

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)						
<ul style="list-style-type: none"> • Multiplication and division are related. • Different strategies can be used to solve problems. 						
Guiding Questions	Activities <small>The essential activities are denoted by an asterisk.</small>	GLEs	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	DOCUMENTATION	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				