

Kindergarten Mathematics Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Assessments	Instructional Resources
Q1 Unit 1 Ch 1	How do I determine the best numerical representation (pictorial, symbolic, objects) for a given situation of numbers 1-5?	K.CC.1, CC.K.CC.4A, CC.K.CC.3, CC.K.CC.4B, CC.K.CC.2, K.CC.5	<p><u>Diagnostic:</u> Show What you Know</p> <p><u>Formative:</u> Lesson Quick Check Mid-Chapter Checkpoint</p> <p><u>Summative:</u> Chapter Review/Test Chapter Tests Performance Assessment Task</p> <p>MARS Task Pre-assessment, MARS Task Final Assessment, Go Math pre and post chapter test</p>	<p><u>Math Stations/Manipulatives</u> Example: POM, ten frame working mats(counters, cubes, dice), building math stories and number sentences, dry erase 100's chart, Go Math games, dry erase calendar Grab and Go Centers Kit</p> <p><u>Math Literature:</u> Panqueques para todos El Vajon Rojo</p>
Q1 Unit 2 Ch 2	<p>How can you compare sets of objects; sets with the same number of objects, sets with greater number of objects, sets with lesser number number of objects.</p> <p>How can you make a model to solve problems using a matching strategy?</p> <p>How can you use a counting strategy to compare sets of objects?</p>	K.CC.1, CC.K.CC.4A, CC.K.CC.3, CC.K.CC.4B, CC.K.CC.2, K.CC.5 K.CC.6, K.CC.7	<p><u>Diagnostic:</u> Show What you Know</p> <p><u>Formative:</u> Lesson Quick Check Mid-Chapter Checkpoint</p> <p><u>Summative:</u> Chapter Review/Test Chapter Tests Performance Assessment Task</p> <p>MARS Task Pre-assessment, MARS Task Final Assessment, Go Math pre and post chapter test</p>	<p><u>Math Stations/Manipulatives</u> Example: POM, ten frame working mats(counters, cubes, dice), building math stories and number sentences, dry erase 100's chart, Go Math games, dry erase calendar Grab and Go Centers Kit</p>
Q2 Unit 3 Ch 3	<p>How can you show and count 6-9 objects?</p> <p>How can count and write up to 9 with words and numbers?</p> <p>How can you solve problems using the</p>	K.CC.A.3 K.CC.B. 5 K.CC.C.6 K.CC.C.7	<p><u>Diagnostic:</u> Show What you Know</p> <p><u>Formative:</u> Lesson Quick Check Mid-Chapter Checkpoint</p> <p><u>Summative:</u> Chapter Review/Test</p>	<p><u>Math Stations/Manipulatives</u> Example: POM, ten frame working mats(counters, cubes, dice), building math stories and number sentences, dry erase 100's chart,</p>

	strategy draw a picture?		Chapter Tests Performance Assessment Task MARS Task Pre-assessment, MARS Task Final Assessment, Go Math pre and post chapter test	Go Math games, dry erase calendar Grab and Go Centers Kit <u>Math Literature:</u> Mabel's Place A Nutty Story
Q2 Unit 4 Ch 4	How can you show and count 10 objects? How can you count and write up to 10 with words and numbers? How can you use a drawing to make 10 from a given number? How can you count forward to 10 from a given number? How can you solve problems using the strategy make a model? How can you use counting strategies to compare sets of objects? How can you compare two numbers between 1 and 10?	K.CC.A.2 K.CC.A.3 K.CC.B.5 K.OA.A.3 K.OA.A.4 K.CC.C.6 K.CC.C7	<u>Diagnostic:</u> Show What you Know <u>Formative:</u> Lesson Quick Check Mid-Chapter Checkpoint <u>Summative:</u> Chapter Review/Test Chapter Tests Performance Assessment Task MARS Task Pre-assessment, MARS Task Final Assessment, Go Math pre and post chapter test	<u>Math Stations/Manipulatives</u> Example: POM, ten frame working mats(counters, cubes, dice), building math stories and number sentences, dry erase 100's chart, Go Math games, dry erase calendar Grab and Go Centers Kit <u>Math Literature:</u> I Know Numbers Racoons' Playtime
Q3 Unit 5				
Q3 Unit 6				
Q4 Unit 7				
Q4 Unit 8				

First Grade Mathematics Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Assessments	Instructional Resources
<p>Q1 Unit 1 Operations and Algebraic Thinking 9-10 Weeks</p> <p>Chapter 1 Addition Concepts</p> <p>Chapter 2 Subtraction Concepts</p> <p>Chapter 3 Addition Strategies</p>	<p>Addition & Subtraction within 10</p> <ul style="list-style-type: none"> How can you model adding within 10? How do we determine the value of a number? How do we take apart and put together numbers? How can the structure of a word problem or equation help us to solve it? How are properties important in solving equations? What is the purpose of the equal sign? 	<p>1.OA.A.1 1.OA.B.3 1.OA.C.6 1.OA.D.8 1.OA.A.2 1.OA.C.5</p>	<p>Mclass (BOY) REACH Math Performance Task</p> <p>Diagnostic: Show What you Know</p> <p>Formative: Lesson Quick Check Mid-Chapter Checkpoint</p> <p>Summative: Chapter Review/Test Chapter Tests Performance Assessment Task</p>	<p>Math Stations Differentiated activities spiraled throughout the year according to need for intervention or enrichment</p> <p>Math Manipulatives (Counters, ten frames, connecting cubes, etc.)</p> <p>Math Literature (Go Math)</p>
<p>Q2 Unit 1 Operations and Algebraic Thinking 9-10 Weeks</p> <p>Chapter 4 Subtraction Strategies</p> <p>Chapter 5 Addition & Subtraction Relationships</p>	<p>Addition & Subtraction within 20</p> <ul style="list-style-type: none"> What is the relationship of addition and subtraction? How can the structure of a word problem or equation help us to solve it? How can relating addition & subtraction help you to learn and understand facts within 20? 	<p>1.OA.A.1 1.OA.B.3 1.OA.C.6 1.OA.D.8 1.OA.A.2 1.OA.C.6 1.OA.D.7</p>	<p>Mclass (MOY)</p> <p>Diagnostic: Show What you Know</p> <p>Formative: Lesson Quick Check Mid-Chapter Checkpoint</p> <p>Summative: Chapter Review/Test Chapter Tests Performance Assessment Task</p>	<p>Math Stations Differentiated activities spiraled throughout the year according to need for intervention or enrichment</p> <p>Math Manipulatives (Counters, ten frames, connecting cubes, etc.)</p> <p>Math Literature (Go Math)</p>
<p>Q2 Unit 2 Number & Operations in Base 10</p> <p>Chapter 6 Count & Model Numbers</p>	<p>Number & Operations in Base 10</p> <ul style="list-style-type: none"> How do you use place value to model, read, and write numbers to 120? How can you use different ways to write a number as tens and ones? 	<p>1.NBT.A.1 1.NBT.B.2 1.NBT.B.2a 1.NBT.2b 1.NBT.2c 1.NBT.B.3</p>	<p>Diagnostic: Show What you Know</p> <p>Formative: Lesson Quick Check Mid-Chapter Checkpoint</p> <p>Summative: Chapter Review/Test Chapter Tests</p>	<p>Math Stations Differentiated activities spiraled throughout the year according to need for intervention or enrichment</p> <p>Math Manipulatives (Counters, ten frames, connecting cubes, etc.)</p>

			Performance Assessment Task	<i>Math Literature(Go Math)</i>
Q3 Unit				
Q3 Unit				
Q4 Unit				
Q4 Unit				

2nd Grade Mathematics Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Assessments	Instructional Resources
<p>Q1 Unit 1 Place Value: Numbers to 1,000 GoMath Chapters 1-2</p> <p>7 weeks</p>	<p>How is understanding place value useful in real life?</p> <p>When is it appropriate to describe quantities in certain ways (ie standard form, expanded form, word form, picture, etc.)?</p>	<p>2.OA.C.3, 2.OA.2, 2.NBT.A.1, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4,</p>	<p>Pre-Assessment Chapter 1 and 2 Show What You Know</p> <p>Mclass Math BOY</p> <p>REACH Math Performance Task</p> <p>NWEA Math TBD</p> <p>Formative: FAL: Carol's Numbers</p> <p>Problem Solving: : Digging Dinosaurs (POM)</p> <p>Go Math Mid-Chapter Checkpoint</p> <p>Weekly Fluency Assessment</p> <p>Summative: GoMath Chapter Tests</p> <p>Performance Task: The Apartment</p>	<p><u>Math Stations:</u> Differentiated activities spiraled throughout the year according to need for intervention or enrichment, including but not limited to:</p> <ul style="list-style-type: none"> ● Adding games/puzzles with number cubes ● Dry erase markers and activities ● Number card activities including War, Snap, Number build/write and show different ways ● GoMath games for Chapter 1 & 2 ● Spin and Skip Count ● Even Steven and Odd Todd Game ● Guided Math ● Scoot Pad <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> ● Even Steven and Odd Todd ● The Roadside Stand ● Doubles Fun on the Farm ● Margo's Lights ● Dave and Boots ● The Number Machine ● Time to Take a Trip!

			Building	
<p>Q1 Unit 2 Basic Facts and Relationships GoMath Chapter 3</p> <p>3 weeks</p>	<p>What patterns and strategies work when finding sums and differences for basic facts?</p>	<p>2.OA.A.1, 2.OA.B.2, 2.OA.C.4, 2.NBT.B.9</p>	<p><u>Pre-Assessment:</u> GoMath Chapter 3 Show what you Know</p> <p><u>Formative:</u> Problem Solving: Got Your Number (POM)</p> <p>Go Math Mid-Chapter Checkpoint</p> <p>Weekly Fluency Assessment</p> <p><u>Summative:</u> GoMath Chapter Test</p> <p>GoMath Chapter 3 Performance Task: At the Zoo</p>	<p><u>Math Stations:</u> Differentiated activities spiraled throughout the year according to need for intervention or enrichment, including but not limited to:</p> <ul style="list-style-type: none"> • Adding/subtracting puzzles games with number cubes • Dry erase markers and activities • Number card activities including War, Snap, Number build/write and show different ways • Skill Building Crafts • Task Cards • GoMath games for Chapter 3 • Guided Math • Spin and Skip Count • Scoot Pad <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • Doubles Fun on the Farm • Benny, Bessie, and the Blueberries • Game Time!
<p>Q2 Unit 1: Adding and subtracting 2-digit numbers GoMath Chapters 4</p>	<p>How are addition and subtraction related?</p> <p>How does understanding place value help with finding sums</p>	<p>2.OA.A.1, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7 2.NBT.B.8, 2.NBT.B.9</p>	<p><u>Pre-Assessment:</u> GoMath Chapters 4 and 5 Show what you Know</p>	<p><u>Math Stations:</u> Differentiated activities spiraled throughout the year according to need for intervention or enrichment, including but not limited to:</p>

<p>and 5</p> <p>7 weeks</p>	<p>and differences?</p>		<p>Formative: Problem Solving: Friends You Can Count On (POM)</p> <p>FAL: Two-Digit Computation</p> <p>Go Math Mid-Chapter Checkpoints</p> <p>Weekly Fluency Assessment</p> <p>Summative: GoMath Chapter 4 and 5 Tests</p> <p>GoMath Chapter 4 and 5 Performance Tasks: Brick Towers; The Farmers Market</p>	<ul style="list-style-type: none"> ● Adding/subtracting puzzles and games with number cubes ● Dry erase markers and activities ● Number card activities including War, Snap, Climb to 1000 and Climb down to Zero ● Skill Building Crafts ● Task Cards ● GoMath games for Chapter 3 ● Guided Math ● Scoot Pad ● Versa Tiles ● Writing about Math (Problem Solving) <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> ● Nature's Numbers ● Butterfly Farm ● Comic Books for Sale ● Party Plans
<p>Q2 Unit 4 Three-Digit Addition and Subtraction GoMath Chapter 6</p> <p>3 weeks</p>	<p>How can understanding place value help with finding sums and differences for numbers of any size?</p> <p>What patterns exist in our number system that can help with finding larger sums and differences?</p>	<p>2.OA.A.1, 2.NBT.B.7 2.NBT.B.8, 2.NBT.B.9</p>	<p>Pre-Assessment: GoMath Chapter 6 Show what you Know</p> <p>Formative: FAL: Caterpillars and Leaves (Problem Solving)</p> <p>Go Math Mid-Chapter Checkpoint</p>	<p><u>Math Stations:</u> Differentiated activities spiraled throughout the year according to need for intervention or enrichment, including but not limited to:</p> <ul style="list-style-type: none"> ● Adding/subtracting puzzles and games with number cubes ● Multiplication fact games with number cubes/cards ● Dry erase markers and activities ● Number card activities including War, Snap, Climb

			<p>Weekly Fluency Assessment</p> <p>Summative: GoMath Chapter 6 Test</p> <p>GoMath Chapter 6 Performance Task: On the Subway</p>	<p>to 1000 and Climb down to Zero</p> <ul style="list-style-type: none"> ● Math Journals ● Task Cards ● GoMath games for Chapter 3 ● Guided Math ● Scoot Pad ● Versa Tiles ● Writing about Math (Problem Solving) <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> ● The If Game ● The Bug Boys ● One Hundred Hungry Ants
Q3 Unit 5				

Grade 3 Mathematics Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Assessments	Instructional Resources
<p>Q1 Unit 1</p> <p>5 weeks</p> <p><u>Go Math:</u></p> <p>chapter 1: Addition & Subtraction within 1,000</p> <p>chapter 2: Represent & Interpret Data</p> <p>chapter 10: Time</p>	<p>How can understanding the relationship between addition and subtraction aid us in problem solving?</p> <p>How do we use data represented in bar graphs and picture graphs to make sense of the world around us?</p> <p>How does elapsed time help us to plan and organize real life responsibilities?</p>	<p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100</p> <p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. For example, by representing the problem on a number line diagram.</p> <p>3.MD.3 Draw a scaled picture graph and a scaled bar</p>	<p><u>Pre-Assessments:</u></p> <p>-Go Math Pre-chapter Assessment(Show what you know)</p> <p>-MARS Task: A Question of Numbers</p> <p><u>Comprehensive Formative Assessments:</u></p> <p>-Mid-chapter checkpoint</p> <p>-FAL: Strategies for Subtraction</p> <p>-ISBE: -Time Assessment Item Analysis #1 -Elapsed Time #2 (Word Problems) -#3 Picture Graphs -#4 Bar Graphs</p> <p><u>Summative Assessments:</u></p> <p>-Go Math Chapter</p>	<p><u>Go Math:</u></p> <p>-chapter resource book (reteach/enrich/performance task) -PARCC book -Grab and go library</p> <p><u>Problem of the Month (POM):</u> -Pick a Pocket</p> <p>Math Talks</p> <p>Problem Solving Journals</p> <p>Manipulatives</p> <p>Strategy Posters</p> <p>Vocabulary Word Wall</p> <p>Math Station Cards</p> <p>Three Reads</p> <p><u>Online:</u></p> <p>-Khan Academy</p> <p>:</p>

		<p>graph to represent a data set with several categories. Solve one and two step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p>	<p>Test</p> <p>-MARS Task: A Question of Numbers</p>	
<p>Q1 Unit 2</p> <p>3 weeks</p> <p><u>Go Math:</u></p> <p>chapter 11: Perimeter and Area</p>	<p>How can understanding the relationship between addition and area aid us in problem solving?</p> <p>How are area and perimeter measured?</p> <p>How can measuring area and perimeter be applicable to real world situations?</p>	<p>3.MD.5</p> <p>Recognize areas as an attribute of plane figures and understand concepts of area measurement.</p> <ol style="list-style-type: none"> a. A square unit with side length 1 unit, called a “unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an 	<p><u>Pre-Assessments:</u></p> <p>-Go Math Pre-chapter Assessment(Show what you know)</p> <p>-MARS Task:</p> <p><u>Comprehensive Formative Assessments:</u></p> <p>-Mid-chapter checkpoint</p> <p>-FAL:</p> <p>-ISBE:</p> <p><u>Summative Assessments:</u></p>	<p><u>Go Math:</u></p> <p>-chapter resource book (reteach/enrich/performance task)</p> <p>-PARCC book</p> <p>-Grab and Go Library</p> <p><u>Problem of the Month (POM):</u></p> <p>-Surrounded and Covered</p> <p>Math Talks</p> <p>Problem Solving Journals</p> <p>Manipulatives</p> <p>Strategy Posters</p> <p>Vocabulary Word Wall</p> <p>Math Station Cards</p> <p>Three Reads</p>

		<p>area of n square units.</p> <p>3.MD.6 Measure areas by counting unit squares (square cm, square m., square in., square ft., and improvised units).</p> <p>3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>	<p>-Go Math Chapter Test</p> <p>-MARS Task:</p>	<p>Online: -Khan Academy</p>
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4th Grade Mathematics Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Assessments	Instructional Resources
Q1 Unit 1	<p>How do I determine the best numerical representation for a given situation?</p> <p>When have you ever used multiplication in your daily life?</p> <p>When will you use multiplication in your daily life?</p> <p>What are some jobs that require you to use multiplication on a regular basis?</p>	<p>4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models</p> <p>4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.2 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>Pre assessments</p> <p>Mid Chapter Checkpoint</p> <p>Chapter Tests</p> <p>MARS Tasks (Bikes and Trikes)</p> <p>Formative Assessment Lessons (Multi-Digit Multiplication Strategies)</p>	<p>Go Math</p> <p>Problem of the Month (Friends You Can Count On) (Party Time) (Growing Staircases)</p> <p>Math Talk</p> <p>Khan Academy</p> <p>Anchor Charts</p>

<p>Q1 Unit 2</p>	<p>How do I determine the best numerical representation for a given situation?</p> <p>When have you ever used multiplication in your daily life?</p> <p>When will you use multiplication in your daily life?</p> <p>What are some jobs that require you to use multiplication on a regular basis?</p>	<p>4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models</p> <p>4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.2 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>Pre assessments</p> <p>Mid Chapter Checkpoint</p> <p>Chapter Tests</p> <p>MARS Tasks (Bikes and Trikes)</p> <p>Formative Assessment Lessons (Multi-Digit Multiplication Strategies)</p>	<p>Go Math</p> <p>Problem of the Month (Friends You Can Count On) (Party Time) (Growing Staircases)</p> <p>Math Talk</p> <p>Khan Academy</p> <p>Anchor Charts</p>
<p>Q2 Unit 3</p>	<p>When have you ever used division in your daily life?</p> <p>When will you use division in your daily life?</p>	<p>4.OA.2 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four</p>	<p>Pre assessments</p> <p>Mid Chapter Checkpoint</p>	<p>Go Math</p> <p>Go Math-Getting Ready for the PARCC Assessment</p>

	<p>What are some jobs that require you to use division on a regular basis?</p>	<p>operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate</p> <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.</p> <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p>	<p>Chapter Tests</p> <p>MARS Tasks</p>	<p>Problem of the Month (The Wheel Shop) (Growing Staircases) (Party Time)</p> <p>Math Talk</p> <p>Khan Academy</p> <p>Anchor Charts</p>
<p>Q2 Unit 4</p>				

5th Grade Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Assessments	Instructional Resources
Q1 Unit 1 Chapter 1: Place Value, Multiplication, and Expressions	What patterns are highlighted as the place value system extends (whole numbers and decimals)? How can the decomposition of numbers make it easier to perform mental computation?	5.NBT.A.1 5.NBT.A.2 5.NBT.B.5 5.OA.A.1 5.OA.A.2	Formative: Camila's Party Mid-Chapter Checkpoint Summative: Chapter 1 Test	Formative Assessment Lesson: Multi-Digit Multiplication Strategies Problem of the Month: Through the Grapevine
Q1 Unit 2 Chapter 2: Fluency with Whole Numbers and Decimals	What is the meaning of division? How are division and subtraction related? How are division and multiplication related?	5.NBT.B.6 5.NF.B.3	Formative: Fruits and Vegetables Mid-Chapter Checkpoint Summative: Chapter 2 Test	Formative Assessment Lesson: Division and Interpreting Remainders Problem of the Month: Growing Staircases
Q2 Unit 3 Chapter 3: Add and Subtract Decimals	How are decimals related to whole numbers? How do the effects of operations with decimals compare with whole numbers?	5.NBT.A.1 5.NBT.A.3a 5.NBT.A.3b 5.NBT.A.4 5.NBT.B.7	Formative: For the Hundredths Time Breakfast Time Mid-Chapter Checkpoint Summative: Chapter 3 Test	Formative Assessment Lesson: Problem of the Month: Party Time
Q2 Unit 4 Chapter 4: Multiply Decimals	How are decimals related to whole numbers? How do the effects of operations with decimals compare with whole numbers?	5.NBT.A.2 5.NBT.B.7	Formative: Earning Pocket Money Mid-Chapter Checkpoint Summative: Chapter 4 Test	Formative Assessment Lesson: Problem of the Month: Diminishing Return
Q2 Unit 5 Chapter 5: Decimal Division	How are decimals related to whole numbers? How do the effects of operations with decimals compare with whole numbers?	5.NBT.A.2 5.NBT.B.7	Formative: T-Shirts Mid-Chapter Checkpoint Summative:	Formative Assessment Lesson: Multiplication and Division with Decimals Problem of the Month: Got Your Number

Grade 6 Mathematics Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Assessments	Instructional Resources
Q1 Unit 1 Prime Time: Factors and Multiples	How do you decide what operations are needed in a given situation? In what ways can numbers be decomposed and maintain equivalence?	6.EE.1 6.EE.2A 6.EE.2a 6.EE.2B 6.EE.2b 6.EE.2c 6.EE.3 6.NS.4	Formative: Pedro's Table Self-Assessment Summative: Check Up 1 Partner Quiz Check Up 2 Unit Test	Formative Assessment Lesson: Finding Factors and Multiples Problem of the Month: Through the Grapevine
Q2 Unit 2 Comparing Bits and Pieces: Ratios, Rational Numbers, and Equivalence	How do you decide which of two numbers is greater?	6.RP.1 6.RP.2 6.RP.3 6.RP.3a 6.RP.3b 6.RP.3c 6.NS.2 6.NS.3 6.NS.4 6.NS.5 6.NS.6 6.NS.6a 6.NS.6c 6.NS.7 6.NS.7a 6.NS.7b 6.NS.7d	Formative: Truffles Candies Self-Assessment Summative: Partner Quiz Check Up 1 Check Up 2 Unit Test	Formative Assessment Lesson: Proportional Reasoning Problem of the Month: Growing Staircases
Q2 Unit 3 Let's Be Rational: Understanding Fraction Operations	How does the notion of equivalence support algorithms for operations with rational numbers?	6.NS.1 6.NS.3 6.NS.4 6.EE.2; 6.EE.2a; 6.EE.2b; 6.EE.2c 6.EE.3	Formative: Ribbons and Bows Brenda's Brownies Self-Assessment	Formative Assessment Lesson: Interpreting Multiplication and Division Problem of the Month: Party Time

		6.EE.4 6.EE.5 6.EE.6 6.EE.7	Summative: Check Up 1 Partner Quiz Check Up 2 Unit Test	
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Mathematics Curriculum Map- 7th Grade

Timeframe / Theme	Essential Questions	Standards	Assessments	Instructional Resources
<p>Q1 Unit 1</p> <p style="text-align: center;">The Real and Complex Number System</p>	<ul style="list-style-type: none"> • What are different ways to represent the processes and properties of rational numbers? • How can I represent and solve problems involving the addition and subtraction of rational numbers using a variety of models? 	<p>CCSS.MATH.CONTENT.7.N.S.A.1</p> <p>CCSS.MATH.CONTENT.7.N.S.A.1.A</p> <p>CCSS.MATH.CONTENT.7.N.S.A.1.B</p> <p>CCSS.MATH.CONTENT.7.N.S.A.1.C</p> <p>CCSS.MATH.CONTENT.7.N.S.A.1.D</p> <p>CCSS.MATH.CONTENT.7.N.S.A.2</p> <p>CCSS.MATH.CONTENT.7.N.S.A.2.A</p> <p>CCSS.MATH.CONTENT.7.N.S.A.2.B</p> <p>CCSS.MATH.CONTENT.7.N.S.A.2.C</p> <p>CCSS.MATH.CONTENT.7.N.S.A.2.D</p> <p>CCSS.MATH.CONTENT.7.N.S.A.3</p>	<p>Pre-Assessment MARS Task- Hotel Elevator</p> <p>Comprehensive Formative Assessment-Using Positive and Negative Number in Context</p> <p>Post Assessment-Hotel Elevator</p>	<p>Accentuate the Negative IXL Gr.7 B-G</p> <p><u>Useful links for diverse learners.</u></p> <p>https://www.mathsisfun.com/measure/thermometer.html</p> <p>http://www.virtualnerd.com/algebra-1/algebra-foundations/real-number-types-properties/number-types/rational-number-definition</p> <p>http://nlvm.usu.edu/en/nav/frames_asid_324_g_3_t_2.html</p> <p>http://nlvm.usu.edu/en/nav/frames_asid_314_g_4_t_1.html</p>

<p>Q1 Unit 2</p> <p>Geometry-Two-dimensional figures</p>	<ul style="list-style-type: none"> How can we use the limited information that we know about a figure to determine the unknown parts? How can Geometry be used to solve problems about real-world situations, spatial relationships, and logical reasoning? 	<p>CCSS.MATH.CONTENT.7.G.A.1 CCSS.MATH.CONTENT.7.G.A.2 CCSS.MATH.CONTENT.7.G.A.3 CCSS.MATH.CONTENT.7.G.B.4 CCSS.MATH.CONTENT.7.G.B.5 CCSS.MATH.CONTENT.7.G.B.6</p>	<p>Pretest- MARS Task Parallelogram</p> <p>Comprehensive Formative Assessment Describing Quadrilaterals</p> <p>Post Test- Parallelogrm</p>	<p>Shapes and Designs IXL Gr. 7 W</p> <p><u>Useful links for diverse learners.</u></p> <p>http://nlvm.usu.edu/en/nav/frames_asid_284_g_3_t_3.html?open=activities&from=search.html</p> <p>http://www.virtualnerd.com/pre-algebra/perimeter-area-volume/perimeter-and-area/area-formulas-examples/triangle-area-example</p> <p>https://msu.edu/~stemproj/simulations%20-%20area.html#measuring</p> <p>https://msu.edu/~stemproj/simulations%20-%20area.html#irregular</p> <p>http://nlvm.usu.edu/en/nav/frames_asid_277_g_1_t_3.html</p>
<p>Q2 Unit 3</p> <p>Probability and Statistics</p>	<ul style="list-style-type: none"> How can data and probability be used to predict the outcome of future events? What kinds of questions can be answered using different data displays? How can we gather, organize and display data to communicate and justify results in the real world? 	<p>CCSS.MATH.CONTENT.7.SP.A.1 CCSS.MATH.CONTENT.7.SP.A.2 CCSS.MATH.CONTENT.7.SP.B.3 CCSS.MATH.CONTENT.7.SP.B.4 CCSS.MATH.CONTENT.7.SP.C.5 CCSS.MATH.CONTENT.7.SP.C.6 CCSS.MATH.CONTENT.7.SP.C.7 CCSS.MATH.CONTENT.7.SP.C.7.A CCSS.MATH.CONTENT.7.SP.C.7.B CCSS.MATH.CONTENT.7.SP.C.8 CCSS.MATH.CONTENT.7.SP</p>	<p>Pretest-Marble Game or Will It Happen</p> <p>Comprehensive Formative Assessment (FAL)-Analyzing Games of Chance</p> <p>Post test--Marble Game or Will It Happen</p>	<p>CMP3: What do you expect? IXL: Probability DD.1</p> <p><u>CMP3 Grade 7 - What Do You Expect?</u></p>

		.C.8.A CCSS.MATH.CONTENT.7.SP .C.8.B CCSS.MATH.CONTENT.7.SP .C.8.C		
Q2 Unit 4 Three dimensional figures	Geometric measurement <ul style="list-style-type: none"> How can you apply Geometric concepts and formulas from 2D shapes to learn about 3D shapes? How are 3D figures used in the real world? 	CCSSM Standards: 7.RP.A.2; 7.NS.A.3; 7.EE.A.1,2; 7.G.A.1,3; 7.G.B.4,6 English Language Development Standard 3: The Language of Mathematics	Pretest: Winter Hat Boxes OR Which Is Bigger? Comprehensive Formative Assessment (FAL): FAL Using Dimensions: Designing a Sports Bag Post test: Wall Paper OR A Drink Carton	CMP3: Filling and Wrapping IXL: Three Dimensional Figures Z's 1-3
Q3 Unit 5			Pretest: Comprehensive Formative Assessment (FAL): Post test:	CMP3: Comparing and Scaling IXL: Proportional Relationships K's
Q3 Unit 6			Pretest Comprehensive Formative Assessment (FAL) Post test	CMP3: Stretching and Shrinking IXL: Ratios, Rates and Proportions K's
Q4 Unit 7	<ul style="list-style-type: none"> How can algebraic expressions/equations be derived from a linear pattern? How can real-life word problems be translated into expressions, equations or inequalities? 		Pretest: A Million Dollars OR Apartment Numbers OR Banquet Tables Comprehensive Formative Assessment (FAL): Modeling: Hot and Cold Post test: Buses OR	CMP3: Moving Straight Ahead IXL: Linear Functions V's

			Cooking OR Journey OR Necklaces OR Toy Trains	
Q4 Unit 8			Pretest: Comprehensive Formative Assessment (FAL): Post test:	CMP3:Samples and Populations IXL: Statistics CC's

Grade 8 Mathematics Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Assessments	Instructional Resources
Q1 Unit 1-Arithmetic to Algebra	<p>How does finding the common characteristics among similar problems help me to be a more efficient problem solver?</p> <p>How do I determine the best representation (pictorial, symbolic, objects) for a given situation?</p>	<p>Prepares for: N-Q.1; N-RN.2,3; A-APR.1, 7; A-SSE.1,2; F-IF.2; S-ID.1</p> <p>English Language Development Standard 3: The Language of Mathematics</p>	<p>Pre-Assessment: Crisscross Numbers (pages 27-28) OR Representing Digits</p> <p>Comprehensive Formative Assessment:FAL: Table Tiles</p> <p>Post Assessment: Crisscross Numbers (pages 27-28) OR Representing Digits</p>	<p>CME-Chapter 1 IXL Khan Academy</p>
Q1 Unit 2 Expressions and Equations	<p>How is thinking algebraically different than thinking arithmetically? How do I use algebraic expressions to analyze or solve problems?</p>	<p>A-CED.1,2,3,4; A-SSE.1,1b, 2; A-REI.3; N-Q.1</p> <p>English Language Development Standard 3: The Language of Mathematics</p>	<p>Pre-Assessment:Words and Equations OR Summer Job</p> <p>Comprehensive Formative Assessment: Interpreting Algebraic Expressions</p> <p>Post Assessment: Words and Equations OR Summer Job</p>	<p>CME-Chapter 2 IXL Khan Academy</p>
Q2 Unit 3- Thinking with Mathematical Models?	<p>How can you determine whether relationships will be linear or nonlinear? How can you use patterns to</p>	<p>CCSSM Standards: 8.EE.5, 8.EE.7, 8.EE.7b, 8.EE.8, 8.EE.8a, 8.EE.8c,</p>	<p>Pre-Assessment: Chips and Candy House Prices</p> <p>Comprehensive</p>	<p>CMP3: Thinking with Mathematical Models</p>

	represent using graphs, tables, word descriptions and algebraic expressions?	8.F.1, 8.F.2, 8.F.3, 8.F.4, 8.F.5, 8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4 English Language Development Standard 3: The Language of Mathematics	Formative Assessment: FAL Solving Quadratic Equations: Cutting Corners Post Assessment: Chips and Candy House Prices	
Q2 Unit 4-Looking for Pythagoras	How can the Pythagorean Theorem be used to solve problems?	CCSS: 8.NS.A.1, 8.NS.A.2, 8.EE.A.2, 8.EE.C.7a, 8.G.A.4, 8.G.B.6, 8.G.B.7, 8.G.B.8 English Language Development Standard 3: The Language of Mathematics	Preassessment: Patterns in Prague Formative Assessment: The Pythagorean Theorem: Square Areas Post Assessment: The Flatpanel	CMP3 Looking for Pythagoras IXL Pythagorean Theorem R's
Q3 Unit 5-It's in the System	How can systems of equations be used to represent situations and solve problems?		Preassessment: Formative Assessment: Post Assessment:	CMP3: It's in the System
Q3 Unit 6- Growing, Growing, Growing		CCSS: 8.EE.A.1, 8.EE.A.2, 8.EE.A.3, 8.EE.A.4, 8.F.A.1, 8.F.A.2, 8.F.A.3, 8.F.B.4, 8.F.B.5 English Language Development Standard 3: The Language of Mathematics	Preassessment: Giantburgers Formative Assessment: Post Assessment:	CMP3: Growing, Growing, Growing
Q4 Unit 7			Preassessment:	

			Formative Assessment: Post Assessment:	
Q4 Unit 8			Preassessment: Formative Assessment: Post Assessment:	

Algebra Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Assessments	Instructional Resources
Q1 Unit 1-Arithmetic to Algebra	<p>How does finding the common characteristics among similar problems help me to be a more efficient problem solver?</p> <p>How do I determine the best representation (pictorial, symbolic, objects) for a given situation?</p>	<p>Prepares for: N-Q.1; N-RN.2,3; A-APR.1, 7; A-SSE.1,2; F-IF.2; S-ID.1</p> <p>English Language Development Standard 3: The Language of Mathematics</p>	<p>Pre-Assessment:Crisscross Numbers (pages 27-28) OR Representing Digits</p> <p>Comprehensive Formative Assessment:FAL: Table Tiles</p> <p>Post Assessment: Crisscross Numbers (pages 27-28) OR Representing Digits</p>	CME-Chapter 1 IXL Khan Academy
Q1 Unit 2-Expressions and Equations	<p>How is thinking algebraically different than thinking arithmetically?</p> <p>How do I use algebraic expressions to analyze or solve problems?</p>	<p>A-CED.1,2,3,4; A-SSE.1,1b, 2; A-REI.3; N-Q.1</p> <p>English Language Development Standard 3: The Language of Mathematics</p>	<p>Pre-Assessment:Words and Equations OR Summer Job</p> <p>Comprehensive Formative Assessment: Interpreting Algebraic Expressions</p> <p>Post Assessment: Words and Equations OR Summer Job</p>	CME-Chapter 2 IXL Khan Academy
Q2 Unit 3-Graphs	<ul style="list-style-type: none"> • How can functions be represented? • How are absolute value and distance related? 	<p>A-REI.6,7,10,11; A-CED.3; F-BF.3; F-IF.7,7a,7b; N-Q.1,3; S-ID.1,2,3,5,6,6a,8,9;</p> <p>English Language Development Standard 3: The Language of Mathematics</p>	<p>Pre-Assessment:Media Surfing</p> <p>Comprehensive Formative Assessment: FAL Representing Data 1: Using Frequency Graphs</p> <p>Post Assessment: Obstacle Course</p>	CME-Chapter 3 IXL Khan Academy

Q2 Unit 4-Lines	<p>How are equations and graphs related? How can you tell if a point is on a line? How can you find the intersection of two lines?</p>	<p>N-Q.1,2,3; F-IF.6,7,7a,8; S-ID.6a,6c,7; A-CED.1,2,3,4; F-LE.2,5; A-SSE.1,1b,2; A-REI.1,3,5,6,11; G-GPE.5 English Language Development Standard 3: The Language of Mathematics</p>	<p>Pre-Assessment:Summer Job OR Olympic Event Comprehensive Formative Assessment:FAL Solving Linear Equations Post Assessment: Summer Job OR Olympic Event</p>	CME-Chapter 4 IXL Khan Academy
Q3 Unit 5-Introduction to Functions	<p>What is the relationship between a table and a function? How can you use functions to solve problems?</p>	<p>F-IF.1,1a,1b,1c,2,3,4,7,7a,8,9; A-CED.1; F-BF.1a,2,4; F-LE.1,1a; A-REI.2 English Language Development Standard 3: The Language of Mathematics</p>	<p>Pre-Assessment: Aussie Fir Tree OR Katie's Pattern Comprehensive Formative Assessment:FAL Functions and Everyday Situations Post Assessment:Aussie Fir Tree OR Katie's Pattern</p>	CME-Chapter 5 IXL Khan Academy
Q3 Unit 6-Exponents and Radicals	<p>How do the basic rules of exponents work? How is scientific notation useful in real-life situations?</p>	<p>A-REI.2; F-IF.2,3,4,7,7e,8,8b; N-RN.1,2,3; A-CED.1; F-LE.1,1a,1b,1c,2,3; A-SSE.3,3c; F-BF.2 English Language Development Standard 3: The Language of Mathematics</p>	<p>Pre-Assessment:Savings Plans Comprehensive Formative Assessment: FAL Rational and Irrational Numbers 2 Post Assessment: Savings Plans OR Linear and Exponential Models OR Multiplying Cells</p>	CME-Chapter 6 IXL Khan Academy
Q4 Unit 7-Polynomials	<p>How does the zero product property play in polynomial functions?</p>	<p>A-SSE.1,1a,2,3,3a,4; A-APR.3,4,4b,5; A-CED.3,4; F-IF.2,8,8a</p>	<p>Pre-Assessment:Rectiles OR Representing Digits Comprehensive Formative</p>	CME-Chapter 7 IXL Khan Academy

	How can factoring be useful when solving equations?	English Language Development Standard 3: The Language of Mathematics	Assessment: FAL Manipulating Polynomials Post Assessment: Rectiles OR Representing Digits	
Q4 Unit 8-Quadratics	How can you solve quadratic equations? How are the roots of a quadratic related to its coefficients?	A-REI.1,4,4a,4b,7,11,12; F-IF.2,4,5,7,7b,8a,9; A-APR.3; A-SSE.1,1b,3,3a,3b; A-CED.1,2,3; N-Q.1; F-BF.1 English Language Development Standard 3: The Language of Mathematics	Pre-Assessment: Quadratics Comprehensive Formative Assessment: FAL Solving Quadratic Equations: Cutting Corners Post Assessment: Consuelo's Graphs	CME-Chapter 8 IXL Khan Academy