

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Grade: Fifth

Unit:	Place Value (Ch. 1)
Essential Question(s):	How does my understanding of place value help me to recognize and organize numbers?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
5.NBT.1 - recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left 5.NBT.3 - read, write, and compare decimals to the thousandths, including using base-ten numerals, number names, and expanded form	Vocabulary ☐ Place Value ☐ Period ☐ Place ☐ Standard Form ☐ Expanded Form ☐ Word Form ☐ Decimal ☐ Decimal Point	☐ Read and write whole numbers through the millions place ☐ Compare and order whole numbers through the millions place ☐ Represent fractions that name tenths, hundredths, and thousandths as decimals ☐ Read and write decimals in standard form, expanded form, and word form ☐ Compare Decimals ☐ Order whole numbers and decimals	Chapter 1 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Grade: Fifth

Unit:	Multiply Whole Numbers (Ch. 2)
Essential Question(s):	How can we extend our knowledge of multiplication to multiply larger numbers?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
5.NBT.2 - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. 5.NBT.5 - Flexibly and efficiently multiply multi-digit whole numbers using strategies or algorithms based on place value, area model, and the properties of operations	Vocabulary ☐ Prime Factorization ☐ Exponent ☐ Base ☐ Power ☐ Squared ☐ Cubed ☐ Powers of 10 ☐ Distributive Property ☐ Compatible Numbers	☐ Find the prime factorization of a given number ☐ Use powers and exponents in expressions ☐ Use basic facts and patterns to multiply multiples of 10, 100, and 1,000 mentally ☐ Use the distributive property to multiply mentally ☐ Multiply a three-digit number by a two-digit number	Chapter 2 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Grade: Fifth

Unit:	Divide by a One-Digit Divisor (Ch. 3)
Essential Question(s):	What strategies can we use to divide numbers?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
5.NBT.6 - Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	Vocabulary ☐ Fact Family ☐ Variable ☐ Dividend ☐ Divisor ☐ Quotient ☐ Remainder	☐ Understand the inverse relationship between multiplication and division ☐ Use basic facts and patterns to divide multiples of 10, 100, and 1,000 mentally ☐ Estimate quotients by using rounding and compatible numbers ☐ Divide up to a four-digit number by a one-digit number	Chapter 3 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Grade: Fifth

Unit:	Divide by Two-Digit Divisor (Ch. 4)
Essential Question(s):	What strategies can we use to divide numbers?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	Vocabulary ☐ Dividend ☐ Divisor ☐ Quotient ☐ Remainder	☐ Estimate quotients with two-digit divisors ☐ Divide a multi-digit number by a two-digit divisor	Chapter 4 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Grade: Fifth

Unit:	Add and Subtract Decimals (Ch. 5)
Essential Question(s):	How can we apply our knowledge place value and addition and subtraction to add and subtract decimals?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
5.NBT.4 - Use place value understanding to generate estimates for problems in real-world situations, with decimals, using strategies such as mental math, benchmark numbers, compatible numbers, and rounding. Assess the reasonableness of estimates. 5.NBT.7 - Add, subtract, multiply, and divide decimals to the hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	Vocabulary ☐ Commutative property of addition ☐ Associative property of addition ☐ Identity property of addition ☐ Inverse Operations	☐ Round Decimals ☐ Estimate sums and differences using rounding ☐ Add Decimals ☐ Use the properties of addition to add whole numbers and decimals ☐ Subtract Decimals	Chapter 5 Assessment	My Math Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Grade: Fifth

Unit:	Multiply and Divide Decimals (Ch. 6)
Essential Question(s):	How can we apply our knowledge place value, multiplication, and division to multiply and divide decimals?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
5.NBT.A.2 - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 5.NBT.7 - Add, subtract, multiply, and divide decimals to the hundredths place	Vocabulary ☐ Associative, Commutative, and Identity properties of multiplication ☐ Exponent ☐	☐ Estimate products of whole numbers and decimals ☐ Multiply decimals by whole numbers ☐ Multiply decimals by decimals ☐ Multiply decimals by powers of ten ☐ Use the Associative, Commutative, and Identity properties to multiply ☐ Estimate quotients of decimals and whole numbers ☐ Divide decimals by whole numbers ☐ Divide decimals by decimals ☐ Divide decimals by a power of ten	Chapter 6 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Grade: Fifth

Unit:	Expressions and Patterns (ch 7)
Essential Question(s):	How do patterns help us make predictions and solve problems? How can we gain information and share our knowledge by reading and creating graphs?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
OA.1 - Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols OA.2 - Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them OA.3 - Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane M.5.G.A.1 - Use a pair of perpendicular lines to define a coordinate system M.5.G.A.2 - represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane	Vocabulary ☐ Numerical Expression ☐ Order of Operations ☐ Sequence ☐ Term ☐ Coordinate Plane ☐ Origin ☐ Ordered Pair ☐ X-Coordinate ☐ Y-Coordinate	☐ Write and evaluate numerical expressions ☐ Use the order of operations to evaluate expressions ☐ Multiply decimals by decimals ☐ Identify and extend patterns and sequences ☐ Graph points on a coordinate plane to solve real-world and mathematical problems ☐ Graph ordered pairs on a coordinate plane to solve problems involving numerical expressions	Chapter 7 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Grade: Fifth

Unit:	Fractions and Decimals (ch 8)
Essential Question(s):	How are fractions and decimals related?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
5.NF.2 - Solve word problems involving addition and subtraction of fractions referring to the same whole using visual fraction models or equations to represent the problem. Estimate mentally. 5.NF.3 - Interpret a fraction as an equal sharing division situation, where a quantity (the numerator) is divided into equal parts (the denominator). Solve problems involving the division of a whole number leading to answers in the form of fractions or mixed numbers by using visual models. M.5.NF.B.5 - Interpret multiplication as scaling (resizing) by estimating whether a product will be larger or smaller than a given factor based on the size of the other factor, without performing the indicated multiplication	Vocabulary ☐ Fraction ☐ Numerator ☐ Denominator ☐ Common Factors ☐ Greatest Common Fator ☐ Simplest Form ☐ Equivalent Fractions ☐ Multiple ☐ Least Common Multiple ☐ Least Common Denominator ☐	☐ Solve word problems by interpreting a fraction as a division of the numerator by the denominator ☐ Determine the common factors and the GCF of a set of numbers ☐ Generate equivalent fractions by writing a fraction in its simplest form ☐ Determine the least common multiple of a set of numbers ☐ Compare fractions by using the least common denominator ☐ Use fraction equivalence to write fractions as decimals	Chapter 8 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Grade: Fifth

Unit:	Add and Subtract Fractions (Ch. 9)
Essential Question(s):	How can we apply our background knowledge of addition and subtraction to add and subtract fractions?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
M.5.NF.A.1 - Add and subtract fractions and mixed numbers using strategies including renaming fractions with equivalent fractions. 5.NF.2 - Solve word problems involving addition and subtraction of fractions referring to the same whole using visual fraction models or equations to represent the problem. Estimate mentally.	Vocabulary ☐ Like Fractions ☐ Unlike Fractions ☐ Common Denominator ☐ Simplify ☐ Least Common Multiple ☐ Greatest Common Factor ☐ Improper Fraction ☐ Mixed Number ☐	☐ Round fractions to the nearest benchmark of 0, $\frac{1}{2}$, or 1 ☐ Add like fractions ☐ Subtract like fractions ☐ Add unlike fractions ☐ Subtract unlike fractions ☐ Solve word problems involving adding and subtracting fractions ☐ Add mixed numbers with like and unlike denominators ☐ Subtract mixed numbers with like and unlike denominators ☐	Chapter 9 Assessment	MyMath Workbook Fraction Tiles

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Grade: Fifth

Unit:	Multiply and Divide Fractions (Ch. 10)
Essential Question(s):	What strategies can we use to multiply and divide fractions, and how do these results differ from whole number multiplication and division?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
M.5.NF.B.4 - Apply and extend previous understandings of multiplication to multiply a fraction times a whole number or a fraction times a fraction, including mixed numbers. (Includes finding the area of a rectangle with fractional side lengths) M.5.NF.B.5 - Interpret multiplication as scaling (resizing) by estimating whether a product will be larger or smaller than a given factor based on the size of the other factor, without performing the indicated multiplication M.5.NF.B.6 - solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models and equations to represent the problem. M.5.NF.B.7 - Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions	Vocabulary ☐ Scaling	☐ Estimate products of fractions using compatible numbers and rounding ☐ Multiply whole numbers and fractions ☐ Multiply fractions by fractions ☐ Multiply mixed numbers ☐ Use scaling to resize fractions ☐ Divide whole numbers by unit fractions ☐ Divide unit fractions by whole numbers ☐ Solve story problems involving multiplying and dividing fractions	Chapter 10 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Grade: Fifth

Unit:	Measurement (Ch. 11)
Essential Question(s):	What are the metric and customary categories of measurement and when do we use them?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
M.5.MD.A.1 - Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step real-world problems M.5.MD.B.2 - Make a line plot to display a data set of measurements in fractions of a unit. Use operations on fractions for this grade to solve problems involving the information presented in line plots	Vocabulary ☐ Customary system ☐ Metric system ☐ Convert ☐ Length - Inch, foot, yard, mile - Kilometer, meter, centimeter, millimeter ☐ Weight - Ton, pound, ounce - Gram, kilogram ☐ Capacity - Gallon, pint, cup, ounce, quart - Liter, milliliter, kiloliter	☐ Measure length to the nearest quarter inch ☐ Convert measurements of length within the customary systems ☐ Convert measurements of weight within the metric system ☐ Display measurement data in fractions on a line plot ☐ Solve multi-step story problems involving real-world conversions	Chapter 11 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Grade: Fifth

Unit:	Geometry (Ch. 12)
Essential Question(s):	How can classifying shapes by their attributes help us to organize and create hierarchies? How can we gain information and share our knowledge by reading and creating graphs?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
M.5.MD.C.3 - recognize volume as an attribute of solid figures and understand concepts of volume measurement M.5.MD.C.4 - Measure volumes by counting unit cubes M.5.MD.C.5 - Relate volume to the operations of multiplication and addition and solve real-world mathematical problems involving volume M.5.G.A.1 - Use a pair of perpendicular lines to define a coordinate system M.5.G.A.2 - represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane M.5.G.B.3 - understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category M.5.G.B.4 - Classify two-dimensional figures in a hierarchy based on properties	Vocabulary ☐ Attribute ☐ Polygon ☐ Congruent ☐ Acute ☐ Obtuse ☐ Right ☐ Three-dimensional ☐ Net ☐ Edge ☐ Vertex ☐ Base ☐ Volume ☐ Unit cube ☐ Composite figure	☐ Classify two-dimensional shapes based on properties (sides, angles) ☐ Describe the properties of three-dimensional figures ☐ Find volume by counting cubic units ☐ Use volume formulas to find the volume of rectangular prisms ☐ Find the volume of composite figures ☐ Graph coordinate pairs in the first quadrant of a coordinate plane ☐ Use points on a coordinate grid to answer real-world problems	Chapter 12 Assessment	MyMath