

Ascension Parish Comprehensive Curriculum Assessment Documentation and Concept Correlation
Concept Correlation
Unit 8: Moving to Algorithms
Time Frame: 4 Weeks

Big Picture: (Taken from Unit Description and Student Understanding)						
• Multiplication and division are related. • Different strategies can be used to solve problems.						
Guiding Questions	Activities The essential activities are denoted by an asterisk.	GLEs	DOCUMENTATION	Documented GLEs		
				GLES Bloom's Level	GLES	Date and Method of Assessment
Concept 1: Multiplication and Division 44. In what ways can students model a 2-digit by 1-digit multiplication problem? 45. In what ways can students solve problems using appropriate representation? 46. In what ways can students integrate all operations to solve real life problems?	*Activity 97: Any Way You Slice It! GQ 45, 46	5, 8, 9, 11		Recognize and model multiplication as a rectangular array or as repeated addition. (Application)	5	
	Activity 98: Can You Model My Symbols? GQ 44	5, 8, 9		Recognize and model division as separating quantities into two equal subsets (fair shares) or as repeated subtraction. (Comprehension)	6	
	Activity 99: Can You Model My Words? GQ 44, 45	5, 8, 9		Recognize, select, connect, and use operations, operational words, and symbols (.e., +, −, x, ÷) to solve real-life situations (Application)	8	
	Activity 100: Multiplication Tic-Tac-Toe GQ 46	5				
	Activity 101: Multiplication Stations	5, 8				