

# Unit 13 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

## Content

Key Ideas in Unit 13		L1	L2	L3	L3	L3	L4	L5	L6	L6	L6	L7	L7	L7	
Unit 13 Expectations		SAB Estimating and Measuring Volume Check-In: G# 1-2	SG Fill It First Game Observation	SG Volume vs. Number Data Collection	SG Volume vs. Number Q# 1-15**	SG Volume vs. Number Check-In: G# 16-17**	SG Units of Volume Check-In: G# 12	SAB Using Different Units Check-In: G# 8-10**	SG Sandwich Mass Data Collection	TG Predictions Quiz**	TG DPP Item Q Clean It Up!	SAB Rules, Tables, and Graphs Check-In: G# 9-10**	TG DPP Item S Function Machine: Order of Operations	TG DPP Item T Measurement	TG End-of-Year Test Assessment Master
<b>Number 1</b>	<b>Number Sense:</b> Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.														
<b>E1</b>	Identify and extend patterns for increasing and decreasing functions. (Algebra 1) [4.OA.5] [MP 1, 2, 3, 5, 7, 8]							X			X	X			X
<b>E2*</b>	Represent patterns and functions using words, symbols, tables, and graphs. (Algebra 2 and 3) [4.OA.4] [MP 1, 2, 3, 5, 7, 8,]							X			X	X			
<b>E3</b>	Generate a pattern from a rule. (Algebra 1) [4.OA.5] [MP 1, 2, 7, 8]							X					X		
<b>Number 2</b>	<b>Operations:</b> Understand the meaning of numerical operations and their application for solving problems.														
<b>E4*</b>	Solve problems involving volume and mass. [4.MD.1] [MP 1, 2, 3, 5, 7, 8]				X	X	X			X		X			
<b>Measurement 1</b>	<b>Concepts:</b> Understand measurable attributes of objects or situations (length, area, mass, volume, size, time) and the units, systems, and processes of measurement.														
<b>E5*</b>	Use the relationship between larger and smaller units of measure to solve problems. (Algebra 4) [4.MD.1, 2] [MP1, 2, 6]						X								X
<b>Measurement 2</b>	<b>Skills:</b> Use measurement tools, appropriate techniques, and formulas to determine measurements.														
<b>E6*</b>	Measure volume by displacement to the nearest cubic centimeter. [4.MD.1, 2] [MP1, 5, 6]	X	X	X	X										
<b>E7</b>	Estimate the volume of small objects. [3.MD.2; 4.MD.1, 2; 5.MD.3] [MP1, 2, 5, 6]	X	X		X										
<b>E8*</b>	Measure mass to the nearest gram. [3.MD.2; 4.MD.1, 2] [MP 4, 5]								X						
<b>Data 2</b>	<b>Representation:</b> Select and create appropriate representations, including tables and graphs, for organizing, displaying, and analyzing data.														
<b>E9</b>	Represent the variables and procedures of an investigation in a drawing. (Algebra 2) [6.EE.9] [MP1, 4, 5, 6]				X										
<b>E10</b>	Make point graphs and draw best-fit lines for increasing and decreasing functions. (Algebra 2) [5.G.1, 2] [MP1, 4, 5, 6]				X					X		X			
<b>E11</b>	Tell the story represented in a graph or table. (Algebra 2) [4.OA.5] [MP1, 2, 3, 4, 5, 6, 7, 8]									X					
<b>Data 4</b>	<b>Using Data:</b> Apply relationships and patterns in data to solve problems, develop generalizations, and make predictions.														
<b>E12</b>	Make predictions and generalizations using data tables and graphs (Algebra 4). (Algebra 4) [4.OA.5] [MP1, 2, 3, 4, 5, 6, 7, 8]				X	X		X		X		X			

See lesson

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\* Denotes Benchmark Expectation  
\*\* Includes Feedback Box

## Math Practices

	<b>L3</b> SG Volume vs. Number Check-In: Q# 16-17**	<b>L6</b> TG Predictions Quiz** Q# 3, 4, and 5
<b>MPE1 Know the problem.</b> I read the problem carefully. I know the questions to answer and what information is important.		
<b>MPE2 Find a strategy.</b> I choose good tools and an efficient strategy for solving the problem.		
<b>MPE3 Check for reasonableness.</b> I look back at my solution to see if my answer makes sense. If it does not, I try again. [MP1, 2, 6]	X	X
<b>MPE4 Check my calculations.</b> If I make mistakes, I correct them.		
<b>MPE5 Show my work.</b> I show or tell how I arrived at my answer so someone else can understand my thinking. [MP3, 6]	X	X
<b>MPE6 Use labels.</b> I use labels to show what numbers mean. [MP 6]	X	X

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