Unit 5 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 5

Unit 5 Expectations	L1 SAB Using Best-Fit Lines Check-In: Q# 9	L2 SG Another Average Activity Check-In: Q# 21	L3 SG The Meaning of the Mean Check-In: Q# 13–15	L3 TG Cookie Factory Assessment Master**	L3 SAB Practice Finding Means Self-Check	L4 SG and SAB Bouncing Ball and Bouncing Ball Lab**	L4 TG DPP Item R Measuring with Centimeters	L5 SG Workshop: Patterns Observation	L5 SAB Using Patterns in Data Self-Check with menu	L5 SAB Using Patterns in Data Check-In: Q#12–15	L6 SAB Function Tables Homework Section Q# 1–5	L7 SG Professor Peabody Invents a Ball
Data 2 — Data Representation: Select and create appropriate representations, including tables and graphs, for organizing, displaying, and analyzing data.												
E1 Represent the variables and procedures of an investigation in a drawing. (Algebra 1) [6.SP.1] [MP 1, 2, 3, 5, 6]						×						
E2 Collect and organize data in a table. (Algebra 2) [MP 1, 2, 5, 6]						×						
E3* Make a point graph. (Algebra 2) [5.G.2] [MP 4, 5]						×		×	×	×		
E4* Draw a best-fit line. (Algebra 2) [6.SP.2] [MP 4, 5, 6, 7, 8]	×					×		×	×	×		
Data 3 — Data Description: Describe a data set by interpreting graphs, identifying patterns, and using statistical measures (e.g., average and range).												
E5 Find the median of a data set. [4.MD.4; 6.SP.5] [MP 2, 4]		×	×	×		×						
E6* Find the mean of a data set using manipulatives and numerical procedures. [4.OA.3; 6.SP.5] [MP 2, 4]		×	×	×	×	×						
Data 4 — Using Data: Apply relationships and patterns in data to solve problems, develop generalizations, and make predictions.												
E7* Make predictions and generalizations using tables and graphs. (Algebra 4) [4.NBT.3] [MP 1, 6]	×					×		×	×	×		×
E8 Make predictions and generalizations using medians and means. (Algebra 4) [MP 2, 4, 5]		×		×								
Measurement 2 — Measurement Skills: Use measurement tools, appropriate techniques and formulas to determine measurements.												
E9 Measure length in centimeters. [4.MD.2] [MP5]						×	×					
Number 1 — Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.												
E10* Identify and extend multiplicative patterns. (Algebra 1) [4.OA.1, 2] [MP 2, 4, 7, 8]						×		×	×	×	×	×
E11 Represent patterns and functions using words, tables, and symbols. (Algebra 2 and 3) [4.OA.5] [MP 2, 4, 7, 8]											×	

* Denotes Benchmark Expectation
** Includes Feedback Box

Math Facts

		TG DPP Item A *Triangle Flash Cards: Last Six Facts* **L1**	TG DPP Item Y *Multiplication Quiz: Last Six Facts* **L6**	TG DPP Item CC *Fact Family Quiz* **L7**
Number 3	**Computation and Estimation: Use efficient and flexible proocedures to compute accurately and make reasonable estimates.**			
E12*	Demonstrate fluency with the last six multiplication facts (4×6, 4×7, 4×8, 6×7, 6×8, 7×8). [3OA.7]	✕	✕	
E13	Determine the unknown number in a multiplication or division sentence relating three whole numbers for the last six facts. (Algebra 3) [3OA.4]			✕

Math Practices

		L4 *SG Bouncing Ball***	SG Professor L7 *Peabody Invents a Ball***
MPE1	**Know the problem.** I read the problem carefully. I know the questions to answer and what information is important. [MP1, 6]		✕
MPE2	**Find a strategy.** I choose good tools and an efficient strategy for solving the problem. [MP4, 5, 7, 8]		✕
MPE3	**Check for reasonableness.** I look back at my solution to see if my answer makes sense. If it does not, I try again. [MP6]		✕
MPE4	**Check my calculations.** If I make mistakes, I correct them.		
MPE5	**Show my work.** I show or tell how I arrived at my answer so someone else can understand my thinking. [MP3, 4, 6]	✕	✕
MPE6	**Use labels.** I use labels to show what numbers mean. [MP1, 3]	✕	✕

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