GRADE LEVEL: FIFTH GRADE **SUBJECT: MATH** **DATE: 2020-2021**

GRADING PERIOD: QUARTER 1 **MASTER COPY 9-12-20**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Number Line • Fraction • Mixed Number • Decimal • Symbols	**5.NS.1: Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using >, =, < symbols.** **PS.4**: Model with mathematics	• Compare fractions and decimals using a number line. • Use relationship symbols to show results of comparisons. • Use a number line to show relationships between quantities.	• Exact Path • Study Island • Worksheet • Quiz	• Number line • Fraction • Mixed number • Decimal • Relationship • Symbols	**CRITICAL**
• Multi-digit Number • Place Value	**5.NS.3:** Recognize the relationship 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 inversely, a digit in one place represents 1/10 of what it represents in the place to its left. **PS.1:** Make sense of problems and preserve in solving them.	• Identify place value to millions, and to thousandths. • Multiply a digit by 10 to get next larger place value. • Multiply a digit by 1/10 to get next smaller place value. • Ask, “Does this make sense?” “Is my answer reasonable?”	• Classroom observation • White board work • Worksheet • Quiz • Exact Path • Study Island	• Decimal • Digit	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Place value • Decimals	**5.NS.5: Use place value understanding to round decimals up to thousandths to any given place value.** **PS.6:** Attend to precision.	• Round decimals up to the thousandths place value. • Use clear definitions. • Calculate accurately.	• Worksheet • Quiz • Exact Path • Study Island	• Decimal • Round	**CRITICAL**
COMPUTATION					
• Multi-digit Whole Numbers	**5.C.1: Multiply multi-digit whole numbers fluently using a standard algorithmic approach.** **PS.6**: Attend to precision.	• Multiply multi-digit whole numbers. • Calculate accurately.	• Exact Path • Study Island • Worksheets • Quiz		**CRITICAL**
• Dividends • Divisors • Quotient • Remainders	**5.C.2: Find whole-number quotients and remainders 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. Describe the strategy and explain the reasoning used.** **PS.6**: Attend to precision.	• Divide whole numbers (up to four digits) by a one or two digit divisor. • Explain the relationship between multiplication and division. • Describe the division strategy used and explain what the remainder represents. – Place value – Properties of operations – Relationship between multiplication and division • Calculate accurately.	• White board work • Exact Path • Study Island • Worksheets • Quiz	• Dividend • Divisor • Quotient • Remainder	**CRITICAL**
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**

COMPUTATION					
• Product • Factor	**5.C.3:** Compare 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. **PS.2**: Reason abstractly and quantitatively.	• Compare numbers when multiplied by a decimal or fraction to when multiplied by a whole number. • Estimate the size of the product based on the factor given without actually multiplying. • Make sense of quantities and their relationships.	• Class discussion	• Product • Estimate • Compare	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
ALGEBRAIC THINKING					
• Real-world Problems • Equation • Remainder • Solution	**5.AT.1: Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.** **PS.1**: Make sense of problems and persevere in solving them. **PS.4**: Model with mathematics.	• Solve real-world multiplication and division problems of whole numbers. • Use equations to represent a real-world problem. • Interpret how the remainder affects the solution to the problem (round up, report as a fraction or decimal, ignore). • Explain the meaning of a problem – look for entry points to solution. • Ask, "Does this make sense?" "Is my answer reasonable?" • Write equations to describe a situation.	• Class discussion • Exact Path • Study Island • Worksheet: writing equations • Short answer: explain answer of a problem Examples: a) Sarah wants to buy calculators for some of her friends. The calculators cost $8 each. She has $140 to spend on the calculators. For how many friends can Sarah buy a calculator? b) What is the smallest number of busses that can carry 250 students if each bus holds 36 students?	• Equation • Solution • Remainder	**CRITICAL**

GRADE LEVEL: FIFTH GRADE **SUBJECT: MATH** **DATE: 2020-2021**

GRADING PERIOD: QUARTER 2 **MASTER COPY 9-12-20**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Number Line • Fraction • Mixed Number • Decimal • Symbols	**5.NS.1: Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using >, =, < symbols.** **PS.4**: Model with mathematics	• Compare fractions and decimals using a number line. • Use relationship symbols to show results of comparisons. • Use a number line to show relationships between quantities.	• Exact Path • Study Island • Worksheet • Quiz	• Number line • Fraction • Mixed number • Decimal • Relationship • Symbols	**CRITICAL**
• Fractions • Parts of a Whole • Parts of a Set • Division	**5.NS.2: Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.**	• Describe various types of fractions: parts of a whole, parts of a set, and division. • Represent a fraction as division.	• Exact Path • Study Island • Worksheet	• Fraction • Part of a whole • Part of a set	**CRITCAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Powers of 10 • Place Value • Whole Number Exponents	**5.NS.4:** 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 powers of 10. **PS.7**: Look for and make use of structure.	• Identify and explain patterns in numbers when multiplying by powers of 10 in whole numbers and decimals. • Use whole-number exponents to show powers of 10. • Explain patterns in placement of decimal point • Examine closely to discern a pattern or structure.	• Classroom observation • Worksheet • Exact Path • Study Island	• Exponent	IMPORTANT
• Percents • Models	**5.NS.6:** Understand, interpret, and model percents as part of a hundred (e.g.by using pictures, diagrams, and other visual models). **PS.7:** Model with mathematics.	• Use pictures and diagrams to model fractions and show percents are out of one hundred. • Use diagrams to map relationships between quantities.	• Exact Path • Study Island • Worksheet	• Percent	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
COMPUTATION					
• Operations – Addition – Subtraction – Multiplication – Division • Decimals • Models • Drawings • Strategies	**5.C.8: Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.** **PS.4:** Model with mathematics.	• Use models/drawings to solve addition, subtraction, multiplication, and division problems for whole numbers and decimals to hundredths. • Explain the strategy used to determine the answer. • Solve problems using representations.	• White board work • Exact Path • Study Island • Worksheets • Quiz	• Operation symbols +, -, x, /	**CRITICAL**
• Expressions • Commutative Property • Associative Property • Distributive Property	**5.C.9:** Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property. **PS.7:** Look for and make use of structure.	• Solve problems that include parentheses or brackets. • Apply the different properties (commutative, associative, and distributive) to math expressions. • Discern a pattern or structure.	• Class discussion • White board work • Worksheet • Short answer explanation • Exact Path • Study Island	• Expressions • Parentheses • Brackets • Commutative property • Associative property • Distributive property	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
ALGEBRAIC THINKING					
• Real-world Problem • Decimals • Money Notation • Equation	**5.AT.5: Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations, models or drawings and strategies based on place value or properties of operations to represent the problem).** **PS.1**: Make sense of problems and persevere in solving them. **PS.4**: Model with mathematics	• Use addition, subtraction, multiplication, or division to solve real-world problems. • Identify place value to hundredths. • Solve real-world problems involving money in decimal notation. • Use equations to represent a real-world problem. • Explain the meaning of a problem – look for entry points to solution. • Ask, "Does this make sense?" "Is my answer reasonable?" • Write equations to describe a situation.	• Class discussion • Exact Path • Study Island • Worksheet: writing equations • Short answer: explain answer of a problem Examples: a) Regan buys 3 shirts for a total cost of $58.50. Each shirt costs the same amount. What is the cost of each shirt? b) Lee buys a pair of jeans for $16.50 and 3 ties for $9.25 each. What is the total cost of Lee's purchase?	• Money notation	**CRITICAL**

GRADE LEVEL: FIFTH GRADE **SUBJECT: MATH** **DATE: 2020-2021**

GRADING PERIOD: QUARTER 3 **MASTER COPY 9-12-20**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
COMPUTATION					
• Fractions – Addition – Subtraction • Unlike Denominators • Mixed Numbers	**5.C.4: Add and subtract fractions with unlike denominators, including mixed numbers.**	• Add and subtract fractions/mixed numbers with like and unlike denominators.	• Exact Path • Study Island • Worksheet • Quiz	• Fraction • Mixed number • Denominator	**CRITICAL**
• Fraction Models • Fraction Multiplication	**5.C.5:** Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.	• Use fraction models to represent fraction multiplication.	• White board work • Worksheet • Exact Path • Study Island	• Fraction model	IMPORTANT
• Positive Number • Fraction Multiplication • Equivalent Fractions	**5.C.6:** Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence *a/b = (n×a)/(n×b)* to the effect of multiplying a/b by 1. **PS.2**: Reason abstractly and quantitatively.	• Compare when a whole number is multiplied by a fraction greater than one verses multiplied by a fraction less than one. • Make sense of quantities and their relationships.	• Class discussion • White board work	• Greater than • Less than	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
COMPUTATION					
• Expressions • Commutative Property • Associative Property • Distributive Property	**5.C.9:** Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property. **PS.7:** Look for and make use of structure.	• Solve problems that include parentheses or brackets. • Apply the different properties (commutative, associative, and distributive) to math expressions. • Discern a pattern or structure.	• Class discussion • White board work • Worksheet • Short answer explanation • Exact Path • Study Island	• Expressions • Parentheses • Brackets • Commutative property • Associative property • Distributive property	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
ALGEBRAIC THINKING					
• Word problem • Fractions • Equation • Benchmark Fractions • Estimation	**5.AT.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.** **PS.1:** Make sense of problems and persevere in solving them.	• Answer word problems of addition and subtraction of fractions with unlike and like denominators. • Use benchmark fractions to estimate if answer is reasonable. • Check answers to problems using a different method. • Ask, "Does this make sense?" "Is my answer reasonable?"	• Class observation • White board work • Worksheet Examples: a) Of the ice cream bars sold at a shop yesterday, $^3/_4$ were chocolate and $^1/_5$ were vanilla. What fraction of ice cream bars sold yesterday was either chocolate or vanilla? b) Nick's goal is to run 12 miles each week. Nick runs 2 $^3/_5$ miles on Monday. How many more miles does Nick need to run this week to reach his goal?	• Fraction • Denominator • Estimation	**CRITICAL**
• Real-world Problems • Multiplication • Fractions Mixed Numbers • Models • Equations	**5.AT.3:** Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models or equations to represent the problem). **PS.1**: Make sense of problems and persevere in solving them.	• Use fraction models to solve real-world problems involving multiplying fractions and mixed numbers. • Ask, "Does this make sense?" "Is my answer reasonable?"	• Exact Path • Study Island • Worksheet • Quiz	• Mixed numbers	IMPORTANT
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**

GEOMETRY					
• Triangles • Circle • Radius • Diameter	**5.G.1:** Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter. **PS.5:** Use appropriate tools strategically.	• Identify and construct types of triangles. • List the differences between the types of triangles. • Use a compass to draw a circle. • Explain the relationship between a radius and diameter. • Make decisions to choose appropriate tools to solve the problem.	• Exact Path • Study Island • Worksheet • Quiz	• Types of triangles • Protractor • Compass • Radius • Diameter	IMPORTANT
• Polygons • Angles • Sides	**5.G.2: Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.** **PS.7:** Look for and make use of structure.	• Classify and name polygons by sides and angles. • List properties of polygons. • Classify geometric shapes based upon their attributes.	• Classroom observation • Worksheet • Quiz • Exact Path • Study Island	• Polygons • Angle measure • Regular polygon	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEASUREMENT					
• Area – Rectangles	**5.M.2:** Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	• Use unit squares to determine fraction side lengths to find area. • Multiply side lengths to find areas of rectangles.	• Class discussion • White board work • Exact Path • Study Island	• Area	ADDITIONAL
• Area of – Triangles – Parallelogram – Trapezoids • Perimeter	**5.M.3: Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.** **PS.6**: Attend to precision.	• Use formulas to find the area of triangles, parallelograms, and trapezoids. • Solve problems that involve perimeter and area of triangles, parallelograms, and trapezoids. • Specify units of measure.	• White board work • Worksheet • Exact Path • Study Island • Quiz	• Formula • Perimeter • Area • Trapezoid	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEASUREMENT					
• Volume – Right Rectangular Prisms	**5.M.4:** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths or multiplying the height by the area of the base. **PS.1**: Make sense of problems and persevere in solving them.	• Create right rectangular prisms with unit cubes and determine the volume of the prism. • Analyze that the number of unit cubes used is equal to multiplying the lengths of edges by the height. • Check answers using a different method.	• Class experiment • Class discussion	• Volume • Right rectangular prism	IMPORTANT
• Volume – Right Rectangular Prisms	**5.M.5: Apply the formulas V = l × w × h and V = B × h for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.** **PS.6**: Attend to precision.	• Apply the formula V = l x w x h to find the volume of right rectangular prisms with whole number lengths. • Calculate accurately. • Specify units of measure.	• Exact Path • Study Island • Worksheet • Quiz		**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEASUREMENT					
• Volume – Solid Figures	**5.M.6:** Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems. **PS.2:** Reason abstractly and quantitatively.	• Calculate the volume of two right rectangular prisms by adding the volume of each to get the total volume of the solid figure. • Make sense of quantities and their relationships.	• Class discussion • White board work • Worksheet • Exact Path • Study Island	• Solid figure	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
DATA ANALYSIS & STATISTICS					
• Data • Prediction • Observation • Survey • Tables • Graphs	**5.DS.1:** Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data. **PS.3:** Construct viable arguments and critique the reasoning of others.	• Construct questions to be used as a survey. • Collect data from surveys. • Organize data into a frequency table. • Organize data into a bar or line graph. • Identify differences in numerical data. • Reason inductively about data and make arguments within context of data.	• Tables • Graphs • Surveys • Exact Path • Study Island • Worksheet • Quiz • Project	• Data • Survey • Frequency table • Line plot • Bar graph • Line graph	IMPORTANT
• Landmark Data • Mean • Median • Mode	**5.DS.2**: Understand and use measures of center (mean and median) and frequency (mode) to describe a data set. **PS.8:** Look for and express regularity in repeated reasoning.	• Identify landmarks (maximum, minimum, range, mode, median, mean) for any given set of data. • Evaluate reasonableness of their results.	• White board practice • Exact Path • Study Island • Worksheet • Quiz	• Landmark data • Mean • Median • Mode • Range • Maximum • Minimum	IMPORTANT

GRADE LEVEL: FIFTH GRADE **SUBJECT: MATH** **DATE: 2020-2021**

GRADING PERIOD: QUARTER 4 **MASTER COPY 9-12-20**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
COMPUTATION					
• Fractions • Mixed Numbers • Addition • Subtraction	**5.C.4: Add and subtract fractions with unlike denominators, including mixed numbers.**	• Add and subtract fractions/mixed numbers with like and unlike denominators.	• Study Island • Exact Path • Worksheet • Quiz	• Fraction • Mixed number • Denominator	**CRITICAL**
• Fraction Models • Fraction Multiplication	**5.C.5:** Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.	• Use fraction models to represent fraction multiplication.	• White board work • Worksheet • Exact Path • Study Island	• Fraction model	IMPORTANT
• Positive Number • Fraction Multiplication • Equivalent Fractions	**5.C.6:** Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. **PS.2**: Reason abstractly and quantitatively.	• Compare when a whole number is multiplied by a fraction greater than one verses multiplied by a fraction less than one. • Make sense of quantities and their relationships.	• Class discussion • White board work	• Greater than • Less than	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
COMPUTATION					
• Fraction Models • Unit Fractions • Division	**5.C.7:** Use visual fraction models and numbers to divide a unit fraction by a nonzero whole number and to divide a whole number by a unit fraction.	• Use fraction models to represent the division of a unit fraction by a nonzero whole number. • Use fraction models to represent the division of a whole number by a unit fraction.	• Exact Path • Study Island • White board work • Worksheet	• Unit fraction	ADDITIONAL
ALGEBRAIC THINKING					
• Real-world Problems • Multiplication • Fractions Mixed Numbers • Models • Equations	**5.AT.3:** Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models or equations to represent the problem). **PS.1**: Make sense of problems and persevere in solving them.	• Use fraction models to solve real-world problems involving multiplying fractions and mixed numbers. • Ask, "Does this make sense?" "Is my answer reasonable?"	• Exact Path • Study Island • Worksheet • Quiz	• Mixed numbers	IMPORTANT
• Division • Unit Fractions • Whole Numbers • Models • Equations	**5.AT.4:** Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem). **PS.4**: Model with mathematics.	• Use fraction models to solve real-world problems involving division of unit fractions and whole numbers. • Solve problems using representations.	• Exact Path • Study Island • Worksheet	• Unit fraction	IMPORTANT
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**

ALGEBRAIC THINKING					
• Graphs • Coordinate Plane • Coordinate Points • X-axis • Y-axis	**5.AT.6:** Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). **PS.6:** Attend to precision.	• Graph whole number points on a coordinate plane. • Name coordinate points using x-axis and y-axis points. • Explain that distance can be measured between two coordinate points. • Label axes to clarify correspondence.	• Worksheet • Exact Path • Study Island • Quiz	• Coordinate plane • Coordinate points • X-axis • Y-axis	IMPORTANT
• Graph • Ordered Pairs • Quadrant • Coordinate Plane • Real-world Problems • Equations • Rate Problem	**5.AT.7:** Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. **PS.4:** Model with mathematics.	• Graph ordered pairs in the first quadrant of a coordinate plane to represent a real-world problem. • Interpret coordinate values of points in the context of a real-world situation to solve a problem and/or equation. • Write equations to describe a situation.	• Worksheets • Study Island • Exact Path	• Quadrant • Coordinate pair	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
ALGEBRAIC THINKING					
• Variables • Linear Expressions • Real-world Problems	**5.AT.8:** Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values. **PS.2**: Reason abstractly and quantitatively.	• Write linear expressions to represent real-world problems using variables. • Explain what a linear expression is and evaluate them for given values. • Make sense of quantities and their relationships.	• Worksheets • Exact Path • Study Island	• Variables • Linear expression	ADDITIONAL
GEOMETRY					
• Triangles • Circle • Radius • Diameter	**5.G.1:** Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter. **PS.5:** Use appropriate tools strategically.	• Identify and construct types of triangles. • List the differences between the types of triangles. • Use a compass to draw a circle. • Explain the relationship between a radius and diameter. • Make decisions to choose appropriate tools to solve the problem.	• Exact Path • Study Island • Worksheet • Quiz	• Types of triangles • Protractor • Compass • Radius • Diameter	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
GEOMETRY					
• Polygons • Angles • Sides	**5.G.2: Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.** **PS.7:** Look for and make use of structure.	• Classify and name polygons by sides and angles. • List properties of polygons. • Classify geometric shapes based upon their attributes.	• Classroom observation • Worksheet • Quiz • Exact Path • Study Island	• Polygons • Angle measure • Regular polygon	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEASUREMENT					
• Measurement • Conversions	**5.M.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.** **PS.6**: Attend to precision.	• Convert standard measurements used in real-world problems. • Use conversions to solve multi-step problems. • Specify units of measure.	• Class discussion • Conversion Chart • Worksheet • Quiz • Exact Path • Study Island Examples: a) Henry made 5 gallons of fruit punch. How many servings will this make if each serving is one cup? b) An adult elephant at a zoo weighs 4,200 kilograms. A baby elephant at the zoo weighs 105,000 grams. How many kilograms combined do they weigh?	• Conversions	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEASUREMENT					
• Area – Rectangles	**5.M.2:** Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	• Use unit squares to determine fraction side lengths to find area. • Multiply side lengths to find areas of rectangles.	• Class discussion • White board work • Exact Path • Study Island	• Area	ADDITIONAL
• Area – Triangles – Parallelograms – Trapezoids • Perimeter	**5.M.3: Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.** **PS.6**: Attend to precision.	• Use formulas to find the area of triangles, parallelograms, and trapezoids. • Solve problems that involve perimeter and area of triangles, parallelograms, and trapezoids. • Specify units of measure.	• White board work • Worksheets • Exact Path • Study Island • Quiz	• Formula • Perimeter • Area • Trapezoid	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEASUREMENT					
• Formulas • Volume – Right Rectangular Prisms • Real-world Problems	**5.M.5: Apply the formulas V = l × w × h and V = B × h for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.** **PS.6**: Attend to precision.	• Apply the formula V = l x w x h to find the volume of right rectangular prisms with whole number lengths. • Calculate accurately. • Specify units of measure.	• Exact Path • Study Island • Worksheet • Quiz		**CRITICAL**
DATA ANALYSIS & STATISTICS					
• Data • Prediction • Observation • Survey • Tables • Graphs	**5.DS.1:** Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data. **PS.3:** Construct viable arguments and critique the reasoning of others.	• Construct questions to be used as a survey. • Collect data from surveys. • Organize data into a frequency table. • Organize data into a bar or line graph. • Identify differences in numerical data. • Reason inductively about data and make arguments within context of data.	• Tables • Graphs • Surveys • Exact Path • Study Island • Worksheet • Quiz • Project	• Data • Survey • Frequency table • Line plot • Bar graph • Line graph	IMPORTANT
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**

DATA ANALYSIS & STATISTICS					
• Landmark Data • Mean • Median • Mode	**5.DS.2**: Understand and use measures of center (mean and median) and frequency (mode) to describe a data set. **PS.8:** Look for and express regularity in repeated reasoning.	• Identify landmarks (maximum, minimum, range, mode, median, mean) for any given set of data. • Evaluate reasonableness of their results.	• White board practice • Exact Path • Study Island • Worksheet • Quiz	• Landmark data • Mean • Median • Mode • Range • Maximum • Minimum	IMPORTANT