



## MAP<sup>2</sup>D Pacing Guide 2011-2012

SUBJECT TO CHANGE

**Description:** The MAP<sup>2</sup>D Pacing Guide was created to help teachers address the California Mathematics Standards for the grade level. This is a *suggested* pacing. Teachers may spend more or less time on each lesson and reorder units within a trimester depending on their students' needs. The pacing is intended to be used with a 90 minute math program: 60 minutes is spent on content and 30 minutes is dedicated to practicing the math facts using "It's All About the Facts".

**Key Standards:** The standards are sequenced to be taught before the state test. The following acronyms are used in this document:

NS: Number Sense

AF: Algebra and Functions

MG: Measurement and Geometry

SDAP: Statistics, Data Analysis and Probability

**Assessments:** Trimester exams need to be given during the "testing windows" indicated on the pacing guide. Teachers may give the Standards Based Assessment (SBA) at any time during the current trimester based on student readiness.

**Resources:** Page numbers of the student text and student resource books (3 in 1 Practice Book and Success with the Math Standards) are listed for easy planning. Lessons with Instructional Strategy Slides to be referenced are indicated with an asterisk (\*) Supplemental lessons are available on the Intranet under the Instructional Tools button.

## Grade 4 MAP<sup>2</sup>D Pacing Track B Schedule 2011 – 2012

**TRIMESTER 1** \*\*This pacing does not reflect furlough days\*\*

**Problem of the Day: Word Problems (MAP<sup>2</sup>D Strategy: UPS - Understand, Plan and Solve)**

<b>September 7 – 9</b>	<b>Pre- Assessments:</b>
	❖ Administer Trimester One Practice Exam
	❖ Give “It’s All About the Facts” Diagnostics

<b>September 12 - 30</b>	<b>Chapter 1, 2, 3</b>	<b>Place Value</b>
<b>Instructional Days: 15</b>	<b>Number of Lessons: 8</b>	<b>(On-going math facts review)</b>

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
NS 1.1	<b>1.3</b>	Place Value Through Millions	pgs. 10-11, H2-H3	RW3 PW3
NS 1.2	1.4	Compare Whole Numbers	pgs. 12-15, H4	RW4 PW4
	1.5	Order Whole Numbers	pgs. 16-19	RW5 PW5
NS 1.3	2.2	*Round Whole Numbers Through Millions	pgs. 34-37, H6-H7	RW8 PW8
NS 1.4	2.3	Estimate Sums and Differences	pgs. 40-43, H8-H9	RW8 PW8
NS 3.1	3.1	Add and Subtract Through 5 Digit Numbers	pgs. 58-61, H14	RW13 PW13
	3.2	Subtract Across Zeros	pgs. 62-63, H15	RW14 PW14
	3.3	Add and Subtract Greater Numbers	pgs. 64-67	RW15 PW15

*Give Standards Based Assessment #1: NS: Place Value, Addition, and Subtraction*

<b>October 3 - 28</b>	<b>Chapter 7, 9, 10 &amp; 11</b>	<b>Multiplication &amp; Division</b>
<b>Instructional Days: 20</b>	<b>Number of Lessons: 11</b>	<b>Math Facts:</b> Use 30 min Facts time to support this unit.

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
Pre-requisite lessons for NS 3.2 & NS 3.3	7.1, 7.2	Multiplication Patterns and Estimate Products	pgs. 176-179	RW40-41 PW40-41
	7.4, 7.5	3-Digit by 1-Digit Multiplication	pgs. 184-188	RW43-45 PW43-45
	7.6, 7.7	Multiply 4-Digit Numbers and Money & with zeros	pgs. 190-193	RW46-47 PW46-47

\*Indicates MAP<sup>2</sup>D Instructional Strategies Available

**Bold type** indicates lesson materials on the MAP<sup>2</sup>D Intranet

MAP<sup>2</sup>D LBUSD 11-12

NS 3.2, 3.3	9.2	*2-Digit by 2-Digit Multiplication	pgs. 220-222	RW52 PW52
	9.3	Multiply 2 and 3 Digit Numbers and Money	pgs .224-226	RW53 PW53
	9.4	Multiply Greater Numbers	pgs. 228-229, H16	RW54 PW54
NS 3.2, 3.4	10.1 to 10.3	Divide with Remainders	pgs.244-250	RW57-59 PW57-59
	10.5, 10.6	Division Patterns and Estimate Quotients	pgs. 254-257	RW60-61 PW60-61
	10.7	Place the First Digit	pgs. 258-260	RW62 PW62
	11.2	*Divide 3-Digit Numbers and Money	pgs. 270-273	RW64 PW64
	11.4	Divide Greater Numbers	pgs. 278-279, H17	RW66 PW66

***Give Standards Based Assessment #2: NS: Multiplication and Division***

<b>October 31 – December 2</b>	<b>Chapters 4 &amp; 6</b>	<b>Algebra</b>
<b>Instructional Days: 22</b>	<b>Number of Lessons: 10</b>	<b>(On-going math facts review)</b>

***Re-administer Trimester 1 Practice Exam Week of November 21***

<b>CA Standards</b>	<b>Lesson #'s</b>	<b>Content</b>	<b>Page Numbers</b>	<b>3 in 1 Practice Book</b>
AF 1.2	4.2	*Write and Evaluate Expressions (Add & Subt)	pgs. 80-81	RW18 PW18
AF 1.2, 1.3	6.3	Expressions with Parentheses *Order of Operations (Add/Subt/Mult/Div)	pgs. 142-145, and/or H24	-----
AF 1.1	4.3	*Expressions with Variables (Add & Subt)	pgs. 82-83	RW19 PW19
AF 1.1, 1.2	6.4	*Evaluate Expressions w/ Variables (Mult /Div)	pgs. 146-149	RW35 PW35
AF 1.2, 1.3	-----	*Review Key Standards: Expressions	H23-	-----
AF 1.1	4.4	*Addition & Subtraction Equations	pgs. 84-86	RW20 PW20
	6.5	*Multiplication & Division Equations	pgs. 150-153	RW36 PW36
AF 1.5	-----	Review Key Standards: Use an Equation	H25	RW23, 39 PW23, 39
AF 2.1	<b>4.5</b>	*Add Equals to Equals & Addition Properties	pgs. 88-91, H26	RW17 PW17
AF 2.2	<b>6.6</b>	*Multiply Equals by Equals	pgs 154-156, H27	RW32 PW32

***Give Standards Based Assessment #3: AF: Algebra***

**December 5 - 9**  
**Review and Administer Trimester 1 Exam (20 items)**

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## TRIMESTER 2

**Problem of the Day: Review of Tri 1 content (Use Item Analysis Grid to select POD problems)**

*Administer Trimester 2 Practice Exam*

<b>January 9 – February 3</b>	<b>Chapters 12, 16 &amp; 17</b>	<b>Fractions</b>
<b>Instructional Days: 19</b>	<b>Number of Lessons: 12</b>	<b>(On-going math facts review)</b>

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
NS 1.5, 1.7	16.1	Read and Write Fractions	pgs. 414-417	RW95 PW95
	<b>16.2</b>	*Model Equivalent Fractions	pgs. 418-421	RW96 PW96
NS 1.5, 1.7, 1.9	16.3	*Compare Fractions	pgs. 422-425	RW97 PW97
	<b>16.4</b>	*Order Fractions (number line)	See Instructional Strategy Lesson posted on Intranet	-----
NS 1.9	<b>16.5</b>	*Read and Write Mixed Numbers	pgs. 426-429	RW98 PW98
NS 1.9, 1.5	16.6	Compare Mixed Numbers	pgs. 430-432	RW100 PW100
	<b>16.6</b>	*Order Mixed Numbers (number line)	See Instructional Strategy Lesson posted on Intranet	H12 -13
NS 4.1, 4.2	12.2	*Prime and Composite Numbers	pgs. 292-294, H22	RW68 PW68
	12.4	*Find Prime Factors	pgs. 298-299	RW70 PW70
NS 1.5, 1.7	<b>16.2</b>	*Simplest Form	See Instructional Strategy Lesson posted on Intranet	Supplemental Page posted on Intranet
Preparing for Grade 5 NS 2.3	17.3	*Addition and Subtraction of Fractions (simplify)	pgs. 448-451	RW104 PW104
	17.5	Add and Subtract Mixed Numbers (simplify)	pgs. 456-458	RW106 PW106

*Give Standards Based Assessment #4: NS: Fractions*

<b>February 6 – March 2</b>	<b>Chapter 18 &amp; 19</b>	<b>Decimals</b>
<b>Instructional Days: 18</b>	<b>Number of Lessons: 8</b>	<b>(On-going math facts review)</b>

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
NS 1.6	<b>18.1</b>	*Relate Fractions and Decimals	pgs. 468-471	RW107 PW107
	18.2	*Equivalent Decimals	pgs. 472-473	RW108 PW108

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MAP<sup>2</sup>D LBUSD 11-12

4B

NS 1.6, 1.7	18.3	Relate Mixed Numbers and Decimals	pgs. 474-477	RW109 PW109
NS 1.2, 1.9	<b>18.4</b>	Compare Decimals	pgs. 478-479, H5	RW110 PW110
	<b>18.5</b>	Order Decimals (on a number line)	pgs. 480-481, H13	RW111 PW111
NS 2.2	<b>19.1</b>	*Round Decimals	pgs. 492-493	RW113 PW113
NS 2.1, 2.2	<b>19.2</b>	Estimate Decimal Sums and Differences	pgs. 494-495	RW114 PW114
NS 2.1	<b>19.5</b>	*Record Addition and Subtraction	pgs. 500-503	RW117 PW117

*Give Standards Based Assessment #5: NS: Decimals*

<b>March 5 - 23</b>	<b>Chapters 13, 14 &amp; 24</b>	<b>Probability and Statistics</b>
<b>Instructional Days: 15</b>	<b>Number of Lessons: 7</b>	<b>(On-going math facts review)</b>

*Re-administer Trimester 2 Practice Exam week of March 12*

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
SDAP 1.1	13.1	Collect & Organize Data (Tables to represent data)	pgs. 320-323	RW73 PW73
SDAP 1.1, 1.2	<b>13.3</b>	*Find Mode and Median	pgs. 326-329	RW75 PW75
	<b>13.4</b>	*Read Line Plots (Find Outlier)	pgs. 330-331	PW76 PW76
SDAP 1.3	14.1, 14.2	Interpret Bar Graphs	pgs. 344-347	RW79,80 PW79,80
	14.5	Interpret Line Graphs	pgs. 352-355	RW83 PW83
SDAP 2.2	24.3, <b>24.4</b>	*Making Predictions/Probability as Fraction (Verbal and numerical)	pgs. 634-641	RW147-8 PW147-8
SDAP 2.1, 2.2	24.1, 24.6	*List all Possible Outcomes (Lists and Tree Diagrams)	pgs. 628-629, 644-645	RW145 PW145 RW140 PW150

*Give Standards Based Assessment #6: SDAP: Probability and Statistics*

**March 26 – 30**

**Review and Administer Trimester 2 Exam (25 items)**

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### TRIMESTER 3

Problem of the Day: Review of Tri 1 and Tri 2 content (Use Item Analysis Grid to select POD problems)

Resource: HSP Success with Mathematics Standards

#### Administer Trimester 3 Practice Exam

<b>May 3 - 11</b>	<b>Chapters 14 &amp; 15</b>	<b>Graphing and Algebra</b>
<b>Instructional Days: 7</b>	<b>Number of Lessons: 7</b>	<b>(On-going math facts review)</b>

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
NS 1.8	<b>15.1</b>	Temperature	pgs. 374-375, H11	RW87 PW87
	<b>15.2</b>	*Explore Negative Numbers (Number Line, Money, and Patterns)	pgs. 378-380, H10	RW88 PW88
MG 2.1	<b>14.4</b>	Graph Ordered Pairs on a Coordinate Plane (All Four Quadrants)	pgs. 350-351	RW82 PW82
	<b>15.4</b>	Paths on a Coordinate Plane	pgs.386-388	RW90 PW90
MG 2.2, 2.3	<b>15.5</b>	*Lengths on a Coordinate Plane (All Four Quadrants)	pgs. 390-393, H30-H31	RW91 PW91
AF 1.5	15.6	*Use an Equation	pgs. 394-397, H25	RW92 PW92
MG 2.1	<b>15.7</b>	*Graph Relationships	pgs. 398-399, H28	RW94 PW94

#### Give Standards Based Assessment #7: MG: Negative Numbers and Graphing

<b>May 14 – June 1</b>	<b>Chapters 20, 21, &amp; 23</b>	<b>Measurement &amp; Geometry</b>
<b>Instructional Days: 14</b>	<b>Number of Lessons: 12</b>	<b>(On-going math facts review)</b>

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
MG 3.1	<b>20.1, 20.3</b>	Points, Lines, Rays & Line Relationships	pgs. 518-519, 522-523	RW119 PW119 RW121 PW121
MG 3.5	20.2	Classify Angles	pgs. 520-521	RW120 PW120
MG 3.7, 3.8	<b>20.4 to 20.6</b>	Polygons, Triangles, & Quadrilaterals	pgs. 524-532	RW122-4 PW122-4
MG 1.4	<b>23.4</b>	*Find Perimeter (ONLY rectangles and squares)	pgs. 600-603	RW139 PW139
MG 1.4, AF 1.4	<b>23.6, 23.7</b>	*Find Area (ONLY rectangles and squares)	pgs. 606-611	RW141-2 PW141-2

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4B

MG 1.4	<b>23.8</b>	*Area of Complex Figures	pgs. 612-615	RW143 PW143
MG 1.2, 1.3, AF 1.4	<b>23.9</b>	Relate Perimeter and Area	pgs. 616-618	RW144 PW144
MG 3.2	<b>20.7</b>	*Circles	pgs. 534-535	RW125 PW125
MG 3.3	21.1	Congruent Figures	pgs. 546-547	RW127 PW127
MG3.5	21.2	Turns	pgs. 548-549	RW128 PW128
MG 3.4	<b>21.3</b>	Symmetry (Line/Bilateral and Rotational)	pgs. 550-553	RW129 PW129
MG 3.6	<b>22.1, 22.2</b>	Solid Figures & Nets	pgs. 566-571	RW132-3 PW132-3

*Give Standards Based Assessment #8: MG: Measurement and Geometry*

June 5 - 8	Success with the Math Standards	Standards Review	3 in 1 Practice Book
Number Sense	pgs. 47-81	Possible pages to use for the review are listed in the column to the left. Pages that are not used at this time can be used at the end of the year.	SR 1
Algebra and Functions	pgs. 83-97		SR 2
Measurement and Geometry	pgs. 99-130		SR 3
Statistics, Data Analysis & Probability	pgs. 131-140		SR 4

**June 11 - 22 CST Testing**  
(Check Testing Schedule for official STAR testing dates)

<b>June 25 – July 6</b>	<b>Chapters 5, 6, 8, and 17</b>	<b>Problem Solving Strategies</b>
<b>Instructional Days: 9</b>	<b>Number of Lessons: 6</b>	<b>(On-going math facts review)</b>

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
Mathematical Reasoning	5.7	Ch. 5 Choose the Operation	pgs. 124-125	RW30 PW30
	6.7	Ch. 6 Predict and Test	pgs. 158-161	RW38 PW38
	8.4	Ch. 8 Multi-step Problems	pgs. 208-209	RW50 PW50
	17.4	Ch. 17 Write an Equation	pgs. 452-455	RW105 PW105
<b>NS 3.3</b>	-----	<b>Review Key Standards: Multiplication</b>	<b>H18-H19</b>	-----
<b>NS 3.4</b>	-----	<b>Review Key Standards: Division</b>	<b>H20-H21</b>	-----

*Give Standards Based Assessment #9: NS: Problem Solving*

**July 9 - 13**  
**Review and Administer Trimester 3 Exam (30 items)**

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<b>July 16 - 25</b>	<b>Enrichment</b>	<b>Grade 5 Prep</b>
<b>Instructional Days: 8</b>	<b>Number of Lessons: 4</b>	

<b>CA Standards</b>	<b>Lesson #'s</b>	<b>Content</b>	<b>Page Numbers</b>	<b>3 in 1 Practice Book</b>
AF 1.5	23.1	Customary Measurements	pgs.590-593	Spiral Review Pages
AF 1.5	4.7, 6.8	Patterns: Find a Rule	pgs. 96-97, 162-163	
Gr. 5	23	Enrich - Volume	pgs.623	
All	Various	Practice Games	See Table of Contents	

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CALIFORNIA CONTENT STANDARDS: GRADE 4	# of Items on CST	Trimester and SBA
<b>By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.</b>		
<b>Number Sense</b>	<b>31</b>	
<b>Standard Set 1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:</b>		
1.1* Read and write whole numbers in the millions.	3	T1 SBA 1
1.2* Order and compare whole numbers and decimals to two decimal places.	2	T1 SBA 1 T2 SBA 5
1.3* Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.	2	T1 SBA 1
1.4* Decide when a rounded solution is called for and explain why such a solution may be appropriate.	NA***	
1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).	1/2**	T2 SBA 4
1.6 Write tenths and hundredths in decimal and fraction notations, and know the fraction and decimal equivalents for halves and fourths (e.g., $\frac{1}{2} = 0.5$ or $.50$ ; $\frac{7}{4} = 1\frac{3}{4} = 1.75$ ).	1/2**	T2 SBA 4 T2 SBA 5
1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.	1	T2 SBA 4
1.8* Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in “owing”).	3	T3 SBA 7
1.9* Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.	3	T2 SBA 4 T2 SBA 5
<b>Standard Set 2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:</b>		
2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.	1	T1 SBA 1 T2 SBA 5
2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.	1/2**	T2 SBA 5
<b>Standard Set 3.0* Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:</b>		

\*Key Standards comprise a minimum of 70% of the test

\*\*Fractional values indicate rotated standards (e.g.  $\frac{1}{2}$  = rotated every two years;  $\frac{1}{3}$ =rotated every 3 years)

3.1*	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.	3	T1 SBA 1
3.2*	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.	3	T1 SBA 2
3.3*	Solve problems involving multiplication of multidigit numbers by two-digit numbers.	3	T1 SBA 2 T3 SBA 9
3.4*	Solve problems involving division of multidigit numbers by one-digit numbers.	3	T1 SBA 2 T3 SBA 9
<b>Standard Set 4.0 Students know how to factor small whole numbers:</b>			
4.1	Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$ ).	1/2**	T1 SBA 2
4.2*	Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.	2	T2 SBA 4
<b>Algebra and Functions</b>		<b>18</b>	
<b>Standard Set 1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:</b>			
1.1	Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).	1	T1 SBA 3
1.2*	Interpret and evaluate mathematical expressions that now use parentheses.	5	T1 SBA 3
1.3*	Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	3	T1 SBA 3
1.4	Use and interpret formulas (e.g., $\text{area} = \text{length} \times \text{width}$ or $A = lw$ ) to answer questions about quantities and their relationships.	1	T3 SBA 8
1.5*	Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.	2	T1 SBA 3
<b>Standard Set 2.0* Students know how to manipulate equations:</b>			
2.1*	Know and understand that equals added to equals are equal.	3	T1 SBA 3
2.2*	Know and understand that equals multiplied by equals are equal.	3	T1 SBA 3
<b>Measurement and Geometry</b>		<b>12</b>	
<b>Standard Set 1.0 Students understand perimeter and area:</b>			
1.1	Measure the area of rectangular shapes by using appropriate units such as square centimeter ( $\text{cm}^2$ ), square meter ( $\text{m}^2$ ), square kilometer ( $\text{km}^2$ ), square inch ( $\text{in}^2$ ), square yard ( $\text{yd}^2$ ), or square mile ( $\text{mi}^2$ ).	1/2**	T3 SBA 8
1.2	Recognize that rectangles that have the same area can have different perimeters.	1/2**	T3 SBA 8
1.3	Understand that rectangles that have the same perimeter can have different areas.	1/2**	T3 SBA 8

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1.4	Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.	1/2**	T3 SBA 8
<b>Standard Set 2.0* Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:</b>			
2.1*	Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).	2	T3 SBA 7
2.2*	Understand that the length of a horizontal line segment equals the difference of the x-coordinates.	2	T3 SBA 7
2.3*	Understand that the length of a vertical line segment equals the difference of the y-coordinates.	2	T3 SBA 7
<b>Standard Set 3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:</b>			
3.1	Identify lines that are parallel and perpendicular.	1	T3 SBA 8
3.2	Identify the radius and diameter of a circle.	1	T3 SBA 8
3.3	Identify congruent figures.	1/3**	T3 SBA 8
3.4	Identify figures that have bilateral and rotational symmetry.	1/3**	T3 SBA 8
3.5	Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that $90^\circ$ , $180^\circ$ , $270^\circ$ , and $360^\circ$ are associated, respectively with $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ , and full turns.	1/3**	T3 SBA 8
3.6	Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.	1/3**	T3 SBA 8
3.7	Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.	1/3**	T3 SBA 8
3.8	Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).	1/3**	T3 SBA 8
<b>Statistics, Data Analysis, and Probability</b>		4	
<b>Standard Set 1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:</b>			
1.1	Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.	1	T2 SBA 6
1.2	Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.	2/3**	T2 SBA 6
1.3	Interpret one- and two-variable data graphs to answer questions about a situation.	1	T2 SBA 6
<b>Standard Set 2.0 Students make predictions for simple probability situations:</b>			
2.1	Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).	2/3**	T2 SBA 6
2.2	Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; $\frac{3}{4}$ ).	2/3**	T2 SBA 6
<b>Mathematical Reasoning</b>		Embedded	T3 SBA 9

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MAP<sup>2</sup>D LBUSD 11-12

4B

<b>Standard Set 1.0 Students make decisions about how to approach problems:</b>			
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	<b>Embedded</b>	
1.2	Determine when and how to break a problem into simpler parts.	<b>Embedded</b>	
<b>Standard Set 2.0 Students use strategies, skills, and concepts in finding solutions:</b>			
2.1	Use estimation to verify the reasonableness of calculated results.	<b>Embedded</b>	
2.2	Apply strategies and results from simpler problems to more complex problems.	<b>Embedded</b>	
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	<b>Embedded</b>	
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	<b>Embedded</b>	
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	<b>Embedded</b>	
2.6	Make precise calculations and check the validity of the results from the context of the problem.	<b>Embedded</b>	
<b>Standard Set 3.0 Students move beyond a particular problem by generalizing to other situations:</b>			
3.1	Evaluate the reasonableness of the solution in the context of the original situation.	<b>Embedded</b>	
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	<b>Embedded</b>	
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	<b>Embedded</b>	

\*Key Standards comprise a minimum of 70% of the test

\*\*Fractional values indicate rotated standards (e.g.  $\frac{1}{2}$  = rotated every two years;  $\frac{1}{3}$ =rotated every 3 years)