Answer Problem-Solving Skill p. 64B Add Numbers Lessons 5-7 p. 70B Subtract Numbers p. 74B Choose a Strategy Problem-Solving Investigation p. 78B Subtract Across Zeros	Day 4 Mid-Chapter Assessment p. 73 Study Guide Review p. 82 Chapter Test p. 87 Standards Practice p. 88	Yes
Test on 8-26-10	MR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	Addition and Subtraction			No
	MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.				No
	MR2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.				No

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8-27-10 Through 9-2-10 Test on 9-3-10	Key Standards in bold print	Macmillan McGraw-Hill	Pages in Teacher's Edition		Tested on Benchmark
	AF1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).	Chapter 3 Pages 93-113	Differentiated Instruction	Day 4	No
	AF1.2 Interpret and evaluate mathematical expressions that now use parentheses.	Algebra: use Addition and Subtraction	Lessons 1-4 p. 93B Addition and Subtraction Expressions p. 98B Solve Equations Mentally p. 102B Missing and Extra Information Problem-Solving Skill p. 104B Algebra: Find a Rule	Mid-Chapter Assessment p. 107 Study Guide Review p. 116 Chapter Test p.121 Standards Practice p.122	Yes
	AF1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.		Lessons 5-6 p. 108B Choose a Strategy Problem-Solving Investigation p. 110B Balanced Equations		Yes
	AF2.1 Know and understand that equals added to equals are equal.				No
	MR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.				No
	MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.				No
MR3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.				No	
MR3.3 Develop generalizations of the results obtained and apply them in other circumstances.				No	

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	Key Standards in bold print	Macmillan McGraw-Hill	Pages in Teacher's Edition		Tested on Benchmark
9-6-10 Through 9-13-10	SDAP1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.	Chapter 4 Pages 127-159 Statistics: Data and Graphs	Differentiated Instruction		No
Test on 9-14-10	SDAP1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.		Lessons 1-4 p. 127B Collect and Organize Data p. 130B Find Mode, Median, and Outliers p. 134B Make a Table Problem-Solving Strategy p. 136B Line Plots	Day 4 Mid-Chapter Assessment p. 139	No
	SDAP1.3 Interpret one-and two-variable data graphs to answer questions about a situation. MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.		Lessons 5-8 p. 140B Bar and Double Bar Graphs p. 148B Choose a Strategy Problem-Solving Investigation p. 150B Interpret Line Graphs p. 156B Analyze Graphs	Study Guide Review p. 160 Chapter Test p. 167 Standards Practice p. 168	No

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9-15-10 Through 9-27-10 Test on 9-28-10	Key Standards in bold print NS4.1 Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$). NS4.2 Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers. MR 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. MR 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. MR 2.6 Make precise calculations and check the validity of the results from the context of the problem. MR 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	Macmillan-McGraw-Hill Chapter 5 pp. 173-211 Multiplication and Division Facts	Pages in Teacher's Edition Differentiated Instruction p. 175B Multiplication and Division are related p. 178B Division Properties p. 182B Facts 0-5 p. 186B Problem Solving p. 188B Facts through 10 Lessons 6-10 p. 194B Facts for 11-12 p. 198B Problem Solving p. 200B Multiply 3 factors p. 204B Whole Numbers Use p. 208B Prime and Composites	Day 6 Mid-Chapter Check p. 192 Study Guide Review p. 212 Chapter Test p. 219 Standards Practice p. 220	Tested on Benchmark No Yes No No No No

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	Key Standards in bold print	Macmillan-McGraw-Hill	Pages in Teacher's Edition		Tested on Benchmark
9-29-10 Through 10-4-10	AF1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).	Chapter 6 pp. 225-251 Algebra: Use Multiplication and Division	p. 225B Multiplication and Division, expressions/value p. 228B Problem solving, working backward p. 230B Order of Operations p. 236B Solve equations Mentally Lessons 5-7 p. 240B Strategies for Problem Solving p. 242B Equation rules-use of p. 248B Balance Equations	Day 5 Mid-Chapter Check p. 239	No
Test on 10-5-10	AF1.2 Interpret and evaluate mathematical expressions that now use parentheses.				Yes
Benchmark 10 -6 and 7- 10	AF1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.			Yes	
	AF1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.			Yes	
	AF2.2 Know and understand that equals multiplied by equals are equal.			Yes	
	MR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.				No
	MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.				No

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	Key Standards in bold print	Macmillan-McGraw-Hill	Pages in Teacher's Edition		Tested on Benchmark
10-12-10 Through 10-19-10	NS 1.2 Order and compare whole numbers and decimals to two decimal places.	Chapter 7 pp. 263-287 Multiply by One-Digit Numbers	p. 268B Differentiated Instruction p. 272B Small Group Options p. 276B Small Group Options p. 278B Small Group Options p. 284B Small Group Options	Mid-Chapter Assessment p. 275	No
Test on 10-20-10	NS 1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.			Chapter Test p. 293	No
	NS 3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.				Yes
	NS3.3 Solve problems involving multiplication of multi digit numbers by two-digit numbers.				Yes
	MR 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.				No
	MR 2.1 Use estimation to verify the reasonableness of calculated results				No
	MR 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.				No
	MR 2.6 Make precise calculations and check the validity of the results from the context of the problem.		No		

	MR 3.1 Evaluate the reasonableness of the solution in the context of the original situation.				No
	MR 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.				No
	MR 3.3 Develop generalizations of the results obtained and apply them in other circumstances.				No

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	Key Standards in bold print	Macmillan-McGraw-Hill	Pages in Teacher's Edition		Tested on Benchmark
10-21-10 Through 10-28-10	NS 1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.	Chapter 8 pp. 299-325	Differentiated Instruction		No
Test on 10-29-10	NS 3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multi digit number by a two-digit number and for dividing a multi digit number by a one-digit number; use relationships between them to simplify computations and to check results.	Multiply by Two-Digit Numbers	Small Group Options p. 299B Strategies for Problem Solving p. 302B Estimate Products p. 306B Act it Out Problem Solving Strategy p. 310B Multiply Two-Digit Numbers p. 314B Multiply 3-Digit numbers by 2-Digit numbers p. 320B Choose a Strategy Problem Solving Investigation p. 322B Multiply Greater Numbers	Day 5 Mid-Chapter Assessment p. 313	Yes
	NS3.3 Solve problems involving multiplication of multi digit numbers by two-digit numbers.			Study Guide/ Review p. 326	Yes
	MR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.			Chapter Test p. 331	No
	MR2.1 Use estimation to verify the reasonableness of calculated results.			Standards Practice p. 332	No
	MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.				No
	MR 2.6 Make precise calculations and check the validity of the results from the context of the problem.				No
	MR 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.				No
	MR 3.3 Develop generalizations of the results obtained and apply them in other circumstances.				No

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11-1-10 Through 11-9-10 Test on 11-15-10	Key Standards in bold print NS 1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand. NS3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multi digit number by a two-digit number and for dividing a multi digit number by a one-digit number; use relationships between them to simplify computations and to check results. NS3.3 Solve problems involving multiplication of multi digit numbers by two-digit numbers. NS 3.4 Solve problems involving division of multidigit numbers by one-digit numbers. MR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. MR2.1 Use estimation to verify the reasonableness of calculated results. MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	Macmillan-McGraw-Hill Chapter 9 pp. 337-371 Divide by One-Digit Numbers	Pages in Teacher's Edition Differentiated Instruction p. 339B Division with Remainders p. 342B Divide Multiples of 10, 100, and 1,000 p. 346B Guess and Check Problem-Solving Strategy p. 348B Estimate Quotients Lessons 5-9 p. 352B Two-Digit Quotients p. 356B Choose a Strategy Problem-Solving Investigation p. 358B Three-Digit Quotients p. 362B Quotients with zeros p. 368B Divide Greater Numbers	Day 5 Mid-Chapter Assessment p. 351 Study Guide/Review p. 372 Chapter Test p. 379 Standards Practice p. 380	Tested on Benchmark No Yes No Yes No No No No

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11-16-10 Through 11-30-10 Test on 12-1-10	Key Standards in bold print MG3.1 Identify lines that are parallel and perpendicular.3.5 MG3.2 Identify the radius and diameter of a circle. MG3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90° , 180° , 270° , and 360° are associated, respectively, with $1/4$, $1/2$, $3/4$, and full turns. MG3.6 Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid. MR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. MR3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems. MR3.3 Develop generalizations of the results obtained and apply them in other circumstances.	Macmillan McGraw-Hill Chapter 10 pp. 385-417 Geometry	Pages in Teacher's Edition Lessons 1-5 p. 385B Solid Figures p. 388B Plane Figures p. 392B Look for a Pattern Problem-Solving Strategy p. 394B Lines, Line Segments, and Rays p. 398B Angles Lessons 6-9 p. 402B Choose a strategy Problem-Solving Investigation p. 404B Triangles p. 410B Quadrilaterals p. 414B Parts of a Circle	Day 5 Mid-Chapter Assessment p. 401 Study Guide/Review p. 418 Chapter Test p. 425 Standards Practice p. 426	Tested on Benchmark Yes Yes No No No No No

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	Key Standards in bold print	Macmillan-McGraw-Hill	Pages in Teacher's Edition		Tested on Benchmark
12-2-10 Through 12-9-10	AF 1.4 Use and interpret formulas (e.g., area = length x width or $A = lw$) to answer questions about quantities and their relationships.	Chapter 11 pp. 431-457	Differentiated Instruction	Day 3 Mid-Chapter Assessment p. 441	Yes
Test on 12-10-10	MG1.1 Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm ²), square meter (m ²), square kilometer (km ²), square inch (in ²), square yard (yd ²), or square mile (mi ²).	Geometry and Measurement	p. 431B Geometry-Congruent p. 434B Geometry-Symmetry p. 438B Measurement: Perimeter Lessons 4-7 p. 442B Work a Simpler Problem Problem-Solving Strategy p. 444B Measurement-Area p. 452B Choose a Strategy Problem-Solving Investigation p. 454B Measurement-Area	Study Guide/Review p. 458 Chapter Test p. 463 Standards Practice p. 464	Yes
Benchmark 12-14 and 15-10	MG1.2 Recognize that rectangles that have the same area can have different perimeters.				Yes
	MG1.3 Understand that rectangles that have the same perimeter can have different areas.				Yes
	MG1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.				No
	MG3.3 Identify congruent figures.				No
	MG3.4 Identify figures that have bilateral and rotational symmetry.				No

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01-11-11 Through 01-19-11 Test on 01-20-11	<p>Key Standards in bold print</p> <p>NS1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").</p> <p>AF1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.</p> <p>MG2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).</p> <p>MG2.2 Understand that the length of a horizontal line segment equals the difference of the x- coordinates.</p> <p>MG2.3 Understand that the length of a vertical line segment equals the difference of the y- coordinates.</p> <p>MR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</p> <p>MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p>	<p>Macmillan McGraw-Hill</p> <p>Chapter 12 pp. 469-495 Algebra and Graphing</p>	<p>Pages in Teacher's Edition</p> <p>Differentiated Instruction</p> <p>p. 469B Negative Numbers</p> <p>p. 472B Find Points on Grid</p> <p>p. 476B Graph Ordered Pairs</p> <p>Lessons 4-7</p> <p>p. 482B Use Logical Reasoning Problem-Solving Strategy</p> <p>p. 484B Functions</p> <p>p. 490B Graph Functions</p> <p>p. 494B Choose a Strategy Problem-Solving Investigation</p>	<p>Day 3 Mid-Chapter Assessment p. 480 Study Guide/Review p. 496 Chapter Test p. 501 Standards Practice p. 502</p>	<p>Tested on Benchmark</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p> <p>No</p>

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01-21-11 Through 02-02-11 Test on 02-03-11	Key Standards in bold print	Macmillan McGraw-Hill	Pages in Teacher's Edition		Tested on Benchmark
	NS1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).	Chapter 13 pp. 507-541 Fractions	p. 507B Parts of a Whole	Day 5 Mid-Chapter Assessment p. 521	Yes
	NS1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.		p. 510B Parts of a Set p. 514B Draw a Picture Problem-Solving Strategy	Study Guide/ Review p. 542	Yes
	NS1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.		p. 518B Equivalent Fractions Lessons 5-9	Chapter Test p. 549	No
	MR2.2 Apply strategies and results from simpler problems to more complex problems.		p. 522B Simplest Form p. 526B Choose a Strategy Problem-Solving Investigation	Standards Practice p. 550	No
MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	p. 528B Compare and Order Fractions p. 534B Add and Subtract Like Fractions p. 538B Mixed Numbers			No	

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	Key Standards in bold print	Macmillan McGraw-Hill	Pages in Teacher's Edition		Tested on Benchmark
02-04-11 Through 02-16-11	NS1.2 Order and compare whole numbers and decimals to two decimal places.	Chapter 14 pp. 555-581 Decimals	Differentiated Instruction: Lessons 1-4 p. 557B Tenths and Hundredths p. 560B Related Mixed Numbers and Decimals p. 564B Make a Model Problem-Solving Strategy p. 566B Compare and Order Decimals Lessons 5-7 p. 570B Choose a Strategy Problem-Solving Investigation p. 572B Fraction and Decimal Equivalents p. 578B Decimals, Fractions, and Mixed Numbers	Day 5 Mid-Chapter Assessment p. 569	Yes
Test on 02-17-11	NS1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., $1/2 = 0.5$ or $.50$; $7/4 = 1\ 3/4 = 1.75$).				No
	NS1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.				No
	NS1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.			Study Guide/ Review p. 582 Chapter Test p. 587 Standards Practice p. 588	Yes
	MR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns				No
	MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.				No

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02-22-11 Through 02-28-11	NS2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.	Chapter 15 pp. 593-619 Decimals Addition and Subtraction	p. 593B Rounding Decimals	Day 5 Mid-Chapter Assessment p. 610	No
02-28-11	NS2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.		p. 598B Estimate Decimal Sums and Differences		No
Test on 03-01-11	NS3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi digit numbers.		p. 602B Work Backward Problem-Solving Strategy	Study Guide/ Review p. 620	Yes
	SDAP1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.		p. 606B Add Decimals Lessons 5-6	Chapter Test p. 625	No
	MR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.		p. 612B Choose a Strategy	Standards Practice p. 626	No
	MR2.1 Use estimation to verify the reasonableness of calculated results.		Problem-Solving Investigation		No
	MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.		p. 616B Subtract Decimals		No

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03-02-11 Through 03-09-11 Test on 03-10-11	Key Standards in bold print	Macmillan McGraw-Hill	Pages in Teacher's Edition		Tested on Benchmark
	NS2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.	Chapter 16 pp. 631-655 Probability	p. 631B Probability and Outcomes	Day 5 Mid-Chapter Assessment p. 647	No
	NS2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.		p. 363B Probability and Fractions		No
	NS3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi digit numbers.		p. 640B Make and Organized List Problem-Solving Strategy	Study Guide/ Review p. 656	Yes
	SDAP1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.		p. 644B Find Probability Lessons 5-6	Chapter Test p. 661	No
	MR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.		p. 650B Choose a Strategy Problem-Solving Investigation	Standards Practice p. 662	
	MR2.1 Use estimation to verify the reasonableness of calculated results.		p. 652 Tree Diagrams		No
MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.				No	