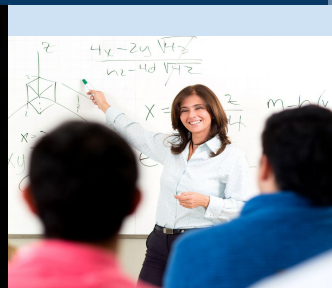


Catoosa County Public Schools

Teaching and Learning Standards

Every Child, Every Day, Without Exception



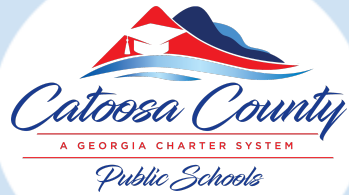
District Essential Standards and Learning Targets

1.2 Recognize and show that a digit in one place has a value ten times greater than what it represents in the place to its right and extend this understanding to determine the value of a digit when it is shifted to the left or right, based on the relationship between multiplication and division.

- I can identify the place and values of given digits.
- I can explain that when I move to the left of a digit, the value of the digit is ten times greater.
- I can explain that when I move to the right of a digit, the value of the digit is divided by 10, or $1/10$ the size.

2.1 Fluently add and subtract multi-digit numbers to solve practical, mathematical problems using place value understanding, properties of operations and relationships between operations.

- I can add numbers up to 100,000.
- I can subtract numbers up to 100,000.
- I can solve real-life problems using addition and subtraction strategies within 100,000.



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2.3 Solve relevant problems involving multiplication of a number with up to four digits by a 1 digit whole number or involving multiplication of two-digit numbers using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

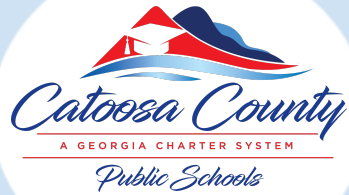
- I can multiply up to 4 digit by 1 digit numbers by using place value strategies.
- I can multiply 2 digit numbers by 2 digit numbers by using place value strategies.
- I can draw models or use equations to illustrate and explain a multiplication problem and/or real-life word problems.

2.4 Solve authentic division problems involving up to 4-digit dividends and 1-digit divisors (including whole number quotients with remainders) using strategies based on place value understanding, properties of operations, and relationships between operations.

- I can divide up to 4 digit dividends by 1 digit divisors by using place value strategies.
- I can draw models or use equations to illustrate and explain a division problem and/or real-life word problems.

4.1 Using concrete materials, drawings, and number lines, demonstrate and explain the relationship between equivalent fractions, including fractions greater than one, and explain the identity property of multiplication as it relates to equivalent fractions. Generate equivalent fractions using these relationships.

- I can generate equivalent fractions using multiple models.
- I can demonstrate the relationship between equivalent fractions.
- I can explain the relationship between equivalent fractions using the identity property of multiplication (multiplying by a fraction equivalent to 1).
- I can demonstrate the relationships between equivalent fractions that are greater than one.
- I can explain the relationships between equivalent fractions that are greater than one.



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4.6 Add and subtract fractions and mixed numbers with like denominators using a variety of tools.

- I can add fractions with the same denominators.
- I can add mixed numbers with the same denominators.
- I can subtract fractions with the same denominators.
- I can subtract mixed numbers with the same denominators.

5.1 Demonstrate and explain the concept of equivalent fractions with denominators of 10, and 100, using concrete materials and visual models. Add two fractions with denominators of 10 and 100.

- I can demonstrate how fractions with a denominator of 10 and 100 can be equivalent using models.
- I can explain how fractions with a denominator of 10 and 100 can be equivalent using words.
- I can add two fractions with denominators of 10 and 100 in real-life problems.

7.1 Recognize angles as geometric shapes formed when two rays share a common endpoint. Draw right, acute, and obtuse angles based on the relationship of the angle measure to 90 degrees.

- I can create angles by drawing two rays with a common endpoint.
- I can determine whether an angle is acute, obtuse, or right by comparing it to a right angle.
- I can measure angles using multiple tools.

8.3 Solve problems involving area and perimeter of composite rectangles involving whole numbers with known side lengths.

- I can identify rectangles within a composite rectangle.
- I can find the perimeter of composite rectangles.
- I can find the area of each rectangle within the composite rectangle.
- I can combine the area of each rectangle to find the total area of the composite rectangle.