

5th Grade Math Curriculum Map

| 1 st Trimester | 2nd Trimester | 3 rd Trimester |
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| <ul style="list-style-type: none"> • 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 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 powers of 10. • 5 NBT 3 Read, write, and compare decimals to thousandths <ul style="list-style-type: none"> a) Read and write decimals to thousands using base-ten numerals, number names and expanded form. b) Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. • 5 NBT 4 Use place value understanding to round decimals to any place. • 5 NBT 5 Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply digit whole numbers using the standard algorithm. | <ul style="list-style-type: none"> • 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. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. • 5 NBT 7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. • 5 NF 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. • 5 NF 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 or equations to represent the problem use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. | <ul style="list-style-type: none"> • 5 NF 3 Interpret a fraction as a division of the numerator by the denominator ($a/b=a\div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers e.g., by using visual fraction models or equations to represent the problem. • 5 NF 4 Apply and extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction. • 5 NF 5 Interpret multiplication as scaling (resizing), by: <ul style="list-style-type: none"> a) 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. b) 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; and relating the principle of fraction equivalence $a/b= (nxa)/(nxb)$ to the effect of multiplying a/b by 1. • 5 NF 6 solve real world problems by involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. • 5 G 1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the line (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers call its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second 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). |

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| August | September | October | November | December | January | February | March | April | May |
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| <ul style="list-style-type: none"> • + - X Facts • Place value (names & values) • Vocabulary | <ul style="list-style-type: none"> • + - X Facts • Place value (names & values) • Expanded Notation • Problem solving + and – decimals to hundredths (Read, Draw, Write) • Vocabulary | <ul style="list-style-type: none"> • + - X Facts • Place value (names & values) • Expanded Notation • Problem solving + and – decimals to hundredths (Read, Draw, Write) • Vocabulary | <ul style="list-style-type: none"> • + - X Facts • Place value (names & values) • Expanded Notation • Problem solving + and – decimals to hundredths (Read, Draw, Write) • Vocabulary | <ul style="list-style-type: none"> • + - X Facts • Place value (names & values) • Expanded Notation • Problem solving + and – decimals to hundredths (Read, Draw, Write) • Vocabulary | <ul style="list-style-type: none"> • + - X Facts • Place value (names & values) • Expanded Notation • Problem solving + and – decimals to hundredths (Read, Draw, Write) • Vocabulary • Dividing 3-digit dividends with 1-digit divisor with standard algorithm & arrays/area models | <ul style="list-style-type: none"> • + - X Facts • Place value (names & values) • Expanded Notation • Problem solving + and – decimals to hundredths (Read, Draw, Write) • Vocabulary • Dividing 4-digit dividends with 2-digit divisor with standard algorithm & arrays/area models | <ul style="list-style-type: none"> • + - X Facts • Place value (names & values) • Expanded Notation • Problem solving + and – decimals to hundredths (Read, Draw, Write) • Vocabulary • Dividing 3 and 4-digit dividends with 2-digit divisor with standard algorithm & arrays/area models • Dividing fractions whole/mixed numbers (algorithm & models) • Coordinate System (axis, ordered pairs, etc.) | <ul style="list-style-type: none"> • + - X Facts • Place value (names & values) • Expanded Notation • Problem solving + and – decimals to hundredths (Read, Draw, Write) • Vocabulary • Dividing 3 and 4-digit dividends with 2-digit divisor with standard algorithm & arrays/area models • Dividing fractions whole/mixed numbers (algorithm & models) • Coordinate System (axis, ordered pairs, etc.) | <ul style="list-style-type: none"> • + - X Facts • Place value (names & values) • Expanded Notation • Problem solving + and – decimals to hundredths (Read, Draw, Write) • Vocabulary • Dividing 3 and 4-digit dividends with 2-digit divisor with standard algorithm & arrays/area models • Dividing fractions whole/mixed numbers (algorithm & models) • Coordinate System (axis, ordered pairs, etc.) |