Curriculum Map: 4th Grade
Name of Teacher: Sr. Aram
Subject ____Math_____

	September	October	November	December	January	
Unit Name or Theme	Topic 1: Multiplication and Division: Meanings and Facts Topic 2: Generated and Analyze Patterns	Topic 3: Place Value Topic 4: Addition and Subtraction of Whole Numbers	Topic 5: Number Sense-Multiplying by 1-Digit Numbers Topic 6: Developing Fluency-Multiplying by 1-Digit Numbers	Topic 7: Number Sense: Multiplying by 2 Digit Numbers Topic 8: Developing Fluency: Multiplying by 2 Digit Numbers	Topic 9: Number Sense: Dividing by 1-Digit Divisors Topic 10: Developing Fluency: Dividing by 1-Digit Divisors	Unit Name or Theme
Enduring Understandings and Performance Indicators	T.1 Recognize Multiplication as repeated addition of equal groups used in arrays and comparisons. T.1: Students will interpret multiplication equations as multiplicative comparisons and represent verbal statements of multiplicative comparisons as multiplication equations. T1: Students will multiply or divide to solve word problems involving multiplicative comparisons, distinguishing multiplicative comparison from additive comparison. T1: Students will draw pictures to problem solve multiplication situations and use their pictures to write equations. T2: Students will identify and extend whole number patterns involving addition and subtraction. T2: Students will use a rule to extend tables ordered pairs for situations involving multiplication, addition or subtraction. Students will use the strategies Act It Out and use reasoning to solve multistep word problems.	T.3 L.1: Students will read and write 3-digit and 4-digit numbers. T.3.L.2: Students will learn how digits within a multi-digit whole number relate to each other by their place value. T.3.L.3: Students will compare whole numbers through thousands. T.3.L4: Students will apply their knowledge of place value to compare whole numbers through hundred thousand. T.3L.5: Students will show how to use place value to round whole numbers. T.3L.6: Students will systematically find and record all possible outcomes for a situation. T.4L.1: Students will apply a variety of methods to add and subtract whole numbers mentally. T.4L.2: Students will round whole numbers to estimate sums and differences. T.4L.3: Students will add numbers to hundreds and thousands with and without regrouping.	T.5 L.1: Students will use arrays to multiply by 10 and 100. T.5 L.2: Students will use basic multiplication facts and number patterns to multiply by multiples of 10 and 100. T.5 L.3: Students will break apart numbers and use arrays to multiply. T.5 L.4: Students will use compensation to multiply numbers mentally. T. 5 L. 5: Students will use rounding to estimate solutions to multiplication problems. T. 5 L.6: Students will check for reasonableness by making sure their calculations answer the questions asked and by using estimation to make sure the calculation was performed correctly. T. 6 L.1: Students will record multiplication using an expanded algorithm. T. 6 L.2: Students will multiply 2 digit numbers by 1 digit numbers using paper and pencil methods. T.6 L.3: Students will multiply 2 digit numbers by 1 digit numbers using the standard algorithm and estimate to check for reasonableness.	T.7 L.1: Students will use arrays to multiply 2 digit numbers by multiples of 10. T.7 L.2: Students will discover and use patterns to multiply by multiples of 10. T. 7 L.3: Students will use rounding to estimate solutions to multiplication problems involving two 2 digit numbers. T. 7 L.4: Students will use compatible numbers and rounding to estimate solutions to multiplication problems involving two 2 digit numbers. T. 7 L.5: Students will be able to identify and answer hidden questions to solve multi-step word problems with operations. T. 8 L.1: Students will use arrays to multiply two digit numbers by two digit numbers to find the product. T. 8 L.2: Students will use an expanded algorithm to multiply two digit numbers by two digit numbers to find the product. T.8 L.3: Students will use grids and patterns to multiply 2 digit numbers and multiples of 10. T. 8 L.4: Students will use partial products to multiply 2 digit numbers by 2 digit numbers and find the products.	T.9 L.1: Students will use basic facts and patterns of zeros to solve division problems with 3-digit dividends and 1-digit divisors. T.9 L.2: Students will use compatible numbers and rounding to estimate quotients. T.9 L.3: Students will estimate quotients of multi-digit division problems using multiplication facts and place-value concepts. T.9 L.4: Students will divide whole numbers by 10digit divisors resulting in quotients with remainders. T.9 L.5: Students use words and models to represent multiplication and division problems accurately. T.9 L.6: Students will draw pictures and write related number sentences to solve problems. T.10 L.1: Students will record division as repeated subtraction. T.10 L.2: Students will use place value to understand the algorithm of long division. T.10 L.3: Students will use standard algorithms to divide a two digit number by a one digit number. T.10 L.4: Students will use the standard algorithm to divide 3	Enduring Understandings and Performance Indicators

		T.4L.4: Students will subtract numbers to thousands with and without regrouping. T.4L.5: Students will subtract numbers with zeros to thousands. T.4L6: Students will use a picture or diagram to translate an addition or subtraction problem into a number sentence or equation.	T.6 L.4: Students will use the standard algorithm to multiply 3 and 4 digit numbers by 1 digit. T.6 L.5: Students will multiply 2, 3 and 4 digit numbers by 1 digit numbers using the standard algorithm and estimate to check for reasonableness. T.6 L.6: Students will identify what information in a word problem is missing or is not needed, and then solve the problem.	T. 8 L.5: Students will solve two question problems.	digit numbers by 1 digit numbers. T.10 L.5: Students will use the standard algorithm to divide 3 digit numbers by 1 digit numbers and properly decide where to begin dividing. T.10 L.6: Students will estimate and find quotients for 4 digit dividends and 1 digit divisors. T.10 L.7: Students will identify hidden questions in a multi-step multiplication problem. They use the answer to that hidden question to solve the original problem.	
Ess enti al Que stio ns	T1: How can multiplication be used when equal groups are combined? How can you break apart facts? How can you interpret a multiplication equation as comparisons? How can you multiply or divide to solve a word problem involving multiplication as comparison? How can you divide with 1 and 0? How does multiplication help you divide? T2: How can you continue a repeating pattern? What pairs of numbers fit a pattern? What is a math rule for a situation? How can you describe block towers?	T.3L.1: How can you read and write 3 and 4 digit numbers? T.3 L.2: How are the digits in a multi-digit number related to each other? T.3L.3: How do you compare numbers? T.3L.4: How do you compare more than 2 numbers? T.3L.5: How can you round numbers? T.3L.6: How are tens and hundreds related? T.4L.1: How can you use mental math to add and subtract? T.4L.2: How can you estimate sums and differences of whole numbers? T.4L.3: How do you add whole numbers? T.4L.4: How do you subtract numbers? T.4L.5: How do you subtract across zeros? T.4L.6: How can a bar diagram help you solve an addition or subtraction problem?	T. 5 L.1: How can you multiply by 10 and 100 T.5 L.2: What is the rule when you multiply by multiples of 10 and 100? T.5 L.3: How can you use breaking apart to multiply with greater numbers? T.5 L.4: What are some ways to multiply mentally? T.5 L 5: How can you use rounding to estimate when you multiply? T.5 L.6: How can you know your answer is reasonable? T.6 L.1: How can you record multiplication? T.6 L.2: What is a common way to record multiplication? T.6 L.3: How can you multiply 2 digit numbers by 1 digit number and check the product for reasonableness? T.6 L.4: How do you multiply larger numbers? T.6 L.5: What are the steps to record multiplication? T.6 L.6: How can you tell what information is missing to solve a problem?	T.7 L.1: How can you use a model to multiply? T.7 L.2: How can you multiply by multiples of 10? T.7 L.3: How can you use rounding to estimate? T. 7 L.4: How can you use compatible numbers to estimate? T. 7 L.5: What is the hidden question? T. 8 L.1: How can you multiply using an array? T. 8 L.2: How can you record multiplication? T.8 L.3: How can you find the product? T. 8 L.4: What is a common way to record multiplication? T. 8 L.5: How do you use the answer from one question to answer a second question?	T.9. L.1: How can you use patterns to help you divide mentally? T.9 L.2: When and how do you estimate quotients to solve problems? T.9 L.3: How do you estimate quotients using place value? T.9 L.4: What happens when some are left? T.9 L.5: When should you multiply or divide? T.9 L.6: How can a bar diagram help you solve a division problem? T.10 L.1: How can you record division using repeated subtraction? T.10 L.2: How can place value help you divide? T.10 L.3: What is a common way to record division? L.10 L.4: How can you divide numbers in the hundreds? L.10 L.5: What do you do when there aren't enough hundreds to divide? L.10 L.6: How can you estimate larger quotients? L.10 L.7: What hidden questions lie within a multiple-step problem?	Ess enti al Que stio ns

Activities/Content	Students will Work on Do Now for the first 5 minutes of class. Teacher will do guided practice with students for 10 minutes. Students will be asked to work independently on independent practice for 8-10 minutes (Students will be asked to write their answers on the board while teacher assess their understanding of the topic) Students will be required to work on problem solving questions with their partners (10 minutes). Teacher will review the answers with the class. Exit Slips: One question that summarize the topic (3-5 minutes) Topic Review will be conducted at the end of every topic before the students are required to take a test.	Students will Work on Do Now for the first 5 minutes of class. Teacher will do guided practice with students for 10 minutes. Students will be asked to work independently on independent practice for 8-10 minutes (Students will be asked to write their answers on the board while teacher assess their understanding of the topic) Students will be required to work on problem solving questions with their partners (10 minutes). Teacher will review the answers with the class. Exit Slips: One question that summarize the topic (3-5 minutes) Topic Review will be conducted at the end of every topic before the students are required to take a test.	Students will Work on Do Now for the first 5 minutes of class. Teacher will do guided practice with students for 10 minutes. Students will be asked to work independently on independent practice for 8-10 minutes (Students will be asked to write their answers on the board while teacher assess their understanding of the topic) Students will be required to work on problem solving questions with their partners (10 minutes). Teacher will review the answers with the class. Exit Slips: One question that summarize the topic (3-5 minutes) Topic Review will be conducted at the end of every topic before the students are required to take a test.	Students will Work on Do Now for the first 5 minutes of class. Teacher will do guided practice with students for 10 minutes. Students will be asked to work independently on independent practice for 8-10 minutes (Students will be asked to write their answers on the board while teacher assess their understanding of the topic) Students will be required to work on problem solving questions with their partners (10 minutes). Teacher will review the answers with the class. Exit Slips: One question that summarize the topic (3-5 minutes) Topic Review will be conducted at the end of every topic before the students are required to take a test.	Students will Work on Do Now for the first 5 minutes of class. Teacher will do guided practice with students for 10 minutes. Students will be asked to work independently on independent practice for 8-10 minutes (Students will be asked to write their answers on the board while teacher assess their understanding of the topic) Students will be required to work on problem solving questions with their partners (10 minutes). Teacher will review the answers with the class. Exit Slips: One question that summarize the topic (3-5 minutes) Topic Review will be conducted at the end of every topic before the students are required to take a test.	Activities/Content
Assessment Strategies Formative & Summative	Students will be assessed throughout the lesson as they are working independently and solving problems on the board. Exit slips will be used after every lesson to determine student understanding of the topic. Summative Assessment: Topic 1 Math Test Topic 2 Math Test	Students will be assessed throughout the lesson as they are working independently and solving problems on the board. Exit slips will be used after every lesson to determine student understanding of the topic. Summative Assessment: Topic 3 Math Test Topic 4 Math Test	Students will be assessed throughout the lesson as they are working independently and solving problems on the board. Exit slips will be used after every lesson to determine student understanding of the topic. Summative Assessment: Topic 5 Math Test Topic 6 Math Test	Students will be assessed throughout the lesson as they are working independently and solving problems on the board. Exit slips will be used after every lesson to determine student understanding of the topic. Summative Assessment: Topic 7 Math Test Topic 8 Math Test	Students will be assessed throughout the lesson as they are working independently and solving problems on the board. Exit slips will be used after every lesson to determine student understanding of the topic. Summative Assessment: Topic 9 Math Test Topic 10 Math Test	Assessment Strategies Formative & Summative
Time Frame	Topic 1: 2 weeks Topic 2: 2 Weeks Each math lesson will require 45-60 minutes depending on the topic. Some lessons within the topic will be combined depending on student understanding.	Topic 3: 2 weeks Topic 4: 2 Weeks Each math lesson will require 45-60 minutes depending on the topic. Some lessons within the topic will be combined depending on student understanding.	Topic 5: 2 weeks Topic 6: 2 Weeks Each math lesson will require 45-60 minutes depending on the topic. Some lessons within the topic will be combined depending on student understanding.	Topic 7: 1.5 weeks Topic 8: 1.5 weeks Each math lesson will require 45-60 minutes depending on the topic. Some lessons within the topic will be combined depending on student understanding.	Topic 9: 1.5 weeks Topic 10: 1.5 weeks Each math lesson will require 45-60 minutes depending on the topic.	Time Frame

Resources	Brain pop Videos	Brain pop Videos	Brain pop Videos	Brain pop Videos	Brain pop Videos	Resources
Textbook (Chapter/pages)	Envision Math Topic 1 Teacher Edition Envision Math Topic 2 Teacher Edition	Envision Math Topic 3 Teacher Edition Envision Math Topic 4 Teacher Edition	Envision Math Topic 5 Teacher Edition Envision Math Topic 6 Teacher Edition	Envision Math Topic 7 Teacher Edition Envision Math Topic 8 Teacher Edition	Envision Math Topic 9 Teacher Edition Envision Math Topic 10 Teacher Edition	Textbook (Chapter/pages)

	February	**March**	**April**	**May**	**June**	
Unit Name or Theme	Topic 11: Fraction Equivalence and Ordering Topic 12: Adding and Subtracting Fractions and Mixed Number with Like Denominators	Topic 13: Extending Fraction Concepts Topic 14: Measurement Units and Conversions	Topic 15: Solving Measurement and Data Problems Topic 16: Lines, Angles, and Shapes	Step Up to 5th Grade Lessons		Unit Name or Theme
Enduring Understandings and Performance Indicators	T.11 L.1: Students will learn how to factor whole numbers. T.11 L.2: Students will learn to identify prime and composite numbers. T.11 L.3: Students will find the multiples of a number. T.11 L.4: Students will use models and computation to show equivalent fractions. T.11 L.5: Students use a number line to identify and write equivalent fractions. T.11 L.6: Students will use benchmark fractions to compare fractions with unlike denominators. T.11 L.7: Students will use common denominators and equivalent fractions to order	T.13 L.1: Students will use unit fractions and multiplication to describe fractions that are multiples of the unit fractions. T.13 L.2: Students will multiply a fraction by a whole number using models. T.13 L.3: Students will multiply a whole number and a fraction to solve problems. T.13 L.4: Students will understand how to write fractions as decimals and decimals as fractions. T.13 L.5: Students will learn to locate and name fractions and decimals on a number line. T.13 L.6: Students will understand how to use equivalent fractions to write fractions as decimals.	T.15 L.1: Students will make line plots to organize their data and draw conclusions. T.15 L.2: Students construct line plots using given data and use the line plot to answer questions about the data set. T.15 L.3: Students will use the formulas for perimeter and area of rectangle to solve real-world problems. T.15 L.4: Students use diagrams to show date and analyze how the quantities are related to solve real-world measurement problems. T.15 L.5: Students solve real-world problems that involve money and giving change by counting.	Step-Up L.1: Students will be able to use the Distributive Property to solve equations. Step-Up L.2: Students will use algebraic expressions to write expressions. Step-Up L.3: Students will use patterns to divide. Step-Up L.4: Students will connect decimals and whole numbers. Step-Up L.5: Students will round decimals to the nearest whole numbers. Step-Up L.6: Students will estimate quotients with 2-digit divisors. Step-Up L.7: Students will be able to add and subtract decimals using grids.		Enduring Understandings and Performance Indicators

	fractions with unlike denominators. T. 11 L.8: Students will write to explain whether an answer to a problem involving fractions is correct or not. T.12 L.1: Students will use models to add fractions with like denominators. T.12 L.2: Students use computational procedures to add fractions with like denominators and solve problems. T.12 L.3: Students will use models to subtract fractions with like denominators. T.12 L.4: Students use computational procedures to subtract fractions with like denominators and solve problems. T.12 L.5: Students use the number line to add and subtract fractions with like denominators. T.12 L.6: Students will identify and write mixed numbers as improper fractions and improper fractions as mixed numbers. T.12 L.7: Students will use models to add and subtract mixed numbers. T.12 L.8: Students will use models and computational procedures to add mixed numbers. T.12 L.9: Students will use models and computational procedures to subtract mixed numbers. T.12 L.10: Students decompose fractions and represent them as compositions of fractions in a variety of ways. T.12 L.11: Students will draw a picture and write an equation to solve a problem involving fractions.	T.13 L.7: Students will use models and place-value charts to represent decimals to hundredths. They will read and write decimals in expanded, standard, and word form. T.13 L.8: Students will use models and place-value charts to compare decimals to hundredths. They will use greater- than and less-than symbols to order decimal numbers. T.13 L.9: Students will use place-value charts to read, write, and compare decimals in tenths and hundredths using money. T.13 L.10: Students will solve problems involving decimals using the strategy draw a picture. T.14 L.1: Students will estimate and measure length by choosing the most appropriate unit of length. T.14 L.2: Students will estimate fluently with customary capacity units (cups, pints, quarts, and gallons). They will compare the relative sizes of capacity measurements. T. 14 L.3: Students will estimate fluently and measure with units of weight. T.14 L.4: Students will be able to convert between customary units. T.14 L.5: Students will solve and explain the answers to measurement problems in writing. T.14 L.6: Students will estimate and measure length to nearest centimeter, and choose the most appropriate metric unit for measuring length. T.14 L.7: Students will estimate fluently with milliliters and liters. They will measure capacity using these metric units. T.14 L.8: Students will estimate and measure with units of mass-grams and kilograms.	T.15 L.6: Students will break a problem into smaller, more manageable pieces and find a pattern to fit. T.16 L.1: Students will identify and describe points, lines and planes. T.16 L.2: Students will learn geometric terms to describe parts of lines and types of angles. T.16 L.3: Students will use unit angles and fractions of a circle to find angle measures. T.16 L.4: Students will use a smaller angle to measure a larger angle by repeating the unit. T.16 L.5: Students will be able to measure and draw angles. T.16 L.6: Students will find unknown angle measures by adding and subtracting. T.16 L.7: Students will learn to identify polygons. T.16 L.8: Students will learn to identify and classify triangles. T.16 L.9: Students will learn to identify quadrilaterals. T.16 L.10: Students will determine if a plane figure has line symmetry and, if so, how many lines of symmetry it has. T.16 L.11: Students will solve geometric problems by making and testing generalizations.	Step-Up L.8: Students will be able to divide a whole number by a fraction. Step-Up L.9: Students will be able to multiply fractions by whole numbers. Step-Up L.10: Students will calculate the volume of a prism using their knowledge of perimeter and area.		

		T.14 L.9: Students will be able to convert between metric units. T.14 L.10: Students will compare several different units of time and freely convert from one unit of time to another. T.14 L.11: Students will solve problems that require finding the original times, measurements or quantities that led to a result that is given.			
Ess enti al Que stio ns	T.11 L.1: How can you use multiplication to find all the factors of a number? T.11 L.2: How can you sort numbers by how many factors they have? T.11 L.3: How can you find multiples of a number? T.11 L.4: How can you find two ways to name the same part of a whole? T.11 L.5: How can you find equivalent fractions on a number line? T.11 L.6: How can you compare fractions? T.11 L.7: How can you order fractions? T.11 L.8: How do you write a good math explanation? T.12 L.1: How can you use fraction strips to add fractions? T.12 L.2: How can you add fractions with like denominators? T.12 L.3: How can you use fraction strips to subtract fractions? T.12 L.4: How do you subtract fractions when the denominators are the same? T.12 L.5: How do you use a number line to solve fraction problems? T.12 L.6: How can you name an amount in two different ways? T.12 L.7: How can you model addition of mixed numbers?	T.13 L.1: How can you describe a fraction using a unit fraction? T.13 L.2: How can you find the product of a fraction multiplied by a whole number? T.13 L.3: How can you use the product of a fraction and a whole number to solve a problem? T.13 L.4: How can you write a fraction as a decimal and a decimal as a fraction? T.13 L.5: How can you locate points on a number line? T.13 L.6: How can you use equivalent fractions to change a fraction to a decimal? T.13 L.7: What are some ways to represent decimals? T.13 L.8: How do you compare decimals? T.13 L.9: How are decimals related to money? T.13 L.10: How can you draw a picture to solve a problem? T.14 L.1: How do you estimate and measure length? T.14 L.2: How do you measure capacity in customary units? T.14 L.3: How do you measure weight? T.14 L.4: How do you change customary units? T.14 L.5: How can you write to explain using measurement? T.14 L.6: How do you estimate and measure length? T.14 L.7: How do you measure capacity with metric units?	T.15 L.1: How can line plots show data you have collected? T.15 L.2: How can you use line plots to solve problems? T.15 L.3: How can you use perimeter and area to solve problems? T.15 L.4: How can you use diagrams to solve measurements problems? T.15 L.5: How can you use counting to make change? T.15 L.6: How can you solve a simpler problem and make a table? T.16 L.1: What are some important geometric terms? T.16 L.2: What geometric terms are use to describe parts of lines and types of angles? T.16 L.3: What is the unit used to measure angles? T.16 L.4: How are angles measured? T.16 L.5: How do you measure and draw angles? T.16 L.6: How can you add and subtract to find unknown angle measures? T.16 L.7: How do you identify polygons? T.16 L.8: How can you classify triangles? T.16 L.9: How can you classify quadrilaterals? T.16 L.10: what is a line of symmetry? T.16 L.11: How can you test generalizations?	Step-Up L.1: How can you use the Distributive Property to evaluate expressions? Step-Up L.2: How can you write an algebraic expression? Step-Up L.3: How can patterns help you divide large multiples of 10? Step-Up L.4: How are whole number place values related to decimal place values? Step-Up L.5: How can you round decimals? Step-Up L.6: How can you use compatible numbers to estimate quotients? Step-Up L.7: How do you add decimals using grids? Step-Up L.8: How can you divide by a fraction? Step-Up L.9: What are some ways to think about multiplying fractions and whole numbers? Step-Up L.10: How do you find the volume of a prism?		Ess enti al Que stio ns

	T.12 L.8: How can you add mixed numbers? T.12 L.9: How can you subtract mixed numbers? T.12 L.10: How can you use addition to represent a fraction in a variety of ways? T.12 L.11: What operation is needed to solve a problem with fractions?	T.14 L.8: What are metric units of mass? T.14 L.9: How do you change metric units? T.14 L.10: How do you compare units of time? T.14 L.11: How can you work backwards to solve a problem?			
Activities/Content	Students will Work on Do Now for the first 5 minutes of class. Teacher will do guided practice with students for 10 minutes. Students will be asked to work independently on independent practice for 8-10 minutes (Students will be asked to write their answers on the board while teacher assess their understanding of the topic) Students will be required to work on problem solving questions with their partners (10 minutes). Teacher will review the answers with the class. Exit Slips: One question that summarize the topic (3-5 minutes) Topic Review will be conducted at the end of every topic before the students are required to take a test.	Students will Work on Do Now for the first 5 minutes of class. Teacher will do guided practice with students for 10 minutes. Students will be asked to work independently on independent practice for 8-10 minutes (Students will be asked to write their answers on the board while teacher assess their understanding of the topic) Students will be required to work on problem solving questions with their partners (10 minutes). Teacher will review the answers with the class. Exit Slips: One question that summarize the topic (3-5 minutes) Topic Review will be conducted at the end of every topic before the students are required to take a test.	Students will Work on Do Now for the first 5 minutes of class. Teacher will do guided practice with students for 10 minutes. Students will be asked to work independently on independent practice for 8-10 minutes (Students will be asked to write their answers on the board while teacher assess their understanding of the topic) Students will be required to work on problem solving questions with their partners (10 minutes). Teacher will review the answers with the class. Exit Slips: One question that summarize the topic (3-5 minutes) Topic Review will be conducted at the end of every topic before the students are required to take a test.	Students will Work on Do Now for the first 5 minutes of class. Teacher will do guided practice with students for 10 minutes. Students will be asked to work independently on independent practice for 8-10 minutes (Students will be asked to write their answers on the board while teacher assess their understanding of the topic) Students will be required to work on problem solving questions with their partners (10 minutes). Teacher will review the answers with the class. Exit Slips: One question that summarize the topic (3-5 minutes)	Activities/Content
Assessments (Formative and Summative)	Students will be assessed throughout the lesson as they are working independently and solving problems on the board. Exit slips will be used after every lesson to determine student understanding of the topic. Summative Assessment: Topic 11 Math Test Topic 12 Math Test	Students will be assessed throughout the lesson as they are working independently and solving problems on the board. Exit slips will be used after every lesson to determine student understanding of the topic. Summative Assessment: Topic 13 Math Test Topic 14 Math Test	Students will be assessed throughout the lesson as they are working independently and solving problems on the board. Exit slips will be used after every lesson to determine student understanding of the topic. Summative Assessment: Topic 15 Math Test Topic 16 Math Test	Students will be assessed throughout the lesson as they are working independently and solving problems on the board. Exit slips will be used after every lesson to determine student understanding of the topic.		Assessments (Formative and Summative)

Textbook (Chapters/pages)	Topic 11: 2 weeks Topic 12: 2 weeks Each math lesson will require 45-60 minutes depending on the topic.	Topic 13: 2 weeks Topic 14: 2 weeks Each math lesson will require 45-60 minutes depending on the topic.	Topic 15: 1 week Topic 16: 3 weeks Each math lesson will require 45-60 minutes depending on the topic.	Each Step-Up Lesson will require 2 days to complete. Each math lesson will be for 30-45 minutes depending on topic.		Textbooks (Chapters/pages)
Resources	Envision Math Topic 11 Teacher Edition Envision Math Topic 12 Teacher Edition Brain pop Videos YouTube Videos	Envision Math Topic 13 Teacher Edition Envision Math Topic 14 Teacher Edition Brain pop Videos YouTube Videos Khan Academy	Envision Math Topic 15 Teacher Edition Envision Math Topic 16 Teacher Edition Brain pop Videos YouTube Videos Khan Academy	Envision Math-Step-Up Lessons: Teacher Edition Brain Pop Videos YouTube Videos Khan Academy		Resources