

Garriga and Derry Elementary
 Course/Grade Level: Math/_4th_
 Math Curriculum Map

(This timeline is subject to change in order to meet the needs of students.)

Week	Dates	Topic(s)/Student Expectation (SE)/Focus Skill	Student Expectation (SE)/Underlying Processes and Mathematical Tools
Sample Week	10/1 – 5	Number, Operations and Quantative Reasoning/5.1B/Place Value read, write, compare and order decimals to the thousandths place	5.14C/Select or develop an appropriate problem-solving plan or strategy - making a table
1	8/22-8/26	<p>Numerical Representations and Relationships –Number and Operations/4.2A interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left; Supporting Standard</p> <p>4.2B represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals; Readiness Standard</p> <p>Unit 01: Module 1 Place Value of Whole Numbers (38 days for the entire unit)</p> <p>Module 1: Place Value of Whole Numbers and Decimals (8 days for the entire unit)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
2	8/29-9/02	<p>Numerical Representations and Relationships–Number and Operations /4.2C compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that</p>

		<p>=; Supporting Standard 4.2D round whole numbers to a given place value through the hundred thousands place; Supporting Standard</p>	<p>incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 4.1E create and use representations to organize, record, and communicate mathematical ideas; 4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
3	<p>9/05 Holiday 9/6-9/9</p>	<p>Numerical Representations and Relationships–Number and Operations /4.2E represent decimals, including tenths and hundredths, using concrete and visual models and money; Supporting Standard 4.2F compare and order decimals using concrete and visual models to the hundredths; Supporting Standard</p> <p>Module 2-Place Value of Whole Numbers and Decimals (8 days for the entire unit)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace; 4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple</p>

			<p>representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
4	9/12-9/16	<p>Numerical Representations and Relationships-Number and operations/4.3A represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$; Supporting Standard</p> <p>4.3B decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations; Supporting Standard</p> <p>4.3C determine if two given fractions are equivalent using a variety of methods; Supporting Standard</p> <p>4.3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$; and Readiness Standard</p> <p>4.3G represent fractions and decimals to the tenths or hundredths as distances from zero on a number line Supporting Standard</p> <p>Module 3: Fraction Concepts (10 days for the entire unit)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
5	9/19-9/23	<p>Numerical Representations and Relationships- Number and operations /4.3A represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$; Supporting Standard</p> <p>4.3B decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the</p>

		<p>models and recording results with symbolic representations; Supporting Standard 4.3C determine if two given fractions are equivalent using a variety of methods; Supporting Standard 4.3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$; and Readiness Standard 4.3G represent fractions and decimals to the tenths or hundredths as distances from zero on a number line Supporting Standard</p>	<p>problem-solving process and the reasonableness of the solution 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 4.1E create and use representations to organize, record, and communicate mathematical ideas; 4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
6	9/26-9/30	<p>Numerical Representations and Relationships- Number and operations /4.3A represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$; Supporting Standard 4.3B decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations; Supporting Standard 4.3C determine if two given fractions are equivalent using a variety of methods; Supporting Standard 4.3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$; and Readiness Standard 4.3G represent fractions and decimals to the tenths or hundredths as distances from zero on a number line Supporting Standard</p> <p>Module 4 Fractions (5 days for the entire unit)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace; 4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 4.1E create and use representations to organize, record, and communicate mathematical ideas; 4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 4.1G display, explain, and justify mathematical ideas</p>

			and arguments using precise mathematical language in written or oral communication
7	10/3-10/07	<p>Numerical Representations and Relationships- Number and operations /4.3A represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$; Supporting Standard 4.3B decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations; Supporting Standard 4.3C determine if two given fractions are equivalent using a variety of methods; Supporting Standard 4.3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$; and Readiness Standard 4.3G represent fractions and decimals to the tenths or hundredths as distances from zero on a number line Supporting Standard</p> <p>Module 5: Add and Subtract Fractions (18 days for the entire unit)</p>	4.1A apply mathematics to problems arising in everyday life, society, and the workplace; 4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 4.1E create and use representations to organize, record, and communicate mathematical ideas; 4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
8	10/10- Staff Development 10/11-10/14 Last day of 1st Quarter	Computations and Algebraic Relationships–Number and Operations /4.4A add and subtract whole numbers and decimals to the hundredths place using the standard algorithm; Readiness Standard	4.1A apply mathematics to problems arising in everyday life, society, and the workplace; 4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning,

			and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 4.1E create and use representations to organize, record, and communicate mathematical ideas; 4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
9	10/17-10/21	<p>Computations and Algebraic Relationships/4.4Bdetermine products of a number and 10 or 100 using properties of operations and place value understandings; Supporting Standard</p> <p>4.4C represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15; Supporting Standard</p> <p>4.4D use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties; Supporting Standard</p> <p>4.4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; and Supporting Standard</p> <p>4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.</p> <p>Readiness Standard</p> <p>Unit 02: Addition and Subtraction of Whole Numbers and Decimals (42 days for the entire unit)</p> <p>Module 6: Add and Subtract Whole Numbers and Decimals-4.4A-(7 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
10	10/24-10/28	<p>Computations and Algebraic Relationship–Number and Operations s/4.4Bdetermine products of a number and 10 or 100 using properties of operations and place value understandings; Supporting Standard</p> <p>4.4C represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15; Supporting Standard</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the</p>

		<p>4.4D use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties; Supporting Standard 4.4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; and Supporting Standard 4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.</p> <p>Readiness Standard</p> <p>Module 7: Multiply by 1-Digit Numbers- 4.4B, 4.4D, 4.4G-(8 days)</p>	<p>problem-solving process and the reasonableness of the solution;</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
11	10/31-11/04	<p>Computations and Algebraic Relationships–Number and Operations /4.4E represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations; Supporting Standard 4.4 F use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor; Supporting Standard 4.4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; and Supporting Standard 4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.</p> <p>Readiness Standard</p> <p>Module 8: Multiply 2 –Digit Numbers- 4.4B, 4.4C, 4.4D, 4.4G-(10 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
12	11/07-11/11	<p>Computations and Algebraic Relationships–Number and Operations /4.4E represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations; Supporting Standard</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information,</p>

		<p>4.4 F use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor; Supporting Standard</p> <p>4.4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; and Supporting Standard</p> <p>4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders. Readiness Standard</p>	<p>formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
13	11/14-11/18	<p>Computations and Algebraic Relationships-Algebraic reasoning /4.5A represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity; and Readiness Standard</p> <p>4.5B represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence Readiness Standard</p> <p>Module 9: Division Strategies-4.4E, 4.4F, 4.4G, 4.4H-(10 days)</p>	<p>. 4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p>

			4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
14	11/21-11/25 <i>Thanksgiving Break</i>	HOLIDAY	
15	11/28-12/2	<p>Computations and Algebraic Relationships-Algebraic reasoning /4.5A represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity; and Readiness Standard 4.5B represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence Readiness Standard</p> <p>Module 9: Division Strategies-4.4E, 4.4F, 4.4G, 4.4H-(10 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
16	12/5-12/09	<p>Computations and Algebraic Relationships-Algebraic reasoning /4.5A represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity; and Readiness Standard 4.5B represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence Readiness Standard</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects,</p>

			<p>manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
17	<p>12/12-12/6 <i>Last day of 2nd Quarter</i></p>	<p>Computations and Algebraic Relationships-Algebraic reasoning /4.5A represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity; and Readiness Standard 4.5B represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence Readiness Standard</p> <p>Module 10: Divide by 1-Digit Numbers-4.4F- (7 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>

18	12/19-12/20 12/21-12/23 <i>Christmas Break</i>	HOLIDAY	
19	12/26-12/30 <i>Christmas Break</i>	HOLIDAY	
20	1/2 HOLIDAY 1/3 Workday 1/4 -1/6 Staff Development	<p>Geometry and Measurement-Geometry and measurement /4.6A identify points, lines, line segments, rays, angles, and perpendicular and parallel lines; Supporting Standard</p> <p>4.6B identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure; Supporting Standard</p> <p>4.6C apply knowledge of right angles to identify acute, right, and obtuse triangles; and Supporting Standard</p> <p>4.6D classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Readiness Standard</p> <p>Unit 03: Algebraic Reasoning (20 days for the entire unit)</p> <p>Module 11: Algebra: Multi-Step Problems-4.5A-(10 days)</p>	<p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
21	1/9-1/13	<p>Geometry and Measurement-Geometry and measurement /4.6A identify points, lines, line segments, rays, angles, and perpendicular and parallel lines; Supporting Standard</p> <p>4.6B identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure; Supporting Standard</p> <p>4.6C apply knowledge of right angles to identify acute, right, and obtuse triangles; and Supporting Standard</p> <p>4.6D classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Readiness Standard</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams,</p>

			<p>graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
22	1/16-1/20	<p>Geometry and Measurement-Geometry and measurement /4.6A identify points, lines, line segments, rays, angles, and perpendicular and parallel lines; Supporting Standard</p> <p>4.6B identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure; Supporting Standard</p> <p>4.6C apply knowledge of right angles to identify acute, right, and obtuse triangles; and Supporting Standard</p> <p>4.6D classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Readiness Standard</p> <p>Module 12: Numbers, Patterns, Perimeter, and Area-4.5B, 4.5C, 4.5D- (10 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
23	1/23-1/27	<p>Geometry and measurement-Geometry and measurement/4.8A identify relative sizes of measurement units within the customary and metric systems; Supporting Standard</p> <p>4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and Supporting Standard</p> <p>4.8C solve problems that deal with measurements of length, intervals</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p>

		<p>of time. Liquid volumes, mass and money using addition, subtraction, multiplication, or division as appropriate. Readiness Standard</p> <p>4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers.</p>	<p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
24	1/30-2/3	<p>Geometry and measurement-Geometry and measurement /4.8A identify relative sizes of measurement units within the customary and metric systems; Supporting Standard</p> <p>4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and Supporting Standard</p> <p>4.8C solve problems that deal with measurements of length, intervals of time. Liquid volumes, mass and money using addition, subtraction, multiplication, or division as appropriate. Readiness Standard</p> <p>4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers</p> <p>Unit 04: Geometry and Measurement (25 days for the entire unit)</p> <p>Module 13:Geometry Concepts- 4.6A, 4.6B, 4.6C, 4.6D-(6 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>

25	2/6-2/10	<p>Geometry and measurement-Geometry and measurement /4.8A identify relative sizes of measurement units within the customary and metric systems; Supporting Standard 4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and Supporting Standard 4.8C solve problems that deal with measurements of length, intervals of time. Liquid volumes, mass and money using addition, subtraction, multiplication, or division as appropriate. Readiness Standard 4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers.</p> <p>Module 14:Measure Angles- 4.7A, 4.7B, 4.7C, 4.7D, 4.7E (7 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace; 4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 4.1E create and use representations to organize, record, and communicate mathematical ideas; 4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
26	2/13-2/17	<p>Geometry and measurement-Geometry and measurement/4.8A identify relative sizes of measurement units within the customary and metric systems; Supporting Standard 4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and Supporting Standard 4.8C solve problems that deal with measurements of length, intervals of time. Liquid volumes, mass and money using addition, subtraction, multiplication, or division as appropriate. Readiness Standard 4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers.</p> <p>Module 15: Customary and Metric Measures-4.8A, 4.8B, 4.8C- (6 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace; 4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams,</p>

			<p>graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
27	2/20-2/24	<p>Geometry and measurement-Geometry and measurement/4.8A identify relative sizes of measurement units within the customary and metric systems; Supporting Standard</p> <p>4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and Supporting Standard</p> <p>4.8C solve problems that deal with measurements of length, intervals of time. Liquid volumes, mass and money using addition, subtraction, multiplication, or division as appropriate. Readiness Standard</p> <p>4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers.</p> <p>Module 16: Time and Money- 4.8C (6 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
28	2/27-3/3	<p>Geometry and measurement-Geometry and measurement/4.8A identify relative sizes of measurement units within the customary and metric systems; Supporting Standard</p> <p>4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and Supporting Standard</p> <p>4.8C solve problems that deal with measurements of length, intervals</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p>

		<p>of time. Liquid volumes, mass and money using addition, subtraction, multiplication, or division as appropriate. Readiness Standard</p> <p>4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers.</p>	<p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
29	<p>3/06-3/10 Last day of 3rd Quarter</p>	<p>Geometry and measurement-Geometry and measurement/4.8A identify relative sizes of measurement units within the customary and metric systems; Supporting Standard</p> <p>4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and Supporting Standard</p> <p>4.8C solve problems that deal with measurements of length, intervals of time. Liquid volumes, mass and money using addition, subtraction, multiplication, or division as appropriate. Readiness Standard</p> <p>4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers.</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>

30	3/13-3/17 Spring Break	HOLIDAY	
31	3/21-3/24 3/20 Staff Development 4 day week	<p>Geometry and measurement-Geometry and measurement/4.8A identify relative sizes of measurement units within the customary and metric systems; Supporting Standard</p> <p>4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and Supporting Standard</p> <p>4.8C solve problems that deal with measurements of length, intervals of time. Liquid volumes, mass and money using addition, subtraction, multiplication, or division as appropriate. Readiness Standard</p> <p>4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers.</p> <p>Unit 05: Data Analysis (13 days for the entire unit)</p> <p>Module 17: Represent and Interpret Data- 4.9A, 4.9B-(13 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
32	3/27-3/31	<p>Geometry and measurement-Geometry and measurement/4.8A identify relative sizes of measurement units within the customary and metric systems; Supporting Standard</p> <p>4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and Supporting Standard</p> <p>4.8C solve problems that deal with measurements of length, intervals of time. Liquid volumes, mass and money using addition, subtraction,</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as</p>

		<p>multiplication, or division as appropriate. <i>Readiness Standard</i> 4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers.</p> <p>STAAR Writing Day -3/28</p>	<p>appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
33	4/03 - 4/07	<p>Data Analysis and Personal Financial Literacy-Data analysis /4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions; and <i>Readiness Standard</i> 4.9B solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot. <i>Supporting Standard</i></p> <p>Unit 06: Personal Financial Literacy (13 days for the entire unit)</p> <p>Module 18: Financial Literacy- 4.10A, 4.10B, 4.10C, 4.10D, 4.10E- (13 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p> <p>4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>4.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>

34	4/10-4/14 4/14 Holiday	<p>Data Analysis and Personal Financial Literacy-Data analysis /4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions; and Readiness Standard 4.9B solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot. Supporting Standard</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace; 4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 4.1E create and use representations to organize, record, and communicate mathematical ideas; 4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
35	4/17-4/21 4/17 Holiday	<p>Data Analysis and Personal Financial Literacy-Data analysis /4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions; and Readiness Standard 4.9B solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot. Supporting Standard</p> <p>STAAR Review- (15 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace; 4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple</p>

			<p>representations, including symbols, diagrams, graphs, and language as appropriate; 4.1E create and use representations to organize, record, and communicate mathematical ideas; 4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
36	4/24-4/28	<p>Data Analysis and Personal Financial Literacy-Data analysis /4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions; and Readiness Standard 4.9B solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot. Supporting Standard</p> <p>STAAR Review- (15 days)</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace; 4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 4.1E create and use representations to organize, record, and communicate mathematical ideas; 4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>

37	5/01-5/05	<p>Data Analysis and Personal Financial Literacy-Data analysis /4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions; and Readiness Standard 4.9B solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot. Supporting Standard</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace; 4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 4.1E create and use representations to organize, record, and communicate mathematical ideas; 4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
38	5/08-5/12	<p>Data Analysis and Personal Financial Literacy-Data analysis /4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions; and Readiness Standard 4.9B solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot. Supporting Standard</p> <p>STAAR Math-5/8 Reading-5/9</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace; 4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams,</p>

			<p>graphs, and language as appropriate; 4.1E create and use representations to organize, record, and communicate mathematical ideas; 4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>
39	<p>5/15-5/18 Workday May 19</p>	<p>Data Analysis and Personal Financial Literacy-Data analysis /4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions; and Readiness Standard 4.9B solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot. Supporting Standard</p> <p>Unit 06 Module 18: Data Representations (7 days for the entire unit) Personal Finance</p>	<p>4.1A apply mathematics to problems arising in everyday life, society, and the workplace; 4.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution 4.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 4.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 4.1E create and use representations to organize, record, and communicate mathematical ideas; 4.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 4.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>