

		<p>PO 4. Answer questions based on graphical representations, and data displays including bar graphs (including double-bar), circle graphs, frequency tables, three-set Venn diagrams, and line graphs that display continuous data.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>10–12; Lesson 5-3, pp. 266–269, Ex. 1–9; Lesson 5-7, pp. 286–287, Ex. 1–8</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 249, Ex. 14–16; Section A Review, p. 280, Ex. 3–4; Diagnostic Checkpoint, p. 281, Ex. 6; Section B Review, p. 294, Ex. 2–3, C–D; Diagnostic Checkpoint, p. 295, Ex. 6–7; Chapter Test, pp. 314–315, Ex. 6, 15–18, 20; Cumulative Review and Test Prep, p. 317, Ex. 15–16; Reteaching, p. 318, Set 5-2, Ex. 1–2, Set 5-3, Ex. 1–2; Reteaching, p. 320, Set 5-7, Ex. 1; More Practice, p. 322, Set 5-2, Ex. 1–5, Set 5-3, Ex. 1–4; More Practice, p. 324, Set 5-7, Ex. 1–4; Cumulative Review and Test Prep, p. 517, Ex. 17; Cumulative Review and Test Prep, p. 687, Ex. 17</p> <p>Lessons: PP 172-175, 182-185, 200-202, 204-206</p> <p>Lessons: Lesson 5-6, pp. 282–285, Ex. 1–18</p> <p>Additional Resources: Section B Review, p. 294, Ex. 1, A–B; Diagnostic Checkpoint, p. 295, Ex. 1, 3; Key Vocabulary and Concept Review, p. 312, Ex. 2; Chapter Test, pp. 314–315, Ex. 5, 13–14, 22; Reteaching, p. 319, Set 5-6, Ex. 1, 3; More Practice, p. 323, Set 5-6, Ex. 1, 3–4; Cumulative Review and Test Prep, p. 517, Ex. 16; Cumulative Review and Test Prep, p. 583, Ex. 18</p> <p>Lessons: PP 194-196</p> <p>Lessons: Lesson 5-3, p. 269, Ex. 7–8; Lesson 5-9, p. 293, Ex. 2, 4; Section B Review, p. 294, Ex. G; Cumulative Review and</p>	
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		<p>PO 6. Formulate reasonable predictions from a given set of data.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Test Prep, p. 687, Ex. 18</p> <p>Lessons: PP 172-175, 182-185, 200-202, 204-206</p> <p>Lessons: Lesson 5-2, p. 264, Ex. 1-12</p> <p>Additional Resources: Section C Review, p. 280, Ex. C; Diagnostic Checkpoint, p. 281, Ex. 9; Key Vocabulary and Concept Review, p. 312, Ex. 3; Chapter Test, p. 315, Ex. 15-18; Cumulative Review and Test Prep, p. 317, Ex. 15, 17; Reteaching, p. 318, Set 5-2, Ex. 1-2; More Practice, p. 322, Set 5-2, Ex. 1-5</p>	
		<p>PO 7. Compare two sets of data related to the same investigation.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lessons: PP 172-175, 182-185, 200-202, 204-206</p> <p>Lessons: Lesson 11-5, pp. 660-661, Ex. 1-6</p> <p>Additional Resources: Chapter Test, p. 247, Ex. 24; Section B Review, p. 666, Ex. 1-2, A-B; Diagnostic Checkpoint, p. 667, Ex. 3-5; Reteaching, p. 689, Set 11-5, Ex. 1; More Practice, p. 692, Set 11-5, Ex. 1-3</p>	
		<p>PO 8. Solve contextual problems using graphs, charts, and tables.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lessons: PP 172-180, 182-183</p> <p>Lessons: Lesson 1-2, pp. 6-7, Ex. 1-3, 7-9, 13-14; Lesson 1-4, pp. 12-13, Ex. 1-3, 7-12, 16-17</p> <p>Additional Resources: Section A Review, p. 20, Ex. 7-8, C-D; Diagnostic Checkpoint, p. 21, Ex.</p>	

	<p style="text-align: center;">Strand 3: Patterns, Algebra, and Functions</p> <p style="text-align: center;">Concept 1: Patterns</p>	<p>PO 8. Apply the symbol “[]” to represent grouping.</p> <p>PO 15. Simplify numerical expressions using the order of operations with grade- appropriate operations on number sets.</p> <p>PO 1. Communicate a grade-level appropriate iterative pattern, using symbols or numbers.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Section C Review, p. 182, Ex. 1–7, A–B; Diagnostic Checkpoint, p. 183, Ex. 1, 4–9, 18; Chapter Test, pp. 188–189, Ex. 8, 11, 24–25; Reteaching, p. 195, Set 3-13, Ex. 1–3; More Practice, p. 199, Set 3-13, Ex. 1–13; Lesson 4-9, p. 231, Ex. 25–27; Cumulative Review and Test Prep, p. 317, Ex. 18–19; Cumulative Review and Test Prep, p. 449, Ex. 18; Cumulative Review and Test Prep, p. 517, Ex. 22; Warm Up, p. 610, Ex. 1–4</p> <p>Lessons: PP 124-127</p> <p>Lessons: Lesson 2-7, pp. 84–85, Ex. 1–21; Lesson 3-2, pp. 136–137, Ex. 1–32; Lesson 3-4, pp. 144–145, Ex. 1–17</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 121, Ex. 18; Reteaching, p. 123, Set 2-7, Ex. 1–8; More Practice, p. 127, set 2-7, Ex. 1–13; Section A Review, p. 146, Ex. 3–6, C–D, 11–12, More Practice, p. 127, set 2-7, Ex. 1–13; Section A Review, p. 146, Ex. 3–6, C–D, 11–12, Set 3-4, Ex. 1–2; More Practice, p. 196, Set 3-2, Ex. 1–13, Set 3-4, Ex. 1–4</p> <p>Lessons: PP 51, 72-73, 110-111, 424-426, 576-580</p> <p>Lessons: Lesson 3-4, pp. 144–145, Ex. 1–17</p> <p>Additional Resources: Section A Review, p. 146, Ex. 11–12, G–H; Diagnostic Checkpoint, p. 147, Ex. 2, 17; Chapter Test, pp. 188–189, Ex. 5, 29; Reteaching, p. 192, Set 3-4, Ex. 1–2; More Practice, p. 196, Set 3-4, Ex. 1–4</p> <p>Lessons: PP 51, 72-73, 110-111, 424-426, 576-</p>	
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	<p>Strand 1: Number Sense & Operations Concept 2: Numerical Operations</p>	<p>PO 2. Extend a grade-level appropriate iterative pattern.</p> <p>PO 1. Select the grade-level appropriate operation to solve word problems.</p>	<p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>580</p> <p>Lessons: Lesson 1-6, pp. 18–19, Ex. 1–10; Lesson 1-14, pp. 42–43, Ex. 1–11</p> <p>Additional Resources: Section A Review, p. 20, Ex. 13–14, H; Diagnostic Checkpoint, p. 21, E 13–16; Section C Review, p. 46, Ex. 13, G–H; Diagnostic Checkpoint, p. 47, Ex. 14–17; Chapter Test, p. 53, Ex. 27–29; Reteaching, p. 57, Set 1-6, Ex. 1–3; Reteaching, p. 59, Set 1-14, Ex. 1–3; More Practice, p. 61, Set 1-6, Ex. 1–4; More Practice, p. 63, Set 1-14, Ex. 1–3</p> <p>Lessons: PP 90-91, 328, 572-574</p> <p>Lessons: Lesson 1-15, pp. 44–45, Ex. 1–7; Lesson 2-16, pp. 110–111, Ex. 1–7; Lesson 3-12, pp. 168–169, Ex. 1–9; Lesson 3-16, pp. 180–181, Ex. 1–7; Lesson 4-3, pp. 210–211, Ex. 1–8; Lesson 4-8, pp. 226–227, Ex. 1–7; Lesson 4-12, pp. 238–239, Ex. 1–8; Lesson 5-13, pp. 306–307, Ex. 1–6; Lesson 6-12, pp. 372–373, Ex. 1–7; Lesson 8-16, pp. 506–507, Ex. 1–7; Lesson 9-16, pp. 572–573, Ex. 1–7; Lesson 11-11, pp. 676–677, Ex. 1–7</p> <p>Additional Resources: Most lessons in Grade 5 include word problems that require the use of grade level appropriate operations and numbers.</p> <p>Lessons: PP 42, 80, 90-91, 98-100, 114-116, 292, 328, 572-574</p>	
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		<p>PO 2. Solve word problems using grade-level appropriate operations and numbers.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lessons: Lesson 1-12, pp. 38–39, Ex. 1–25; Lesson 1-13, pp. 40–41, Ex. 1–22; Lesson 1-15, pp. 44–45, Ex. 4; Lesson 9-16, pp. 572–573, Ex. 3</p> <p>Additional Resources: Section C Review, p. 46, Ex. 5–12, C–F; Diagnostic Checkpoint, p. 47, Ex. 2–5, 7, 10, 12–13, 19; Chapter Test, pp. 52–53, Ex. 8, 25–26, 28; Reteaching, p. 59, Set 1-12, Ex. 1–8, Set 1-13, Ex. 1–8; More Practice, p. 63, Set 1–12, Ex. 1–15, Set 1–13, Ex. 1–15</p> <p>Lessons: PP 282-288, 301</p>	
		<p>PO 12. Add or subtract decimals.</p>			

		<p>PO 2. Use estimation to verify the reasonableness of a calculation (e.g., $1s\ 4.1 \times 2.7$ about 12?).</p> <p>PO 3. Round to estimate quantities.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Additional Resources: Section C Review, p. 46, Ex. 13, G–H; Diagnostic Checkpoint, p. 47, Ex. 14–17; Chapter Test, p. 53, Ex. 29; Reteaching, p. 59, Set 1-14, Ex. 1–3; More Practice, p. 63, Set 1-14, Ex. 1–3; Diagnostic Checkpoint, p. 83, Ex. 15–18</p> <p>Lessons: PP 32-33, 74-75, 86-87, 110-111, 118-119, 256-257, 290-291, 354-355</p> <p>Lessons: Lesson 1-8, pp. 26–27, Ex. 1–23; Lesson 1-9, pp. 28–31, Ex. 1–21; Lesson 3-3, pp. 138–141, Ex. 1–26, 28–36; Lesson 4-2, pp. 204–207, Ex. 1–27</p> <p>Additional Resources: Section B Review, p. 34, Ex. 5–8, C–D; Diagnostic Checkpoint, p. 35, Ex. 1, 7–10, 15; Reteaching, p. 58, Set 1-8, Ex. 1–6, Set 1-9, Ex. 1–6; More Practice, p. 61, Set 1-8, Ex. 1–9; More Practice, p. 62, Set 1-9, Ex. 1–13; Reteaching, p. 192, Set 3-3, Ex. 1–4; More Practice, p. 196, Set 3-3, Ex. 1–13; Reteaching, p. 250, Set 4-2, Ex. 1–8; More Practice, p. 254, Set 4-2, Ex. 1–13</p> <p>Lessons: PP 32-33, 74-75, 256-257, 290-291</p> <p>Lessons: Lesson 2-14, pp. 106–107, Ex. 1–13</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 55, Ex. 22; Section C Review, p. 112, Ex. 10–11, E–F; Diagnostic Checkpoint, p. 113, Ex. 9–12; Key</p>	
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	<p>Strand 3: Patterns, Algebra, & Functions Concept 2: Functions & Relationships</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>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Vocabulary and Concept Review, p. 117, Ex. 3; Chapter Test, pp. 118–119, Ex. 12, 32; Reteaching, p. 125, Set 2-14, Ex. 1–2; More Practice, p. 129, Set 2-14, Ex. 1–7; Cumulative Review and Test Prep, p. 249, Ex. 20; Cumulative Review and Test Prep, p. 317, Ex. 21; Cumulative Review and Test Prep, p. 583, Ex. 22</p> <p>Lessons: PP 562, 576-580, 614-618</p>	
<p>October</p>	<p>Strand 1: Number Sense & Operations Concept 1: Number Sense</p>	<p>PO 6. Compare two whole numbers, fractions, and decimals (e.g., 1/2 to 0.6).</p> <p>PO 7. Order whole numbers,</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lessons: Lesson 1-2, pp. 6–7, Ex. 1–3, 7–9, 13–14 Lesson 1-4, pp. 12–13, Ex. 1–3, 7–12, 16–17;</p> <p>Additional Resources: Section A Review, p. 20, Ex. 7–8, C–D; Diagnostic Checkpoint, p. 21, Ex. 8–10; Chapter Test, p. 53, Ex. 15–17; Cumulative Review and Test Prep, p. 55, Ex. 19; Reteaching, p. 56, Set 1-2, Ex. 1–3, Set 1-4, Ex. 1–6; More Practice, p. 60, Set 1-2, Ex. 1–3, 6, Set 1-4, Ex. 1–4, 7; Lesson 7-11, p. 419, Ex. 1–24; Lesson 7-12, p. 422, Ex. 1–4, 8–16, 23, 27–30, 32–35; Section B Review, p. 424, Ex. 14–21, E–F; Diagnostic Checkpoint, p. 425, Ex. 15–18; Chapter Test, p. 447, Ex. 18–21; Reteaching, p. 452, Set 7-11, Ex. 1–6, Set 7-12, Ex. 1–6; More Practice, p. 456, Set 7-11, Ex. 1–5, Set 7-12, Ex. 1–4</p> <p>Lessons: PP 20-22, 248-250</p> <p>Lessons:</p>	<p>AM CTB</p>

		<p>fractions, and decimals.</p> <p>PO 8. Determine the equivalency between and among fractions, decimals, and percents in contextual situations.</p> <p>PO 9. Identify all whole number</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lesson 7-14, pp. 430–431, Ex. 1–3, 5–8, 12–13</p> <p>Additional Resources: Lesson 7-5, p. 405, Ex. 2–4, 9–14, 16; Section C Review, p. 440, Ex. 7–10, C–D; Diagnostic Checkpoint, p. 441, Ex. 14–15, 17; Chapter Test, p. 446, Ex. 10; Reteaching, p. 453, Set 7-14, Ex. 1–4; More Practice, p. 457, Set 7-14, Ex. 1–5</p> <p>Lessons: PP 20-22, 248-250</p> <p>Lessons: Lesson 7-7, pp. 410–411, Ex. 1–13; Lesson 7-8, pp. 412–413, Ex. 1–28; Lesson 7-13, pp. 426–429, Ex. 1–29; Lesson 11-8, pp. 668–669, Ex. 1–10; Lesson 11-11, pp. 676–677, Ex. 3</p> <p>Additional Resources: Section B Review, p. 424, Ex. 3–6, A; Diagnostic Checkpoint, p. 425, Ex. 1, 3–6; Section C Review, p. 440, Ex. 1–6, A–B; Diagnostic Checkpoint, p. 441, Ex. 2–13, 18; Reteaching, p. 451, Set 7-7, Ex. 1–2, Set 7-8, Ex. 1–4; Reteaching, p. 453, Set 7-13, Ex. 1–4; More Practice, p. 455, Set 7-7, Ex. 1–3, Set 7-8, Ex. 1–9; More Practice, p. 457, Set 7-13, Ex. 1–9; Section C Review, p. 678, Ex. 1–4, A–C; Diagnostic Checkpoint, p. 679, Ex. 1, 15–16; Chapter Test, pp. 684–685, Ex. 7, 28–29; Reteaching, p. 690, Set 11-8, Ex. 1–2; More Practice, p. 693, Set 11-8, Ex. 1–3</p> <p>Lessons: PP 508-512</p> <p>Lessons: Lesson 3-10, pp. 162–163, Ex. 1–22</p> <p>Additional Resources: Warm Up, p. 164, Ex. 1–4; Section B Review, p. 170, Ex 12–14; Diagnostic</p>	
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	<p>Strand 1: Number Sense & Operation Concept 2: Numerical Operations</p>	<p>factors and pairs of factors for a number.</p> <p>PO 1. Select the grade-level appropriate operation to solve word problems.</p> <p>PO 2. Solve word problems</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Checkpoint, p. 171, Ex. 12–16, 20; Chapter Test, p. 188, Ex. 6; Reteaching, p. 194, Set 3-10, Ex. 1–4; More Practice, p. 198, Set 3-10, Ex. 1–13; Cumulative Review and Test Prep, p. 316, Ex. 4</p> <p>Lessons: PP 224-230</p> <p>Lessons: Lesson 1-6, pp. 18–19, Ex. 1–10; Lesson 1-14, pp. 42–43, Ex. 1–11</p> <p>Additional Resources: Section A Review, p. 20, Ex. 13–14, H; Diagnostic Checkpoint, p. 21, E 13– 16; Section C Review, p. 46, Ex. 13, G–H; Diagnostic Checkpoint, p. 47, Ex. 14–17; Chapter Test, p. 53, Ex. 27–29; Reteaching, p. 57, Set 1-6, Ex. 1–3; Reteaching, p. 59, Set 1-14, Ex. 1–3; More Practice, p. 61, Set 1-6, Ex. 1–4; More Practice, p. 63, Set 1-14, Ex. 1–3</p> <p>Lessons: PP 90-91, 328, 572-574</p> <p>Lessons: Lesson 1-15, pp. 44–45, Ex. 1–7; Lesson 2-16, pp. 110–111, Ex. 1–7; Lesson 3-12, pp. 168–169, Ex. 1–9; Lesson 3-16, pp. 180–181, Ex. 1–7; Lesson 4-3, pp. 210–211, Ex. 1–8; Lesson 4-8, pp. 226–227, Ex. 1–7; Lesson 4-12, pp. 238–239, Ex. 1–8; Lesson 5-13, pp. 306–307, Ex. 1–6; Lesson 6-12, pp. 372–373, Ex. 1–7; Lesson 8-16, pp. 506–507, Ex. 1–7;</p>	
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		<p>using grade-level appropriate operations and numbers.</p> <p>PO 3. Multiply whole numbers.</p> <p>PO 4. Divide with whole</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lesson 9-16, pp. 572–573, Ex. 1–7; Lesson 11-11, pp. 676–677, Ex. 1–7</p> <p>Additional Resources: Most lessons in Grade 5 include word problems that require the use of grade level appropriate operations and numbers.</p> <p>Lessons: PP 42, 80, 90-91, 98-100, 114-116, 292, 328, 572-574</p> <p>Lessons: Lesson 2-3, pp. 70–71, Ex. 1–21; Lesson 2-4, pp. 72–75, Ex. 1–38; Lesson 2-5, pp. 76–77, Ex. 1–35; Lesson 2-16, pp. 110–111, Ex. 1, 3, 5</p> <p>Additional Resources: Warm Up, p. 76, Ex. 1–6; Section A Review, p. 82, Ex. 1–4, 11–16, E–F; Diagnostic Checkpoint, p. 83, Ex. 3–5, 15–18, 22; Chapter Test, pp. 118–119, Ex. 3–5, 18, 22–23; Reteaching, p. 122, Set 2-3, Ex. 1–8, Set 2-4, Ex. 1–8; Reteaching, p. 123, Set 2-5, Ex. 1–8; More Practice, p. 126, Set 2-3, Ex. 1–13, Set 2-4, Ex. 1–14; More Practice, p. 127, Set 2-5, Ex. 1–13; Warm Up, p. 412, Ex. 1–4</p> <p>Lessons: PP 68-80</p> <p>Lessons: Lesson 3-2, pp. 136–137, Ex. 1–32; Lesson 3-6, pp. 152–155, Ex. 1–35; Lesson 3-7, pp. 156–157, Ex. 1–23; Lesson 3-8, pp. 158–159, Ex. 1–23; Lesson 3-12, pp. 168–169, Ex. 1–9; Lesson 3-16, pp. 180–181, Ex. 2, 5; Lesson 4-1, pp. 202–203, Ex. 1–26; Lesson 4-4, pp. 214–217, Ex. 1–34; Lesson 4-5, pp. 218–221, Ex. 1–40; Lesson 4-6, pp. 222–223, Ex. 1–29; Lesson 4-7, pp. 224–225, Ex. 1–29; Lesson 4-12, pp. 238–239, Ex. 5, 8</p> <p>Additional Resources: Warm Up, p. 132, Ex. 1–6; Section B</p>	
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		<p>distributive property of multiplication over addition.</p> <p>PO 6. Demonstrate the addition and multiplication properties of equality.</p> <p>PO 7. Apply grade-level</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lessons: Lesson 12-1, pp. 696–699, Ex. 1–33</p> <p>Additional Resources: Section A Review, p. 710, Ex. 1–6, A–B; Diagnostic Checkpoint, p. 711, Ex. 4–6; Key Vocabulary and Concept Review, p. 736, Ex. 1; Chapter Test, p. 738, Ex. 1; Reteaching, p. 742, Set 12-1, Ex. 1–11; More Practice, p. 745, Set 12-1, Ex. 1–10</p> <p>Lessons: PP 29-30, 60-61</p> <p>Lessons: Lesson 1-7, pp. 22–25, Ex. 1–24; Lesson 2-1, pp. 66–67, Ex. 23; Lesson 2-5, pp. 76–77, Ex. 1–35</p> <p>Additional Resources: Section B Review, p. 34, Ex. 1–4, A–B; Diagnostic Checkpoint, p. 35, Ex. 3–6, 13; Chapter Test, p. 53, Ex. 20–21; Reteaching, p. 57, Set 1-7, Ex. 1–6; More Practice, p. 61, Set 1-7, Ex. 1–10; Section A Review, p. 82, Ex. 1–6, 11–16; Diagnostic Checkpoint, p. 83, Ex. 1, 22; Key Vocabulary and Concept Review, p. 116, Ex. 1; Chapter Test, p. 119, Ex. 14, 17–20, 22–17; Reteaching, p. 122, Set 2-1, Ex. 1–8; Reteaching, p. 123, Set 2-5, Ex. 1–8; More Practice, p. 126, Set 2-1, Ex. 1–13; More Practice, p. 127, Set 2-5, Ex. 1–13</p> <p>Lessons: PP 29-30, 60-63</p>	
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		<p>appropriate properties to assist in computation.</p> <p>PO 13. Multiply decimals.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 2-7, pp. 84–85, Ex. 1–21; Lesson 2-9, pp. 88–91, Ex. 1–39; Lesson 2-10, pp. 92–93, Ex. 1–23; Lesson 2-11, pp. 94–97, Ex. 1–30; Lesson 2-16, pp. 110–111, Ex. 2, 4, 6; Lesson 3-16, pp. 180–181, Ex. 4; Lesson 4-12, pp. 238–239, Ex. 1, 3; Lesson 5-13, pp. 306–307, Ex. 4; Lesson 7-16, pp. 438–439, Ex. 5; Lesson 8-16, pp. 506–507, Ex. 1; Lesson 9-16, pp. 572–573, Ex. 3; Lesson 11-11, pp. 676–677, Ex. 4</p> <p>Additional Resources: Warm Up, p. 88, Ex. 1–6; Section B Review, p. 98, Ex. 1–6, 13–22, E–H; Diagnostic Checkpoint, p. 99, Ex. 1–29; Chapter Test, p. 118, Ex. 8–10; Reteaching, p. 123, Set 2-7, Ex. 1–8; Reteaching, p. 124, Set 2-9, Ex. 1–8, Set 2-10, Ex. 1–8, Set 2-11, Ex. 1–8; More Practice, p. 127, Set 2-7, Ex. 1–13; More Practice, p. 128, Set 2-9, Ex. 1–13, Set 2-10, Ex. 1–13, Set 2-11, Ex. 1–17</p> <p>Lessons: PP 336-346</p> <p>Lessons: Lesson 3-9, pp. 160–161, Ex. 1–22; Lesson 4-9, pp. 230–231, Ex. 1–24; Lesson 4-10, pp. 232–233, Ex. 1–22; Lesson 4-11, pp. 234–237, Ex. 1–41; Lesson 4-12, pp. 238–239, Ex. 4</p> <p>Additional Resources: Section B Review, p. 170, Ex. 11; Diagnostic Checkpoint, p. 171, Ex. 5, 10–11; Reteaching, p. 194, Set 3-9, Ex. 1–6; More Practice, p. 198, Set 3-9, Ex. 1–9; Warm Up, p. 232, Ex. 1–4; Section C Review, p. 240, Ex. 1–17, A–F Diagnostic Checkpoint, p. 241, Ex. 1–18; Chapter Test, pp. 246–247, Ex. 6–8, 11, 17–18, 20, 24; Reteaching, p. 253, Set 4-9, Ex. 1–6, Set 4-10, Ex. 1–4, Set 4-11, Ex. 1–6; More Practice, p. 257, Set 4-9, Ex. 1–16, Set 4-10, Ex. 1–16, Set 4-11, Ex. 1–16</p>	
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	Strand 3: Patterns, Algebra, & Functions Concept 2: Functions & Relationships	in a simple grade-level appropriate function (e.g., T-chart, input/output model).	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona) Houghton Mifflin Math ©2005 (Big Park)		
November	Strand 1: Number Sense & Operations Concept 1: Number Sense	PO 1. Make models that represent improper fractions. PO 2. Identify symbols, words, or models that represent improper fractions.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona) Houghton Mifflin Math ©2005 (Big Park) Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona) Houghton Mifflin Math ©2005 (Big Park)	Lessons: Lesson 7-5, pp. 404–405, Ex. 1–17 Additional Resources: Lesson 7-3, p. 401, Ex. 1–2, 8–9; Section A Review, p. 408, Ex. 13–14, H; Chapter Test, pp. 446–447, Ex. 5, 23; Reteaching, p. 451, Set 7-5, Ex. 3–4; More Practice, p. 455, Set 7-5, Ex. 3–4 Lessons: PP 236-238 Lessons: Lesson 7-3, pp. 400–401, Ex. 1–25 Additional Resources: Section A Review, p. 408, Ex. 8–11, E–F; Diagnostic Checkpoint, p. 409, Ex. 7–14, 21; Reteaching, p. 450, Set 7-3, Ex. 1–4; More Practice, p. 454, Set 7-3, Ex. 1–9 Lessons: PP 236-238	AM CTB

		<p>PO 3. Use improper fractions in contextual situations.</p> <p>PO 4. Compare two proper fractions or improper fractions with like denominators.</p> <p>PO 5. Order three or more unit fractions, proper or improper fractions with like denominators, or mixed numbers with like denominators.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lessons: Lesson 7-3, pp. 400–401, Ex. 23–25; Discovery Channel, p. 429, Ex. 1–2</p> <p>Additional Resources: More Practice, p. 454, Set 7-3, Ex. 9</p> <p>Lessons: PP 236-238</p> <p>Lessons: Lesson 7-11, pp. 418–419, Ex. 2, 5, 7, 15, 20; Lesson 9-16, pp. 572–573, Ex. 4</p> <p>Additional Resources: Section B Review, p. 424, Ex. 14; Reteaching, p. 452, Set 7-11, Ex. 1, 5, Set 7-12, Ex. 5; More Practice, p. 456, Set 7-11, Ex. 4</p> <p>Lessons: PP 248-250</p> <p>Lessons: Lesson 7-5, pp. 404–405, Ex. 2–4, 9–16</p> <p>Additional Resources: Section A Review, p. 408, Ex. H; Diagnostic Checkpoint, p. 409, Ex. 15–17; More Practice, p. 455, Set 7-5, Ex. 5–7</p> <p>Lessons: PP 248-250</p> <p>Lessons: Lesson 1-2, pp. 6–7, Ex. 1–3, 7–9, 13–14; Lesson 1-4, pp. 12–13, Ex. 1–3, 7–12,</p>	
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		<p>PO 6. Compare two whole numbers, fractions, and decimals (e.g., 1/2 to 0.6).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>16-17</p> <p>Additional Resources: Section A Review, p. 20, Ex. 7-8, C-D; Diagnostic Checkpoint, p. 21, Ex. 8-10; Chapter Test, p. 53, Ex. 15-17; Cumulative Review and Test Prep, p. 55, Ex. 19; Reteaching, p. 56, Set 1-2, Ex. 1-3, Set 1-4, Ex. 1-6; More Practice, p. 60, Set 1-2, Ex. 1-3, 6, Set 1-4, Ex. 1-4, 7; Lesson 7-11, p. 419, Ex. 1-24; Lesson 7-12, p. 422, Ex. 1-4, 8-16, 23, 27-30, 32-35; Section B Review, p. 424, Ex. 14-21, E-F; Diagnostic Checkpoint, p. 425, Ex. 15-18; Chapter Test, p. 447, Ex. 18-21; Reteaching, p. 452, Set 7-11, Ex. 1-6, Set 7-12, Ex. 1-6; More Practice, p. 456, Set 7-11, Ex. 1-5, Set 7-12, Ex. 1-4</p> <p>Lessons: PP 20-22, 248-250</p>	
		<p>PO 7. Order whole numbers, fractions, and decimals.</p>	<p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lessons: Lesson 7-14, pp. 430-431, Ex. 1-3, 5-8, 12-13</p> <p>Additional Resources: Lesson 7-5, p. 405, Ex. 2-4, 9-14, 16; Section C Review, p. 440, Ex. 7-10, C-D; Diagnostic Checkpoint, p. 441, Ex. 14-15, 17; Chapter Test, p. 446, Ex. 10; Reteaching, p. 453, Set 7-14, Ex. 1-4; More Practice, p. 457, Set 7-14, Ex. 1-5</p> <p>Lessons: PP 20-22, 248-250</p> <p>Lessons: Lesson 7-7, pp. 410-411, Ex. 1-13; Lesson 7-8, pp. 412-413, Ex. 1-28; Lesson 7-13, pp. 426-429, Ex. 1-29; Lesson 11-8, pp. 668-669, Ex. 1-10;</p>	

		PO 8. Determine the equivalency between and among fractions, decimals, and percents in contextual situations.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	Lesson 11-11, pp. 676–677, Ex. 3 Additional Resources: Section B Review, p. 424, Ex. 3–6, A; Diagnostic Checkpoint, p. 425, Ex. 1, 3–6; Section C Review, p. 440, Ex. 1–6, A–B; Diagnostic Checkpoint, p. 441, Ex. 2–13, 18; Reteaching, p. 451, Set 7-7, Ex. 1–2, Set 7-8, Ex. 1–4; Reteaching, p. 453, Set 7-13, Ex. 1–4; More Practice, p. 455, Set 7-7, Ex. 1–3, Set 7-8, Ex. 1–9; More Practice, p. 457, Set 7-13, Ex. 1–9; Section C Review, p. 678, Ex. 1–4, A–C; Diagnostic Checkpoint, p. 679, Ex. 1, 15–16 Chapter Test, pp. 684–685, Ex. 7, 28–29; Reteaching, p. 690, Set 11-8, Ex. 1–2; More Practice, p. 693, Set 11-8, Ex. 1–3 Lessons: PP 508-512	
			Houghton Mifflin Math ©2005 (Big Park)		
December	Strand 1: Number Sense & Operation Concept 2: Numerical Operations	PO 10. Simplify fractions to lowest terms.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	Lessons: Lesson 7-10, pp. 416–417, Ex. 1–30; Lesson 7-16, pp. 438–439, Ex. 4 Additional Resources: Section B Review, p. 424, Ex. 8–13, D; Diagnostic Checkpoint, p. 425, Ex. 11–14, 22; Chapter Test, pp. 446–447, Ex. 6, 27; Cumulative Review and Test Prep, p. 448, Ex. 3; Reteaching, p. 452, Set 7-10, Ex. 1–6; More Practice, p. 456, Set 7-10, Ex. 1–5 Lessons: PP 240-241 Lessons: Lesson 8-1, pp. 460–461, Ex. 1–27;	AM CTB
			Houghton Mifflin Math ©2005 (Big Park)		

		PO 11. Add or subtract proper fractions and mixed numbers with like denominators with regrouping.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona) Houghton Mifflin Math ©2005 (Big Park)	Lesson 8-5, pp. 472–473, Ex. 1–4, 6–11–12, 14–15 Additional Resources: Section A Review, p. 470, Ex. 1–4, A–B; Diagnostic Checkpoint, p. 471, Ex. 3–5; Chapter Test, pp. 514–515, Ex. 1–2, 6, 15; Reteaching, p. 518, Set 8-1, Ex. 1–8; Reteaching, p. 519, Set 8-5, Ex. 2–6; More Practice, p. 522, Set 8-1, Ex. 1–13; More Practice, p. 523, Set 8-5, Ex. 1–9 Lessons: PP 258-259	
January	Strand 1: Number Sense & Operations Concept 3: Estimation Strand 2: Data Analysis, Probability, and Discrete Math Concept 4: Vertex-Edge Graphs	PO 4. Estimate and measure for area and perimeter. PO 1. Color maps with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels).	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona) Houghton Mifflin Math ©2005 (Big Park) Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona) Houghton Mifflin Math ©2005 (Big Park) Arizona Mathematics	Lessons: Lesson 9-5, p. 541, Ex. 4, 8; Lesson 9-8, p. 551, Ex. 6; Lesson 9-15, p. 571, Ex. 6 Lessons: PP 434-436 Lessons: Reaching All Learners, Math and Art, p. 372B Lessons: PP 242 (Venn Diagrams) Lessons: Lesson 6-4, pp. 340–341, Ex. 1–13	AM CTB

		<p>PO 5. Draw points, lines, line segments, rays, and angles with appropriate labels.</p>	<p>Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Review, p. 338, Ex. 1–5, A–C; Diagnostic Checkpoint, p. 339, Ex. 6–7, 9, 12–13; Reteaching, p. 384, Set 6-1, Ex. 1–7; More Practice, p. 388, Set 6-1, Ex. 1–8</p> <p>Lessons: PP 390-394</p>	
		<p>PO 6. Recognize that all pairs of vertical angles are congruent.</p>	<p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lessons: Lesson 6-1, 329–331; Lesson 6-2, 332–335</p>	
		<p>PO 6. Recognize that all pairs of vertical angles are congruent.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: PP 392-394</p>	
		<p>PO 6. Recognize that all pairs of vertical angles are congruent.</p>	<p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lessons: Lesson 6-5, pp. 342–345, Ex. 1–22; Lesson 6-12, pp. 372–373, Ex. 5</p> <p>Additional Resources: Section B Review, p. 358, Ex. 4–6, C–D; Diagnostic Checkpoint, p. 359, Ex. 3–6; Chapter Test, pp. 380–381, Ex. 7, 23–24; Cumulative Review and Test Prep, p. 382, Ex. 13; Reteaching, p. 385, Set 6-5, Ex. 1–4; More Practice, p. 389, Set 6-5, Ex. 1–3, 8</p>	
		<p>PO 7. Classify triangles as scalene, isosceles, or equilateral.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: PP 396-397</p>	
		<p>PO 7. Classify triangles as scalene, isosceles, or equilateral.</p>	<p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lessons: Practice Game, p. 335</p>	
		<p>PO 7. Classify triangles as scalene, isosceles, or equilateral.</p>	<p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lessons: PP 412-413</p>	
		<p>PO 7. Classify triangles as scalene, isosceles, or equilateral.</p>		<p>Lessons:</p>	

		<p>PO 8. Recognize that a circle is a 360° rotation about a point.</p> <p>PO 9. Identify the diameter, radius, and circumference of a circle.</p> <p>PO 10. Understand that the sum of the angles of a triangle is 180°.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lesson 6-3, pp. 336–337, Ex. 1–18; Lesson 9-6, pp. 542–545, Ex. 1–23</p> <p>Additional Resources: Section A Review, p. 338, Ex. 11–15, G–I; Diagnostic Checkpoint, p. 339, Ex. 8, 10–11; Chapter Test, p. 380, Ex. 4–5; Reteaching, p. 384, Set 6-3, Ex. 1–5; More Practice, p. 388, Set 6-3, Ex. 1–6; Section A Review, p. 546, Ex. 14–17; Diagnostic Checkpoint, p. 547, Ex. 7–10, 13; Reteaching, p. 585, Set 9-6, Ex. 1–4; More Practice, p. 589, Set 9-6, Ex. 1–9</p> <p>Lessons: PP 412-413, 438-440</p> <p>Lessons: Lesson 6-5, pp. 342–345, Ex. 1–20</p> <p>Additional Resources: Activity, p. 343; Chapter Test, p. 380, Ex. 8; More Practice, p. 389, Set 6-5, Ex. 4–7</p> <p>Lessons: PP 392-394, 397-398</p> <p>Lessons: Learning with Technology, p. 601, Ex. 1–3</p> <p>Lessons: PP 398-399</p> <p>Lessons: Lesson 6-9, pp. 360–363, Ex. 15</p>	
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		<p>PO 11. Draw two congruent geometric figures.</p> <p>PO 12. Draw two similar geometric figures.</p> <p>PO 13. Identify the lines of symmetry in a 2-dimensional shape.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics</p>	<p>Lessons: PP 496-498</p> <p>Lessons: Lesson 6-11, pp. 368–371, Ex. 1–25; Lesson 6-12, pp. 372–373, Ex. 2; Lesson 7-16, pp. 438–439, Ex. 1</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 190, Ex. 9; Section C Review, p. 372, Ex. 7–10, F–G; Diagnostic Checkpoint, p. 375, Ex. 1, 10–11; Chapter Test, p. 381, Ex. 13, 29; Reteaching, p. 387, Set 6-11, Ex. 1–4; More Practice, p. 391, Set 6-11, Ex. 1–7</p> <p>Lessons: PP 414-416</p> <p>Lessons: Lesson 6-10, pp. 364–367, Ex. 1–16</p> <p>Additional Resources: Enrichment, p. 367, Ex. 1–3; Section C Review, p. 374, Ex. 4–6, C–E; Diagnostic Checkpoint, p. 375, Ex. 5–8; Chapter Test, p. 381, Ex. 12, 27–28; Reteaching, p. 387, Set 6-10, Ex. 1–4; More Practice, p. 391, Set 6-10, Ex. 1–4; Cumulative Review and Test Prep, p. 516, Ex. 12</p> <p>Lessons: PP 404-407</p> <p>Lessons:</p>	
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	<p>Strand 4: Geometry and Measurement Concept 2: Transformation of Shapes</p>	<p>PO 1. Demonstrate reflections using geometric figures.</p>	<p>Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lesson 6-10, p. 367, Ex. 17–19</p> <p>Lessons: PP 408-410, 417</p>	
		<p>PO 2. Describe the transformations that created a tessellation.</p>	<p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Lessons: Lesson 3-14, pp. 174–175, Ex. 1–24</p> <p>Additional Resources: Section C Review, p. 182, Ex. 8–10, C–E; Diagnostic Checkpoint, p. 183, Ex. 10–15, 17; Test Talk, p. 185, Ex. 4; Chapter Test, p. 188, Ex. 12; Cumulative Review and Test Prep, p. 191, Ex. 15–16; Reteaching, p. 195, Set 3-14, Ex. 1–7; More Practice, p. 199, Set 3-14, Ex. 1–7</p> <p>Lessons: PP 610-613, 616-618</p>	
	<p>Strand 4: Geometry and Measurement Concept 3: Coordinate Geometry</p>	<p>PO 1. Graph points in the first quadrant on a grid using ordered pairs.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 1-6, pp. 18–19, Ex. 1–10; Lesson 7-6, pp. 406–407, Ex. 1–9</p> <p>Additional Resources: Section A Review, p. 20, Ex. 13–14, G–H; Diagnostic Checkpoint, p. 21, Ex. 13–16; Reteaching, p. 57, Set 1-6, Ex. 1–3; More Practice, p. 61, Set 1-6, Ex. 1–4; Section A Review, p. 408, Ex. 15, I–J; Diagnostic Checkpoint, p. 409, Ex. 18–19; Reteaching, p. 451, Set 7-6, Ex. 1–2; More Practice, p. 455, Set 7-6, Ex. 1–2</p> <p>Lessons: PP 428-429, 432, 441, 464-466</p>	
	<p>Strand 5: Structure</p>		<p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics</p>		

	<p>and Logic Concept 1: Algorithms and Algorithmic Thinking</p>	<p>PO 3. Develop an algorithm or formula to calculate areas of simple polygons.</p>	<p>Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>		
<p>February</p>	<p>Strand 1: Number Sense & Operations Concept 3: Estimation</p> <p>Strand 4: Geometry and Measurement Concept 4: Measurement - Units of Measure - Geometric Objects</p>	<p>PO 5. Compare estimated measurements between U.S. customary and metric systems (e.g., A yard is about a meter.).</p> <p>PO 1. State an appropriate measure of accuracy for a contextual situation (e.g., What unit of measurement would you use to measure the top of your desk?).</p> <p>PO 2. Draw 2-dimensional</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/</p>	<p>Lessons: Lesson 9-4, p. 539, Ex. 24–26</p> <p>Additional Resources: Discovery Channel, p. 221, Ex. 1</p> <p>Lessons: PP 148-149, 156-159</p> <p>Lessons: Lesson 9-3, pp. 534–535, Ex. 1–3, 6–9, 12–13, 16; Lesson 10-7, pp. 616–617, Ex. 14–18</p> <p>Additional Resources: Section A Review, p. 546, Ex. 7–8, C; Diagnostic Checkpoint, p. 547, Ex. 14; Chapter Test, p. 580, Ex. 4; Reteaching, p. 584, Set 9-3, Ex. 1–2; More Practice, p. 588, Set 9-3, Ex. 1–2; Section B Review, p. 618, Ex. 14</p> <p>Lessons: PP 148-162</p> <p>Lessons: Enrichment, p. 349, Ex. 1–7; Enrichment, p. 371, Ex. 1–3</p>	<p>AM</p> <p>CTB</p>

		<p>figures to specifications using the appropriate tools (e.g., Draw a circle with a 2-inch radius.).</p> <p>PO 3. Determine relationships including volume (e.g., pints and quarts, milliliters and liters).</p> <p>PO 4. Convert measurement units to equivalent units within a given system (U.S. customary and metric) (e.g., 12 inches = 1 foot; 10 decimeters = 1 meter).</p>	<p>Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: PP 392-394, 396-399, 412-413</p> <p>Lessons: Lesson 10-6, pp. 614–615, Ex. 1–22; Lesson 10-7, pp. 616–617, Ex. 1–19, 24</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 190, Ex. 11; Section B Review, p. 618, Ex. 4–17, D–H; Diagnostic Checkpoint, p. 619, Ex. 1, 3–14; Reteaching, p. 639, Set 10-6, Ex. 1–6; Reteaching, p. 640, Set 10-7, Ex. 1–5; More Practice, p. 642, Set 10-6, Ex. 1–13; More Practice, p. 643, Set 10-7, Ex. 1–9</p> <p>Lessons: PP 152-154, 160-162</p> <p>Lessons: Lesson 9-1, pp. 538–531, Ex. 1–4, 9–16, 26, 29–35; Lesson 9-4, pp. 536–539, Ex. 1–26; Lesson 9-12, pp. 562–563, Ex. 1–23; Lesson 10-6, pp. 614–615, Ex. 1–4, 9–13, 18–22; Lesson 10-7, pp. 616–617, Ex. 1–13, 19; Lesson 10-8, pp. 620–621, Ex. 1–13, 20–24, 30; Lesson 10-9, pp. 622–623, Ex. 1–8, 10–17, 25–26</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 120, Ex. 8; Discovery Channel, p. 155, Ex. 1–2; Section A Review, p. 546, Ex. 1–3, 9–11, D–E; Diagnostic Checkpoint, p. 547, Ex. 3–6 Chapter Test, pp. 580–581, Ex. 1, 5, 14–19; Cumulative Review and Test Prep, p. 582, Ex. 9; Reteaching, p. 584, Set 9-4, Ex. 1–3; More Practice, p. 588, Set 9-1, Ex. 1–3, Set 9-4, Ex. 1–3; Section C Review, Ex. 11, 15–20 Reteaching, p. 639, Set 10-6, Ex. 1–4; More Practice, p. 642, Set 10-6, Ex. 1–8, 13</p>	
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		PO 5. Solve problems involving the perimeter of convex polygons.		<p>Lessons: PP 422-423, 434-436</p>
			<p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 9-7, pp. 548–549, Ex. 1–18</p> <p>Additional Resources: Section B Review, p. 56, Ex. 1–4, 6–7, A–B, D; Diagnostic Checkpoint, p. 561, Ex. 1, 3–4, 6, 9–10; Reteaching, p. 585, Set 9-7, Ex. 1–2; More Practice, p. 589, Set 9-7, Ex. 1–5</p>
		PO 6. Determine the area of figures composed of two or more rectangles on a grid.		<p>Lessons: PP 434-436</p>
			<p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</p>	<p>Lessons: Lesson 9-8, pp. 550–551, Ex. 1–5; Lesson 9-10, pp. 554–555, Ex. 1–14</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 316, Ex. 8; Cumulative Review and Test Prep, p. 448, Ex. 7; Section B Review, p. 560, Ex. 3–5, 8, B; Chapter Test, pp. 580–581, Ex. 8, 12–13, 24–26; Cumulative Review and Test Prep, p. 582, Ex. 8, 10; Reteaching, p. 585, Set 9-8, Ex. 1–2; Reteaching, p. 586, Set 9-10, Ex. 1–2; More Practice, p.</p>
		PO 7. Solve problems		

		<p>involving the area of simple polygons.</p> <p>PO 8. Describe the change in perimeter or area when one attribute (length, width) of a rectangle is altered.</p>	<p>(West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>590, Set 9-8, Ex. 1-7, Set 9-10, Ex. 1-5</p> <p>Lessons: PP 428-430, 432-433</p> <p>Lessons: Lesson 9-5, p. 541, Ex. 10</p> <p>Lessons: PP 422-423, 428-436</p>	
March	Strand 2: Data Analysis, Probability, and Discrete Math Concept 2: Probability	<p>PO 1. Name the possible outcomes for a probability experiment.</p> <p>PO 2. Describe the probability of events as being:</p> <ul style="list-style-type: none"> certain (represented by 	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</p>	<p>Lessons: Lesson 5-10, pp. 296-299, Ex. 1-23; Lesson 5-11, pp. 300-301, Ex. 1-10</p> <p>Additional Resources: Section C Review, p. 308, Ex. 1-6, A-D; Diagnostic Checkpoint, p. 309, Ex. 2-8, 16-18; Cumulative Review and Test Prep, p. 317, Ex. 13; Reteaching, p. 321, Set 5-10, Ex. 1-3, Set 5-11, Ex. 2-3; More Practice, p. 325, Set 5-10, Ex. 1-4, Set 5-11, Ex. 1-3; Cumulative Review and Test Prep, p. 449, Ex. 12</p> <p>Lessons: PP 532-534</p> <p>Lessons: Lesson 5-12, pp. 302-305, Ex. 1-20</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 191, Ex. 17; Section C Review, p. 308, Ex. 7-11, E-G; Diagnostic Checkpoint,</p>	<p>AM CTB</p>

		<p>“1”),</p> <ul style="list-style-type: none"> • impossible, (represented by “0”), or • neither certain nor impossible (represented by a fraction less than 1). <p>PO 3. Predict the outcome of a grade-level appropriate probability experiment.</p> <p>PO 4. Record the data from performing a grade-level appropriate probability experiment.</p> <p>PO 5. Compare the outcome of an experiment to predictions made prior</p>	<p>(West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</p>	<p>p. 309, Ex. 1, 9–15; Chapter Test, p. 314, Ex. 9; Cumulative Review and Test Prep, p. 317, Ex. 14; Reteaching, p. 321, Set 5-12, Ex. 1–6; More Practice, p. 325, Set 5-12, Ex. 1–6; Cumulative Review and Test Prep, p. 383, Ex. 16; Cumulative Review and Test Prep, p. 517, Ex. 15; Cumulative Review and Test Prep, p. 583, Ex. 15; Cumulative Review and Test Prep, p. 637, Ex. 13</p> <p>Lessons: PP 530-531</p> <p>Lessons: Lesson 5-10, p. 297, Activity</p> <p>Additional Resources: Lesson 5-10, p. 299, Ex. 21–23; Lesson 5-11, p. 301, Ex. 9–10; Test Talk, p. 311, Ex. 3</p> <p>Lessons: PP 532-534, 540-542, 546-548</p> <p>Lessons: Lesson 5-10, pp. 296–299, Activity, Ex. 21–23</p> <p>Additional Resources: Lesson 5-11, p. 301, Ex. 9–10</p> <p>Lessons: PP 532-534, 540-542, 546-548</p> <p>Lessons: Lesson 5-10, pp. 296–299, Activity, Ex. 21–23</p> <p>Additional Resources: Lesson 5-3, p. 268, Ex. 5–6; Lesson 5-11, p. 301, Ex. 9–10</p> <p>Lessons: PP 532-534, 540-542, 546-548</p>	
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		<p>to performing the experiment.</p> <p>PO 6. Make predictions from the results of student-generated experiments using objects (e.g., coins, spinners, number cubes).</p> <p>PO 7. Compare the results of two repetitions of the same grade-level appropriate probability experiment.</p> <p>PO 1. Construct if...then statements.</p> <p>PO 2. Identify simple valid arguments using if ... then statements based</p>	<p>(West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</p>	<p>Lessons: Lesson 5-10, pp. 296–299, Activity, Ex. 21–23</p> <p>Additional Resources: Lesson 5-11, p. 301, Ex. 9–10</p> <p>Lessons: PP 532-534, 540-542, 546-548</p> <p>Lessons: Lesson 5-11, p. 301, Ex. 9–10; Lesson 5-12, p. 304, Ex. 15–16</p> <p>Lessons: PP 532-534, 540-542, 546-548</p> <p>Lessons: Reaching All Learners, Writing in Math, p. 434B</p> <p>Lessons: PP 64-66, 242-244</p> <p>Lessons: Reaching All Learners, Students with Special Needs, p. 434B</p> <p>Lessons: PP 64-66, 242-244</p> <p>Lessons: Lesson 7-7, pp. 410–411, Ex. 1–13; Lesson 7-8, pp. 412–413, Ex. 1–28; Lesson 7-13, pp. 426–429, Ex. 1–29; Lesson 11-8, pp. 668–669, Ex. 1–10; Lesson 11-11, pp. 676–677, Ex. 3</p>	
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	<p>Strand 1: Number Sense & Operations Concept 1: Number Sense</p>	<p>on graphic organizers (e.g., 3-set Venn diagrams and pictures).</p> <p>PO 8. Determine the equivalency between and among fractions, decimals, and percents in contextual situations.</p>	<p>(West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Additional Resources: Section B Review, p. 424, Ex. 3–6, A; Diagnostic Checkpoint, p. 425, Ex. 1, 3–6; Section C Review, p. 440, Ex. 1–6, A–B; Diagnostic Checkpoint, p. 441, Ex. 2–13, 18; Reteaching, p. 451, Set 7-7, Ex. 1–2, Set 7-8, Ex. 1–4; Reteaching, p. 453, Set 7-13, Ex. 1–4; More Practice, p. 455, Set 7-7, Ex. 1–3, Set 7-8, Ex. 1–9; More Practice, p. 457, Set 7-13, Ex. 1–9; Section C Review, p. 678, Ex. 1–4, A–C; Diagnostic Checkpoint, p. 679, Ex. 1, 15–16; Chapter Test, pp. 684–685, Ex. 7, 28–29; Reteaching, p. 690, Set 11-8, Ex. 1–2; More Practice, p. 693, Set 11-8, Ex. 1–3</p> <p>Lessons: PP 508-512</p> <p>Lessons: Lesson 2-12, pp. 100–103, Ex. 2–6, 11–28, 30–32</p> <p>Additional Resources: Section C Review, p. 112, Ex. 1–2, 8, A; Reteaching, p. 125, Set 2-12, Ex. 5</p> <p>Lessons: PP 40-41, 566-577</p> <p>Lessons: Lesson 2-12, pp. 100–103, Ex. 1, 7–9, 33–34</p> <p>Additional Resources: Section C Review, p. 112, Ex. B; Diagnostic Checkpoint, p. 113, Ex. 20; Chapter Test, pp. 118–119, Ex. 11, 28–31; Cumulative Review and Test Prep, p. 121, Ex. 20; More Practice, p. 128, Set 2-12, Ex. 17; Cumulative</p>	
	<p>Strand 3: Patterns, Algebra, & Functions Concept 3: Algebraic</p>	<p>PO 1. Evaluate expressions involving the four basic operations by substituting</p>	<p>(Big Park)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</p>		

	<p>Representations</p>	<p>given decimals for the variable.</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 (e.g., $15 = 45 + n$).</p>	<p>(West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Review and Test Prep, p. 583, Ex. 21, 24</p> <p>Lessons: PP 40-41, 566-577</p> <p>Lessons: Lesson 2-15, pp. 108–109, Ex. 1–23; Lesson 12-2, pp. 700–701, Ex. 1–25; Lesson 12-3, pp. 702–703, Ex. 1–18, 22–25</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 55, Ex. 18; Section C Review, p. 112, Ex. 12–16, G–H; Diagnostic Checkpoint, p. 113, Ex. 2, 13–18, 21; Cumulative Review and Test Prep, p. 121, Ex. 19; Reteaching, p. 125, Set 2-15, Ex. 1–4; More Practice, p. 129, Set 2-15, Ex. 1–13; Cumulative Review and Test Prep, p. 383, Ex. 20; Cumulative Review and Test Prep, p. 517, Ex. 21; Cumulative Review and Test Prep, p. 637, Ex. 20, 22; Cumulative Review and Test Prep, p. 687, Ex. 19–20, 22, 25; Warm Up, p. 700, Ex. 1–4; Section A Review, p. 710, Ex. 7–14, C–E; Diagnostic Checkpoint, p. 711, Ex. 3, 7–15; Chapter Test, pp. 738–739, Ex. 2–5, 17–20; Cumulative Review and Test Prep, p. 741, Ex. 20, 22–24; Reteaching, p. 742, Set 12-2, Ex. 1–10, Set 12-3, Ex. 1–10; More Practice, p. 745, Set 12-2, Ex. 1–9, Set 12-3, Ex. 1–8</p> <p>Lessons: PP 40-41, 566-577</p> <p>Lessons: Lesson 12-8, pp. 720–721, Ex. 1–5</p> <p>Additional Resources:</p>	
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	<p>Strand 3: Patterns, Algebra, & Functions Concept 4: Analysis of Change</p> <p>Strand 5: Structure and Logic Concept 1: Algorithms and Algorithmic Thinking</p>	<p>PO 1. Describe patterns of change:</p> <ul style="list-style-type: none"> • constant rate (speed of movement of the hands on a clock), and • increasing or decreasing rate (rate of plant growth). <p>PO 2. Design simple algorithms using whole numbers.</p>	<p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p>	<p>Section B Review, p. 722, Ex. 20, H-I; Diagnostic Checkpoint, p. 723, Ex. 23; Reteaching, p. 744, Set 12-8, Ex. 1; More Practice, p. 747, Set 12-8, Ex. 1</p> <p>Lessons: PP 488-491</p> <p>Lessons: Lesson 4-5, pp. 218–221, Ex. 1–25</p> <p>Additional Resources: Section B Review, p. 228, Ex. A; Diagnostic Checkpoint, p. 229, Ex. 20–21; Reteaching, p. 251, Set 4-5, Ex. 1–8; More Practice, p. 255, Set 4-5, Ex. 1–16</p> <p>Lessons: PP 428-433, 438-440, 464-466</p>	
<p>April</p>	<p>REVIEW 1-2 WEEKS</p>		<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>		<p>AM</p> <p>CTB</p>

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May	<p>ALL YEAR-</p> <p>Strand 1: Number Sense & Operation Concept 2: Numerical Operations</p> <p>Strand 2: Data Analysis, Probability, and Discrete Math Concept 1: Data Analysis (Statistics)</p> <p>Strand 3: Patterns, Algebra, and Functions</p>	<p>PO 9. Use grade-level appropriate mathematical terminology.</p> <p>PO 1. Formulate questions to collect data in contextual situations.</p> <p>PO 3. Solve grade-level appropriate iterative pattern problems.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin Math ©2005 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Specific terminology is introduced and practiced in every lesson. Also see the Key Vocabulary and Concept Review at the end of each chapter.</p> <p>Lessons: PP 42, 80, 90-91, 98-100, 114-116, 292, 328, 572-574</p> <p>Lessons: Lesson 5-1, pp. 260-261, Ex. 1-14</p> <p>Additional Resources: Enrichment, p. 269; Section A Review, p. 280, Ex. 1-2, A-B; Diagnostic Checkpoint, p. 281, Ex. 1, 10; Reteaching, p. 318, Set 5-1, Ex. 1-3; More Practice, p. 322, Set 5-1, Ex. 1-6; Cumulative Review and Test Prep, p. 582, Ex. 18</p> <p>Lessons: PP 192-193, 198-199</p> <p>Lessons: Lesson 3-4, pp. 144-145, Ex. 1-17</p> <p>Additional Resources: Section A Review, p. 146, Ex. 11-12, G-H; Diagnostic Checkpoint, p. 147, Ex. 2, 17; Chapter Test, pp. 188-189, Ex. 5, 29; Cumulative Review and Test Prep, p. 191, Ex. 19; Reteaching, p.</p>	<p>AM</p> <p>CTB</p>

