
Common Core Math 5

Curriculum Guide

Scranton School District

Scranton, PA



Prerequisite : Math 4

Intended Audience: This course is designed for the student who has successfully completed Math 4 by the end of 4th grade.

Year-at-a-glance

This course is comprised of all the Pennsylvania Core Standards for grade 5 mathematics. While coherence is retained, in that it logically builds from the 4th grade mathematics course, this course demands a normal pace for instruction and learning. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

NOTE: There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

The critical areas are as follows:

- Students apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.
- Students extend previous understandings of operations with whole numbers to perform operations including decimals.
- Students apply and extend previous understandings of equivalency to add, subtract, multiply, and divide fractions.
- Students interpret and evaluate numerical expressions using order of operations.
- Students analyze patterns and relationships using two rules.
- Students graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.
- Students classify two-dimensional figures into categories based on understanding of their properties.
- Students solve problems using conversions within a given measurement system.
- Students represent and interpret data using appropriate scale
- Students solve problems involving computation of fractions using information provided in a line plot.
- Students apply concepts of volume to solve problems and relate volume to multiplication and to addition.

After successfully completing the course, students will be enrolled in Common Core Math 6.

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess. NOTE: There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Course Name: Mathematics	Grade: 5
Prerequisites: Successful completion of Grade 4 concepts	
Course Description: The students will be instructed and given practice in basic mathematical operations and problem-solving strategies in the areas of addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, ratio and proportion, and geometry.	

Summary By Quarter

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess. **NOTE:** There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Quarter 1 Overview - Numbers and Operations in Base Ten		
Topic	Standards / Assessment Anchors	Pacing Guide
M05.A-T.1: Understand the place value system. CC.2.1.5.B.1: Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. Read and write decimals Compare Decimals Round Decimals	- M05.A-T.1.1.1 - M05.A-T.1.1.3 - M05.A-T.1.1.4 - M05.A-T.1.1.5 ** See Mathematics Assessment Anchors and Eligible Content for specific explanation	<u>15 days</u> - Review of whole number place value - Introduction/review of decimal place value using place value chart - 5 days working on 10 times and 1/10 of Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess
M05.A-T.2: Perform operations with multi-digit whole numbers and with decimals to the hundredths. CC.2.1.5.B.2: Extend an understanding of operations with whole numbers to perform operations including decimals. Add and subtract decimals.	- M05.A-T.2.1.3 (adding and subtracting decimals ONLY - will come back to multiplying and dividing decimals later) ** See Mathematics Assessment Anchors and Eligible Content for specific explanation 17.1.3-5.A Describe reasons people set financial goals. 17.1.3-5.B Identify the opportunity cost of various financial decisions including ones related to earning, spending, and saving. 17.1.3-5.C Explain how life circumstances and experiences can alter attitudes towards money. 17.1.3-5.D Identify financial decisions people make that may not be in their best interest.	<u>5 days</u> - Adding and subtracting decimals

	17.1.3-5.E Describe conversations people have about money.	
M05.A-T.1: Understand the place value system. CC.2.1.5.B.1: Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. M05.A-T.2: Perform operations with multi-digit whole numbers and with decimals to the hundredths. CC.2.1.5.B.2: Extend an understanding of operations with whole numbers to perform operations including decimals.	- M05.A-T.1.1.2 - M05.A-T.2.1.1 - M05.A-T.2.1.2 - M05.A-T.2.1.3 ** See Mathematics Assessment Anchors and Eligible Content for specific explanation	<u>25 days</u> - Patterns in the numbers of zeros when multiplying and dividing exponents - Multiply whole numbers (2 and 3 digit by 1 digit, 4 digit by 1 digit, 2 digit by 2 digit, 3 digit by 2 digit, 4 digit by 2 digit) - Divide whole numbers (3 digit by 1 digit, 4 digit by 1 digit, 3 digit by 2 digit, 4 digit by 2 digit) - Multiplying decimals to hundredths - Dividing decimals to hundredths ** Time spent on each component will vary within the 25 days based on students previous knowledge

Quarter 2 Overview - Numbers and Operations - Fractions

Topic	Standards / Assessment Anchors	Pacing Guide
M05.A.F.1: Use equivalent fractions as a strategy to add and subtract fractions CC.2.1.5.C.1: Use the understanding of equivalent to add and subtract fractions M05.A.F.2: Apply and extend previous understandings of multiplication and division to multiply and divide fractions. CC.2.1.5.C.2: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	- M05.A-F.1.1.1 - M05.A-F.2.1.1 - M05.A-F.2.1.2 - M05.A-F.2.1.3 - M05.A-F.2.1.4	<u>5 days</u> - Review equivalent fractions - Review simplifying fractions - Review mixed numbers to improper fractions and improper fractions to mixed numbers <u>35 days</u> - Add and Subtract Fractions and Mixed Numbers with Unlike Denominators - Multiply Fractions Including Mixed Numbers - Divide Unit Fractions - Division Word Problems - Scaling (Interpreting the Product of 1) ** Time spent on each component will vary within the 35 days based on students previous knowledge Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess

Quarter 3 Overview - Operations and Algebraic Thinking & Measurement and Data

Topic	Standards / Assessment Anchors	Pacing Guide
M05.B-O.1: Write and interpret numerical expressions. CC.2.2.5.A.1: Interpret and evaluate numerical expressions using order of operations. M05.B-O.2: Analyze patterns and relationships. CC.2.2.5.A.4: Analyze patterns and relationships using two rules.	- M05.B-O.1.1.1 - M05.B-O.1.1.2 - M05.B-O.2.1.1 - M05.B-O.2.1.2	<u>20 days</u> - Write and Interpret Expressions - Evaluate Expressions with grouping symbols - Write simple expressions - Generate two numerical patterns - Identify relationships between patterns ** Time spent on each component will vary within the 20 days based on students previous knowledge Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess.
M05.D-M.1: Convert like measurement units within a given measurement system. CC.2.4.5.A.1: Solve problems using conversions within a given measurement system. M05.D-M.2: Represent and interpret data. CC.2.4.5.A.2: Represent and interpret data using appropriate scale. CC.2.4.5.A.4: Solve problems involving computation of fractions using information provided in a line plot. M05.D-M.3: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. CC.2.4.5.A.5: Apply concepts of volume to solve	- M05.D-M.1.1.1 - M05.D-M.2.1.1 - M05.D-M.2.1.2 - M05.D-M.3.1.1 - M05.D-M.3.1.2	<u>25 days</u> - Convert different-size measurement units - Problems involving computation of fractions by using information in line plots. - Display and interpret data in tallies, tables, charts, pictographs, bar graphs, and line graphs. - Apply formulas to find the volume - Find the volume of two rectangular prisms. ** Time spent on each component will vary within the 25 days based on students previous knowledge

problems and relate volume to multiplication and to addition.		
---	--	--

Quarter 4 Overview - Geometry (Has to be taught before the PSSA Test)

Topic	Standards / Assessment Anchors	Pacing Guide
M05.C-G.1: Graph points on the coordinate plane to solve real-world and mathematical problems. CC.2.3.5.A.1: Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems. M05.C-G.2.1: Use basic properties to classify two-dimensional figures. CC.2.3.5.A.2: Classify two-dimensional figures into categories based on an understanding of their properties.	- M05.C-G.1.1.1 - M05.C-G.1.1.2 - M05.C-G.2.1.1	<u>10 days</u> - Identify Coordinate Plane Parts - Plotting in Quadrant 1 (Real-World) - Properties of 2D figures - Classifying 2-D Figures in a hierarchy ** Time spent on each component will vary within the 10 days based on students previous knowledge
AFTER PSSA TESTING		
Numbers and Operations GCF Dividing Decimals (Decimal Divisor) Ratios	CC.2.1.6.E.3 M06.A-N.2..2.1 M06.A-N.2.1.1	Until end of Q4 (Ask your sixth grade teachers what standards they would like taught to help them for next year)

Detailed Breakdown By Topic

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess. **NOTE:** There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
Understand the place-value system.	Standards: CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals Assessment Anchors: M05.A-T.1.1.1 Demonstrate an understanding that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left. Example: Recognize that in the number 770, the 7 in the tens place is 1/10 the 7 in the hundreds place. M05.A-T.1.1.2 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. Use whole-number exponents to denote	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Teach / Memorize facts to mastery all year	place value ones tens hundreds thousands tenths hundredths thousandths power word form expanded form decimal point whole number round exponent	Reveal Unit 3 Place Value Superteachers MathWorksheets4kids Big Ideas K5 Learning Commoncoresheets Khan Academy Math Salamanders Study Island ALEKS0=	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations	5 days Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/

	powers of 10. Example 1: $4 \times 10^2 = 400$ Example 2: $0.05 \div 10^3 = 0.00005$				Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	reassess
Numbers and Operations Fractions	Standards CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. Assessment Anchors M05.A-T.2.1.1 Multiply multi-digit whole numbers (not to exceed three-digit by three-digit). M05.A-T.2.1.2 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions CC.2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot. CC.2.1.5.C.2 Apply and extend previous understandings of	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	Vocabulary add subtract multiply divide equivalent fraction line plot mixed number numerator denominator scaling resizing compare greater than less than factor product	Resources & Activities Reveal Unit 9 Add and Subtract Fractions Superteachers MathWorksheets4kids Big Ideas K5 Learning Commoncoresheets Khan Academy Math Salamanders Study Island ALEKS Reveal Unit 12 Fractions in a line plot Reveal Unit 10 Multiply Fractions Reveal Unit 11 Divide Fractions	Assessments Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio,	Suggested Time 30 days Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach

	multiplication and division to multiply and divide fractions. Assessment Anchors M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.) Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ M05.A-F.2.1.1 Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers). M05.A-F.2.1.3 Demonstrate an understanding of multiplication as scaling (resizing). Example 1: Comparing the size of a product to the size of one factor on the basis of the size of the other factor without performing the indicated multiplication. Example 2: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why				Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	skills the following days/ reassess
--	--	--	--	--	--	--

	multiplying a given number by a fraction less than 1 results in a product smaller than the given number. 17.1.3-5.A Describe reasons people set financial goals. 17.1.3-5.B Identify the opportunity cost of various financial decisions including ones related to earning, spending, and saving. 17.1.3-5.C Explain how life circumstances and experiences can alter attitudes towards money. 17.1.3-5.D Identify financial decisions people make that may not be in their best interest. 17.1.3-5.E Describe conversations people have about money. 17.1.3-5.F Identify products and services provided by financial institutions.					
Operations and Algebraic Thinking	Standards: CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations. Assessment Anchors: M05.B-O.1.1.2 Write simple expressions that	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively.	Vocabulary numerical expression evaluate order of operations sum product	Resources & Activities Reveal Unit 14 Algebra Superteachers MathWorksheets4kids Big Ideas K5 Learning	Assessments Formative and summative assessments both formal and informal will be given. Students will have	Suggested Time 15 - 20 days Note: Plan for More time on anchors

	model calculations with numbers and interpret numerical expressions without evaluating them. Example 1: Express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Example 2: Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$ without having to calculate the indicated sum or product. M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluate expressions containing these symbols.	Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	parenthesis brackets braces symbols grouping	Commoncoresheets Khan Academy Math Salamanders Study Island ALEKS	individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach to mastery - heavily weighted items. Use Exit Cards - If student does not master - plan to reteach skills the following days
Numbers and Operations	Standards: CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and	Vocabulary ones tens hundreds thousands tenths	Reveal Unit 3 Place Value/Number Relationships Superteachers MathWorksheets4kids Big Ideas	Assessments Formative and summative assessments both formal and informal will be given.	Suggested Time 15 days Note: Plan for More time on anchors

	decimals. Assessment Anchors: M05.A-T.1.1.3 Read and write decimals to thousandths using base-ten numerals, word form, and expanded form. Example: $347.392 = 300 + 40 + 7 + 0.3 + 0.09 + 0.002 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (0.1) + 9 \times (0.01) + 2 \times (0.001)$ M05.A-T.1.1.4 Compare two decimals to thousandths based on meanings of the digits in each place using $>$, $=$, and $<$ symbols. M05.A-T.1.1.5 Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place). M05.A-T.2.1.3 Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).	quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	hundredths thousandths place value base-ten word form expanded form numeral compare decimal symbol round	K5 Learning Commoncoresheets Khan Academy Math Salamanders Study Island ALEKS	Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess
Numbers and Operations	Standards: CC.2.1.5.C.1 Use the understanding of equivalency to add and	Students will be able to: Make sense of problems and persevere in solving them.	Vocabulary equivalent fraction add	Resources & Activities Reveal Unit 9 Add and Subtract Fractions	Assessments Formative and summative assessments both	Suggested Time 20 days

	subtract fractions. CC.2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot. CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Assessment Anchors: M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.) Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction. M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions. M05.A-F.2.1.1 Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers). M05.A-F.2.1.3 Demonstrate an understanding of	Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	subtract multiplication division computation line plot mixed numbers unit fraction compare scaling resizing	Reveal Unit 10 Multiplying Fractions Reveal Unit 11 Divide Fractions Superteachers MathWorksheets4kids Big Ideas K5 Learning Commoncoresheets Khan Academy Math Salamanders Study Island ALEKS	formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	
--	---	--	--	---	--	--

	multiplication as scaling (resizing). Example 1: Comparing the size of a product to the size of one factor on the basis of the size of the other factor without performing the indicated multiplication. Example 2: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.					
Operations and Algebraic Thinking	Standards: CC.2.2.5.A.4 Analyze patterns and relationships using two rules. Assessment Anchors: M05.B-O.2.1.1 Generate two numerical patterns using two given rules. Example: Given the rule “add 3” and the starting number 0 and given the rule “add 6” and the starting number 0, generate terms in the resulting sequences. M05.B-O.2.1.2 Identify	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision.	Vocabulary numerical pattern rules corresponding terms grouping symbols evaluate order of operations parenthesis	Resources & Activities Reveal Unit 14 Algebraic Thinking Superteachers MathWorksheets4kids Big Ideas K5 Learning Commoncoresheets Khan Academy Math Salamanders Study Island ALEKS	Assessments Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets,	Suggested Time 15 days

	apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules. Example: Given two patterns in which the first pattern follows the rule “add 8” and the second pattern follows the rule “add 2,” observe that the terms in the first pattern are 4 times the size of the terms in the second pattern.	Look for and make use of structure. Look for and express regularity in repeated reasoning.			Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	
Measurement and Data	Standards: CC.2.4.5.A.1 Solve problems using conversions within a given measurement system. Assessment Anchors: M05.D-M.1.1.1 Convert between different-sized measurement units within a given measurement system. A table of equivalencies will be provided. Example: Convert 5 cm to meters.	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically.	Vocabulary Capacity Convert Customary System Length Weight Mass Metric System Data Line plot Outlier Equivalent	Resources & Activities Reveal Unit 12 Measurement and Data Superteachers MathWorksheets4kids Big Ideas K5 Learning Commoncoresheets Khan Academy Math Salamanders Study Island ALEKS	Assessments Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected:	Suggested Time 15 days Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach

		Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.			Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	mastery - heavily weighted items. Use Exit Cards - If student does not master - plan to reteach skills the following days
Geometry	Standards CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems. CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics.	Vocabulary quadrant graph point plot coordinate plane x-axis x-coordinate y-axis y-coordinate origin ordered pair	Resources & Activities Reveal Unit 13 Geometry Superteachers MathWorksheets4kids Big Ideas K5 Learning Commoncoresheets Khan Academy Math Salamanders Study Island ALEKS	Assessments Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/	Suggested Time 20 days

	properties. CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition. Assessment Anchors M05.C-G.1.1.1 Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I. M05.C-G.1.1.2 Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane and interpret coordinate values of points in the context of the situation. M05.C-G.2.1.1 Classify two-dimensional figures in a hierarchy based on properties. Example 1: All polygons have at least three sides, and pentagons are polygons, so all pentagons have at least three sides. Example 2: A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a	Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	category subcategory equilateral triangle isosceles triangle scalene triangle hierarchy property venn diagram	selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	
--	---	--	---	--	--

	polygon. M05.D-M.3.1.1 Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. Formulas will be provided. M05.D-M.3.1.2 Find volumes of solid figures composed of two non-overlapping right rectangular prisms.					
Numbers and Operations	Standards CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples. Assessment Anchors M06.A-N.2.2.1 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. M05.A-T.2.1.3 Add, subtract, multiply, and divide decimals to hundredths (no divisors	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of	Vocabulary least common multiple greatest common factor factor Multiple add subtract multiply divide divisor dividend fraction mixed number numerator denominator	Resources & Activities Superteachers MathWorksheets4kids Big Ideas K5 Learning Commoncoresheets Khan Academy Math Salamanders Study Island ALEKS	Assessments Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers	Suggested Time 15 days Note: Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily

	with decimals). M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.) Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction. M06.A-N.2.1.1 Solve problems involving operations (+, −, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.	structure. Look for and express regularity in repeated reasoning.			Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess
Personal Finance	17.1.3-5.A Describe reasons people set financial goals. 17.1.3-5.B Identify the opportunity cost of various financial decisions including ones related to earning, spending, and saving. 17.1.3-5.C Explain how life circumstances and experiences can alter attitudes towards money. 17.1.3-5.D Identify financial decisions people	Set financial goals and make financial decisions Have a financial mindset and develop financial behaviors	Finances, financial goals, income, costs, expenses, budget, spending, savings	IXL-section VV Youtube Khan Academy, https://econdedlink.org/wp-content/uploads/2020/03/Personal-Finance-Printables-Grades-K-5.pdf (PDF printables) https://www.fdic.gov/consumer-resource-center/educator-resources (FDIC- lessons and activities)	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work.	20 days

	make that may not be in their best interest. 17.1.3-5.E Describe conversations people have about money.					
--	---	--	--	--	--	--