

# Fourth Grade Math Curriculum Alignment

Timeline	Strand/Concept	Performance Objective	Resources	Lessons/Objectives	Technology
<p style="text-align: center;"><b>August</b></p>	<p><b>Strand 1: Number Sense &amp; Operations</b> <b>Concept 1: Number Sense</b></p>	<p><b>PO 7. Compare two whole numbers.</b></p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>(Chapter 2) <b>Lessons:</b> Lesson 1-5, pp. 16–19, Ex. 1–3, 6–11, 17–18, 23; Lesson 1-14, pp. 40–41, Ex. 6; Lesson 2-14, pp. 102–103, Ex. 3</p> <p><b>Additional Resources:</b> Diagnosing Readiness, p. 2, Ex. 2; Warm Up, p. 16, Ex. 1–3; Discovery Channel, p. 19, Ex. 1–3; Lesson 1-6, p. 21, Ex. 21–23; Warm Up, p. 22, Ex. 1–3; Section B Review, p. 26, Ex. 1–3, A–B; Diagnostic Checkpoint, p. 27, Ex. 1, 3–4, 10–11; Key Vocabulary and Concept Review, p. 46, Ex. 2; Chapter Test, pp. 48–49, Ex. 7, 15–16; Reteaching, p. 53, Set 1-5, Ex. 1–3; More Practice, p. 57, Set 1-5, Ex. 1–3; Lesson 2-8, p. 87, Ex. 24; Lesson 3-3, p. 135, Ex. 51; Lesson 3-7, p. 149, Ex. 16–18; Lesson 11-4, p. 633, Ex. 27</p>	<p>AM ATI Star Math</p>
	<p><b>Strand 1: Number Sense &amp; Operations</b> <b>Concept 2: Numerical Operations</b></p>	<p><b>PO 1. Add whole numbers.</b></p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p><b>Lessons:</b> Lesson 2-1, pp. 62–63, Ex. 1–4, 6–17, 19–20; Lesson 2-5, pp. 76–79, Ex. 1–4, 7–12, 15–17, 19–20, 24–32; Lesson 2-6, pp. 80–81, Ex. 1–4, 7, 9–10, 12, 14–15, 18–19, 21–22; Lesson 2-8, pp. 86–87, Ex. 1, 4, 6, 9–10, 12–13, 16–17; Lesson 2-14, pp. 102–103, Ex. 1, 5</p> <p><b>Additional Resources:</b> Lesson 1-14, p. 41, Ex. 7; Warm Up, p. 64, Ex. 1–3; Lesson 2-2, p. 67, Ex. 36–39; Lesson 2-3, p. 71, Ex. 33; Section A Review, p. 74, Ex. 1–8, A–B; Diagnostic Checkpoint, p. 75, Ex. 1, 3–4, 7, 10, 15; Practice Game, p. 79; Warm Up, p. 80, Ex. 1–4; Lesson 2-7, pp. 84–85, Ex. 31–32, 34, 36–37; Warm Up, p. 86, Ex. 1, 4; Section B Review, p. 92, Ex. 2–4, 9, 12; Diagnostic Checkpoint, p. 93, Ex. 3–4, 8–9, 13; Key Vocabulary and Concept Review, pp. 108–109, Ex. 1–3; Chapter Test, pp. 110–111, Ex. 5, 7, 12, 17, 28; Cumulative Review and Test Prep, p. 112, Ex. 2, 4; Reteaching, pp. 114–115, Set 2-1, Ex. 1–8, Set 2-5, Ex. 1–3, 5, Set 2-6, Ex. 1–4; More Practice, pp. 118–120, Set 2-1, Ex. 1–13, Set 2-5, Ex. 1–3, 6–8, Set 2-6, Ex. 1–3, 6–8, 11, Set 2-8, Ex. 1–2, 5; Diagnostic Checkpoint, p. 159, Ex. 3, 17; Lesson 4-15, p. 235, Ex. 5; Lesson 5-2, p. 261, Ex. 40; Lesson 5-3, p. 263, Ex. 36–37; Lesson 5-10, p. 289, Ex. 24; Lesson 5-11, p. 291, Ex.</p>	

		<p><b>PO 2. Subtract whole numbers.</b></p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p>1; Lesson 5-12, p. 293, Ex. 6; Cumulative Review and Test Prep, p. 302, Ex. 10; More Practice, p. 311, Set 5-11, Ex. 1; Lesson 6-10, p. 345, Ex. 8; Lesson 7-8, p. 391, Ex. 29; Diagnosing Readiness, p. 433, Ex. 8-11; Lesson 10-2, p. 567, Ex. 44, 48; Lesson 10-4, p. 577, Ex. 37; Warm Up, p. 642, Ex. 1-4</p> <p><b><u>Lessons:</u></b> Lesson 2-2, pp. 64-67, Ex. 1-29, 31-35; Lesson 2-7, pp. 82-85, Ex. 1-4, 6-10, 13-15, 17-19, 21-23, 26-30, 33; Lesson 2-8, pp. 86-87, Ex. 2-3, 7-8, 11, 14-15, 20-22; Lesson 2-14, pp. 102-103, Ex. 3, 5; Lesson 8-14, pp. 478-479, Ex. 4</p> <p><b><u>Additional Resources:</u></b> Discovery Channel, p. 67, Ex. 1-2; Lesson 2-3, p. 71, Ex. 32, 34-35; Section A Review, p. 74, Ex. 9-16, C-D; Diagnostic Checkpoint, p. 75, Ex. 2, 5-6, 8-9; Learning with Technology, p. 85, Ex. 1-6; Warm Up, p. 86, Ex. 2-3; Section B Review, p. 92, Ex. 6-8, 10-11; Diagnostic Checkpoint, p. 93, Ex. 2, 6-7, 12, 14; Test Talk, pp. 106-107, Ex. 1, 4; Key Vocabulary and Concept Review, p. 108, Ex. 1; Chapter Test, pp. 110-111, Ex. 1-2, 6, 13; Cumulative Review and Test Prep, p. 112, Ex. 1, 5-7; Reteaching, pp. 114-116, Set 2-2, Ex. 1-6, Set 2-7, Ex. 1-3, 5, 7-9, Set 2-8, Ex. 1; More Practice, pp. 118-120, Set 2-2, Ex. 1-13, Set 2-7, Ex. 1-3, 6-8, 11, Set 2-8, Ex. 3-4; Lesson 3-8, p. 151, Ex. 26-28; Diagnostic Checkpoint, p. 159, Ex. 15-16; Diagnosing Readiness, p. 189, Ex. 29-32; Lesson 4-15, p. 234, Ex. 2; Lesson 5-3, p. 263, Ex. 35; Lesson 5-5, p. 273, Ex. 50; Lesson 5-10, p. 289, Ex. 25; Lesson 5-11, p. 291, Ex. 2-3, 6-7; Lesson 5-12, pp. 292-293, Ex. 2, 6; More Practice, p. 311, Set 5-11, Ex. 3; Lesson 6-2, p. 318, Ex. 26; Lesson 6-5, p. 334, Ex. 28; Lesson 6-6, p. 337, Ex. 25-26; Lesson 6-8, p. 341, Ex. 27, 30; Lesson 6-10, p. 345, Ex. 6; Lesson 10-4, p. 577, Ex. 39; Lesson 12-10, p. 717, Ex. 5</p> <p><b><u>Lessons:</u></b> Lesson 1-4, pp. 12-13, Ex. 1-9; Lesson 1-14, pp. 40-41, Ex. 7; Lesson 2-5, pp. 76-79, Ex. 24-27; Lesson 2-7, pp. 82-85, Ex. 26-32; Lesson 2-14, pp. 102-103, Ex. 1, 3, 5; Lesson</p>	
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		<p><b>PO 9. Apply grade-level appropriate properties to assist in computation.</b></p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>		
		<p><b>PO 11. Use grade-level appropriate mathematical terminology.</b></p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>		





				<p>Review and Test Prep, p. 303, Ex. 20, 22; Diagnosing Readiness, p. 312, Ex. 4–9; Lesson 6-5, p. 335, Ex. 37; Cumulative Review and Test Prep, p. 355, Ex. 19, 23; Lesson 7-4, p. 377, Ex. 30–32; Cumulative Review and Test Prep, p. 423, Ex. 17; Lesson 8-2, p. 439, Ex. 9; Lesson 8-5, p. 449, Ex. 17; Lesson 8-6, p. 454, Ex. 21–22; Lesson 8-12, p. 475, Ex. 5, 8; Cumulative Review and Test Prep, p. 489, Ex. 18; Cumulative Review and Test Prep, p. 551, Ex. 17; Lesson 10-6, p. 585, Ex. 4; Cumulative Review and Test Prep, p. 613, Ex. 17; Cumulative Review and Test Prep, p. 677, Ex. 18</p> <p><b>Lessons:</b> Reading for Math Success, p. 89, Ex. 15; Getting Started, Investigating the Concept, p. 90A; Reaching All Learners, Students with Special Needs, p. 474B</p>	
		<b>PO 3. Create grade-level appropriate iterative patterns.</b>	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)		
<b>September</b>	<b>Strand 1: Number Sense &amp; Operation Concept 1: Number Sense</b>	<b>PO 1. Read whole numbers in contextual situations.</b>	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	(Chapter 1 & 3) <b>Lessons:</b> Lesson 1-14, pp. 40–41, Ex. 1–7  <b>Additional Resources:</b> Lesson 1-1, p. 6, Ex. 20–23, Lesson 1-2, p. 9, Ex. 11–13; More Practice, p. 56, Set 1-1, Ex. 10, Set 1-2, Ex. 9	AM ATI Star Math
		<b>PO 2. Identify whole numbers in or out of order.</b>	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	<b>Lessons:</b> Lesson 1-1, pp. 4–7, Ex. 3–6, 11–18; Lesson 1-2, pp. 8–9, Ex. 2, 6–9, 11–13; Lesson 1-3, pp. 10–11, Ex. 1–4, 6–17, 26; Lesson 1-14, pp. 40–41, Ex. 1; Lesson 7-15, pp. 412–413, Ex. 6	

		<p>PO 3. Write whole numbers in or out of order.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p><b><u>Additional Resources:</u></b> Section A Review, p. 14, Ex. 1–4, 7–12; Diagnostic Checkpoint, p. 15, Ex. 2, 5–8; Key Vocabulary and Concept Review, p. 46, Ex. 1; Chapter Test, p. 49, Ex. 19–20; Reteaching, p. 52, Set 1-3, Ex. 1–6; More Practice, p. 56, Set 1-1, Ex. 10, Set 1-2, Ex. 9, Set 1-3, Ex. 1–5; Lesson 10-13, p. 602, Ex. 3</p> <p><b><u>Lessons:</u></b> Lesson 1-1, pp. 4–7, Ex. 1; Lesson 1-2, pp. 8– 9, Ex. 1, 15; Lesson 1-14, pp. 40–41, Ex. 2</p> <p><b><u>Additional Resources:</u></b> Diagnosing Readiness, p. 2, Ex. 10–12; Section A Review, p. 14, Ex. 5; Diagnostic Checkpoint, p. 15, Ex. 3; Chapter Test, p. 49, Ex. 24; Reteaching, p. 52, Set 1-2, Ex. 2; More Practice, p. 56, Set 1-1, Ex. 2, 4, Set 1-2, Ex. 1–2; Lesson 4-13, p. 231, Ex. 13; Cumulative Review and Test Prep, p. 244, Ex. 1; Cumulative Review and Test Prep, p. 354, Ex. 3; Cumulative Review and Test Prep, p. 550, Ex. 3; Lesson 10-7, p. 589, Ex. 19</p> <p><b><u>Lessons:</u></b> Lesson 1-1, pp. 4–7, Ex. 3–6, 11–18; Lesson 1-2, pp. 8–9, Ex. 2, 6–9; Lesson 1-3, pp. 10– 11, Ex. 1–4, 6–17; Lesson 1-5, pp. 16–19, Ex. 20, 26–30; Lesson 1-14, pp. 40–41, Ex. 4</p> <p><b><u>Additional Resources:</u></b> Section A Review, p. 14, Ex. 1–4, 7–12; Diagnostic Checkpoint, p. 15, Ex. 5–8; Chapter Test, p. 48, Ex. 3–4; Reteaching, p. 52, Set 1-1, Ex. 1–8, Set 1–3, Ex. 1–6; More Practice, p. 56, Set 1-1, Ex. 5–9, Set 1-2, Ex. 5–8, Set 1-3, Ex. 1–5; Lesson 2-5, p. 79, Ex. 37</p> <p><b><u>Lessons:</u></b> Talk About It, p. 4, Ex. 2</p> <p><b><u>Additional Resources:</u></b> Lesson 1-1, p. 5, Ex. 7; Lesson 1-5, p. 18, Ex. 23; Getting Started, Investigating the Concept, p. 4A; Reaching All Learners, Reteaching, p. 10B</p> <p><b><u>Lessons:</u></b> Lesson 1-1, pp. 4–7, Ex. 2, 10; Lesson 1-2, pp. 8–9, Ex. 4–5</p>	
		<p>PO 4. State place values for whole numbers (e.g., In the number 203,495 what is the value of the 2?).</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p><b><u>Lessons:</u></b> Lesson 1-1, pp. 4–7, Ex. 3–6, 11–18; Lesson 1-2, pp. 8–9, Ex. 2, 6–9; Lesson 1-3, pp. 10– 11, Ex. 1–4, 6–17; Lesson 1-5, pp. 16–19, Ex. 20, 26–30; Lesson 1-14, pp. 40–41, Ex. 4</p> <p><b><u>Additional Resources:</u></b> Section A Review, p. 14, Ex. 1–4, 7–12; Diagnostic Checkpoint, p. 15, Ex. 5–8; Chapter Test, p. 48, Ex. 3–4; Reteaching, p. 52, Set 1-1, Ex. 1–8, Set 1–3, Ex. 1–6; More Practice, p. 56, Set 1-1, Ex. 5–9, Set 1-2, Ex. 5–8, Set 1-3, Ex. 1–5; Lesson 2-5, p. 79, Ex. 37</p>	
		<p>PO 5. Construct models to represent place value concepts for the one’s, ten’s, hundred’s, and thousand’s places.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p><b><u>Lessons:</u></b> Talk About It, p. 4, Ex. 2</p> <p><b><u>Additional Resources:</u></b> Lesson 1-1, p. 5, Ex. 7; Lesson 1-5, p. 18, Ex. 23; Getting Started, Investigating the Concept, p. 4A; Reaching All Learners, Reteaching, p. 10B</p>	
		<p>PO 6. Apply expanded notation to model place value (e.g., <math>203,495 = 200,000 + 3,000 + 400 + 90 + 5</math>).</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p><b><u>Lessons:</u></b> Lesson 1-1, pp. 4–7, Ex. 2, 10; Lesson 1-2, pp. 8–9, Ex. 4–5</p>	

		<p>PO 8. Order three or more whole numbers.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p><b><u>Additional Resources:</u></b> Warm Up, p. 10, Ex. 1–2; Lesson 1-3, p. 11, Ex. 27; Section A Review, p. 14, Ex. 6; Diagnostic Checkpoint, p. 15, Ex. 2, 4; Key Vocabulary and Concept Review, p. 46, Ex. 1; Chapter Test, p. 49, Ex. 19–20; Reteaching, p. 52, Set 1-2, Ex. 1, 3; More Practice, p. 56, Set 1-1, Ex. 1, 3, Set 1-2, Ex. 3–4; Lesson 2-3, p. 71, Ex. 36; Lesson 2-9, p. 91, Ex. 13–15; Section B Review, p. 92, Ex. H; More Practice, p. 120, Set 2-9, Ex. 3–4</p> <p><b><u>Lessons:</u></b> Lesson 1-5, pp. 16–19, Ex. 4, 12–15, 19, 22, 24–25; Lesson 1-14, pp. 40–41, Ex. 3; Lesson 3-15, pp. 168–169, Ex. 6</p> <p><b><u>Additional Resources:</u></b> Diagnostic Checkpoint, p. 27, Ex. 12; Test Talk, p. 44, Ex. 1; Key Vocabulary and Concept Review, p. 46, Ex. 3; Chapter Test, pp. 48–49, Ex. 9, 23; Cumulative Review and Test Prep, p. 50, Ex. 4; More Practice, p. 57, Set 1-5, Ex. 4; Cumulative Review and Test Prep, p. 178, Ex. 4; Diagnosing Readiness, p. 189, Ex. 19–27; Warm Up, p. 226, Ex. 1–3; Cumulative Review and Test Prep, p. 244, Ex. 4; Cumulative Review and Test Prep, p. 302, Ex. 4; Cumulative Review and Test Prep, p. 354, Ex. 5; Cumulative Review and Test Prep, p. 422, Ex. 4; Lesson 9-8, p. 523, Ex. 30; Warm Up, p. 524, Ex. 1–3; Cumulative Review and Test Prep, p. 726, Ex. 1</p> <p><b><u>Lessons:</u></b> Lesson 1-9, pp. 28–29, Ex. 9–10; Lesson 11-3, pp. 630–631, Ex. 24–27</p> <p><b><u>Additional Resources:</u></b> Lesson 1-10, p. 31, Ex. 19; Lesson 1-11, p. 33, Ex. 18–21; Lesson 1-12, p. 36, Ex. 19–23; Lesson 1-13, p. 39, Ex. 9; Cumulative Review and Test Prep, p. 50, Ex. 1; More Practice, p. 59, Set 1-11, Ex. 6; Diagnosing Readiness, p. 623, Ex. 15; Lesson 11-1, p. 626, Ex. 31–33; Discovery Channel, p. 627, Ex. 1–2; Lesson 11-2, p. 629, Ex. 19; Lesson 11-4, p. 633, Ex. 23–25; Diagnostic Checkpoint, p. 635, Ex. 21–23; Lesson 11-5, p. 637, Ex. 20–22; Lesson 11-6, pp. 639–640, Activity, Ex. 13–16; Lesson 11-7, p. 644, Ex. 25–29; Diagnostic Checkpoint, p. 651, Ex. 1–2, 15–17; Lesson 11-15, pp. 666–667, Ex. 2, 4, 7; Test Talk, p. 671, Ex. 4; Chapter Test, p. 674, Ex. 6; Cumulative Review and Test Prep, p. 676, Ex. 4; More Practice, pp. 682–684, Set 11-3, Ex. 12, Set 11-5, Ex. 9, Set 11-6, Ex. 8, Set 11-7, Ex. 9</p>	
		<p>PO 14. Use decimals in contextual situations.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p><b><u>Additional Resources:</u></b> Lesson 1-10, p. 31, Ex. 19; Lesson 1-11, p. 33, Ex. 18–21; Lesson 1-12, p. 36, Ex. 19–23; Lesson 1-13, p. 39, Ex. 9; Cumulative Review and Test Prep, p. 50, Ex. 1; More Practice, p. 59, Set 1-11, Ex. 6; Diagnosing Readiness, p. 623, Ex. 15; Lesson 11-1, p. 626, Ex. 31–33; Discovery Channel, p. 627, Ex. 1–2; Lesson 11-2, p. 629, Ex. 19; Lesson 11-4, p. 633, Ex. 23–25; Diagnostic Checkpoint, p. 635, Ex. 21–23; Lesson 11-5, p. 637, Ex. 20–22; Lesson 11-6, pp. 639–640, Activity, Ex. 13–16; Lesson 11-7, p. 644, Ex. 25–29; Diagnostic Checkpoint, p. 651, Ex. 1–2, 15–17; Lesson 11-15, pp. 666–667, Ex. 2, 4, 7; Test Talk, p. 671, Ex. 4; Chapter Test, p. 674, Ex. 6; Cumulative Review and Test Prep, p. 676, Ex. 4; More Practice, pp. 682–684, Set 11-3, Ex. 12, Set 11-5, Ex. 9, Set 11-6, Ex. 8, Set 11-7, Ex. 9</p>	

	<p align="center"><b>Strand 1: Number Sense and Operation</b> <b>Concept 2: Numerical Operations</b></p>	<p>PO 18. Identify all whole number factors and pairs of factors for a given whole number through 144.</p> <p>PO 19. Determine multiples of a given whole number with products through 144.</p> <p>PO 3. Select the grade-level appropriate operation to solve word problems.</p> <p>PO 4. Solve word problems using grade-level appropriate operations and numbers.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p>	<p><b><u>Lessons:</u></b> Lesson 3-3, pp. 134, Ex. 35–46</p> <p><b><u>Lessons:</u></b> Lesson 3-2, pp. 128–131, Activity; Lesson 3-4, pp. 136–137, Activity</p> <p><b><u>Additional Resources:</u></b> Practice Game, p. 371</p> <p><b><u>Lessons:</u></b> Lesson 1-4, pp. 12–13, Ex. 1–6; Lesson 5-11, pp. 290–291, Ex. 1–7; Lesson 7-10, pp. 96–399, Ex. 1–8</p> <p><b><u>Additional Resources:</u></b> Lesson 2-10, p. 95, Ex. 17–18; Lesson 2-11, pp. 96–97, Ex. 1–2, 4–7, 9–10; Lesson 2-12, p. 99, Ex. 18; Section C Review, p. 104, Ex. 4; Diagnostic Checkpoint, p. 105, Ex. 1, 3–4, 10–11; Test Talk, p. 107, Ex. 2; Chapter Test, p. 110, Ex. 10; Reteaching, p. 117, Set 2-11, Ex. 1–2; More Practice, p. 121, Set 2-11, Ex. 1–4; Section C Review, p. 294, Ex. 14, E–F; Diagnostic Checkpoint, p. 295, Ex. 11–16; Chapter Test, p. 301, Ex. 35; Reteaching, p. 307, Set 5-11, Ex. 1–2; More Practice, p. 311, Set 5-11, Ex. 1–3; Reading for Math Success, pp. 394–395, Ex. 1–13; Section B Review, p. 400, Ex. 23–24, F; Diagnostic Checkpoint, p. 401, Ex. 18–21; Test Talk, p. 417, Ex. 3–4; Chapter Test, p. 421, Ex. 11, 25; Cumulative Review and Test Prep, p. 423, Ex. 21; Reteaching, p. 426, Set 7-10, Ex. 1–2; More Practice, p. 430, Set 7-10, Ex. 1–5</p> <p><b><u>Lessons:</u></b> Lesson 1-4, pp. 12–13, Ex. 1–9; Lesson 1-14, pp. 40–41, Ex. 7; Lesson 2-5, pp. 76–79, Ex. 24–27; Lesson 2-7, pp. 82–85, Ex. 26–32; Lesson 2-14, pp. 102–103, Ex. 1, 3, 5; Lesson 3-8, pp. 150–151, Ex. 18–20; Lesson 3-9, pp. 152–153, Ex. 24–25, 36; Lesson 3-11, pp. 156–157, Ex. 1–7; Lesson 3-15, pp. 168–169, Ex. 2, 4–5; Lesson 4-15, pp. 234–235, Ex. 2, 5; Lesson 5-7, pp. 278–281, Ex. 1–10; Lesson</p>	
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		<p>PO 7. State multiplication and division facts through 12s.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p>5-11, pp. 290–291, Ex. 1–7; Lesson 5-12, pp. 292–293, Ex. 2, 4, 6; Lesson 6-3, pp. 320–323, Ex. 16–20; Lesson 6-5, pp. 332–335, Ex. 3–28; Lesson 6-6, pp. 336–337, Ex. 23–26; Lesson 6-7, pp. 338–339, Ex. 18–19, 22; Lesson 6-10, pp. 344–345, Ex. 1–4, 6, 8; Lesson 7-4, pp. 374–377, Ex. 26–28; Lesson 7-5, pp. 380–383, Ex. 31–32, 35–38; Lesson 7-6, pp. 384–385, Ex. 1–9; Lesson 7-7, pp. 386–389, Ex. 26–27, 38; Lesson 7-8, pp. 390–391, Ex. 28–30; Lesson 7-15, pp. 412–413, Ex. 1, 3–5, 7–8; Lesson 8-14, pp. 478–479, Ex. 1, 4; Lesson 10-13, pp. 602–603, Ex. 1–2, 4; Lesson 12-9, pp. 714–715, Ex. 1–2, 6–7; Lesson 12-10, pp. 716–717, Ex. 2–3, 5</p> <p><b>Additional Resources:</b> Most lessons in Grade 4 include word problems that require the use of grade level appropriate operations and numbers.</p> <p><b>Lessons:</b> Lesson 3-2, pp. 128–131, Ex. 1–10, 12–26, 31–32, 34–36; Lesson 3-3, pp. 132–135, Ex. 1–32, 47–50; Lesson 3-4, pp. 136–137, Ex. 1–21, 23–37; Lesson 3-8, pp. 150–151, Ex. 1–20; Lesson 3-9, pp. 152–153, Ex. 1–22, 24–25, 28–35; Lesson 3-15, pp. 168–169, Ex. 2–5; Lesson 6-10, pp. 344–345, Ex. 1; Lesson 7-15, pp. 412–413, Ex. 4–5</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 50, Ex. 3; Warm Up, p. 132, Ex. 1–6; Warm Up, p. 136, Ex. 1–6; Lesson 3-5, p. 143, Ex. 12–16; Section A Review, p. 144, Ex. 5–16, C–F; Diagnostic Checkpoint, p. 145, Ex. 1–2, 7–16, 21–22; Warm Up, p. 146, Ex. 1–6; Lesson 3-6, p. 147, Ex. 14; Warm Up, p. 148, Ex. 1–6; Warm Up, p. 150, Ex. 1–6; Warm Up, p. 152, Ex. 1–6; Warm Up, p. 154, Ex. 1–6; Lesson 3-10, p. 155, Ex. 1–2, 4–13, 15, 18–19; Lesson 3-11, p. 157, Ex. 1–6; Section B Review, p. 158, Ex. 6–11, E; Diagnostic Checkpoint, p. 159, Ex. 2–13, 15–17; Lesson 3-12, pp. 162–163, Ex. 19, 21, 27; Discovery Channel, p. 163, Ex. 1–2; Key Vocabulary and Concept Review, pp. 174–175, Ex. 1–2, 4; Chapter Test, pp. 176–177, Ex. 2–6, 9, 11, 19–30, 34; Cumulative Review and Test Prep, p. 178, Ex. 2; Reteaching, pp. 180–182, Set 3-2, Ex. 1–6, Set 3-3, Ex. 1–8, Set 3-4, Ex. 1–8, Set 3-8, Ex. 1–6, Set 3-9, Ex. 1–6, Set 3-10, Ex. 1–3, Set 3-11, Ex. 1–2; More Practice, pp. 184–186, Set 3-2, Ex. 1–8, Set 3-3, Ex. 1–5, Set 3-4, Ex. 1–5, Set 3-8, Ex. 1–17, Set 3-9, Ex. 1–9, Set 3-11, Ex. 1–3; Lesson 4-6, p. 205, Ex. 13; Lesson 4-8, p. 211, Ex. 22; Lesson 4-12, p. 229, Ex. 21; Lesson 4-14, p. 233, Ex. 10; Cumulative Review and Test Prep, p. 244, Ex. 3, 7;</p>
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	<p><b>Strand 3: Patterns, Algebra, &amp; Functions</b>  <b>Concept 2: Functions and Relationships</b></p>	<p>PO 9. Apply grade-level appropriate properties to assist in computation.</p> <p>PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model).</p>	<p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</p> <p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</p>	<p>Diagnosing Readiness, p. 254, Ex. 4–12, 14; Warm Up, p. 256, Ex. 1–6; Warm Up, p. 264, Ex. 7; Warm Up, p. 270, Ex. 1–6; Lesson 5-9, p. 287, Ex. 24, 26–27; Cumulative Review and Test Prep, p. 302, Ex. 1; Diagnosing Readiness, p. 365, Ex. 11–21; Warm Up, p. 366, Ex. 1–6; Warm Up, p. 372, Ex. 1–4; Lesson 7-9, p. 393, Ex. 28; Lesson 7-10, p. 399, Ex. 13; Warm Up, p. 468, Ex. 1–4; Diagnosing Readiness, p. 498, Ex. 4–13; Warm Up, p. 500, Ex. 1–6; Warm Up, p. 588, Ex. 1–6; Cumulative Review and Test Prep, p. 726, Ex. 5</p> <p><b>Lessons:</b>  Lesson 2-1, pp. 62–63, Ex. 5, 18; Lesson 3-2, pp. 128–131, Ex. 11, 27–30, 37–38; Lesson 3-3, pp. 132–135, Ex. 34, Enrichment; Lesson 5-10, pp. 288–289, Ex. 5, 18; Lesson 5-12, pp. 292–293, Ex. 4</p> <p><b>Additional Resources:</b>  Lesson 2-6, p. 81, Ex. 6; Lesson 6-7, p. 339, Ex. 17</p> <p><b>Lessons:</b>  Lesson 3-13, pp. 164–165, Ex. 1–5, 7</p> <p><b>Additional Resources:</b>  Cumulative Review and Test Prep, p. 51, Ex. 22; Lesson 3-1, p. 127, Ex. 21–23; Lesson 3-14, p. 167, Ex. 24; Section C Review, p. 170, Ex. 5–6, C–D; Diagnostic Checkpoint, p. 171, Ex. 3–4, 19; Chapter Test, p. 177, Ex. 32; Cumulative Review and Test Prep, p. 179, Ex. 21; Reteaching, p. 183, Set 3-13, Ex. 1–3; More Practice, p. 187, Set 3-13, Ex. 1–3; Cumulative Review and Test Prep, p. 303, Ex. 21; Cumulative Review and Test Prep, p. 355, Ex. 22; Cumulative Review and Test Prep, p. 423, Ex. 20; Cumulative Review and Test Prep, p. 489, Ex. 21; More Practice, p. 496, Set 8-9, Ex. 5; Cumulative Review and Test Prep, p. 551, Ex. 20; Cumulative Review and Test Prep, p. 613, Ex. 19</p> <p><b>Lessons:</b>  Lesson 2-12, pp. 98–99, Ex. 15; Lesson 3-12, pp. 160–163, Ex. 18; Lesson 3-14, p. 167, Ex. 18–19; Lesson 7-10, pp. 396–399, Ex. 1–8</p>	
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	<p><b>Strand 3: Patterns, Algebra, &amp; Functions</b> <b>Concept 3: Algebraic Representations</b></p>	<p>PO 2. Use variables in contextual situations.</p> <p>PO 3. Solve one-step equations with one variable represented by a letter or symbol using multiplication of whole numbers (e.g., <math>12 = n \times 4</math>).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p><b>Additional Resources:</b> Lesson 2-13, p. 101, Ex. 19, 21; Diagnostic Checkpoint, p. 105, Ex. 2; Chapter Test, p. 110, Ex. 9</p> <p><b>Lessons:</b> Lesson 3-14, pp. 166–167, Ex. 2, 4, 6, 8, 10, 15–16, 18–19</p> <p><b>Additional Resources:</b> Section C Review, p. 170, Ex. 7–8, 10, 14, E; Diagnostic Checkpoint, p. 171, Ex. 2, 15, 18; Chapter Test, p. 177, Ex. 17; Reteaching, p. 183, Set 3-14, Ex. 1, 3, 6; More Practice, p. 187, Set 3-14, Ex. 1, 4–5; Lesson 4-1, p. 191, Ex. 16</p> <p><b>Lessons:</b> Lesson 3-5, pp. 140–143, Ex. 1–2, 4–5; Lesson 6-9, pp. 342–343, Ex. 1–2, 4</p> <p><b>Additional Resources:</b> Section A Review, p. 144, Ex. 17; Diagnostic Checkpoint, p. 145, Ex. 20; Reteaching, p. 181, Set 3-5, Ex. 1–2; More Practice, p. 185, Set 3-5, Ex. 1–3; Test Talk, p. 297, Ex. 2, 4; Reteaching, p. 359, Set 6-9, Ex. 2</p> <p><b>Lessons:</b> Reaching All Learners, Math and Science, p. 140B</p>	
	<p><b>Strand 3: Patterns, Algebra, &amp; Functions</b> <b>Concept 4: Analysis of Change</b></p>	<p>PO 1. Identify the change in a variable over time (e.g., an object gets taller, colder, heavier).</p> <p>PO 2. Make simple predictions based on a variable (e.g., increase homework time as you progress through the grades).</p>			



		<p>PO 5. Multiply multi-digit numbers by two-digit numbers.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p>264–267, Ex. 1–22; Lesson 5-5, pp. 270–273, Ex. 1–42, 45–47, 49; Lesson 5-6, pp. 274–275, Ex. 1–26, 28–31; Lesson 5-8, pp. 282–283, Ex. 1–21, 26; Lesson 6-1, pp. 314–315, Ex. 1–21, 23; Lesson 6-3, pp. 320–323, Ex. 1–19, 21–23; Lesson 6-5, pp. 332–335, Ex. 1–5, 7–21, 23–34; Lesson 6-6, pp. 336–337, Ex. 1–5, 7–21, 23–32; Lesson 6-7, pp. 338–339, Ex. 1–22; Lesson 6-10, pp. 344–345, Ex. 2–5; Lesson 12-10, pp. 716–717, Ex. 2–3</p> <p><b><u>Additional Resources:</u></b>  Warm Up, p. 316, Ex. 1–4; Lesson 6-2, p. 319, Ex. 32–35; Warm Up, p. 320, Ex. 1–4; Lesson 6-4, p. 329, Ex. 15; Section A Review, p. 330, Ex. 1–4, 11–14, A, C–D; Diagnostic Checkpoint, p. 331, Ex. 1–10, 15–18, 20; Discovery Channel, p. 335, Ex. 1–2; Warm Up, p. 336, Ex. 1–4; Warm Up, p. 338, Ex. 1–4; Lesson 6-8, p. 341, Ex. 29; Section B Review, p. 346, Ex. 1–6, 9–14, A, C–D; Diagnostic Checkpoint, p. 347, Ex. 1–10; Key Vocabulary and Concept Review, pp. 350–351, Ex. 2–3; Chapter Test, pp. 352–353, Ex. 1, 3–8, 13–16, 18–22, 24–25; Cumulative Review and Test Prep, p. 354, Ex. 6; Reteaching, pp. 356–358, Set 6-1, Ex. 1–16, Set 6-3, Ex. 1–10, Set 6-5, Ex. 1–6, Set 6-6, Ex. 1–8, Set 6-7, Ex. 1–6; More Practice, pp. 360–363, Set 6-1, Ex. 1–29, Set 6-3, Ex. 1–17, Set 6-5, Ex. 1–22, Set 6-6, Ex. 1–22, Set 6-7, Ex. 1–16; Lesson 7-1, p. 367, Ex. 21, 24; Lesson 7-4, p. 377, Ex. 38; Lesson 7-5, p. 382, Ex. 32; Discovery Channel, p. 383, Ex. 2; Lesson 7-10, pp. 397–399, Ex. 2, 24; Warm Up, p. 468, Ex. 5–6; Lesson 9-2, p. 503, Ex. 30; Lesson 9-14, p. 540, Ex. 2; Cumulative Review and Test Prep, p. 550, Ex. 2; Lesson 10-2, p. 567, Ex. 46–47; Lesson 10-4, p. 577, Ex. 40; Cumulative Review and Test Prep, p. 612, Ex. 5; Lesson 11-10, p. 655, Ex. 13; Lesson 12-6, p. 705, Ex. 13; Cumulative Review and Test Prep, p. 726, Ex. 3</p> <p><b><u>Lessons:</u></b>  Lesson 3-2, pp. 128–131, Ex. 1–10, 12–26, 31–32, 34–36; Lesson 3-3, pp. 132–135, Ex. 1–32, 47–50; Lesson 3-4, pp. 136–137, Ex. 1–21, 23–37; Lesson 3-8, pp. 150–151,</p>	
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		<p>PO 7. State multiplication and division facts through 12s.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p>Ex. 1–20; Lesson 3-9, pp. 152–153, Ex. 1–22, 24–25, 28–35; Lesson 3-15, pp. 168–169, Ex. 2–5; Lesson 6-10, pp. 344–345, Ex. 1; Lesson 7-15, pp. 412–413, Ex. 4–5</p> <p><b><u>Additional Resources:</u></b>  Cumulative Review and Test Prep, p. 50, Ex. 3; Warm Up, p. 132, Ex. 1–6; Warm Up, p. 136, Ex. 1–6; Lesson 3-5, p. 143, Ex. 12–16; Section A Review, p. 144, Ex. 5–16, C–F; Diagnostic Checkpoint, p. 145, Ex. 1–2, 7–16, 21–22; Warm Up, p. 146, Ex. 1–6; Lesson 3-6, p. 147, Ex. 14; Warm Up, p. 148, Ex. 1–6; Warm Up, p. 150, Ex. 1–6; Warm Up, p. 152, Ex. 1–6; Warm Up, p. 154, Ex. 1–6; Lesson 3-10, p. 155, Ex. 1–2, 4–13, 15, 18–19; Lesson 3-11, p. 157, Ex. 1–6; Section B Review, p. 158, Ex. 6–11, E; Diagnostic Checkpoint, p. 159, Ex. 2–13, 15–17; Lesson 3-12, pp. 162–163, Ex. 19, 21, 27; Discovery Channel, p. 163, Ex. 1–2; Key Vocabulary and Concept Review, pp. 174–175, Ex. 1–2, 4; Chapter Test, pp. 176–177, Ex. 2–6, 9, 11, 19–30, 34; Cumulative Review and Test Prep, p. 178, Ex. 2; Reteaching, pp. 180–182, Set 3-2, Ex. 1–6, Set 3-3, Ex. 1–8, Set 3-4, Ex. 1–8, Set 3-8, Ex. 1–6, Set 3-9, Ex. 1–6, Set 3-10, Ex. 1–3, Set 3-11, Ex. 1–2; More Practice, pp. 184–186, Set 3-2, Ex. 1–8, Set 3-3, Ex. 1–5, Set 3-4, Ex. 1–5, Set 3-8, Ex. 1–17, Set 3-9, Ex. 1–9, Set 3-11, Ex. 1–3; Lesson 4-6, p. 205, Ex. 13; Lesson 4-8, p. 211, Ex. 22; Lesson 4-12, p. 229, Ex. 21; Lesson 4-14, p. 233, Ex. 10; Cumulative Review and Test Prep, p. 244, Ex. 3, 7; Diagnosing Readiness, p. 254, Ex. 4–12, 14; Warm Up, p. 256, Ex. 1–6; Warm Up, p. 264, Ex. 7; Warm Up, p. 270, Ex. 1–6; Lesson 5-9, p. 287, Ex. 24, 26–27; Cumulative Review and Test Prep, p. 302, Ex. 1; Diagnosing Readiness, p. 365, Ex. 11–21; Warm Up, p. 366, Ex. 1–6; Warm Up, p. 372, Ex. 1–4; Lesson 7-9, p. 393, Ex. 28; Lesson 7-10, p. 399, Ex. 13; Warm Up, p. 468, Ex. 1–4; Diagnosing Readiness, p. 498, Ex. 4–13; Warm Up, p. 500, Ex. 1–6; Warm Up, p. 588, Ex. 1–6; Cumulative Review and Test Prep, p. 726, Ex. 5</p> <p><b><u>Lessons:</u></b>  Lesson 5-10, pp. 288–289, Ex. 1–21, 23</p> <p><b><u>Additional Resources:</u></b>  Lesson 5-12, p. 292, Ex. 4; Section C Review, p. 294, Ex. 6–13, C–D; Diagnostic Checkpoint, p. 295, Ex. 1, 7–10, 14, 18; Chapter Test, pp. 300–301, Ex. 7, 24–29, 32; Reteaching, p. 307, Set 5-10, Ex. 1–8; More Practice, p. 311, Set 5-</p>
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<p style="text-align: center;"><b>Strand 1: Number Sense and Operation</b> <b>Concept 3: Estimation</b></p>		<p>PO 8. Demonstrate the associative property of multiplication.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p>	<p>10, Ex. 1–17; Diagnosing Readiness, p. 433, Ex. 13–21; Warm Up, p. 476, Ex. 1–5; Cumulative Review and Test Prep, p. 677, Ex. 20</p> <p><b>Lessons:</b> Lesson 2-1, pp. 62–63, Ex. 5, 18; Lesson 3-2, pp. 128–131, Ex. 11, 27–30, 37–38; Lesson 3-3, pp. 132–135, Ex. 34, Enrichment; Lesson 5-10, pp. 288–289, Ex. 5, 18; Lesson 5-12, pp. 292–293, Ex. 4</p> <p><b>Additional Resources:</b> Lesson 2-6, p. 81, Ex. 6; Lesson 6-7, p. 339, Ex. 17</p>	
		<p>PO 9. Apply grade-level appropriate properties to assist in computation.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p>	<p><b>Lessons:</b> Enrichment, p. 71, Ex. 1–4</p> <p><b>Additional Resources:</b> Lesson 5-10, pp. 288–289, Ex. 1–21, 23; Lesson 5-12, p. 292, Ex. 4; Section C Review, p. 294, Ex. 6–13, C–D; Diagnostic Checkpoint, p. 295, Ex. 1, 7–10, 14, 18; Chapter Test, pp. 300–301, Ex. 7, 24–29, 32; Reteaching, p. 307, Set 5-10, Ex. 1–8; More Practice, p. 311, Set 5-10, Ex. 1–17; Diagnosing Readiness, p. 433, Ex. 13–21; Warm Up, p. 476, Ex. 1–5; Cumulative Review and Test Prep, p. 677, Ex. 20</p>	
		<p>PO 10. Apply the symbol: <math>\bullet</math> and ( ) for multiplication, and <math>\cong</math>, <math>\equiv</math>.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p>	<p><b>Lessons:</b> Lesson 1-7, pp. 22–23, Ex. 1–8, 11, 15; Lesson 2-3, pp. 68–71, Ex. 1–31; Lesson 2-4, pp. 72–73, Ex. 1–24; Lesson 5-2, pp. 258–261, Ex. 1–39; Lesson 6-2, pp. 316–319, Ex. 1–24, 27–31; Lesson 7-2, pp. 368–371, Ex. 1–29, 31, 39; Lesson 9-13, pp. 538–539, Ex. 1–4, 8–9; Lesson 10-12, pp. 600–601, Ex. 1, 6, 9</p>	
		<p>PO 1. Solve grade-level appropriate problems using estimation.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p>	<p><b>Additional Resources:</b> Section B Review, p. 26, Ex. F; Lesson 1-9, p. 29, Ex. 12; Lesson 1-10, p. 31, Ex. 22; Test Talk, p. 45, Ex. 2, 4; Warm Up, p. 72, Ex. 1–3; Section A Review, p. 74, Ex. 17–28, E–H; Diagnostic Checkpoint, p. 75, Ex. 1, 11–14, 16–19; Warm Up, p. 76, Ex. 1–4; Lesson 2-5, pp. 78–79, Ex. 23, 33–36; Lesson 2-6, p. 81, Ex. 20; Warm Up, p. 82, Ex. 1–2; Lesson 2-7, p. 84, Ex. 25; Learning with Technology, p. 85, Ex. 1–6; Chapter Test, pp. 110–111, Ex. 4, 14–15; Reteaching, p. 114, Set 2-3, Ex. 1–8,</p>	

		<p>PO 2. Use estimation to verify the reasonableness of a calculation (e.g., <math>1s\ 3284 \times 343 = 1200</math> reasonable?).</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p>Set 2-4, Ex. 1–6; More Practice, pp. 118–119, Set 2-3, Ex. 1–19, Set 2-4, Ex. 1–13; Lesson 3-5, p. 143, Ex. 19; Lesson 3-12, p. 163, Ex. 28; Cumulative Review and Test Prep, p. 244, Ex. 2; Lesson 5-3, p. 263, Ex. 38; Lesson 6-3, p. 323, Ex. 24–27; Section A Review, p. 330, Ex. 5–10, B; Diagnostic Checkpoint, p. 331, Ex. 11–14, 21; Lesson 6-5, p. 334, Ex. 22; Key Vocabulary and Concept Review, p. 350, Ex. 1; Chapter Test, pp. 352–353, Ex. 2, 9, 11–12, 23; Cumulative Review and Test Prep, p. 354, Ex. 4; Reteaching, p. 356, Set 6-2, Ex. 1–18; More Practice, p. 360, Set 6-2, Ex. 1–29; Diagnosing Readiness, p. 365, Ex. 28; Lesson 7-3, p. 373, Ex. 29; Section A Review, p. 378, Ex. 7–12, C–D; Diagnostic Checkpoint, p. 379, Ex. 2, 13–17, 26; Warm Up, p. 386, Ex. 1–4; Lesson 7-7, p. 389, Ex. 33–37; Lesson 7-9, p. 393, Ex. 23–27; Key Vocabulary and Concept Review, p. 418, Ex. 2; Chapter Test, pp. 420–421, Ex. 2, 13–14; Cumulative Review and Test Prep, p. 422, Ex. 2; Reteaching, p. 424, Set 7-2, Ex. 1–6; More Practice, p. 428, Set 7-2, Ex. 1–11; Diagnosing Readiness, p. 433, Ex. 12; Cumulative Review and Test Prep, p. 488, Ex. 2; Section C Review, p. 542, Ex. 10, F; Diagnostic Checkpoint, p. 543, Ex. 20; Chapter Test, p. 549, Ex. 22; Lesson 10-4, p. 577, Ex. 42–43; Lesson 10-13, p. 603, Ex. 5; Section C Review, p. 604, Ex. 12, G–H; Diagnostic Checkpoint, p. 605, Ex. 15; Key Vocabulary and Concept Review, p. 609, Ex. 5; Chapter Test, p. 611, Ex. 28; Reteaching, p. 617, Set 10-12, Ex. 1; More Practice, pp. 620–621, Set 10-9, Ex. 8, Set 10-12, Ex. 1, 3; Warm Up, p. 636, Ex. 1–4</p> <p><b>Lessons:</b> Lesson 2-5, pp. 76–79, Ex. 6; Lesson 6-5, pp. 332–335, Ex. 6, 36; Lesson 6-6, pp. 336–337, Ex. 6, 22; Lesson 10-2, pp. 564–567, Ex. 22</p> <p><b>Additional Resources:</b> Lesson 2-6, p. 81, Ex. 17; Lesson 2-8, p. 87, Ex. 5; Section B Review, p. 92, Ex. D; Lesson 3-4, p. 137, Ex. 22; Lesson 6-7, p. 339, Ex. 21; Lesson 6-8, p. 341, Ex. 6, 22, 28; Section B Review, p. 346, Ex. B; Diagnostic Checkpoint, p. 347, Ex. 3–6; Section B Review, p. 400, Ex. D; Section A Review, p. 572, Ex. D; Lesson 10-4, p. 576, Ex. 6</p> <p><b>Lessons:</b> Lesson 6-4, p. 326</p>	
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	<p><b>Strand 2: Data Analysis, Probability, and Discrete Math</b>  <b>Concept 4: Vertex-Edge Graphs</b></p>	<p><b>PO 1. Color maps with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels).</b></p>	<p><b>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</b></p>	<p><b><u>Lessons:</u></b>  Lesson 3-5, pp. 140–143, Ex. 1–2, 4–5;  Lesson 6-9, pp. 342–343, Ex. 1–2, 4</p> <p><b><u>Additional Resources:</u></b>  Section A Review, p. 144, Ex. 17; Diagnostic Checkpoint, p. 145, Ex. 20; Reteaching, p. 181, Set 3-5, Ex. 1–2; More Practice, p. 185, Set 3-5, Ex. 1–3; Test Talk, p. 297, Ex. 2, 4; Reteaching, p. 359, Set 6-9, Ex. 2</p>	
	<p><b>Strand 3: Patterns, Algebra, &amp; Functions</b>  <b>Concept 4: Analysis of Change</b></p>	<p><b>PO 1. Identify the change in a variable over time (e.g., an object gets taller, colder, heavier).</b></p>	<p><b>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</b></p>		



		<p><b>PO 6. Divide with one-digit divisors.</b></p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p>pp. 374–377, Ex. 1–29, 33–37; Lesson 7-5, pp. 380–383, Ex. 1–31, 33, 35–43; Lesson 7-6, pp. 384–385, Ex. 1–9; Lesson 7-7, pp. 386–389, Ex. 1–28, 30–38; Lesson 7-8, pp. 390–391, Ex. 1–28, 30–35; Lesson 7-15, pp. 412–413, Ex. 7</p> <p><b><u>Additional Resources:</u></b> Lesson 7-2, p. 371, Ex. 34–38; Warm Up, p. 374, Ex. 1–6; Learning with Technology, p. 377, Ex. 1–11; Section A Review, p. 378, Ex. 1–6, 13–24, A–B, E–H; Diagnostic Checkpoint, p. 379, Ex. 1, 3–12, 18–24; Warm Up, p. 380, Ex. 1–6; Learning with Technology, p. 389, Ex. 1–4; Warm Up, p. 390, Ex. 1–6; Warm Up, p. 392, Ex. 1–6; Lesson 7-10, pp. 397–399, Ex. 1, 3, 13–16; Section B Review, p. 400, Ex. 1–16, 24, B–C; Diagnostic Checkpoint, p. 401, Ex. 1, 3–10, 13, 15–21, 23; Warm Up, p. 406, Ex. 1–3; Key Vocabulary and Concept Review, pp. 418–419, Ex. 1, 3, 6; Chapter Test, pp. 420–421, Ex. 3, 6–7, 15, 18–20, 23, 26–27, 29; Reteaching, pp. 424–426, Set 7-1, Ex. 1–4, Set 7-3, Ex. 1–6, Set 7-4, Ex. 1–4, Set 7-5, Ex. 1–12, Set 7-6, Ex. 1–2, Set 7-7, Ex. 1–10, Set 7-8, Ex. 1–12; More Practice, pp. 428–430, Set 7-1, Ex. 1–11, Set 7-3, Ex. 1–11, Set 7-4, Ex. 1–10, Set 7-5, Ex. 1–10, Set 7-6, Ex. 1–5, Set 7-7, Ex. 1–11, Set 7-8, Ex. 1–11; Cumulative Review and Test Prep, p. 488, Ex. 4; Lesson 9-1, p. 501, Ex. 20; Lesson 9-3, p. 507, Ex. 33; Lesson 9-10, p. 533, Ex. 39; Lesson 9-12, p. 537, Ex. 16; Cumulative Review and Test Prep, p. 612, Ex. 2; Lesson 11-9, p. 653, Ex. 19; Cumulative Review and Test Prep, p. 676, Ex. 2; Lesson 12-6, p. 705, Ex. 11</p> <p><b><u>Lessons:</u></b> Lesson 3-2, pp. 128–131, Ex. 1–10, 12–26, 31–32, 34–36; Lesson 3-3, pp. 132–135, Ex. 1–32, 47–50; Lesson 3-4, pp. 136–137, Ex. 1–21, 23–37; Lesson 3-8, pp. 150–151, Ex. 1–20; Lesson 3-9, pp. 152–153, Ex. 1–22, 24–25, 28–35; Lesson 3-15, pp. 168–169, Ex. 2–5; Lesson 6-10, pp. 344–345, Ex. 1; Lesson 7-15, pp. 412–413, Ex. 4–5</p>	
		<p><b>PO 7. State multiplication and division facts through 12s.</b></p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p><b><u>Additional Resources:</u></b> Cumulative Review and Test Prep, p. 50, Ex. 3; Warm Up, p. 132, Ex. 1–6; Warm Up, p. 136, Ex. 1–6; Lesson 3-5, p. 143, Ex. 12–16; Section A Review, p. 144, Ex. 5–16, C–F; Diagnostic Checkpoint, p. 145, Ex. 1–2, 7–16, 21–22; Warm Up, p. 146, Ex. 1–6; Lesson 3-6, p. 147, Ex. 14; Warm Up, p. 148, Ex. 1–6; Warm Up, p. 150, Ex. 1–6; Warm Up, p. 152, Ex. 1–6; Warm Up, p. 154, Ex. 1–6; Lesson 3-10, p. 155, Ex. 1–2, 4–13, 15, 18–19; Lesson 3-11, p. 157, Ex. 1–6; Section B Review, p. 158, Ex. 6–11, E; Diagnostic Checkpoint, p. 159, Ex. 2–13, 15–17; Lesson 3-12, pp. 162–163, Ex. 19, 21, 27; Discovery Channel, p. 163, Ex. 1–2; Key Vocabulary and Concept</p>	

	<p><b>Strand 1: Number Sense and Operation</b>  <b>Concept 3: Estimation</b></p>	<p>PO 1. Solve grade-level appropriate problems using estimation.</p>	<p><b>Arizona Mathematics</b>  <b>Scott Foresman/</b>  <b>Addison Wesley ©2004</b>  (West Sedona)</p>	<p>Review, pp. 174–175, Ex. 1–2, 4; Chapter Test, pp. 176–177, Ex. 2–6, 9, 11, 19–30, 34; Cumulative Review and Test Prep, p. 178, Ex. 2; Reteaching, pp. 180–182, Set 3-2, Ex. 1–6, Set 3-3, Ex. 1–8, Set 3-4, Ex. 1–8, Set 3-8, Ex. 1–6, Set 3-9, Ex. 1–6, Set 3-10, Ex. 1–3, Set 3-11, Ex. 1–2; More Practice, pp. 184–186, Set 3-2, Ex. 1–8, Set 3-3, Ex. 1–5, Set 3-4, Ex. 1–5, Set 3-8, Ex. 1–17, Set 3-9, Ex. 1–9, Set 3-11, Ex. 1–3; Lesson 4-6, p. 205, Ex. 13; Lesson 4-8, p. 211, Ex. 22; Lesson 4-12, p. 229, Ex. 21; Lesson 4-14, p. 233, Ex. 10; Cumulative Review and Test Prep, p. 244, Ex. 3, 7; Diagnosing Readiness, p. 254, Ex. 4–12, 14; Warm Up, p. 256, Ex. 1–6; Warm Up, p. 264, Ex. 7; Warm Up, p. 270, Ex. 1–6; Lesson 5-9, p. 287, Ex. 24, 26–27; Cumulative Review and Test Prep, p. 302, Ex. 1; Diagnosing Readiness, p. 365, Ex. 11–21; Warm Up, p. 366, Ex. 1–6; Warm Up, p. 372, Ex. 1–4; Lesson 7-9, p. 393, Ex. 28; Lesson 7-10, p. 399, Ex. 13; Warm Up, p. 468, Ex. 1–4; Diagnosing Readiness, p. 498, Ex. 4–13; Warm Up, p. 500, Ex. 1–6; Warm Up, p. 588, Ex. 1–6; Cumulative Review and Test Prep, p. 726, Ex. 5</p> <p><b>Lessons:</b>  Lesson 1-7, pp. 22–23, Ex. 1–8, 11, 15;  Lesson 2-3, pp. 68–71, Ex. 1–31; Lesson 2-4, pp. 72–73, Ex. 1–24; Lesson 5-2, pp. 258–261, Ex. 1–39; Lesson 6-2, pp. 316–319, Ex. 1–24, 27–31; Lesson 7-2, pp. 368–371, Ex. 1–29, 31, 39; Lesson 9-13, pp. 538–539, Ex. 1–4, 8–9;  Lesson 10-12, pp. 600–601, Ex. 1, 6, 9</p> <p><b>Additional Resources:</b>  Section B Review, p. 26, Ex. F; Lesson 1-9, p. 29, Ex. 12; Lesson 1-10, p. 31, Ex. 22; Test Talk, p. 45, Ex. 2, 4; Warm Up, p. 72, Ex. 1–3; Section A Review, p. 74, Ex. 17–28, E–H; Diagnostic Checkpoint, p. 75, Ex. 1, 11–14, 16–19; Warm Up, p. 76, Ex. 1–4; Lesson 2-5, pp. 78–79, Ex. 23, 33–36; Lesson 2-6, p. 81, Ex. 20; Warm Up, p. 82, Ex. 1–2; Lesson 2-7, p. 84, Ex. 25; Learning with Technology, p. 85, Ex. 1–6; Chapter Test, pp. 110–111, Ex. 4, 14–15; Reteaching, p. 114, Set 2-3, Ex. 1–8, Set 2-4, Ex. 1–6; More Practice, pp. 118–119, Set 2-3, Ex. 1–19, Set 2-4, Ex. 1–13; Lesson 3-5, p. 143, Ex. 19; Lesson 3-12, p. 163, Ex. 28; Cumulative Review and Test Prep, p. 244, Ex. 2; Lesson 5-3, p. 263, Ex. 38; Lesson 6-3, p. 323, Ex. 24–27; Section A Review, p. 330, Ex. 5–10, B; Diagnostic Checkpoint, p. 331, Ex. 11–14, 21; Lesson 6-5, p. 334, Ex. 22; Key Vocabulary and Concept Review, p. 350, Ex.</p>	
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				<p>1; Chapter Test, pp. 352–353, Ex. 2, 9, 11–12, 23; Cumulative Review and Test Prep, p. 354, Ex. 4; Reteaching, p. 356, Set 6-2, Ex. 1–18; More Practice, p. 360, Set 6-2, Ex. 1–29; Diagnosing Readiness, p. 365, Ex. 28; Lesson 7-3, p. 373, Ex. 29; Section A Review, p. 378, Ex. 7–12, C–D; Diagnostic Checkpoint, p. 379, Ex. 2, 13–17, 26; Warm Up, p. 386, Ex. 1–4; Lesson 7-7, p. 389, Ex. 33–37; Lesson 7-9, p. 393, Ex. 23–27; Key Vocabulary and Concept Review, p. 418, Ex. 2; Chapter Test, pp. 420–421, Ex. 2, 13–14; Cumulative Review and Test Prep, p. 422, Ex. 2; Reteaching, p. 424, Set 7-2, Ex. 1–6; More Practice, p. 428, Set 7-2, Ex. 1–11; Diagnosing Readiness, p. 433, Ex. 12; Cumulative Review and Test Prep, p. 488, Ex. 2; Section C Review, p. 542, Ex. 10, F; Diagnostic Checkpoint, p. 543, Ex. 20; Chapter Test, p. 549, Ex. 22; Lesson 10-4, p. 577, Ex. 42–43; Lesson 10-13, p. 603, Ex. 5; Section C Review, p. 604, Ex. 12, G–H; Diagnostic Checkpoint, p. 605, Ex. 15; Key Vocabulary and Concept Review, p. 609, Ex. 5; Chapter Test, p. 611, Ex. 28; Reteaching, p. 617, Set 10-12, Ex. 1; More Practice, pp. 620–621, Set 10-9, Ex. 8, Set 10-12, Ex. 1, 3; Warm Up, p. 636, Ex. 1–4</p>	
<b>December</b>	<b>Strand 1: Number Sense and Operation Concept 2: Numerical Operations</b>	<p>PO 3. Select the grade-level appropriate operation to solve word problems.</p> <p>PO 4. Solve word problems using grade-level appropriate operations</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b></p>	<p>(Chapter 7) <b>Lessons:</b> Lesson 1-4, pp. 12–13, Ex. 1–6; Lesson 5-11, pp. 290–291, Ex. 1–7; Lesson 7-10, pp. 96–399, Ex. 1–8</p> <p><b>Additional Resources:</b> Lesson 2-10, p. 95, Ex. 17–18; Lesson 2-11, pp. 96–97, Ex. 1–2, 4–7, 9–10; Lesson 2-12, p. 99, Ex. 18; Section C Review, p. 104, Ex. 4; Diagnostic Checkpoint, p. 105, Ex. 1, 3–4, 10–11; Test Talk, p. 107, Ex. 2; Chapter Test, p. 110, Ex. 10; Reteaching, p. 117, Set 2-11, Ex. 1–2; More Practice, p. 121, Set 2-11, Ex. 1–4; Section C Review, p. 294, Ex. 14, E–F; Diagnostic Checkpoint, p. 295, Ex. 11–16; Chapter Test, p. 301, Ex. 35; Reteaching, p. 307, Set 5-11, Ex. 1–2; More Practice, p. 311, Set 5-11, Ex. 1–3; Reading for Math Success, pp. 394–395, Ex. 1–13; Section B Review, p. 400, Ex. 23–24, F; Diagnostic Checkpoint, p. 401, Ex. 18–21; Test Talk, p. 417, Ex. 3–4; Chapter Test, p. 421, Ex. 11, 25; Cumulative Review and Test Prep, p. 423, Ex. 21; Reteaching, p. 426, Set 7-10, Ex. 1–2; More Practice, p. 430, Set 7-10, Ex. 1–5</p> <p><b>Lessons:</b> Lesson 1-4, pp. 12–13, Ex. 1–9; Lesson 1-14, pp. 40–41, Ex. 7; Lesson 2-5, pp. 76–79, Ex. 24–27; Lesson 2-7, pp. 82–85, Ex. 26–32; Lesson 2-14, pp. 102–103, Ex. 1, 3, 5; Lesson 3-8, pp. 150–151, Ex. 18–20; Lesson 3-9, pp.</p>	<p><b>AM ATI Star Math</b></p>

		<p>appropriate operations and numbers.</p> <p>PO 6. Divide with one-digit divisors.</p>	<p>(West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p>152–153, Ex. 24–25, 36; Lesson 3-11, pp. 156–157, Ex. 1–7; Lesson 3-15, pp. 168–169, Ex. 2, 4–5; Lesson 4-15, pp. 234–235, Ex. 2, 5; Lesson 5-7, pp. 278–281, Ex. 1–10; Lesson 5-11, pp. 290–291, Ex. 1–7; Lesson 5-12, pp. 292–293, Ex. 2, 4, 6; Lesson 6-3, pp. 320–323, Ex. 16–20; Lesson 6-5, pp. 332–335, Ex. 3–28; Lesson 6-6, pp. 336–337, Ex. 23–26; Lesson 6-7, pp. 338–339, Ex. 18–19, 22; Lesson 6-10, pp. 344–345, Ex. 1–4, 6, 8; Lesson 7-4, pp. 374–377, Ex. 26–28; Lesson 7-5, pp. 380–383, Ex. 31–32, 35–38; Lesson 7-6, pp. 384–385, Ex. 1–9; Lesson 7-7, pp. 386–389, Ex. 26–27, 38; Lesson 7-8, pp. 390–391, Ex. 28–30; Lesson 7-15, pp. 412–413, Ex. 1, 3–5, 7–8; Lesson 8-14, pp. 478–479, Ex. 1, 4; Lesson 10-13, pp. 602–603, Ex. 1–2, 4; Lesson 12-9, pp. 714–715, Ex. 1–2, 6–7; Lesson 12-10, pp. 716–717, Ex. 2–3, 5</p> <p><b><u>Additional Resources:</u></b> Most lessons in Grade 4 include word problems that require the use of grade level appropriate operations and numbers.</p> <p><b><u>Lessons:</u></b> Lesson 7-1, pp. 366–367, Ex. 1–20; Lesson 7-3, pp. 372–373, Ex. 1–21, 23–28; Lesson 7-4, pp. 374–377, Ex. 1–29, 33–37; Lesson 7-5, pp. 380–383, Ex. 1–31, 33, 35–43; Lesson 7-6, pp. 384–385, Ex. 1–9; Lesson 7-7, pp. 386–389, Ex. 1–28, 30–38; Lesson 7-8, pp. 390–391, Ex. 1–28, 30–35; Lesson 7-15, pp. 412–413, Ex. 7</p> <p><b><u>Additional Resources:</u></b> Lesson 7-2, p. 371, Ex. 34–38; Warm Up, p. 374, Ex. 1–6; Learning with Technology, p.</p> <p>377, Ex. 1–11; Section A Review, p. 378, Ex. 1–6, 13–24, A–B, E–H; Diagnostic Checkpoint, p. 379, Ex. 1, 3–12, 18–24; Warm Up, p. 380, Ex. 1–6; Learning with Technology, p. 389, Ex. 1–4; Warm Up, p. 390, Ex. 1–6; Warm Up, p. 392, Ex. 1–6; Lesson 7-10, pp. 397–399, Ex. 1, 3, 13–16; Section B Review, p. 400, Ex. 1–16, 24, B–C; Diagnostic Checkpoint, p. 401, Ex. 1, 3–10, 13, 15–21, 23; Warm Up, p. 406, Ex. 1–3; Key Vocabulary and Concept Review, pp. 418–419, Ex. 1, 3, 6; Chapter Test, pp. 420–421, Ex. 3, 6–7, 15, 18–20, 23, 26–27, 29; Reteaching, pp. 424–426, Set 7-1, Ex. 1–4, Set 7-3, Ex. 1–6, Set 7-4, Ex. 1–4, Set 7-5, Ex. 1–12, Set 7-6, Ex. 1–2, Set 7-7, Ex. 1–10, Set 7-8, Ex. 1–12; More Practice, pp. 428–430, Set 7-1, Ex. 1–11, Set 7-3, Ex. 1–11, Set 7-4, Ex. 1–10, Set 7-5, Ex. 1–10, Set 7-6, Ex. 1–5, Set 7-7, Ex. 1–11, Set 7-8, Ex. 1–11; Cumulative Review and Test Prep, p. 488, Ex. 4; Lesson 9-1, p. 501, Ex. 20; Lesson 9-3, p. 507, Ex. 33; Lesson 9-10, p. 533, Ex. 39; Lesson 9-12, p. 537, Ex. 16; Cumulative Review and Test Prep, p. 612, Ex. 2; Lesson 11-9, p. 653, Ex. 19; Cumulative</p>	
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		<p>PO 7. State multiplication and division facts through 12s.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p>Review and Test Prep, p. 676, Ex. 2; Lesson 12-6, p. 705, Ex. 11</p> <p><b>Lessons:</b> Lesson 3-2, pp. 128–131, Ex. 1–10, 12–26, 31–32, 34–36; Lesson 3-3, pp. 132–135, Ex. 1–32, 47–50; Lesson 3-4, pp. 136–137, Ex. 1–21, 23–37; Lesson 3-8, pp. 150–151, Ex. 1–20; Lesson 3-9, pp. 152–153, Ex. 1–22, 24–25, 28–35; Lesson 3-15, pp. 168–169, Ex. 2–5; Lesson 6-10, pp. 344–345, Ex. 1; Lesson 7-15, pp. 412–413, Ex. 4–5</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 50, Ex. 3; Warm Up, p. 132, Ex. 1–6; Warm Up, p. 136, Ex. 1–6; Lesson 3-5, p. 143, Ex. 12–16; Section A Review, p. 144, Ex. 5–16, C–F; Diagnostic Checkpoint, p. 145, Ex. 1–2, 7–16, 21–22; Warm Up, p. 146, Ex. 1–6; Lesson 3-6, p. 147, Ex. 14; Warm Up, p. 148, Ex. 1–6; Warm Up, p. 150, Ex. 1–6; Warm Up, p. 152, Ex. 1–6; Warm Up, p. 154, Ex. 1–6; Lesson 3-10, p. 155, Ex. 1–2, 4–13, 15, 18–19; Lesson 3-11, p. 157, Ex. 1–6; Section B Review, p. 158, Ex. 6–11, E; Diagnostic Checkpoint, p. 159, Ex. 2–13, 15–17; Lesson 3-12, pp. 162–163, Ex. 19, 21, 27; Discovery Channel, p. 163, Ex. 1–2; Key Vocabulary and Concept Review, pp. 174–175, Ex. 1–2, 4; Chapter Test, pp. 176–177, Ex. 2–6, 9, 11, 19–30, 34; Cumulative Review and Test Prep, p. 178, Ex. 2; Reteaching, pp. 180–182, Set 3-2, Ex. 1–6, Set 3-3, Ex. 1–8, Set 3-4, Ex. 1–8, Set 3-8, Ex. 1–6, Set 3-9, Ex. 1–6, Set 3-10, Ex. 1–3, Set 3-11, Ex. 1–2; More Practice, pp. 184–186, Set 3-2, Ex. 1–8, Set 3-3, Ex. 1–5, Set 3-4, Ex. 1–5, Set 3-8, Ex. 1–17, Set 3-9, Ex. 1–9, Set 3-11, Ex. 1–3; Lesson 4-6, p. 205, Ex. 13; Lesson 4-8, p. 211, Ex. 22; Lesson 4-12, p. 229, Ex. 21; Lesson 4-14, p. 233, Ex. 10; Cumulative Review and Test Prep, p. 244, Ex. 3, 7; Diagnosing Readiness, p. 254, Ex. 4–12, 14; Warm Up, p. 256, Ex. 1–6; Warm Up, p. 264, Ex. 7; Warm Up, p. 270, Ex. 1–6; Lesson 5-9, p. 287, Ex. 24, 26–27; Cumulative Review and Test Prep, p. 302, Ex. 1; Diagnosing Readiness, p. 365, Ex. 11–21; Warm Up, p. 366, Ex. 1–6; Warm Up, p. 372, Ex. 1–4; Lesson 7-9, p. 393, Ex. 28; Lesson 7-10, p. 399, Ex. 13; Warm Up, p. 468, Ex. 1–4; Diagnosing Readiness, p. 498, Ex. 4–13; Warm Up, p. 500, Ex. 1–6; Warm Up, p. 588, Ex. 1–6; Cumulative Review and Test Prep, p. 726, Ex. 5</p>	
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	<p><b>Strand 1: Number Sense and Operation Concept 3: Estimation</b></p>	<p>PO 1. Solve grade-level appropriate problems using estimation.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p><b>Lessons:</b> Lesson 1-7, pp. 22–23, Ex. 1–8, 11, 15; Lesson 2-3, pp. 68–71, Ex. 1–31; Lesson 2-4, pp. 72–73, Ex. 1–24; Lesson 5-2, pp. 258–261, Ex. 1–39; Lesson 6-2, pp. 316–319, Ex. 1–24, 27–31; Lesson 7-2, pp. 368–371, Ex. 1–29, 31, 39; Lesson 9-13, pp. 538–539, Ex. 1–4, 8–9; Lesson 10-12, pp. 600–601, Ex. 1, 6, 9</p> <p><b>Additional Resources:</b> Section B Review, p. 26, Ex. F; Lesson 1-9, p. 29, Ex. 12; Lesson 1-10, p. 31, Ex. 22; Test Talk, p. 45, Ex. 2, 4; Warm Up, p. 72, Ex. 1–3; Section A Review, p. 74, Ex. 17–28, E–H; Diagnostic Checkpoint, p. 75, Ex. 1, 11–14, 16–19; Warm Up, p. 76, Ex. 1–4; Lesson 2-5, pp. 78–79, Ex. 23, 33–36; Lesson 2-6, p. 81, Ex. 20; Warm Up, p. 82, Ex. 1–2; Lesson 2-7, p. 84, Ex. 25; Learning with Technology, p. 85, Ex. 1–6; Chapter Test, pp. 110–111, Ex. 4, 14–15; Reteaching, p. 114, Set 2-3, Ex. 1–8, Set 2-4, Ex. 1–6; More Practice, pp. 118–119, Set 2-3, Ex. 1–19, Set 2-4, Ex. 1–13; Lesson 3-5, p. 143, Ex. 19; Lesson 3-12, p. 163, Ex. 28; Cumulative Review and Test Prep, p. 244, Ex. 2; Lesson 5-3, p. 263, Ex. 38; Lesson 6-3, p. 323, Ex. 24–27; Section A Review, p. 330, Ex. 5–10, B; Diagnostic Checkpoint, p. 331, Ex. 11–14, 21; Lesson 6-5, p. 334, Ex. 22; Key Vocabulary and Concept Review, p. 350, Ex. 1; Chapter Test, pp. 352–353, Ex. 2, 9, 11–12, 23; Cumulative Review and Test Prep, p. 354, Ex. 4; Reteaching, p. 356, Set 6-2, Ex. 1–18; More Practice, p. 360, Set 6-2, Ex. 1–29; Diagnosing Readiness, p. 365, Ex. 28; Lesson 7-3, p. 373, Ex. 29; Section A Review, p. 378, Ex. 7–12, C–D; Diagnostic Checkpoint, p. 379, Ex. 2, 13–17, 26; Warm Up, p. 386, Ex. 1–4; Lesson 7-7, p. 389, Ex. 33–37; Lesson 7-9, p. 393, Ex. 23–27; Key Vocabulary and Concept Review, p. 418, Ex. 2; Chapter Test, pp. 420–421, Ex. 2, 13–14; Cumulative Review and Test Prep, p. 422, Ex. 2; Reteaching, p. 424, Set 7-2, Ex. 1–6; More Practice, p. 428, Set 7-2, Ex. 1–11; Diagnosing Readiness, p. 433, Ex. 12; Cumulative Review and Test Prep, p. 488, Ex. 2; Section C Review, p. 542, Ex. 10, F; Diagnostic Checkpoint, p. 543, Ex. 20; Chapter Test, p. 549, Ex. 22; Lesson 10-4, p. 577, Ex. 42–43; Lesson 10-13, p. 603, Ex. 5; Section C Review, p. 604, Ex. 12, G–H; Diagnostic Checkpoint, p. 605, Ex. 15; Key Vocabulary and Concept Review, p. 609, Ex. 5; Chapter Test, p. 611, Ex. 28; Reteaching, p. 617, Set 10-12, Ex. 1; More Practice, pp. 620–621, Set 10-9, Ex. 8, Set 10-12, Ex. 1, 3; Warm Up, p. 636, Ex. 1–4</p>	
<p><b>January</b></p>	<p><b>Strand 1: Number Sense and Operation</b></p>	<p>PO 2. Subtract whole numbers.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b></p>	<p>(Chapter 8 &amp; 9) <b>Lessons:</b> Lesson 2-2, pp. 64–67, Ex. 1–29, 31–35; Lesson 2-7, pp. 82–85, Ex. 1–4, 6–10, 13–15,</p>	<p><b>AM</b></p>





		<p>PO 4. Classify angles (e.g., right, acute, obtuse, straight).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lesson 8-3, pp. 440–443, Ex. 3, 5–6, 10, 12, 15–16, 19</p> <p><b>Additional Resources:</b> Section A Review, p. 450, Ex. 8; Diagnostic Checkpoint, p. 451, Ex. 15, 17; Lesson 8-10, p. 467, Ex. 17; Chapter Test, p. 486, Ex. 3; Reteaching, p. 490, Set 8-3, Ex. 2, 5; More Practice, p. 494–496, Set 8-3, Ex. 1, 3, Set 8-9, Ex. 3</p> <p><b>Lessons:</b> Lesson 8-4, pp. 444–447, Ex. 1–5, 12–16, 24\</p>	
		<p>PO 5. Classify triangles as right, acute, or obtuse.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p><b>Additional Resources:</b> Section A Review, p. 450, Ex. 11–12; Chapter Test, p. 487, Ex. 20; Reteaching, p. 491, Set 8-4, Ex. 1, 4; More Practice, p. 494, Set 8-4, Ex. 1–4</p> <p><b>Lessons:</b> Lesson 8-6, pp. 452–455, Ex. 1–11, 19–20; Lesson 8-8, pp. 458–459, Ex. 1–4, 6–9, 11</p>	
		<p>PO 6. Identify congruent geometric shapes.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 178, Ex. 7; Lesson 8-7, p. 457, Ex. 17; Warm Up, p. 8-8, Ex. 1–2; Section B Review, p. 462, Ex. 9–12; Diagnostic Checkpoint, p. 463, Ex. 3–6; Chapter Test, pp. 486–487, Ex. 7, 18; Cumulative Review and Test Prep, p. 488, Ex. 7; Reteaching, pp. 491–492, Set 8-6, Ex. 1–2, Set 8-8, Ex. 1–2; More Practice, pp. 495–496, Set 8-6, Ex. 1–8, Set 8-8, Ex. 1–4; Cumulative Review and Test Prep, p. 550, Ex. 11</p> <p><b>Lessons:</b> Lesson 8-8, pp. 458–459, Ex. 1–11</p>	
		<p>PO 7. Identify similar shapes.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p><b>Additional Resources:</b> Section B Review, p. 462, Ex. 9–12, E; Diagnostic Checkpoint, p. 463, Ex. 3–6; Chapter Test, p. 487, Ex. 18; Reteaching, p. 492, Set 8-8, Ex. 1–2; More Practice, p. 496, Set 8-8, Ex. 1–5; Cumulative Review and Test Prep, p. 550, Ex. 11</p> <p><b>Lessons:</b> Lesson 8-7, pp. 456–457, Ex. 13</p> <p><b>Additional Resources:</b></p>	

	<p style="text-align: center;"><b>Strand 4: Geometry and Measurement</b>  <b>Concept 4: Measurement</b>  - Units of Measure  - Geometric Objects</p>	<p>PO 8. Draw a 2-dimensional shape that has line symmetry.</p> <p>PO 1. Identify the appropriate measure of accuracy for the area of an object (e.g., sq. feet or sq. miles).</p> <p>PO 8. Determine the perimeter of simple polygons (e.g., square, rectangle, triangle).</p> <p>PO 9. Determine the area of squares and rectangles.</p>	<p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</p> <p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</p> <p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</p>	<p>Lesson 8-8, p. 459, Ex. 14; Getting Started, Investigating the Concept, p. 456A; Reaching All Learners, Math and Literature, p. 456B; Reaching All Learners, English Language Learners, p. 456B; Reaching All Learners, Reteaching, p. 456B; Reaching All Learners, Math and Technology, p. 456B</p> <p><b>Lessons:</b>  Lesson 8-11, pp. 468–471, Ex. 1–4, 6–9, 12–13; Section C Review, p. 480, Ex. 1–3; Diagnostic Checkpoint, p. 481, Ex. 7–10, 15; Reteaching, p. 493, Set 8-11, Ex. 1–2; More Practice, p. 497, Set 8-11, Ex. 1–5</p> <p><b>Lessons:</b>  Lesson 8-10, pp. 464–467, Ex. 1–2, 4–5, 7–11, 13; Lesson 8-14, pp. 478–479, Ex. 1</p> <p><b>Additional Resources:</b>  Cumulative Review and Test Prep, p. 50, Ex. 8; Cumulative Review and Test Prep, p. 112, Ex. 11; Cumulative Review and Test Prep, p. 244, Ex. 12; Warm Up, p. 468, Ex. 7; Lesson 8-11, pp. 470–471, Ex. 11, 14, 19; Enrichment, p. 471, Ex. 1–2; Section C Review, p. 480, Ex. 1–2, A–B; Diagnostic Checkpoint, p. 481, Ex. 4–5; Key Vocabulary and Concept Review, p. 485, Ex. 4; Chapter Test, p. 487, Ex. 9, 16–17; Cumulative Review and Test Prep, p. 488, Ex. 11; Reteaching, p. 493, Set 8-10, Ex. 1–3; More Practice, p. 496, Set 8-10, Ex. 1–2, 4; Lesson 9-7, p. 521, Ex. 34; Cumulative Review and Test Prep, p. 550, Ex. 9; Lesson 11-1, p. 627, Ex. 41; Cumulative Review and Test Prep, p. 726, Ex. 11</p> <p><b>Lessons:</b>  Lesson 8-11, pp. 468–471, Ex. 1–3, 6–8, 12–13; Enrichment, p. 471, Ex. 1–2</p> <p><b>Additional Resources:</b>  Section C Review, p. 480, Ex. 1–2; Diagnostic Checkpoint, p. 481, Ex. 7–9, 15; Key Vocabulary and Concept Review, p. 485, Ex. 4; Chapter Test, p. 487, Ex. 10, 16–17; Cumulative Review and Test Prep, pp. 488, Ex. 12; Reteaching, p. 493, Set 8-11, Ex. 1; More Practice, p. 497, Set 8-11, Ex. 1–5;</p>	
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	<p><b>Strand 5: Structure and Logic</b> <b>Concept 1: Algorithms and Algorithmic Thinking</b></p> <p><b>Strand 1: Number Sense and Operation</b> <b>Concept 1: Number Sense</b></p>	<p><b>PO 10. Differentiate between perimeter and area of quadrilaterals.</b></p> <p><b>PO 2. Develop an algorithm to calculate the perimeter of simple polygons.</b></p> <p>PO 9. Make models that represent mixed numbers.</p> <p>PO 10. Identify symbols, words, or models that represent mixed numbers.</p> <p>PO 11. Use mixed numbers in contextual situations.</p> <p>PO 12. Compare two unit</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p>	<p>Cumulative Review and Test Prep, p. 550, Ex. 9</p> <p><b>Lessons:</b> Lesson 8-11, pp. 468–471, Ex. 11–12, 15–16; Enrichment, p. 471, Ex. 1–2; Talk About It, p. 474, Ex. 1</p> <p><b>Additional Resources:</b> Lesson 8-13, p. 477, Ex. 12; Section C Review, p. 480, Ex. 1–2; Key Vocabulary and Concept Review, p. 485, Ex. 4–5; Chapter Test, p. 488, Ex. 16–17; More Practice, p. 497, Set 8-11, Ex. 5</p> <p><b>Lessons:</b> Lesson 8-10, pp. 464–467, Activity; Talk About It, p. 465, Ex. 1–3</p> <p><b>Additional Resources:</b> Getting Started, Investigating the Concept, p. 464A; Reaching All Learners, English Language Learners, p. 464B</p> <p><b>Lessons:</b> Lesson 9-10, pp. 530–533, Activity; Enrichment, p. 577, Ex. 5</p> <p><b>Additional Resources:</b> Lesson 10-2, p. 564, Activity; Lesson 10-3, p. 568, Activity</p> <p><b>Lessons:</b> Lesson 9-10, pp. 530–533, Activity; Enrichment, p. 577, Ex. 5</p> <p><b>Additional Resources:</b> Lesson 9-11, p. 535, Ex. 19; Lesson 10-2, p. 564, Activity; Lesson 10-3, p. 568, Activity</p> <p><b>Lessons:</b> Lesson 9-10, p. 532, Ex. 26–29; Lesson 9-11, p. 535, Ex. 15–18; Lesson 9-14, pp. 540–541, Ex. 3–4; Test Talk, p. 545, Ex. 4; More Practice, p. 559, Set 9-11, Ex. 13</p> <p><b>Lessons:</b> Lesson 9-8, pp. 522–523, Activity, Ex. 7, 10, 13, 16; Lesson 9-9, p. 527, Ex. 39; Section B Review, p. 528, Ex. 11; Diagnostic Checkpoint, p. 529, Ex. 9; Lesson 9-11, p. 535, Ex. 4, 12, 15, 18; Lesson 9-12, p. 537, Ex. 12; Diagnostic Checkpoint, p. 543, Ex. 11, 14;</p>	
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	<p style="text-align: center;"><b>Strand 1: Number Sense and Operation</b> <b>Concept 3: Estimation</b></p>	<p>fractions (e.g., <math>\frac{1}{2}</math> to <math>\frac{1}{5}</math>) or proper or mixed numbers with like denominators.</p> <p><b>PO 13. Order three or more unit fractions or proper or improper fractions with like denominators.</b></p> <p>PO 1. Solve grade-level appropriate problems using estimation.</p>	<p>(West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p>	<p>Reteaching, p. 554, Set 9-8, Ex. 4–5; More Practice, p. 558–559, Set 9-8, Ex. 2, 8, 10, Set 9-9, Ex. 3, Set 9-11, Ex. 4, 9</p> <p><b>Lessons:</b> Lesson 9-3, pp. 504–507, Ex. 4, 14–17, 19–24; Diagnostic Checkpoint, p. 515, Ex. 15–18; Key Vocabulary and Concept Review, p. 546, Ex. 1; Cumulative Review and Test Prep, p. 550, Ex. 4; Reteaching, p. 552, Set 9-3, Ex. 1–4; More Practice, p. 556, Set 9-3, Ex. 4–8</p> <p><b>Lessons:</b> Lesson 1-7, pp. 22–23, Ex. 1–8, 11, 15; Lesson 2-3, pp. 68–71, Ex. 1–31; Lesson 2-4, pp. 72–73, Ex. 1–24; Lesson 5-2, pp. 258–261, Ex. 1–39; Lesson 6-2, pp. 316–319, Ex. 1–24, 27–31; Lesson 7-2, pp. 368–371, Ex. 1–29, 31, 39; Lesson 9-13, pp. 538–539, Ex. 1–4, 8–9; Lesson 10-12, pp. 600–601, Ex. 1, 6, 9</p> <p><b>Additional Resources:</b> Section B Review, p. 26, Ex. F; Lesson 1-9, p. 29, Ex. 12; Lesson 1-10, p. 31, Ex. 22; Test Talk, p. 45, Ex. 2, 4; Warm Up, p. 72, Ex. 1–3; Section A Review, p. 74, Ex. 17–28, E–H; Diagnostic Checkpoint, p. 75, Ex. 1, 11–14, 16–19; Warm Up, p. 76, Ex. 1–4; Lesson 2-5, pp. 78–79, Ex. 23, 33–36; Lesson 2-6, p. 81, Ex. 20; Warm Up, p. 82, Ex. 1–2; Lesson 2-7, p. 84, Ex. 25; Learning with Technology, p. 85, Ex. 1–6; Chapter Test, pp. 110–111, Ex. 4, 14–15; Reteaching, p. 114, Set 2-3, Ex. 1–8, Set 2-4, Ex. 1–6; More Practice, pp. 118–119, Set 2-3, Ex. 1–19, Set 2-4, Ex. 1–13; Lesson 3-5, p. 143, Ex. 19; Lesson 3-12, p. 163, Ex. 28; Cumulative Review and Test Prep, p. 244, Ex. 2; Lesson 5-3, p. 263, Ex. 38; Lesson 6-3, p. 323, Ex. 24–27; Section A Review, p. 330, Ex. 5–10, B; Diagnostic Checkpoint, p. 331, Ex. 11–14, 21; Lesson 6-5, p. 334, Ex. 22; Key Vocabulary and Concept Review, p. 350, Ex. 1; Chapter Test, pp. 352–353, Ex. 2, 9, 11–12, 23; Cumulative Review and Test Prep, p. 354, Ex. 4; Reteaching, p. 356, Set 6-2, Ex. 1–18; More Practice, p. 360, Set 6-2, Ex. 1–29; Diagnosing Readiness, p. 365, Ex. 28; Lesson 7-3, p. 373, Ex. 29; Section A Review, p. 378, Ex. 7–12, C–D; Diagnostic Checkpoint, p. 379, Ex. 2, 13–17, 26; Warm Up, p. 386, Ex. 1–4; Lesson 7-7, p. 389, Ex. 33–37; Lesson 7-9, p. 393, Ex. 23–27; Key Vocabulary and Concept Review, p. 418, Ex. 2; Chapter Test, pp. 420–421, Ex. 2, 13–14; Cumulative Review and Test Prep, p. 422, Ex. 2; Reteaching, p. 424, Set 7-2, Ex. 1–6; More Practice, p. 428, Set 7-2, Ex. 1–11; Diagnosing Readiness, p. 433, Ex. 12; Cumulative Review and Test Prep, p. 488, Ex. 2; Section C Review, p. 542, Ex. 10, F; Diagnostic Checkpoint, p. 543, Ex. 20; Chapter Test, p. 549, Ex. 22; Lesson 10-4, p. 577, Ex. 42–43; Lesson 10-13, p. 603, Ex. 5; Section C Review, p. 604, Ex. 12, G–H;</p>	
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	<p><b>Strand 2: Data Analysis, Probability, and Discrete Math</b></p> <p><b>Concept 1: Data Analysis (Statistics)</b></p>	<p><b>PO 3. Interpret graphical representations and data displays including single-bar graphs, circle graphs, two-set Venn diagrams, and line graphs that display continuous data.</b></p>	<p><b>Arizona Mathematics</b>  <b>Scott Foresman/</b>  <b>Addison Wesley ©2004</b>          (West Sedona)</p>	<p>Diagnostic Checkpoint, p. 605, Ex. 15; Key Vocabulary and Concept Review, p. 609, Ex. 5; Chapter Test, p. 611, Ex. 28; Reteaching, p. 617, Set 10-12, Ex. 1; More Practice, pp. 620-621, Set 10-9, Ex. 8, Set 10-12, Ex. 1, 3; Warm Up, p. 636, Ex. 1-4</p> <p><b>Lessons:</b>          Lesson 4-8, pp. 208-209, Ex. 3-5, 10-14, 17; Lesson 4-10, pp. 216-219, Ex. 4, 6, 11-13; Lesson 9-12, pp. 536-537, Ex. 2, 5-8, 10</p> <p><b>Additional Resources:</b>          Cumulative Review and Test Prep, p. 113, Ex. 14-16; Lesson 4-4, p. 199, Ex. 6; Reading for Math Success, pp. 220-221, Ex. 2, 7-8, 11; Section B Review, p. 224, Ex. 11-12, F; Diagnostic Checkpoint, p. 225, Ex. 2-3, 11-12; Test Talk, p. 238, Ex. 1; Chapter Test, p. 242, Ex. 6; Cumulative Review and Test Prep, p. 245, Ex. 16-18; Reteaching, pp. 248-249, Set 4-8, Ex. 4, Set 4-10, Ex. 2-3, Set 4-11, Ex. 1-2; More Practice, pp. 251-253, Set 4-8, Ex. 3-5, Set 4-10, Ex. 4-5; Cumulative Review and Test Prep, p. 423, Ex. 16; Cumulative Review and Test Prep, p. 489, Ex. 15-16; Section C Review, p. 542, Ex. 9, D; Chapter Test, p. 549, Ex. 13-14; Cumulative Review and Test Prep, p. 551, Ex. 16; More Practice, p. 559, Set 9-12, Ex. 3-4; Test Talk, p. 607, Ex. 2; Cumulative Review and Test Prep, p. 677, Ex. 16-17; Lesson 12-7, p. 709, Ex. 21</p> <p><b>Lessons:</b>          Lesson 4-8, pp. 208-211, Ex. 1-2, 6-9, 18-20; Lesson 4-10, pp. 216-219, Ex. 1-3, 7-10; Lesson 9-12, pp. 536-537, Ex. 1, 3-4, 11</p> <p><b>Additional Resources:</b>          Reading for Math Success, pp. 220-221, Ex. 1, 6, 9; Section B Review, p. 224, Ex. 10; Diagnostic Checkpoint, p. 225, Ex. 4, 10; Lesson 4-12, p. 229, Ex. 20; Section C Review, p. 236, Ex. 6; Diagnostic Checkpoint, p. 237, Ex. 8; Test Talk, p. 239, Ex. 3; Reteaching, p. 248, Set 4-8, Ex. 1-3, Set 4-10, Ex. 1; More Practice, pp. 251-252, Set 4-8, Ex. 1-2, Set 4-10, Ex. 1-3; Cumulative Review and Test Prep, p. 423, Ex. 14-15; Section C Review, p. 542, Ex. 7-8; Diagnostic Checkpoint, p. 543, Ex. 19; Chapter Test, p. 549, Ex. 13; Cumulative Review and Test Prep, p. 551, Ex. 14-15; Reteaching, p. 555, Set 9-12, Ex. 1-2; More Practice, p. 559, Set 9-12, Ex. 1-2; Cumulative Review and Test Prep, p. 677, Ex. 15; Lesson 12-4, p. 697, Ex. 4-5; Lesson 12-7, p. 709, Ex. 19-20</p>	
		<p><b>PO 4. Answer questions based on graphical representations and data displays including single-bar graphs, circle graphs,</b></p>	<p><b>Arizona Mathematics</b>  <b>Scott Foresman/</b>  <b>Addison Wesley ©2004</b></p>		

		two-set Venn diagrams, and line graphs that display continuous data.	(West Sedona)		
<b>February</b>	<p><b>Strand 1: Number Sense and Operation</b> <b>Concept 1: Number Sense</b></p> <p><b>Strand 1: Number Sense and Operation</b> <b>Concept 2: Numerical Operations</b></p>	<p>PO 2. Identify whole numbers in or out of order.</p> <p>PO 4. Solve word problems using grade-level appropriate operations and numbers.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p>	<p>(Chapter 10)</p> <p><b>Lessons:</b> Lesson 1-1, pp. 4-7, Ex. 3-6, 11-18; Lesson 1-2, pp. 8-9, Ex. 2, 6-9, 11-13; Lesson 1-3, pp. 10-11, Ex. 1-4, 6-17, 26; Lesson 1-14, pp. 40-41, Ex. 1; Lesson 7-15, pp. 412-413, Ex. 6</p> <p><b>Additional Resources:</b> Section A Review, p. 14, Ex. 1-4, 7-12; Diagnostic Checkpoint, p. 15, Ex. 2, 5-8; Key Vocabulary and Concept Review, p. 46, Ex. 1; Chapter Test, p. 49, Ex. 19-20; Reteaching, p. 52, Set 1-3, Ex. 1-6; More Practice, p. 56, Set 1-1, Ex. 10, Set 1-2, Ex. 9, Set 1-3, Ex. 1-5; Lesson 10-13, p. 602, Ex. 3</p> <p><b>Lessons:</b> Lesson 1-4, pp. 12-13, Ex. 1-9; Lesson 1-14, pp. 40-41, Ex. 7; Lesson 2-5, pp. 76-79, Ex. 24-27; Lesson 2-7, pp. 82-85, Ex. 26-32; Lesson 2-14, pp. 102-103, Ex. 1, 3, 5; Lesson 3-8, pp. 150-151, Ex. 18-20; Lesson 3-9, pp. 152-153, Ex. 24-25, 36; Lesson 3-11, pp. 156-157, Ex. 1-7; Lesson 3-15, pp. 168-169, Ex. 2, 4-5; Lesson 4-15, pp. 234-235, Ex. 2, 5; Lesson 5-7, pp. 278-281, Ex. 1-10; Lesson 5-11, pp. 290-291, Ex. 1-7; Lesson 5-12, pp. 292-293, Ex. 2, 4, 6; Lesson 6-3, pp. 320-323, Ex. 16-20; Lesson 6-5, pp. 332-335, Ex. 23-28; Lesson 6-6, pp. 336-337, Ex. 23-26; Lesson 6-7, pp. 338-339, Ex. 18-19, 22; Lesson 6-10, pp. 344-345, Ex. 1-4, 6, 8; Lesson 7-4, pp. 374-377, Ex. 26-28; Lesson 7-5, pp. 380-383, Ex. 31-32, 35-38; Lesson 7-6, pp. 384-385, Ex. 1-9; Lesson 7-7, pp. 386-389, Ex. 26-27, 38; Lesson 7-8, pp. 390-391,</p>	<p>AM ATI Star Math</p>



		<p><b>PO 2. Use estimation to verify the reasonableness of a calculation (e.g., <math>1s\ 3284 \times 343 = 1200</math> reasonable?).</b></p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p>pp. 78–79, Ex. 23, 33–36; Lesson 2-6, p. 81, Ex. 20; Warm Up, p. 82, Ex. 1–2; Lesson 2-7, p. 84, Ex. 25; Learning with Technology, p. 85, Ex. 1–6; Chapter Test, pp. 110–111, Ex. 4, 14–15; Reteaching, p. 114, Set 2-3, Ex. 1–8, Set 2-4, Ex. 1–6; More Practice, pp. 118–119, Set 2-3, Ex. 1–19, Set 2-4, Ex. 1–13; Lesson 3-5, p. 143, Ex. 19; Lesson 3-12, p. 163, Ex. 28; Cumulative Review and Test Prep, p. 244, Ex. 2; Lesson 5-3, p. 263, Ex. 38; Lesson 6-3, p. 323, Ex. 24–27; Section A Review, p. 330, Ex. 5–10, B; Diagnostic Checkpoint, p. 331, Ex. 11–14, 21; Lesson 6-5, p. 334, Ex. 22; Key Vocabulary and Concept Review, p. 350, Ex. 1; Chapter Test, pp. 352–353, Ex. 2, 9, 11–12, 23; Cumulative Review and Test Prep, p. 354, Ex. 4; Reteaching, p. 356, Set 6-2, Ex. 1–18; More Practice, p. 360, Set 6-2, Ex. 1–29;</p> <p>Diagnosing Readiness, p. 365, Ex. 28; Lesson 7-3, p. 373, Ex. 29; Section A Review, p. 378, Ex. 7–12, C–D; Diagnostic Checkpoint, p. 379, Ex. 2, 13–17, 26; Warm Up, p. 386, Ex. 1–4; Lesson 7-7, p. 389, Ex. 33–37; Lesson 7-9, p. 393, Ex. 23–27; Key Vocabulary and Concept Review, p. 418, Ex. 2; Chapter Test, pp. 420–421, Ex. 2, 13–14; Cumulative Review and Test Prep, p. 422, Ex. 2; Reteaching, p. 424, Set 7-2, Ex. 1–6; More Practice, p. 428, Set 7-2, Ex. 1–11; Diagnosing Readiness, p. 433, Ex. 12; Cumulative Review and Test Prep, p. 488, Ex. 2; Section C Review, p. 542, Ex. 10, F; Diagnostic Checkpoint, p. 543, Ex. 20; Chapter Test, p. 549, Ex. 22; Lesson 10-4, p. 577, Ex. 42–43; Lesson 10-13, p. 603, Ex. 5; Section C Review, p. 604, Ex. 12, G–H; Diagnostic Checkpoint, p. 605, Ex. 15; Key Vocabulary and Concept Review, p. 609, Ex. 5; Chapter Test, p. 611, Ex. 28; Reteaching, p. 617, Set 10-12, Ex. 1; More Practice, pp. 620–621, Set 10-9, Ex. 8, Set 10-12, Ex. 1, 3; Warm Up, p. 636, Ex. 1–4</p> <p><b>Lessons:</b> Lesson 2-5, pp. 76–79, Ex. 6; Lesson 6-5, pp. 332–335, Ex. 6, 36; Lesson 6-6, pp. 336–337, Ex. 6, 22; Lesson 10-2, pp. 564–567, Ex. 22</p> <p><b>Additional Resources:</b> Lesson 2-6, p. 81, Ex. 17; Lesson 2-8, p. 87, Ex. 5; Section B Review, p. 92, Ex. D; Lesson 3-4, p. 137, Ex. 22; Lesson 6-7, p. 339, Ex. 21; Lesson 6-8, p. 341, Ex. 6, 22, 28; Section B Review, p. 346, Ex. B; Diagnostic Checkpoint, p. 347, Ex. 3–6; Section B Review, p. 400, Ex. D; Section A Review, p. 572, Ex. D; Lesson 10-4, p. 576, Ex. 6</p>	
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	<p><b>Strand 4: Geometry and Measurement</b>  <b>Concept 4: Measurement</b>  - Units of Measure  - Geometric Objects</p>	<p>PO 3. Estimate length and weight using both U.S. customary and metric units.</p> <p>PO 4. Estimate and measure for distance.</p> <p>PO 3. Select an appropriate tool to use in a particular measurement situation.</p> <p>PO 4. Approximate measurements to the appropriate degree of accuracy.</p>	<p>Arizona Mathematics  <b>Scott Foresman/  Addison Wesley ©2004</b>  (West Sedona)</p> <p>Arizona Mathematics  <b>Scott Foresman/  Addison Wesley ©2004</b>  (West Sedona)</p> <p>Arizona Mathematics  <b>Scott Foresman/  Addison Wesley ©2004</b>  (West Sedona)</p> <p>Arizona Mathematics  <b>Scott Foresman/  Addison Wesley ©2004</b>  (West Sedona)</p>	<p><b>Lessons:</b>  Lesson 10-7, pp. 588–589, Ex. 1–2, 4–5;  Lesson 10-10, pp. 594–595, Activity; Lesson  11-9, pp. 652–653, Ex. 1, 3–4; Lesson 11-11,  pp. 656–657, Activity</p> <p><b>Additional Resources:</b>  Lesson 10-8, p. 591, Ex. 14–15; Test Talk, p.  607, Ex. 3; More Practice, p. 620, Set 10-7, Ex.  1–2; Diagnostic Checkpoint, p. 669, Ex. 3</p> <p><b>Lessons:</b>  Lesson 11-9, pp. 652–653, Ex. 1, 3–4</p> <p><b>Additional Resources:</b>  Lesson 10-7, p. 589, Ex. 1–2, 4–5; Lesson 10-  8, p. 591, Ex. 14–15; More Practice, p. 620,  Set 10-7, Ex. 1–2; Diagnostic Checkpoint, p.  669, Ex. 3</p> <p><b>Lessons:</b>  Lesson 10-7, pp. 588–589, Ex. 14</p> <p><b>Additional Resources:</b>  Lesson 10-9, p. 593, Ex. 14; Lesson 10-10, p.  595, Ex. 4; Section C Review, p. 604, Ex. B;  More Practice, p. 620, Set 10-7, Ex. 7; Lesson  11-10, p. 655, Ex. 2; Lesson 11-11, p. 657, Ex.  19; Diagnostic Checkpoint, p. 669, Ex. 13–15</p> <p><b>Lessons:</b>  Lesson 10-7, pp. 589, Ex. 1–2, 4–5; Lesson  10-8, pp. 590–591, Ex. 1–3, 5–7, 10–11, 14–  15; Lesson 11-9, pp. 652–653, Ex. 1, 3–4</p> <p><b>Additional Resources:</b>  Section C Review, p. 604, Ex. 5–7; Diagnostic  Checkpoint, p. 605, Ex. 3–4; Test Talk, p. 607,  Ex. 3; Chapter Test, p. 610, Ex. 7; Reteaching,  p. 616, Set 10-8, Ex. 1–2; More Practice, p.  620, Set 10-7, Ex. 1–2, Set 10-8, Ex. 1–4;  Diagnostic Checkpoint, p. 669, Ex. 3</p> <p><b>Lessons:</b>  Lesson 5-2, p. 261, Ex. 44; Cumulative Review</p>	
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				and Test Prep, p. 302, Ex. 9; Diagnosing Readiness, p. 561, Ex. 24; Diagnostic Checkpoint, p. 669, Ex. 5 More Practice, p. 684, Set 11-10, Ex. 7		
	<b>Strand 4: Geometry and Measurement Concept 2: Transformation of Shapes</b>	PO 6. State equivalent relationships <ul style="list-style-type: none"> <li>• 3 teaspoons = 1 tbsp</li> <li>• 6 cups = 1 gallon,</li> <li>• 2000 pounds = 1 ton).</li> </ul>	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	<b>Lessons:</b> Lesson 10-10, pp. 594–595, Activity		
		PO 7. Compare the weight of two objects using both U.S. customary and metric units.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	<b>Additional Resources:</b> Getting Started, Investigating the Concept, p. 594A; Reaching All Learners, Math Vocabulary, p. 594B		
		PO 1. Demonstrate translation using geometric figures.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	<b>Lessons:</b> Lesson 8-6, pp. 452–455, Activity	<b>Additional Resources:</b> Learning with Technology, p. 455, Ex. 3; Reaching All Learners, English Language Learners, p. 452B; Reaching All Learners, Reteaching, p. 452B	
		PO 2. Identify a tessellation.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	<b>Lessons:</b> Lesson 8-6, pp. 452–455, Ex. 15–18; Reaching All Learners, Math and Social Studies, p. 452B		
<b>March</b>	<b>Strand 1: Number Sense and Operation Concept 1: Number Sense</b>	PO 14. Use decimals in contextual situations.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	(Chapter 11 &4) <b>Lessons:</b> Lesson 1-9, pp. 28–29, Ex. 9–10; Lesson 1-3, pp. 630–631, Ex. 24–27 <b>Additional Resources:</b> Lesson 1-10, p. 31, Ex. 19; Lesson 1-11, p. 33, Ex. 18–21; Lesson 1-12, p. 36, Ex. 19–23; Lesson 1-13, p. 39, Ex. 9; Cumulative Review and Test Prep, p. 50, Ex. 1; More Practice, p. 59, Set 1-11, Ex. 6; Diagnosing Readiness, p. 623, Ex. 15; Lesson 11-1, p. 626, Ex. 31–33; Discovery Channel, p. 627, Ex. 1–2; Lesson 11-2, p. 629, Ex. 19; Lesson 11-4, p. 633, Ex. 23–25; Diagnostic Checkpoint, p. 635, Ex. 21–23; Lesson 11-5, p. 637, Ex. 20–22; Lesson 11-6, pp. 639–640, Activity, Ex. 13–16; Lesson 11-7, p. 644, Ex. 25–29; Diagnostic	AM ATI Star Math	

<p style="text-align: center;"><b>Strand 1: Number Sense and Operation</b></p>		<p>PO 15. Compare two decimals.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p>	<p>Checkpoint, p. 651, Ex. 1–2, 15–17; Lesson 11-15, pp. 666–667, Ex. 2, 4, 7; Test Talk, p. 671, Ex. 4; Chapter Test, p. 674, Ex. 6; Cumulative Review and Test Prep, p. 676, Ex. 4; More Practice, pp. 682–684, Set 11-3, Ex. 12, Set 11-5, Ex. 9, Set 11-6, Ex. 8, Set 11-7, Ex. 9</p> <p><b>Lessons:</b> Lesson 11-3, pp. 630–631, Ex. 1–4, 8–16, 23–26, 28</p> <p><b>Additional Resources:</b> Diagnosing Readiness, p. 622, Ex. 8; Lesson 11-4, p. 633, Ex. 30–32; Section A Review, p. 634, Ex. 12–15, E; Diagnostic Checkpoint, p. 635, Ex. 13–14, 21–22; Key Vocabulary and Concept Review, p. 672, Ex. 2; Reteaching, p. 678, Set 11-3, Ex. 1–4, 7; More Practice, p. 682, Set 11-3, Ex. 1–8</p>	
		<p>PO 16. Order three or more decimals.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p>	<p><b>Lessons:</b> Lesson 11-3, pp. 630–631, Ex. 5–7, 17–22, 27</p> <p><b>Additional Resources:</b> Section A Review, p. 634, Ex. 16, F; Diagnostic Checkpoint, p. 635, Ex. 15–16, 23; Lesson 11-15, p. 666, Ex. 2; Chapter Test, p. 674, Ex. 3; Cumulative Review and Test Prep, p. 676, Ex. 5; Reteaching, p. 678, Set 11-3, Ex. 5–6; More Practice, p. 682, Set 11-3, Ex. 9–12</p>	
		<p>PO 17. Determine the equivalency among decimals, fractions, and percents (e.g., <math>49/100 = 0.49 = 49\%</math>).</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p>	<p><b>Lessons:</b> Lesson 11-1, pp. 624–627, Ex. 1–33, 35–39; Enrichment, p. 533, Ex. 1–7</p> <p><b>Additional Resources:</b> Discovery Channel, p. 627, Ex. 1–2; Lesson 11-2, p. 629, Ex. 15–18; Section A Review, p. 634, Ex. 1–6, A–B; Diagnostic Checkpoint, p. 635, Ex. 3–6, 24–25; Key Vocabulary and Concept Review, p. 672, Ex. 1; Chapter Test, p. 674, Ex. 1–2; Cumulative Review and Test Prep, p. 676, Ex. 6; Reteaching, p. 678, Set 11-1, Ex. 1–4; More Practice, p. 682, Set 11-1, Ex. 1–12; Discovery Channel, p. 703, Ex. 1</p>	
		<p>PO 1. Solve grade-level</p>	<p><b>Arizona Mathematics Scott Foresman/</b></p>	<p><b>Lessons:</b> Lesson 1-7, pp. 22–23, Ex. 1–8, 11, 15; Lesson 2-3, pp. 68–71, Ex. 1–31; Lesson 2-4, pp. 72–73, Ex. 1–24; Lesson 5-2, pp. 258–261,</p>	

	<p><b>Concept 3: Estimation</b></p>	<p>appropriate problems using estimation.</p>	<p><b>Addison Wesley ©2004</b> (West Sedona)</p>	<p>Ex. 1–39; Lesson 6-2, pp. 316–319, Ex. 1–24, 27–31; Lesson 7-2, pp. 368–371, Ex. 1–29, 31, 39; Lesson 9-13, pp. 538–539, Ex. 1–4, 8–9; Lesson 10-12, pp. 600–601, Ex. 1, 6, 9</p> <p><b><u>Additional Resources:</u></b> Section B Review, p. 26, Ex. F; Lesson 1-9, p. 29, Ex. 12; Lesson 1-10, p. 31, Ex. 22; Test Talk, p. 45, Ex. 2, 4; Warm Up, p. 72, Ex. 1–3; Section A Review, p. 74, Ex. 17–28, E–H; Diagnostic Checkpoint, p. 75, Ex. 1, 11–14, 16–19; Warm Up, p. 76, Ex. 1–4; Lesson 2-5, pp. 78–79, Ex. 23, 33–36; Lesson 2-6, p. 81, Ex. 20; Warm Up, p. 82, Ex. 1–2; Lesson 2-7, p. 84, Ex. 25; Learning with Technology, p. 85, Ex. 1–6; Chapter Test, pp. 110–111, Ex. 4, 14–15; Reteaching, p. 114, Set 2-3, Ex. 1–8, Set 2-4, Ex. 1–6; More Practice, pp. 118–119, Set 2-3, Ex. 1–19, Set 2-4, Ex. 1–13; Lesson 3-5, p. 143, Ex. 19; Lesson 3-12, p. 163, Ex. 28;</p> <p>Cumulative Review and Test Prep, p. 244, Ex. 2; Lesson 5-3, p. 263, Ex. 38; Lesson 6-3, p. 323, Ex. 24–27; Section A Review, p. 330, Ex. 5–10, B; Diagnostic Checkpoint, p. 331, Ex. 11–14, 21; Lesson 6-5, p. 334, Ex. 22; Key Vocabulary and Concept Review, p. 350, Ex. 1; Chapter Test, pp. 352–353, Ex. 2, 9, 11–12, 23; Cumulative Review and Test Prep, p. 354, Ex. 4; Reteaching, p. 356, Set 6-2, Ex. 1–18; More Practice, p. 360, Set 6-2, Ex. 1–29; Diagnosing Readiness, p. 365, Ex. 28; Lesson 7-3, p. 373, Ex. 29; Section A Review, p. 378, Ex. 7–12, C–D; Diagnostic Checkpoint, p. 379, Ex. 2, 13–17, 26; Warm Up, p. 386, Ex. 1–4; Lesson 7-7, p. 389, Ex. 33–37; Lesson 7-9, p. 393, Ex. 23–27; Key Vocabulary and Concept Review, p. 418, Ex. 2; Chapter Test, pp. 420–421, Ex. 2, 13–14; Cumulative Review and Test Prep, p. 422, Ex. 2; Reteaching, p. 424, Set 7-2, Ex. 1–6; More Practice, p. 428, Set 7-2, Ex. 1–11; Diagnosing Readiness, p. 433, Ex. 12; Cumulative Review and Test Prep, p. 488, Ex. 2; Section C Review, p. 542, Ex. 10, F; Diagnostic Checkpoint, p. 543, Ex. 20; Chapter Test, p. 549, Ex. 22; Lesson 10-4, p. 577, Ex. 42–43; Lesson 10-13, p. 603, Ex. 5; Section C Review, p. 604, Ex. 12, G–H; Diagnostic Checkpoint, p. 605, Ex. 15; Key Vocabulary and Concept Review, p. 609, Ex. 5; Chapter Test, p. 611, Ex. 28; Reteaching, p. 617, Set 10-12, Ex. 1; More Practice, pp. 620–621, Set 10-9, Ex. 8, Set 10-12, Ex. 1, 3; Warm Up, p. 636, Ex. 1–4</p> <p><b><u>Lessons:</u></b> Lesson 11-9, pp. 652–653, Ex. 1, 3–4</p>
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	<p><b>Strand 2: Data Analysis, Probability, and Discrete Math</b>  <b>Concept 1: Data Analysis (Statistics)</b></p>	<p>PO 4. Estimate and measure for distance.</p> <p>PO 1. Formulate questions to collect data in contextual situations.</p> <p>PO 2. Construct a single-bar graph, line graph or two-set Venn diagram with appropriate labels and title from organized data.</p> <p>PO 3. Interpret graphical representations and data displays including single-bar graphs, circle graphs, two-set Venn diagrams, and line graphs that display continuous data.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</b> (West Sedona)</p>	<p><b>Additional Resources:</b>  Lesson 10-7, p. 589, Ex. 1–2, 4–5; Lesson 10-8, p. 591, Ex. 14–15; More Practice, p. 620, Set 10-7, Ex. 1–2; Diagnostic Checkpoint, p. 669, Ex. 3</p> <p><b>Lessons:</b>  Lesson 4-13, pp. 230–231, Ex. 10–11</p> <p><b>Additional Resources:</b>  Section C Review, p. 236, Ex. D; Diagnostic Checkpoint, p. 237, Ex. 10; Chapter Test, p. 243, Ex. 26; More Practice, p. 253, Set 4-13, Ex. 5</p> <p><b>Lessons:</b>  Lesson 4-8, pp. 208–211, Ex. 15; Lesson 4-10, pp. 216–219, Ex. 5; Lesson 4-11, pp. 222–223, Ex. 2; Lesson 4-15, pp. 234–235, Ex. 7</p> <p><b>Additional Resources:</b>  Learning with Technology, p. 219, Ex. 1–2; Section B Review, p. 224, Ex. 3, 9, B, E; Lesson 4-13, p. 231, Ex. 9; Chapter Test, p. 243, Ex. 25; Reteaching, p. 249, Set 4-11, Ex. 1–2; More Practice, p. 252, Set 4-11, Ex. 1</p> <p><b>Lessons:</b>  Lesson 4-8, pp. 208–209, Ex. 3–5, 10–14, 17; Lesson 4-10, pp. 216–219, Ex. 4, 6, 11–13; Lesson 9-12, pp. 536–537, Ex. 2, 5–8, 10</p> <p><b>Additional Resources:</b>  Cumulative Review and Test Prep, p. 113, Ex. 14–16; Lesson 4-4, p. 199, Ex. 6; Reading for Math Success, pp. 220–221, Ex. 2, 7–8, 11; Section B Review, p. 224, Ex. 11–12, F; Diagnostic Checkpoint, p. 225, Ex. 2–3, 11–12; Test Talk, p. 238, Ex. 1; Chapter Test, p. 242, Ex. 6; Cumulative Review and Test Prep, p. 245, Ex. 16–18; Reteaching, pp. 248–249, Set 4-8, Ex. 4, Set 4-10, Ex. 2–3, Set 4-11, Ex. 1–2; More Practice, pp. 251–253, Set 4-8, Ex. 3–5, Set 4-10, Ex. 4–5; Cumulative Review and Test Prep, p. 423, Ex. 16; Cumulative Review and Test Prep, p. 489, Ex. 15–16; Section C Review, p. 542, Ex. 9, D; Chapter Test, p. 549, Ex. 13–14; Cumulative Review and Test Prep, p. 551, Ex. 16; More Practice, p. 559, Set 9-12, Ex. 3–4; Test Talk, p. 607, Ex. 2; Cumulative Review and Test Prep, p. 677, Ex. 16–17; Lesson 12-7, p. 709, Ex. 21</p>	
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		<p>PO 5. Identify the mode(s) of given data.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p><b>Lessons:</b> Lesson 4-12, pp. 226–229, Ex. 1–3, 5–10, 12</p> <p><b>Additional Resources:</b> Section C Review, p. 236, Ex. 1–2; Diagnostic Checkpoint, p. 237, Ex. 5–6; Chapter Test, p. 242, Ex. 10; Reteaching, p. 249, Set 4-12, Ex. 1–4; More Practice, p. 253, Ex. 1–9; Cumulative Review and Test Prep, p. 489, Ex. 14; Cumulative Review and Test Prep, p. 613, Ex. 13</p> <p><b>Lessons:</b> Lesson 11-13, pp. 662–663, Ex. 1–3</p> <p><b>Additional Resources:</b> Chapter Test, p. 675, Ex. 31; Reteaching, p. 681, Set 11-13, Ex. 1; More Practice, p. 685, Set 11-13, Ex. 1</p>
		<p>PO 6. Formulate predictions from a given set of data.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p><b>Lessons:</b> Lesson 3-5, pp. 140–143, Ex. 1–7; Lesson 4-4, pp. 198–199, Ex. 1–7; Lesson 4-11, pp. 222–223, Ex. 1–4, 7–8; Lesson 4-13, pp. 230–231, Ex. 1–11</p> <p><b>Additional Resources:</b> Lesson 1-4, p. 13, Ex. 7–9; Lesson 2-2, p. 66, Ex. 27–30; Lesson 2-3, p. 70, Ex. 23–26; Diagnostic Checkpoint, p. 75, Ex. 15–17; Lesson 2-5, p. 78, Ex. 24–27; Lesson 2-7, p. 84, Ex. 28–32; Diagnostic Checkpoint, p. 93, Ex. 13–14; Lesson 2-10, p. 95, Ex. 12–16; Lesson 2-11, p. 97, Ex. 9–10; Diagnostic Checkpoint, p. 105, Ex. 10–11; Test Talk, p. 106, Ex. 1; Lesson 3-2, p. 130, Ex. 31–36; Section A Review, p. 144, Ex. 17, G–H; Test Talk, pp. 172–173, Ex. 1, 4; Chapter Test, p. 177, Ex. 35; Reteaching, p. 181, Set 3-5, Ex. 1–2; More Practice, p. 185, Set 3-5, Ex. 1–3; Diagnosing Readiness, p. 189, Ex. 29–32; Section C Review, p. 236, Ex. 3–4; Diagnostic Checkpoint, p. 237, Ex. 2–4, 9; Chapter Test, p. 243, Ex. 25, 28; Cumulative Review and Test Prep, p. 245, Ex. 23; Reteaching, p. 249, Set 4-13, Ex. 1–2; More Practice, pp. 250–253, Set 4-4, Ex. 1–5, Set 4-11, Ex. 1, Set 4-13, Ex. 1–3; Lesson 5-5, p. 272, Ex. 44–46; Lesson 5-7, pp. 280–281, Ex. 3–5, 7–11; Lesson 5-9, p. 287, Ex. 22–23; Lesson 6-1, p. 315, Ex. 19–21; Lesson 6-3, p. 322, Ex. 16–20; Lesson 6-5, p. 334, Ex. 24–28; Lesson 6-6, p. 337, Ex. 23–26; Lesson 6-7, p. 339, Ex. 18–19, 22; Lesson 6-8, p. 341, Ex. 23–27; Lesson 6-9, p. 343, Ex. 7; Lesson 7-2, p. 370, Ex. 27–30; Lesson 7-4, p. 376, Ex. 26–28; Lesson 7-6, p. 385, Ex. 6–9; Lesson 7-8, p. 391, Ex. 28–30; Lesson 7-9, p. 393, Ex. 18–21; Diagnostic Checkpoint, p. 401, Ex. 18–21; Lesson 7-13, p. 407, Ex.</p>
		<p>PO 7. Solve contextual problems using graphs, charts, and tables.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p><b>Lessons:</b> Lesson 3-5, pp. 140–143, Ex. 1–7; Lesson 4-4, pp. 198–199, Ex. 1–7; Lesson 4-11, pp. 222–223, Ex. 1–4, 7–8; Lesson 4-13, pp. 230–231, Ex. 1–11</p> <p><b>Additional Resources:</b> Lesson 1-4, p. 13, Ex. 7–9; Lesson 2-2, p. 66, Ex. 27–30; Lesson 2-3, p. 70, Ex. 23–26; Diagnostic Checkpoint, p. 75, Ex. 15–17; Lesson 2-5, p. 78, Ex. 24–27; Lesson 2-7, p. 84, Ex. 28–32; Diagnostic Checkpoint, p. 93, Ex. 13–14; Lesson 2-10, p. 95, Ex. 12–16; Lesson 2-11, p. 97, Ex. 9–10; Diagnostic Checkpoint, p. 105, Ex. 10–11; Test Talk, p. 106, Ex. 1; Lesson 3-2, p. 130, Ex. 31–36; Section A Review, p. 144, Ex. 17, G–H; Test Talk, pp. 172–173, Ex. 1, 4; Chapter Test, p. 177, Ex. 35; Reteaching, p. 181, Set 3-5, Ex. 1–2; More Practice, p. 185, Set 3-5, Ex. 1–3; Diagnosing Readiness, p. 189, Ex. 29–32; Section C Review, p. 236, Ex. 3–4; Diagnostic Checkpoint, p. 237, Ex. 2–4, 9; Chapter Test, p. 243, Ex. 25, 28; Cumulative Review and Test Prep, p. 245, Ex. 23; Reteaching, p. 249, Set 4-13, Ex. 1–2; More Practice, pp. 250–253, Set 4-4, Ex. 1–5, Set 4-11, Ex. 1, Set 4-13, Ex. 1–3; Lesson 5-5, p. 272, Ex. 44–46; Lesson 5-7, pp. 280–281, Ex. 3–5, 7–11; Lesson 5-9, p. 287, Ex. 22–23; Lesson 6-1, p. 315, Ex. 19–21; Lesson 6-3, p. 322, Ex. 16–20; Lesson 6-5, p. 334, Ex. 24–28; Lesson 6-6, p. 337, Ex. 23–26; Lesson 6-7, p. 339, Ex. 18–19, 22; Lesson 6-8, p. 341, Ex. 23–27; Lesson 6-9, p. 343, Ex. 7; Lesson 7-2, p. 370, Ex. 27–30; Lesson 7-4, p. 376, Ex. 26–28; Lesson 7-6, p. 385, Ex. 6–9; Lesson 7-8, p. 391, Ex. 28–30; Lesson 7-9, p. 393, Ex. 18–21; Diagnostic Checkpoint, p. 401, Ex. 18–21; Lesson 7-13, p. 407, Ex.</p>

	<p><b>Strand 4: Geometry and Measurement Concept 3: Coordinate Geometry</b></p> <p><b>Strand 4: Geometry and Measurement Concept 4: Measurement - Units of Measure - Geometric Objects</b></p>	<p>PO 1. Name the coordinates of a point plotted in the first quadrant.</p> <p>PO 2. Compute elapsed time using a clock (e.g., hours and minutes since or until...) or a calendar (e.g., days, weeks, years since or until...).</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p>19–21; Lesson 7-14, p. 410, Ex. 19–22; Diagnostic Checkpoint, p. 573, Ex. 18–25; Lesson 10-11, p. 598, Ex. 22–25; Lesson 11-1, p. 626, Ex. 31–34; Lesson 11-3, p. 631, Ex. 24–27; Diagnostic Checkpoint, p. 635, Ex. 21–23; Section C Review, p. 668, Ex. 8, E–F; Lesson 12-4, p. 697, Ex. 4–8; Diagnostic Checkpoint, p. 699, Ex. 17; Discovery Channel, p. 703, Ex. 1</p> <p><b>Lessons:</b> Lesson 4-9, pp. 212–215, Ex. 1–3, 7–13, 26–27</p> <p><b>Additional Resources:</b> Section B Review, p. 224, Ex. 4–7, C; Test Talk, p. 239, Ex. 2, 4; Key Vocabulary and Concept Review, p. 240, Ex. 5; Chapter Test, p. 243, Ex. 22–23; Reteaching, p. 248, Set 4-9, Ex. 1–3; More Practice, p. 252, Set 4-9, Ex. 1–3, 7; Cumulative Review and Test Prep, p. 355, Ex. 15–18; Diagnosing Readiness, p. 686, Ex. 4–13</p> <p><b>Lessons:</b> Lesson 4-3, pp. 196–197, Ex. 1–3, 5–8, 13–14; Lesson 4-4, pp. 198–199, Ex. 1–5; Lesson 4-5, pp. 200–201, Ex. 9, 12; Lesson 4-15, pp. 234–235, Ex. 3; Lesson 12-9, pp. 714–715, Ex. 1, 6–7</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 50, Ex. 12; Section A Review, p. 202, Ex. 6, E–F; Diagnostic Checkpoint, p. 203, Ex. 6–8, 13; Discovery Channel, p. 215, Ex. 1–4; Key Vocabulary and Concept Review, p. 240, Ex. 1, 3; Chapter Test, pp. 242–243, Ex. 3, 18–19, 28; Cumulative Review and Test Prep, p. 244, Ex. 13; Reteaching, pp. 246–247, Set 4-3, Ex. 1–3, Set 4-4, Ex. 1–2; More Practice, pp. 250–251, Set 4-3, Ex. 1–6, Set 4-4, Ex. 1–5; Cumulative Review and Test Prep, p. 302, Ex. 8; Lesson 6-3, p. 323, Ex. 28; Cumulative Review and Test Prep, p. 354, Ex. 12; Cumulative Review and Test Prep, p. 422, Ex. 7; Lesson 8-3, p. 443, Ex. 24; Lesson 10-3, p. 571, Ex. 39; Lesson 10-9, p. 593, Ex. 20; Section B Review, p. 718, Ex. 9; Cumulative Review and Test Prep, p. 726, Ex. 7; Reteaching, p. 730, Set 12-9, Ex. 1</p> <p><b>Lessons:</b> Lesson 10-7, pp. 589, Ex. 1–2, 4–5; Lesson 10-8, pp. 590–591, Ex. 1–3, 5–7, 10–11, 14–15; Lesson 11-9, pp. 652–653, Ex. 1, 3–4</p> <p><b>Additional Resources:</b> Section C Review, p. 604, Ex. 5–7; Diagnostic</p>	
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	<p><b>Strand 1: Number Sense and Operation</b>  <b>Concept 2: Numerical Operations</b></p>	<p>PO 4. Approximate measurements to the appropriate degree of accuracy.</p> <p>PO 5. Compare units of measure to determine <i>more or less</i> relationships including:</p> <ul style="list-style-type: none"> <li>• length - yards and miles, meters and kilometers, and</li> <li>• weight - pounds and tons, grams and kilograms.</li> </ul> <p>PO 6. State equivalent relationships</p> <ul style="list-style-type: none"> <li>• 3 teaspoons = 1 tbsp</li> <li>• 6 cups = 1 gallon,</li> <li>• 2000 pounds = 1 ton).</li> </ul> <p>PO 4. Solve word problems using grade-level appropriate operations and numbers.</p>	<p>Arizona Mathematics  <b>Scott Foresman/  Addison Wesley ©2004</b>  (West Sedona)</p> <p>Arizona Mathematics  <b>Scott Foresman/  Addison Wesley ©2004</b>  (West Sedona)</p> <p>Arizona Mathematics  <b>Scott Foresman/  Addison Wesley ©2004</b>  (West Sedona)</p> <p>Arizona Mathematics  <b>Scott Foresman/  Addison Wesley ©2004</b>  (West Sedona)</p>	<p>Checkpoint, p. 605, Ex. 3–4; Test Talk, p. 607, Ex. 3; Chapter Test, p. 610, Ex. 7; Reteaching, p. 616, Set 10-8, Ex. 1–2; More Practice, p. 620, Set 10-7, Ex. 1–2, Set 10-8, Ex. 1–4; Diagnostic Checkpoint, p. 669, Ex. 3</p> <p><b>Lessons:</b>  Lesson 11-11, pp. 656–657, Ex. 14</p> <p><b>Additional Resources:</b>  Lesson 10-11, pp. 598, Ex. 15–16; Section C Review, p. 604, Ex. 8, 11; Chapter Test, p. 611, Ex. 26; More Practice, p. 621, Set 10-11, Ex. 11–12; Diagnostic Checkpoint, p. 669, Ex. 8; Chapter Test, p. 675, Ex. 29; More Practice, p. 685, Set 11-12, Ex. 7, 10, 12</p> <p><b>Lessons:</b>  Lesson 5-2, p. 261, Ex. 44; Cumulative Review and Test Prep, p. 302, Ex. 9; Diagnosing Readiness, p. 561, Ex. 24; Diagnostic Checkpoint, p. 669, Ex. 5 More Practice, p. 684, Set 11-10, Ex. 7</p> <p><b>Lessons:</b>  Lesson 1-4, pp. 12–13, Ex. 1–9; Lesson 1-14, pp. 40–41, Ex. 7; Lesson 2-5, pp. 76–79, Ex. 24–27; Lesson 2-7, pp. 82–85, Ex. 26–32; Lesson 2-14, pp. 102–103, Ex. 1, 3, 5; Lesson 3-8, pp. 150–151, Ex. 18–20; Lesson 3-9, pp. 152–153, Ex. 24–25, 36; Lesson 3-11, pp. 156–157, Ex. 1–7; Lesson 3-15, pp. 168–169, Ex. 2, 4–5; Lesson 4-15, pp. 234–235, Ex. 2, 5; Lesson 5-7, pp. 278–281, Ex. 1–10; Lesson 5-11, pp. 290–291, Ex. 1–7; Lesson 5-12, pp. 292–293, Ex. 2, 4, 6; Lesson 6-3, pp. 320–323, Ex. 16–20; Lesson 6-5, pp. 332–335, Ex. 23–28; Lesson 6-6, pp. 336–337, Ex. 23–26; Lesson 6-7, pp. 338–339, Ex. 18–19, 22; Lesson 6-10, pp. 344–345, Ex. 1–4, 6, 8; Lesson 7-4, pp. 374–377, Ex. 26–28; Lesson 7-5, pp. 380–383, Ex. 31–32, 35–38; Lesson 7-6, pp. 384–385, Ex. 1–9; Lesson 7-7, pp. 386–389, Ex. 26–27, 38; Lesson 7-8, pp. 390–391, Ex. 28–30; Lesson 7-15, pp. 412–413, Ex. 1, 3–5, 7–8; Lesson 8-14, pp. 478–479, Ex. 1, 4; Lesson 10-13, pp. 602–603, Ex. 1–2, 4; Lesson 12-9, pp. 714–715, Ex. 1–2, 6–7; Lesson 12-10, pp. 716–717, Ex. 2–3, 5</p> <p><b>Additional Resources:</b>  Most lessons in Grade 4 include word problems that require the use of grade level appropriate operations and numbers.</p>	
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<b>April</b>	<b>Review For AIMS</b>		<b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b>	Continue Ch. 3 Division with 2 Digit Divisors	AM ATI Star Math
<b>May</b>	<b>Strand 1: Number Sense and Operation Concept 2: Numerical Operations</b>	<p>PO 4. Solve word problems using grade-level appropriate operations and numbers.</p> <p>PO 5. Multiply multi-digit numbers by two-digit numbers.</p>	<p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p> <p><b>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</b></p>	<p>(Chapter 12)</p> <p><b>Lessons:</b> Lesson 1-4, pp. 12–13, Ex. 1–9; Lesson 1-14, pp. 40–41, Ex. 7; Lesson 2-5, pp. 76–79, Ex. 24–27; Lesson 2-7, pp. 82–85, Ex. 26–32; Lesson 2-14, pp. 102–103, Ex. 1, 3, 5; Lesson 3-8, pp. 150–151, Ex. 18–20; Lesson 3-9, pp. 152–153, Ex. 24–25, 36; Lesson 3-11, pp. 156–157, Ex. 1–7; Lesson 3-15, pp. 168–169, Ex. 2, 4–5; Lesson 4-15, pp. 234–235, Ex. 2, 5; Lesson 5-7, pp. 278–281, Ex. 1–10; Lesson 5-11, pp. 290–291, Ex. 1–7; Lesson 5-12, pp. 292–293, Ex. 2, 4, 6; Lesson 6-3, pp. 320–323, Ex. 16–20; Lesson 6-5, pp. 332–335, Ex. 23–28; Lesson 6-6, pp. 336–337, Ex. 23–26; Lesson 6-7, pp. 338–339, Ex. 18–19, 22; Lesson 6-10, pp. 344–345, Ex. 1–4, 6, 8; Lesson 7-4, pp. 374–377, Ex. 26–28; Lesson 7-5, pp. 380–383, Ex. 31–32, 35–38; Lesson 7-6, pp. 384–385, Ex. 1–9; Lesson 7-7, pp. 386–389, Ex. 26–27, 38; Lesson 7-8, pp. 390–391, Ex. 28–30; Lesson 7-15, pp. 412–413, Ex. 1, 3–5, 7–8; Lesson 8-14, pp. 478–479, Ex. 1, 4; Lesson 10-13, pp. 602–603, Ex. 1–2, 4; Lesson 12-9, pp. 714–715, Ex. 1–2, 6–7; Lesson 12-10, pp. 716–717, Ex. 2–3, 5</p> <p><b>Additional Resources:</b> Most lessons in Grade 4 include word problems that require the use of grade level appropriate operations and numbers.</p> <p><b>Lessons:</b> Lesson 5-1, pp. 256–257, Ex. 1–23; Lesson 5-3, pp. 262–263, Ex. 1–34; Lesson 5-4, pp. 264–267, Ex. 1–22; Lesson 5-5, pp. 270–273, Ex. 1–42, 45–47, 49; Lesson 5-6, pp. 274–275, Ex. 1–26, 28–31; Lesson 5-8, pp. 282–283, Ex. 1–21, 26; Lesson 6-1, pp. 314–315, Ex. 1–21, 23; Lesson 6-3, pp. 320–323, Ex. 1–19, 21–23; Lesson 6-5, pp. 332–335, Ex. 1–5, 7–21, 23–34; Lesson 6-6, pp. 336–337, Ex. 1–5, 7–21, 23–32; Lesson 6-7, pp. 338–339, Ex. 1–22; Lesson 6-10, pp. 344–345, Ex. 2–5; Lesson 12-10, pp. 716–717, Ex. 2–3</p>	AM ATI Star Math

	<p><b>Strand 2: Data Analysis, Probability, and Discrete Math</b>  <b>Concept 2: Probability</b></p>	<p>PO 1. Name the possible outcomes for a probability experiment.</p> <p>PO 2. Describe the probability of events as being more likely, less likely, equally likely, unlikely, certain, impossible, fair or unfair.</p>	<p><b>Arizona Mathematics</b>  <b>Scott Foresman/</b>  <b>Addison Wesley ©2004</b>          (West Sedona)</p> <p><b>Arizona Mathematics</b>  <b>Scott Foresman/</b>  <b>Addison Wesley ©2004</b>          (West Sedona)</p>	<p><b><u>Additional Resources:</u></b>          Warm Up, p. 316, Ex. 1–4; Lesson 6-2, p. 319, Ex. 32–35; Warm Up, p. 320, Ex. 1–4; Lesson 6-4, p. 329, Ex. 15; Section A Review, p. 330, Ex. 1–4, 11–14, A, C–D; Diagnostic Checkpoint, p. 331, Ex. 1–10, 15–18, 20; Discovery Channel, p. 335, Ex. 1–2; Warm Up, p. 336, Ex. 1–4; Warm Up, p. 338, Ex. 1–4; Lesson 6-8, p. 341, Ex. 29; Section B Review, p. 346, Ex. 1–6, 9–14, A, C–D; Diagnostic Checkpoint, p. 347, Ex. 1–10; Key Vocabulary and Concept Review, pp. 350–351, Ex. 2–3; Chapter Test, pp. 352–353, Ex. 1, 3–8, 13–16, 18–22, 24–25; Cumulative Review and Test Prep, p. 354, Ex. 6; Reteaching, pp. 356–358, Set 6-1, Ex. 1–16, Set 6-3, Ex. 1–10, Set 6-5, Ex. 1–6, Set 6-6, Ex. 1–8, Set 6-7, Ex. 1–6; More Practice, pp. 360–363, Set 6-1, Ex. 1–29, Set 6-3, Ex. 1–17, Set 6-5, Ex. 1–22, Set 6-6, Ex. 1–22, Set 6-7, Ex. 1–16; Lesson 7-1, p. 367, Ex. 21, 24; Lesson 7-4, p. 377, Ex. 38; Lesson 7-5, p. 382, Ex. 32; Discovery Channel, p. 383, Ex. 2; Lesson 7-10, pp. 397–399, Ex. 2, 24; Warm Up, p. 468, Ex. 5–6; Lesson 9-2, p. 503, Ex. 30; Lesson 9-14, p. 540, Ex. 2; Cumulative Review and Test Prep, p. 550, Ex. 2; Lesson 10-2, p. 567, Ex. 46–47; Lesson 10-4, p. 577, Ex. 40; Cumulative Review and Test Prep, p. 612, Ex. 5; Lesson 11-10, p. 655, Ex. 13; Lesson 12-6, p. 705, Ex. 13; Cumulative Review and Test Prep, p. 726, Ex. 3</p> <p><b><u>Lessons:</u></b>          Lesson 12-6, pp. 704–705, Ex. 1–9</p> <p><b><u>Additional Resources:</u></b>          Lesson 12-7, p. 709, Ex. 18; Section B Review, p. 718, Ex. 4–6, C–D; Diagnostic Checkpoint, p. 719, Ex. 2, 6; Reteaching, p. 729, Set 12-6, Ex. 1–3; More Practice, p. 732, Set 12-6, Ex. 1–5</p> <p><b><u>Lessons:</u></b>          Lesson 12-5, pp. 700–703, Ex. 1–23</p> <p><b><u>Additional Resources:</u></b>          Cumulative Review and Test Prep, p. 51, Ex. 15; Cumulative Review and Test Prep, p. 355, Ex. 14; Cumulative Review and Test Prep, p. 613, Ex. 12; Lesson 12-6, p. 705, Ex. 14; Section B Review, p. 718, Ex. 1, A; Diagnostic Checkpoint, p. 719, Ex. 1, 3–5, 11; Chapter</p> <p>Test, pp. 724–725, Ex. 5, 11–12, 25;</p>	
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				<p>Cumulative Review and Test Prep, p. 727, Ex. 15; Reteaching, p. 729, Set 12-5, Ex. 1-4; More Practice, p. 732, Set 12-5, Ex. 1-8</p> <p><b>Lessons:</b> Lesson 12-8, pp. 710-711, Ex. 1-13</p> <p><b>Additional Resources:</b> Diagnostic Checkpoint, p. 669, Ex. 20; Section B Review, p. 718, Ex. 7-8, E-F; Diagnostic Checkpoint, p. 719, Ex. 10; Test Talk, pp. 720-721, Ex. 1-2; Chapter Test, p. 724, Ex. 8; Cumulative Review and Test Prep, p. 727, Ex. 16; Reteaching, p. 730, Set 12-8, Ex. 1-3; More Practice, p. 733, Set 12-8, Ex. 1-5</p> <p><b>Lessons:</b> Lesson 12-8, pp. 710-711, Activity</p> <p><b>Additional Resources:</b> Investigation, Activity 2, p. 686J; Reaching All Learners, English Language Learners, p. 706B; Getting Started, Investigating the Concept, p. 710A</p> <p><b>Lessons:</b> Lesson 12-8, pp. 710-711, Activity</p> <p><b>Additional Resources:</b> Learning with Technology, p. 709; Investigation, Activity 2, p. 686J; Getting Started, Investigating the Concept, p. 710A</p> <p><b>Lessons:</b> Learning with Technology, p. 709</p> <p><b>Additional Resources:</b> Investigation, Activity 2, p. 686J; Getting Started, Investigating the Concept, p. 710A</p> <p><b>Lessons:</b> Lesson 12-8, pp. 710-711, Activity</p>	
		<p>PO 3. Predict the outcome of a grade-level appropriate probability experiment.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>		
		<p>PO 4. Record the data from performing a grade-level appropriate probability experiment.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>		
		<p>PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>		
		<p>PO 6. Make predictions from the results of student-generated experiments using objects (e.g., coins, spinners, number cubes).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>		

	<p><b>Strand 2: Data Analysis, Probability, and Discrete Math</b>  <b>Concept 3: Discrete Mathematics – Systematic Listing and Counting</b></p> <p><b>Strand 4: Geometry and Measurement</b>  <b>Concept 4: Measurement</b>  - Units of Measure  - Geometric Objects</p>	<p>PO 7. Compare the results of two repetitions of the same grade-level appropriate probability experiment.</p> <p>PO 1. Find all possible combinations when one item is selected from each of two sets containing up to three objects (e.g., How many outfits can be made with 3 pants and 2 tee shirts?).</p> <p>PO 2. Compute elapsed time using a clock (e.g., hours and minutes since or until...) or a calendar (e.g., days, weeks, years since or until...).</p>	<p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</p> <p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</p> <p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</p>	<p><b>Lessons:</b>  Reaching All Learners, Reteaching, p. 704B;  Reaching All Learners, Students with Special Needs, p. 704B</p> <p><b>Lessons:</b>  Lesson 4-3, pp. 196–197, Ex. 1–3, 5–8, 13–14;  Lesson 4-4, pp. 198–199, Ex. 1–5; Lesson 4-5, pp. 200–201, Ex. 9, 12; Lesson 4-15, pp. 234–235, Ex. 3; Lesson 12-9, pp. 714–715, Ex. 1, 6–7</p> <p><b>Additional Resources:</b>  Cumulative Review and Test Prep, p. 50, Ex. 12; Section A Review, p. 202, Ex. 6, E–F; Diagnostic Checkpoint, p. 203, Ex. 6–8, 13; Discovery Channel, p. 215, Ex. 1–4; Key Vocabulary and Concept Review, p. 240, Ex. 1, 3; Chapter Test, pp. 242–243, Ex. 3, 18–19, 28; Cumulative Review and Test Prep, p. 244, Ex. 13; Reteaching, pp. 246–247, Set 4-3, Ex. 1–3, Set 4-4, Ex. 1–2; More Practice, pp. 250–251, Set 4-3, Ex. 1–6, Set 4-4, Ex. 1–5; Cumulative Review and Test Prep, p. 302, Ex. 8; Lesson 6-3, p. 323, Ex. 28; Cumulative Review and Test Prep, p. 354, Ex. 12; Cumulative Review and Test Prep, p. 422, Ex. 7; Lesson 8-3, p. 443, Ex. 24; Lesson 10-3, p. 571, Ex. 39; Lesson 10-9, p. 593, Ex. 20; Section B Review, p. 718, Ex. 9; Cumulative Review and Test Prep, p. 726, Ex. 7; Reteaching, p. 730, Set 12-9, Ex. 1</p> <p><b>Lessons:</b>  Lesson 12-4, pp. 696–697, Ex. 1–8</p> <p><b>Additional Resources:</b>  Section A Review, p. 698, Ex. 12, G–H; Diagnostic Checkpoint, p. 699, Ex. 17–18; Key Vocabulary and Concept Review, p. 723, Ex. 4; Reteaching, p. 729, Lesson 12-4, Ex. 1–2; More Practice, p. 732, Set 12-4, Ex. 1–2</p>	
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	<p><b>Strand 5: Structure and Logic</b>  <b>Concept 1: Algorithms and Algorithmic Thinking</b></p>	<p>PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.</p>	<p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</p>	<p><u>Lessons:</u>  Enrichment, p. 71, Ex. 1–2</p> <p><u>Lessons:</u>  Lesson 10-6, TE p. 584</p>	
	<p><b>Strand 5: Structure and Logic</b>  <b>Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof</b></p>	<p>PO 1. Draw a conclusion from a Venn diagram.</p> <p>PO 2. Identify simple valid arguments using <i>if...then</i> statements based on graphic organizers (e.g., 2-set Venn diagrams and pictures).</p>	<p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</p> <p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (West Sedona)</p>		