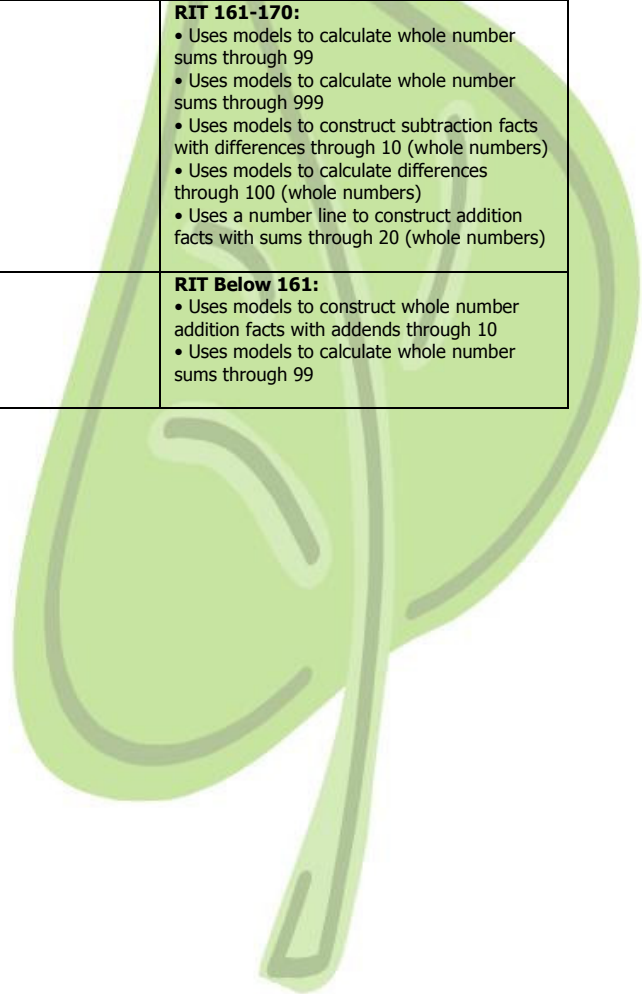


Math DesCartes: Reasoning and Problem Solving

Skills: Appropriate Technology and Models

Students:	DesCartes Skills: (Highlight the skills related to your chosen standard/concept)
	RIT Above 260: • Uses technology to organize, record, and communicate mathematical ideas
	RIT 251-260: • Uses technology to organize, record, and communicate mathematical ideas
	RIT 241-250: • Uses technology to organize, record, and communicate mathematical ideas • Uses a number line to determine the distance between a positive and negative number
	RIT 231-240: • Uses technology to organize, record, and communicate mathematical ideas • Uses models to multiply and divide fractions and connect the actions to algorithms • Uses models to multiply and divide fractions and mixed fractions and connect the actions to algorithms
	RIT 221-230: • Uses technology to generate and analyze data to solve problems • Uses a number line to determine the midpoint between a positive and negative number
	RIT 211-220: • Uses technology to generate and analyze data to solve problems • Models whole number multiplication and division algorithms (e.g., uses physical materials to show 4 groups of 3 objects)
	RIT 201-210: • Uses calculators as problem solving tools (e.g., to explore patterns, to validate solutions) • Uses technology to gather, analyze, and communicate mathematical information • Models whole number multiplication and division algorithms (e.g., uses physical materials to show 4 groups of 3 objects) • Uses models to add and subtract fractions and connect the actions to algorithms • Uses a number line to model multiplication
	RIT 191-200: • Uses calculators as problem solving tools (e.g., to explore patterns, to validate solutions) • Uses technology to gather, analyze, and communicate mathematical information • Models whole number multiplication and division algorithms (e.g., shows multiplication as repeated addition and division as repeated subtraction) • Uses models to add and subtract fractions and connect the actions to algorithms • Uses a number line to construct subtraction facts with subtrahends and minuends through 20 (whole numbers)
	RIT 181-190: • Uses appropriate technology to solve problems • Uses models to calculate differences through 1000 (whole numbers) • Models multiplication and division algorithms using arrays (whole numbers)

	<ul style="list-style-type: none"> • Models whole number multiplication and division algorithms (e.g., shows multiplication as repeated addition and division as repeated subtraction) • Uses a number line to construct subtraction facts with subtrahends and minuends through 20 (whole numbers)
	RIT 171-180: <ul style="list-style-type: none"> • Uses appropriate technology to solve problems • Uses models to calculate whole number sums through 999 • Uses models to calculate differences through 100 (whole numbers) • Uses models to calculate differences through 1000 (whole numbers) • Uses a number line to construct addition facts with sums through 20 (whole numbers)
	RIT 161-170: <ul style="list-style-type: none"> • Uses models to calculate whole number sums through 99 • Uses models to calculate whole number sums through 999 • Uses models to construct subtraction facts with differences through 10 (whole numbers) • Uses models to calculate differences through 100 (whole numbers) • Uses a number line to construct addition facts with sums through 20 (whole numbers)
	RIT Below 161: <ul style="list-style-type: none"> • Uses models to construct whole number addition facts with addends through 10 • Uses models to calculate whole number sums through 99



Math DesCartes: Reasoning and Problem Solving

Skills: Appropriate Technology and Models

Lesson Title:

Standard/Concept for All:

For Students Ready for a Challenge:

Lesson/Activity:

Resources:

Means of Assessment:

For Most Students:

Lesson/Activity:

Resources:

Means of Assessment:

For Students Needing Extra Support:

Lesson/Activity:

Resources:

Means of Assessment:

Closure/Summary for All:

