

**Scranton School District  
Planned Course  
Mathematics**

**Unit: 4<sup>th</sup> Grade**

<b>Standards</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
2.1.4 Numbers, Number Systems, Number Relationships	A. Write numbers to 10,000, using expanded notation.  B. Read and write numbers to 1 million using whole numbers.	1. Base ten block activities.  2. Students working in groups to make a book of 100 pictures or objects.  3. Books are put together to create larger books of 1,000-10,000 picture books.  1. Present various numeration systems, such as Roman and Egyptian. Have students translate numbers into the three forms.	<ul style="list-style-type: none"><li>• Teacher Observation</li><li>• Student Presentations</li><li>• Formal Testing</li></ul> <ul style="list-style-type: none"><li>• Teacher Observation</li><li>• Blackboard Presentations</li><li>• Formal Testing</li></ul>

Standards	Skills/Knowledge	Suggested Activities	Assessment
2.1.4 Numbers, Number Systems, Number Relationships Con't.	<p>C. Apply place value to counting, comparing, ordering, and grouping.</p> <p>D. Use whole numbers, decimals and fractions to represent quantities.</p>	<p>1. Students will read and complete problems using large number trivia.</p> <ul style="list-style-type: none"> <li>▪ Planets distance from the sun.</li> <li>▪ U.S./world populations.</li> <li>▪ Base ten blocks activities.</li> <li>▪ Cross curricula activates.</li> </ul> <p>1. Students will fold 8x11 paper into 2,3,4, or more equal parts and instruct their partner to color in squares to model a specific whole, decimal or fraction.</p> <p>2. Students will evaluate each other's ability to follow directions and represent quantities.</p> <p>3. Fraction bars/circles</p> <p>4. Base ten blocks</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Posters of large number trivia</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback/ Group presentations</li> <li>• Formal Testing</li> </ul>

Standards	Skills/Knowledge	Suggested Activities	Assessment
<p>2.1.4 Numbers, Number Systems, Number Relationships – Con't.</p>	<p>E. Represent equivalent forms of the same number through the use of concrete objects, drawings, diagrams, symbols and models.</p> <p>F. Count, compare, and make change using money.</p> <p>G. Identify and compare fractions and decimals to thousandths place using money and base ten models.</p>	<p>1. Base Ten block activity-trading coins. <math>\\$1.50 = 15</math> tens.</p> <p>1. Students can use the old catalogs from a school fundraiser. They are given an amount to spend. The student that comes closest to the dollar amount specified wins the game.</p> <p>2. Student can manage daily milk money / school store and field trip expenses.</p> <p>1. Matching Game – Students will match base ten models with pre-printed decimal, fractions and money cards.</p> <p>2. Students will draw models to illustrate a decimal, fraction or money amount.</p> <p>3. Fraction Calculator activities.</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Reporting</li> <li>• Board work</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student feedback/ board work</li> <li>• Formal Testing</li> </ul>

Standards	Skills/Knowledge	Suggested Activities	Assessment
2.1.4 Numbers, Number Systems, Number Relationships – Con't.	<p>H. Develop and apply number theory concepts to represent numbers in various ways.</p> <p>I. Estimate, approximate, round, or use exact numbers as appropriate.</p> <p>J. Describe the inverse relationship between multiplication and division.</p> <p>K. Demonstrate knowledge of basic facts in the four basic operations.</p>	<p>1. Activities that include; demonstrating <math>&lt;</math>, <math>&gt;</math>, <math>=</math>, quantities, factors, multiples, odd/even, benchmarks, estimating, skip counting, etc.</p> <p>1. Student will estimate, round 2-3 digit multiplication problems to find reasonableness of the exact solution.</p> <p>1. Create multi-step problems about current / historic events.</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Board work/Homework</li> <li>• Student Feedback</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student feedback/ board work</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Board work/Homework</li> <li>• Student Feedback</li> </ul> <ul style="list-style-type: none"> <li>• Formal Testing</li> <li>• Teacher Observation</li> <li>• Blackboard Activates</li> <li>• Student Feedback/ Homework</li> <li>• Formal Testing.</li> </ul>

<b>Standards</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
2.2.4 Computation and Estimation	<p>A. Solve word problems involving addition subtraction, multiplication and division of whole numbers.</p> <p>B. Solve addition and subtraction problems of numbers up to five digits with and without regrouping.</p> <p>C. Develop and apply algorithms to solve word problems that involve addition, subtraction, multiplication, division, with decimals with or without regrouping, fractions and mixed numbers.</p>	<p>1. Students will use manipulative to solve a variety of situational story problems involving addition, subtraction, multiplication and division, while recording and explaining how each problem was solved.</p> <p>1. Using preprinted worksheets of addition and subtraction problems, students will solve the problems trading when necessary, rounding to check for reasonable of answers.</p> <p>2. Using the number values of deck of playing cards or dominoes or dice the students will form number problems to be added or subtracted and solve.</p> <p>1. Given a variety of situational story problems that involve fractions and decimals, the students will solve and explain how they arrived at each solution.</p> <p>2. Students will solve problems that involve money.</p> <p>3. After being read any of the “Pigs will be Pigs” series students will solve the problems presented and explain their solutions.</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student records and explanations</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Worksheets</li> <li>• Recorded Answers</li> <li>• Written Tests</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student records and explanations</li> <li>• Written Tests</li> </ul>



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2.2.4 Computation and Estimation – Con't.	<p>F. Demonstrate ability to solve multiplication and division problems with regrouping and remainders.</p> <p>G. Apply estimation strategies to a variety of problems involving time and money.</p>	<ol style="list-style-type: none"> <li>1. Use models diagrams, drawings to solve a variety of problem students must explain process and solutions.</li> <li>2. Provide worksheets with number problems, students must solve and explain each solution.</li> <li>3. Students will use manipulative to form arrays and equal sets to model and solve problems.</li> <li>4. Present problems to show different meanings of remainders.</li> </ol> <ol style="list-style-type: none"> <li>1. Given a price list of a various computer games, students will estimation how many and which ones they can afford with a given amount of money. (Check for accuracy with calculators).</li> <li>2. Students will plan a trip to a different state using scale measurements, travel time, and gas expenses.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Models and explanations of students</li> <li>• Written Tests</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student models</li> <li>• Formal Testing</li> </ul>

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2.2.4 Computation and Estimation – Con't.	<p>H. Select a method for computation and explain why it is appropriate.</p> <p>I. Explain multiplication and division algorithms.</p>	<p>1. Individually and in small groups students will record and explain how and why they arrived at a solution to a variety of situational story problems.</p> <p>1. Students will use manipulative model arrays to explain multiplication algorithms.</p> <p>2. Students will use base ten blocks to model equal sets created by division.</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student explanations and records</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Student models and explanations</li> </ul>

<b>Standards</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
2.3.4 Measurement and Estimation	A. Select and use appropriate instruments and units for measuring quantities such as perimeter, volume, area, weight, time, and temperature.	<ol style="list-style-type: none"> <li>1. Group students in groups of 3-4. Identify and demonstrate the measuring instrument and materials to be measured. <ul style="list-style-type: none"> <li>• Examples; playground area, desk, classroom. <ul style="list-style-type: none"> <li>▪ Have students develop recording sheets to display their measurements and results. Allow groups to present their charts and discuss strategies, suggestions for more accurate measuring and any problems encountered.</li> <li>▪ Discuss the appropriateness/ effectiveness of instruments-ruler-tape measure-yardstick.</li> </ul> </li> </ul> </li> <li>2. Design and create a suggest</li> <li>3. ion box, or valentine box for use in the classroom.</li> <li>4. Assign 3 varying measurement problems and ask student the most appropriate instrument to use.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Discussion / Student Feedback of group projects</li> <li>• Formal Testing</li> </ul>

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2.3.5 Measurement and Estimation – Con't.	<p>B. Determine the measurement of objects with non standard and standard (U.S. customary and metric) units.</p> <p>C. Determine and compare elapsed time.</p> <p>D. Estimate , refine, and verify measurement of objects.</p>	<p>1. Allow students to practice using the instruments to perform daily classroom chores.</p> <p>2. Create a floor plan for their ideal classroom.</p> <p>3. Create/demonstrate measuring solid and liquid forms of snow.</p> <p>4. Measure body parts in one or both units.</p> <p>1. Compare time in different countries and U.S. time zones.</p> <p>2. Calculate students' ages at the beginning/end of year, decade, and 25 years from date.</p> <p>1. Provide students with “ballpark “measurements of common objects and have them measure the objects and compare the ballpark and actual.</p> <ul style="list-style-type: none"> <li>▪ Example 1gm= paperclip.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback &amp; Reporting</li> <li>• Formal Testing</li> </ul>

		2. Develop story problems describing common objects and have them insert the actual measurements in place of the estimates. Guess and check format.	
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<b>Standards</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
2.4.4 Mathematical Reasoning and Connections	A. Use models, number facts, properties and relationships to check and verify predictions and explain reasoning.	<ol style="list-style-type: none"> <li>1. Students will guess what color M&amp;M appears most often in a large bag of candy, then create a chart /model to verify predictions and explain their findings</li> <li>2. Students will compare a tall thin glass of water with a shorter and wider glass to determine which holds more, they will record and explain their findings.</li> <li>3. Given our uniform choices students will show all the combinations available.</li> <li>4. Students will use manipulative to demonstrate fact families as inverse operations.</li> <li>5. Students will use graph paper to show the distributive property of multiplication.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Student Models and explanations</li> </ul>



<b>Standards</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
2.5.4 Mathematical Problem Solving and Communication	<p>A. Develop a plan to analyze a problem, identify the information needed to solve the problem carry out the plan check whether an answer makes sense and explain how the problem was solved.</p> <p>B. Use appropriate mathematical terms, vocabulary, language, symbols and graphs to explain solutions to problems</p>	<p>1. Using the six-step approach to problem solving, practice organizing, solving and explaining solutions to meaningful, situational story problems.</p> <ul style="list-style-type: none"> <li>▪ 6 Steps include: <ul style="list-style-type: none"> <li>a. understand the problem</li> <li>b. information needed</li> <li>c. operation needed</li> <li>d. solve the problem</li> <li>e. check for reasonableness</li> <li>f. explain your work</li> </ul> </li> </ul> <p>1. Students will practice “talking” the language of mathematics by discussing, explaining and justifying their thinking, procedures, and solutions both orally and in writing.</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student records and explanations</li> <li>• Formal Testing</li>   <li>• Teacher Observation</li> <li>• Student records and explanations</li> </ul>

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2.6.4 Statistics and Data Analysis	<p>A. Gather, organize and display data using pictures, tallies, charts, and graphs.</p> <p>B. Use the data to form and justify an opinion.</p>	<ol style="list-style-type: none"> <li>1. Develop a chart for students to record the hours spent watching TV for 1 week. Have them chart the data on the appropriate type of graph.</li> <li>2. Favorite ice cream flavors are tallied and appropriate charts/graphs to display data are made.</li> <li>3. School wide surveys of favorites (TV shows, sports events, hobbies, music, subjects.) Create various tables &amp; graphs to teach data collection and designing an appropriate graph.</li> </ol> <ol style="list-style-type: none"> <li>1. Given a series of weather charts noting precipitation and temperature. Students will use data to formulate opinions about Global Warming theories.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student feedback and discussion</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student feedback and discussion</li> <li>• Formal Testing</li> </ul>

Standards	Skills/Knowledge	Suggested Activities	Assessment
2.7.4 Probability and Predictions	<p>A. Predict and measure the likelihood of events and recognize that the results of an experiment may not match the predicted outcomes.</p> <p>B. Determine the fairness of the design of a spinner.</p> <p>C. Express probabilities as fractions and decimals.</p>	<p>1. For this activity:</p> <ul style="list-style-type: none"> <li>• Use multi-colored/multi-shaped candy or cereal.</li> <li>• Discuss all shapes and colors.</li> <li>• Discuss estimation possibilities of the bag's contents and the likelihood of random selection.</li> <li>• Have students keep a tally sheet or bar graph of random selections.</li> <li>• Discuss the results in regard to the student's predictions and actual outcomes.</li> </ul> <p>This can be an ongoing activity using seasonal candies, etc.</p> <p>1. Collect spinners from various board games and allow students to determine the fairness after inspection and use.</p> <p>1. Cloth bags with 10 pennies, 5 dimes. What are the chances of getting a penny?, a dime?</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student feedback/reporting/tally sheets</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student feedback/reporting</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback/Reporting</li> <li>• Formal Testing</li> </ul>

Standards	Skills/Knowledge	Suggested Activities	Assessment
2.7.4 Probability and Predictions – Con't.	<p>D. Calculate the probability of a simple event.</p> <p>E. Predict and determine why some outcomes are certain, more likely, less likely or impossible.</p> <p>F. Find all possible combinations and arrangements involving a limited number of variables.</p>	<p>1. Using a spinner of 3 colors, ask students to find the probability of a given color.</p> <p>1. Provide students with certain and impossible statements and ask them to predict.</p> <p>2. Use daily weather patterns for the day.</p> <p>3. Have students answer yes/no questions, example: a number less than 10, an even number, they should record answers and calculate probability.</p> <p>1. Prepare a poster or write on the board all uniform items available for boys and girls.</p> <p>2. Have students find all the possible combinations of uniform attire. Students can make posters to illustrate the patterns.</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback</li> <li>• Formal Testing</li> </ul>

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2.8.4 Algebra and Functions2	<p>A. Recognize, reproduce, extend, create and describe patterns sequences and relationships verbally, numerically, symbolically and graphically using a variety of materials.</p> <p>B. Connect patterns to geometric relations and basic number skills.</p> <p>C. Substitute missing addend or factor in a number sentence.</p>	<p>1. Present students with patterns to be recognized and have them explain orally and written, the pattern while continuing it out several more times: i.e. (az, by, cx, dw, or square/circle/triangle/square/circle/triangle/square).</p> <p>2. Manipulatives which could be utilizes include pattern blocks, unifex cubes, coins and hundreds charts</p> <p>1. Create area models with unifex cubes, add additional rows or columns to the model and explain the effect on the area.</p> <p>2. Use geo-boards to create various shapes to model perimeter and area.</p> <p>1. Give the students a worksheet of number sentences with one addend or factor missing, using manipulatives they are to demonstrate and explain ways of finding the missing numbers.</p> <p>2. Using a balance scale the students will solve number sentences with a missing factor or addend.</p> <p>3. Given a variety of number sentences with missing addends or factors the students will solve using a “part-part-whole” chart.</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student explanations and models</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student explanations and models</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student work sheets</li> <li>• Student models and explanations</li> <li>• Formal testing</li> </ul>

<b>Standards</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
<p>2.8.4 Algebra and Functions – Con't.</p>	<p>D. Use concrete objects and combinations of symbols and numbers to create expressions that model mathematical situations.</p> <p>E. Explain the use of combinations of symbols and expressions, equations and inequalities.</p> <p>F. Describe realistic situation using information given in equations, inequalities, tables or graphs.</p>	<p>1. Use manipulative to model and explain a variety of situational story problems.</p> <p>2. Create and solve real life situations using multiple steps and multiple operations.</p> <p>3. Use the card game Calc to have student solve given problems with or without calculators.</p> <p>1. Students will be given a spreadsheet and/or a checkbook to keep and balance given some real life situations, i.e. rent, food, bills, etc.</p> <p>2. Students will spend, save and record each transaction.</p> <p>1. Students will gather samples of graphs, charts or tables from newspapers and/or magazines then write and orally explain the information presented.</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student records and models</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student records</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student records and models</li> <li>• Formal Testing</li> </ul>

<b>Standards</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
2.8.4 Algebra and Functions – Con't.	<p>G. Gather information and display it in the form of a table or a chart.</p> <p>H. Locate and identify points on a coordinate system.</p>	<ol style="list-style-type: none"> <li>1. Working in small groups the students will conduct a survey and poll each class to determine the favorite entrée served in the lunchroom.</li> <li>2. The information will be compiled and displayed in visual form.</li> </ol> <ol style="list-style-type: none"> <li>1. Using a local map from a phone book the students locate various points of interest using the grid coordinates.</li> <li>2. Using maps from different states, students will locate state capitals and large cities using longitude and latitude coordinates.</li> <li>3. Students will play “battleship” to practice using and naming coordinate systems.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student records and explanations</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student records and models</li> <li>• Formal Testing</li> </ul>

Standards	Skills/Knowledge	Suggested Activities	Assessment
2.9.4 Geometry	<p>A. Identify and draw lines of symmetry in geometric figures.</p> <p>B. Identify and distinguish between 1, 2 and 3 dimensional figures and their properties.</p> <p>C. Name and label triangles and quadrilaterals according to sides or angles.</p>	<p>1. Using pictures or objects have students determine lines of symmetry and copy.</p> <p>1. Provide students with various objects and have them classify as 1, 2 and 3 dimensional figures.</p> <p>2. Have students make lists of objects familiar belonging to a specific event. Example:  <ul style="list-style-type: none"> <li>▪ Baseball game</li> <li>▪ Fashion show</li> <li>▪ Movie theatre</li> </ul>           List those objects and ask students to categorize into 1, 2 or 3 dimensional figures.</p> <p>1. Students will use geo-boards/ tangrams to recreate featured figures assigned by the teacher.</p> <p>2. Scavenger Hunt—Students search for shapes in the classroom and school. They are given points for their finds. Example:            Square = 1 point            Trapezoid = 2 points            Rhombus = 3 points, etc.  <ul style="list-style-type: none"> <li>▪ Students explain their list, name figures and calculate points.</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback and Evaluation of Posters</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback and reporting</li> <li>• Formal Testing</li> </ul>

Standards	Skills/Knowledge	Suggested Activities	Assessment
2.9.4 Geometry – Con't.	<p>D. Construct 2 and 3 dimensional shapes and figures using manipulatives, geo-boards and computer software.</p> <p>E. Identify and measure circles, their diameters and radii.</p> <p>F. Identify familiar geometric figures in the environment.</p>	<ol style="list-style-type: none"> <li>1. Students will represent real life homes of Native Americans and discuss the environmental forces that affected the design of the structures.</li> <li>2. Student will research the designs and construct appropriate building structures.</li> <li>3. Sim City computer type games.</li> </ol> <ol style="list-style-type: none"> <li>1. Have students use a compass to draw a circle. Students will fold the circle into 8 equal sections, measure the diameter and radius and make color wheels of the 8 primary colors.</li> <li>2. Hook large and small paper clips together; draw a large circle using 2 pencils and the connected paperclips. Measure the radius and the diameter. Ask students how they compare.</li> </ol> <ol style="list-style-type: none"> <li>1. Scavenger Hunt – Students will tour the school and list/record geometric shapes and figures. Students will present their findings to the class, using the appropriate names.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Reporting and Presentations</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback and reporting</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback and reporting</li> <li>• Formal Testing</li> </ul>



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2.9.4 Geometry – Con't.	J. Define the basic properties of squares, pyramids, parallelograms, quadrilaterals, trapezoids, polygons, rectangles, rhombi, circles, triangles, cubes, prisms, spheres, and cylinders.	<ol style="list-style-type: none"> <li>1. Make an overhead of the shapes</li> <li>2. Give clues to help students locate the shape.</li> <li>3. Have students play a game as they describe a shape for the class and challenge other to guess the shape described.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Feedback</li> <li>• Formal Testing</li> </ul>

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2.10.4 Trigonometry	<ol style="list-style-type: none"> <li>1. Identify right angles in the environment</li>   <li>2. Create right triangles on a geoboard.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will tour the school identify and draw examples of right angles.</li>   <li>1. Using geoboards or computers the students will draw/create right triangles of various sizes.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher observation</li>   <li>• Student identifications and drawings</li> </ul>

<b>Standards</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
2.11.4 Concepts of Calculus	<p>A. Make comparisons of numbers such as more, less, same as, least, most, greater than, and less than.</p> <p>B. Identify least and greatest values represented in bar and circle graphs.</p> <p>C. Identify maximum and minimum.</p> <p>D. Continue pattern of numbers or objects that could be extended infinitely.</p>	<p>1. Students will use a variety of tool such as number lines, and hundreds charts to compare numbers to determine more or less, greater than and less than.</p> <p>2. Students will use benchmarks of a variety of items in containers to determine most, least, more or less or the same as.</p> <p>1. Students will gather a sampling of graphs from newspapers and magazines; they will interpret the information as to greatest and least amounts represented.</p> <p>1. Students will use manipulative to fill containers to identify and explain the maximum and minimum, which will fit in each container.</p> <p>1. Students will add and divide numbers that extend infinitely.</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student replies and observations</li> <li>• Formal Testing</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Student Records and Explanations.</li> <li>• Formal Testing</li> </ul>