

# Catoosa County Public Schools

## Teaching and Learning Standards

*Every Child, Every Day, Without Exception*



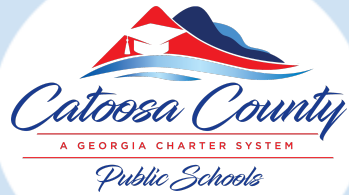
### District Essential Standards and Learning Targets

#### 1.3 Use place value understanding to round whole numbers up to 1,000 to the nearest 10 or 100.

- I can read multi-digit whole numbers up to 10,000.
- I can write multi-digit whole numbers up to 10,000 in unit form.
- I can write multi-digit whole numbers up to 10,000 in expanded form.
- I can compare multi-digit numbers up to 10,000 using  $<$ ,  $>$ ,  $=$  symbols.
- I can round numbers up to 1,000 to the nearest 10.
- I can round numbers up to 1,000 to the nearest 100.

#### 4.4 Recognize and generate simple equivalent fractions.

- I can draw, label and identify unit fractions using a variety of models.
- I can explain how multiple copies of a unit fraction create a non-unit fraction.
- I can recognize that two fractions are equal when they are the same size or on the same location on a numberline.
- I can generate equivalent fractions.
- I can express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.



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### **2.1 Fluently add and subtract within 1,000 to solve problems.**

- I can add to 1,000.
- I can subtract within 1,000.
- I can solve real-life problems using addition and subtraction strategies within 1,000.

### **3.2 Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division (up to $10 \times 10$ , using strategies such as arrays, repeated addition/subtraction, area models, skip counting, jumps on a number line, fact families, and commutative properties).**

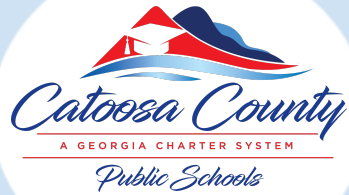
- I can represent multiplication facts using multiple strategies.
- I can represent division facts using multiple strategies.
- I can explain the relationship between multiplication and division.

### **3.6 Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.**

- I can solve multiplication problems by using multiple strategies.
- I can solve division problems by using multiple strategies.
- I can solve real-life multiplication and division problems by using multiple strategies.

### **7.2 Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting.**

- I can determine the area of a rectangular shape by counting tiles.
- I can determine the area of a shape composed of rectangles by counting tiles.
- I can determine the area of a shape by multiplying the length times the width.



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### **8.1 Determine the perimeter of a polygon and explain that the perimeter represents the distance around a polygon. Solve problems involving perimeters of polygons.**

- I can determine the perimeter of a polygon by adding all the sides together.
- I can explain that the perimeter represents the distance around a polygon.
- I can solve problems involving the perimeters of polygons.