

Pacing Guide 2010-2011
Mathematics
Grade 3

Grading Period: First Quarter

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
<p>Chapter 1 3 weeks (Place Value) 08/05-08/20</p>	<p>NS1.3* Identify the place value for each digit in numbers to 10,000.</p> <p>NS1.1 Count, read, and write whole numbers to 10,000.</p> <p>NS1.2 Compare and order whole numbers to 10,000.</p> <p>AF1.1* Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.</p> <p>NS1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.</p> <p>NS1.5* Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).</p> <p>MR 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</p>	<p>TE (pp. 22-51)</p> <p>TE (34-41)</p> <p>TE (pp. 44-51)</p> <p>TE (20-21) (32-33)</p>	<p>Teacher Edition: Vocabulary Reaching All Learners Technology Literature</p> <p>Reteach and Skills Practice Workbook</p> <p>English Language Learners Guide</p> <p>Strategic Intervention Guide</p> <p>Problem-Solving Practice Workbook</p> <p>Homework Practice Workbook</p> <p>Chapter Resource Master</p>	<p><u>Diagnostic</u></p> <p>Chapter Diagnostic Chapter Pre-test</p> <p><u>Formative</u></p> <p>Quizzes Mid Chapter Review</p> <p><u>Summative</u></p> <p>Chapter Test Standard Base</p> <p>Other: Vocabulary test Oral Assessments Chapter Project Rubric Foldables</p> <p>Standards Practice and Periodic Assessments</p>	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
Chapter 1 continued	MR 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.				

<p>Chapter 2 2 weeks (Addition)</p> <p>08/23 – 09/03</p>	<p>NS2.1* Find the sum or difference of two whole numbers between 0 and 10,000.</p> <p>NS1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.</p> <p>*NS3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.</p> <p>MR2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</p> <p>MR2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>MR2.6 Make precise calculations and check the validity of the results from the context of the problem.</p>	<p>TE (pp. 65-95)</p> <p>TE (pp.70-73)</p> <p>TE (pp. 78-81) (88-95)</p> <p>TE (pp. 68-69)</p>	<p>Teacher Edition: Vocabulary Reaching All Learners Technology Literature</p> <p>Reteach and Skills Practice Workbook</p> <p>English Language Learners Guide</p> <p>Strategic Intervention Guide</p> <p>Problem-Solving Practice Workbook</p> <p>Homework Practice Workbook</p> <p>Chapter Resource Master</p>	<p><u>Diagnostic</u> Chapter Diagnostic Chapter Pre-test</p> <p><u>Formative</u> Quizzes Mid Chapter Review</p> <p><u>Summative</u> Chapter Test Standard Base</p> <p>Other: Vocabulary test Oral Assessments Chapter Project Rubric Foldables</p> <p>Standards Practice and Periodic Assessments</p>	
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Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
Chapter 2 Continued	<p>MR3.1 Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>MR3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.</p> <p>AF1.1* Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.</p> <p>AF1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if $4 ___ 3 = 12$, what operational symbol goes in the blank?).</p> <p>AF1.2 Solve problems involving numeric equations or inequalities.(3)</p> <p>NS2.2* Memorize to automaticity the multiplication table for numbers between 1 and 10.(2/3)</p> <p>NS2.6 Understand the special properties of 0 and 1 in multiplication and division.</p>				
<p>Chapter 3</p> <p>14 days (Subtraction)</p> <p>09/06 Holiday</p> <p>09/07-09/24</p>	<p>NS2.1* Find the sum or difference of two whole numbers between 0 and 10,000.</p> <p>NS1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.</p>	<p>TE (pp. 107-141)</p> <p>TE (pp. 110-114)</p>	<p>Teacher Edition: Vocabulary Reaching All Learners Technology Literature</p> <p>Reteach and Skills Practice Workbook</p> <p>English Language Learners Guide</p>	<p>Diagnostic Chapter Diagnostic Chapter Pre-test</p> <p>Formative Quizzes Mid Chapter Review</p>	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
Chapter 4 continued	<p>MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p> <p>AF1.1* Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.</p> <p>AF1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$, then what is 7×5? and if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?).</p>	TE (pp. 155-188)			Benchmark 10/04-10/07

SECOND QUARTER

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
<p>Chapter 5 10/12-10/15 1 week (Multiplication)</p>	<p>NS2.2* Memorize to automaticity the multiplication table for numbers between 1 and 10.(2/3)</p> <p>AF1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$, then what is 7×5? and if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?).</p> <p>AF2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).</p> <p>MR 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</p> <p>MR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p> <p>MR2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</p>	<p>TE (pp.201-237)</p> <p>TE (pp. 206-209)(214-216) (pp. 228-231)</p> <p>TE (pp.203-213)</p> <p>TE (pp. 201-224)</p>	<p>Teacher Edition: Vocabulary Reaching All Learners Technology Literature</p> <p>Reteach and Skills Practice Workbook</p> <p>English Language Learners Guide</p> <p>Strategic Intervention Guide</p> <p>Problem-Solving Practice Workbook</p> <p>Homework Practice Workbook</p> <p>Chapter Resource Master</p>	<p><u>Diagnostic</u></p> <p>Chapter Diagnostic Chapter Pre-test</p> <p><u>Formative</u></p> <p>Quizzes Mid Chapter Review</p> <p><u>Summative</u></p> <p>Chapter Test Standard Base</p> <p>Other: Vocabulary test Oral Assessments Chapter Project Rubric Foldables</p> <p>Standards Practice and Periodic Assessments</p>	

Chapter 5 continued	MR3.3 Develop generalizations of the results obtained and apply them in other circumstances.				
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Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
<p>Chapter 14 2 weeks (Multiplication) 10/18-10/29</p>	MR2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	TE (pp. 585-613)		<p>Diagnostic</p> <p>Chapter Diagnostic Chapter Pre-test</p> <p>Formative</p> <p>Quizzes Mid Chapter Review</p> <p>Summative</p> <p>Chapter Test Standard Base</p> <p>Other: Vocabulary test Oral Assessments Chapter Project Rubric Foldables</p> <p>Standards Practice and Periodic Assessments</p>	
	MR3.3 Develop generalizations of the results obtained and apply them in other circumstances.				
	NS2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).	TE (pp. 610-613)	<p>Teacher Edition: Vocabulary Reaching All Learners Technology Literature</p> <p>Reteach and Skills Practice Workbook</p> <p>English Language Learners Guide</p> <p>Strategic Intervention Guide</p> <p>Problem-Solving Practice Workbook</p> <p>Homework Practice Workbook</p> <p>Chapter Resource Master</p>		
	NS2.1* Find the sum or difference of two whole numbers between 0 and 10,000.				
	NS3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.	TE (pp. 600-601)			
	AF1.1* Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.	TE (pp. 585-613)			
AF2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).					
Embedded: MR 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.					

Grading Period: Fourth Quarter

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
Chapter 8 1 week (Measurement) 11/01-11/12	MG1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.	TE (pp. 341-371)	Teacher Edition: Vocabulary Reaching All Learners Technology Literature Reteach and Skills Practice Workbook English Language Learners Guide Strategic Intervention Guide Problem-Solving Practice Workbook	Diagnostic Chapter Diagnostic Chapter Pre-test Formative Quizzes Mid Chapter Review Summative Chapter Test Standard Base	
	MG1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).	TE (pp. 346-371)			
	AF 1.4 Express simple unit conversions in symbolic form (e.g., ___ inches = ___ feet x 12).	TE (pp. 368-371)			
	Embedded: MR 1.1, 1.2, 2.1, 2.2, 2.3, 3.2.	TE (pp. 341-371)			
Chapter 9 Measurement 11/15-11/24	MG1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.	TE (pp.383-401)	Homework Practice Workbook Chapter Resource Master	Other: Vocabulary test Oral Assessments Chapter Project Rubric Foldables Standards Practice and Periodic Assessments	
	MG 1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).	TE (pp. 385-407)			
	AF1.4 Express simple unit conversions in symbolic form (e.g., ___ inches = ___ feet x 12).	TE (pp. 404-407)			

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
<p>Chapter 10 2 weeks (Geometry) 11/29-12/10</p>	<p>MG1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.</p> <p>MG1.3 Find the perimeter of a polygon with integer sides.</p> <p>MG2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).</p> <p>MG2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).</p> <p>MG2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).</p> <p>MG2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.</p> <p>MG2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).</p> <p>MG2.6 Identify common solid objects that are the components needed to make a more complex solid object.</p> <p>NS2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).</p>	<p>TE (pp. 426-431) (pp. 452-457)</p> <p>TE (pp. 422-425)</p> <p>TE (pp. 419-431)</p> <p>TE (pp. 434-436)</p> <p>TE (pp. 438-441)</p> <p>TE (pp. 434-441)</p> <p>TE (pp. 444-447)</p> <p>TE (pp. 448-449)</p> <p>TE (pp. 442-443)</p>	<p>Teacher Edition: Vocabulary Reaching All Learners Technology Literature</p> <p>Reteach and Skills Practice Workbook</p> <p>English Language Learners Guide</p> <p>Strategic Intervention Guide</p> <p>Problem-Solving Practice Workbook</p> <p>Homework Practice Workbook</p> <p>Chapter Resource Master</p>		

Chapter 10 Continued	Embedded: MR: 1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 3.3.	TE (pp. 419- 457)			Benchmark 12/13-12/17
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Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
<p>Chapter 11 2 weeks (Statistics: Data, Graphs, and Probability)</p> <p>01/06-01/21</p>	<p>SDAP1.1 Identify whether common events are certain, likely, unlikely, or improbable.</p> <p>SDAP1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.</p> <p>SDAP 1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).</p> <p>SDAP 1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).</p> <p>NS2.1 Find the sum or difference of two whole numbers between 0 and 10,000.</p> <p>Embedded: MR 1.1, 2.2, 2.3, 2.6, 3.2, 3.3.</p>	<p>TE (pp. 484-487)</p> <p>TE (pp. 480-481) (pp.492-493)</p> <p>TE (pp. 471-479)</p> <p>TE (pp. 494-497)</p> <p>TE (pp. 471-497)</p>	<p>Teacher Edition: Vocabulary Reaching All Learners Technology Literature</p> <p>Reteach and Skills Practice Workbook</p> <p>English Language Learners Guide</p> <p>Strategic Intervention Guide</p> <p>Problem-Solving Practice Workbook</p> <p>Homework Practice Workbook</p> <p>Chapter Resource Master</p>	<p>Diagnostic</p> <p>Chapter Diagnostic Chapter Pre-test</p> <p>Formative</p> <p>Quizzes Mid Chapter Review</p> <p>Summative</p> <p>Chapter Test Standard Base</p> <p>Other: Vocabulary test Oral Assessments Chapter Project Rubric Foldables</p> <p>Standards Practice and Periodic Assessments</p>	<p>3 Math Q3 District Benchmark Test</p>

Grading Period: Third Quarter

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
<p>Chapter 12 3 weeks (Fractions) 01/24-02/04</p>	<p>NS3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).</p> <p>NS3.2 Add and subtract simple fractions (e.g., determine that $1/8 + 3/8$ is the same as $1/2$).</p> <p>NS3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.</p> <p>NS2.1 Find the sum or difference of two whole numbers between 0 and 10,000.</p> <p>Embedded: 1.1, 2.2, 2.3, 2.6, 3.2</p>	<p>TE (pp. 509-539)</p> <p>TE (pp. 512-513)(526-539)</p> <p>TE (pp. 509-539)</p>	<p>Teacher Edition: Vocabulary Reaching All Learners Technology Literature</p> <p>Reteach and Skills Practice Workbook</p> <p>English Language Learners Guide</p> <p>Strategic Intervention Guide</p> <p>Problem-Solving Practice Workbook</p> <p>Homework Practice Workbook</p> <p>Chapter Resource Master</p>	<p><u>Diagnostic</u> Chapter Diagnostic Chapter Pre-test</p> <p><u>Formative</u> Quizzes Mid Chapter Review</p> <p><u>Summative</u> Chapter Test Standard Base</p> <p>Other: Vocabulary test Oral Assessments Chapter Project Rubric Foldables</p> <p>Standards Practice and Periodic Assessments</p>	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
<p>Chapter 13 (Decimals) 3 weeks</p> <p>02/07-03/04</p> <p>Benchmark 3/7--3/11</p>	<p>NS2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).</p> <p>NS2.1 Find the sum or difference of two whole numbers between 0 and 10,000.</p> <p>NS3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.</p> <p>NS3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is $\frac{1}{2}$ of a dollar, 75 cents is $\frac{3}{4}$ of a dollar).</p> <p>AF1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.</p> <p>AF2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).</p> <p>Embedded: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3.</p>	<p>TE (pp. 566-571)</p> <p>TE (pp. 572-573)</p> <p>TE (pp. 551-571)</p> <p>TE (pp. 551-573)</p>	<p>Teacher Edition: Vocabulary Reaching All Learners Technology Literature</p> <p>Reteach and Skills Practice Workbook</p> <p>English Language Learners Guide</p> <p>Strategic Intervention Guide</p> <p>Problem-Solving Practice Workbook</p> <p>Homework Practice Workbook</p> <p>Chapter Resource Master</p>	<p>Diagnostic</p> <p>Chapter Diagnostic Chapter Pre-test</p> <p>Formative</p> <p>Quizzes Mid Chapter Review</p> <p>Summative</p> <p>Chapter Test Standard Base</p> <p>Other: Vocabulary test Oral Assessments Chapter Project Rubric Foldables</p> <p>Standards Practice and Periodic Assessments</p>	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
Chapter 6 (Division) 03/07-03/11	NS2.3 Use the inverse relationship of multiplication and division to compute and check results.	TE (pp. 251-281)	Teacher Edition: Vocabulary Reaching All Learners Technology Literature Reteach and Skills Practice Workbook English Language Learners Guide Strategic Intervention Guide Problem-Solving Practice Workbook Homework Practice Workbook Chapter Resource Master	<u>Diagnostic</u> Chapter Diagnostic Chapter Pre-test <u>Formative</u> Quizzes Mid Chapter Review <u>Summative</u> Chapter Test Standard Base Other: Vocabulary test Oral Assessments Chapter Project Rubric Foldables	Benchmark 03/07-03/11
	NS2.6 Understand the special properties of 0 and 1 in multiplication and division. Embedded: MR 1.1, 2.2, 2.3	TE (pp. 280-281)			
Chapter 7 (Division Facts)	NS2.3 Use the inverse relationship of multiplication and division to compute and check results.	TE (pp. 293-323)			
Spring Break 03/14-03/18	NS2.7 Determine the unit cost when given the total cost and number of units.	TE (pp. 314-317)			
	AF1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.	TE (pp. 320-327)			
	AF2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).				
	AF2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4). Embedded: MR 1.1, 1.2, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3.	TE (pp. 293-327)			

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
Chapter 15 4 weeks/Holidays (Division) 3/22/2010— 4/09/2010	<p>NS2.3 Use the inverse relationship of multiplication and division to compute and check results.</p> <p>NS2.1 Find the sum or difference of two whole numbers between 0 and 10,000.</p> <p>NS2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number ($135 \div 5 = \underline{\quad}$).</p> <p>NS2.7 Determine the unit cost when given the total cost and number of units.</p> <p>NS2.8 Solve problems that require two or more of the skills mentioned above.</p> <p>NS3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.</p> <p>Embedded: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.6</p>	<p>TE (pp. 634-645)</p> <p>TE (pp. 627-641)</p> <p>TE (pp. 627-638)</p> <p>TE (pp. 650-653)</p> <p>TE (pp. 648-649)</p> <p>TE (pp. 650-653)</p> <p>TE (pp. 627-653)</p>	<p>Teacher Edition: Vocabulary</p> <p>Reaching All Learners Technology Literature</p> <p>Reteach and Skills Practice Workbook</p> <p>English Language Learners Guide</p> <p>Strategic Intervention Guide</p> <p>Problem-Solving Practice Workbook</p> <p>Homework Practice Workbook</p> <p>Chapter Resource Master</p>	<p><u>Diagnostic</u></p> <p>Chapter Diagnostic Chapter Pre-test</p> <p><u>Formative</u></p> <p>Quizzes Mid Chapter Review</p> <p><u>Summative</u></p> <p>Chapter Test Standard Base</p> <p>Other: Vocabulary test Oral Assessments Chapter Project Rubric Foldables</p> <p>Standards Practice and Periodic Assessments</p>	<p>3 Math Q2 District Benchmark Test</p>

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
<p>Sprint/ Review/ Spring Break 03/30/09-04/17/09</p> <p>STATE TESTING WINDOW 04/11-04/15 Makeups 04/18-04/20</p> <p>Looking Ahead 3 weeks 05/04/09-05/20/09</p>	<p>Embedded: MR 1.1, 2.3, 2.5, 3.2.</p> <p>REVIEW FOR STATE TESTING</p> <p>STATE TESTING WINDOW</p> <p>4AF1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.</p> <p>4MG2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).</p> <p>4MG3.3 Identify congruent figures.</p> <p>4MG3.4 Identify figures that have bilateral and rotational symmetry.</p>	<p>TE (pp. 383-407)</p> <p>TE (pp. 664-679)</p>			