

BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019

SUBJECT: Math

GRADE: Grade 5

PACING-->	UNIT #1 4 Weeks (SEPTEMBER)	UNIT #2 5 Weeks (OCTOBER/NOVEMBER)	UNIT #3 5 Weeks (NOVEMBER/DECEMBER)	UNIT #4 5 Weeks (JANUARY/FEBRUARY)
TOPIC/THEME AND OBJECTIVES	<p style="text-align: center;">Decimal Concepts</p> <ul style="list-style-type: none"> Understand the place value system Identify place value. Compare decimals to thousandths. Round decimals to any place within thousandths. 	<p style="text-align: center;">Decimal Computation</p> <p>Perform operations with multi-digit whole numbers and decimals to hundredths. Add, subtract, multiply 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. Fluently multiply multi-digit numbers using the standard algorithm.</p>	<p style="text-align: center;">Division</p> <p>Understand the place value system. Perform operations with multi-digit whole numbers and decimals to hundredths. Interpret patterns when multiplying and dividing by powers of ten. Represent powers of 10 as exponents. Divide whole numbers and decimals by up to two digit divisors and up to four digit divisors.</p>	<p style="text-align: center;">Algebraic Concepts</p> <p>Write and interpret numerical expression. Graph points on the coordinate plane to solve real-world and mathematical problems. (Introduced in this unit in order to prepare students for the graphing in standard 5.OA.3. Mastery will be assessed in the Geometry unit.) Use parentheses, brackets, or braces in numerical expressions and evaluate. Write simple expressions & interpret numerical expressions. Use two numerical patterns using two given rules, "in & out".</p>
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> How can we compare/contrast numbers? A quantity can be represented numerically in various ways. 	<ul style="list-style-type: none"> How do operations affect numbers? What makes a computation on strategy both effective & efficient? The magnitude of numbers affects the outcome of operations on them. There are multiple algorithms for finding a mathematical solution. 	<ul style="list-style-type: none"> How do operations affect numbers? What makes a computation on strategy both effective & efficient? The magnitude of numbers affects the outcome of operations on them. There are multiple algorithms for finding a mathematical solution. 	<ul style="list-style-type: none"> How can a situation be best represented as an algebraic expression? What numerical patterns can be identified in real-life scenarios? How can patterns be represented on the coordinate grid? Algebra provides language through which we communicate the patterns in mathematics. The use of algebra requires the ability to represent data in graphs, expression and rules.
STANDARDS	<p>5.NBT.A.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.</p>	<p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. *(benchmarked)</p> <p>5.NBT.B.7 Add, subtract, multiply, and divide decimals to</p>	<p>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. Use whole-</p>	<p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.OA.A.2 Write simple expressions that</p>

	<p>5.NBT.A.3. Read, write, and compare decimals to thousandths.</p> <p>5.NBT.A.3a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>5.NBT.A.3b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.A.4 Use place value understanding to round decimals to any place.</p>	<p>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. *(benchmarked)</p>	<p>number exponents to denote powers of 10.</p> <p>5.NBT.B.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.</p> <p>5.NBT.B.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. *(benchmarked)</p> <p>5.NF.B.3 Interpret a fraction as 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. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p>	<p>record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p> <p>5.OA.A.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. For 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, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</p> <p>5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (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, called 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-</p>
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				axis and y-coordinate). 5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
INSTRUCTIONAL PROCEDURES	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects</p> <p>Small Groups Center based practice Small group projects Mini Lesson Partner work</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects</p> <p>Small Groups Center based practice Small group projects Mini Lesson Partner work</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects</p> <p>Small Groups Center based practice Small group projects Mini Lesson Partner work</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects</p> <p>Small Groups Center based practice Small group projects Mini Lesson Partner work</p>
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Reflex Math IXL Deck of Cards</p> <p>Leveled Texts Scholastic Math Reads Go Math, Math Concept Readers</p>	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Reflex Math IXL Deck of Cards Multiplication Chart Color Code Chart</p> <p>Leveled Texts Scholastic Math Reads Go Math, Math Concept</p>	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Reflex Math IXL Deck of Cards Multiplication Chart Division Chart Color Code Chart</p> <p>Leveled Texts Scholastic Math Reads</p>	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Reflex Math IXL Deck of Cards Multiplication Chart PEMDAS</p> <p>Leveled Texts Scholastic Math Reads Go Math, Math Concept</p>

		Readers	Go Math, Math Concept Readers	Readers
ASSESSMENTS	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips White Board Participation</p> <p>Summative Unit Test</p> <p>Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA</p> <p>Alternative Checking for levels of understanding Choice Boards- Projects Demonstration Journaling Conferencing</p>	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips White Board Participation</p> <p>Summative Unit Test</p> <p>Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA</p> <p>Alternative Checking for levels of understanding Choice Boards- Projects Demonstration Journaling Conferencing</p>	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips White Board Participation</p> <p>Summative Unit Test</p> <p>Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA</p> <p>Alternative Checking for levels of understanding Choice Boards- Projects Demonstration Journaling Conferencing</p>	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips White Board Participation</p> <p>Summative Unit Test</p> <p>Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA</p> <p>Alternative Checking for levels of understanding Choice Boards- Projects Demonstration Journaling Conferencing</p>
ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)	<p>Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions</p>	<p>Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format</p>	<p>Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions</p>	<p>Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format</p>

	<ul style="list-style-type: none"> Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Cubing activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials 	<ul style="list-style-type: none"> Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Cubing activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials 	<ul style="list-style-type: none"> Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Cubing activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials 	<ul style="list-style-type: none"> Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Cubing activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials
	<p>ELL</p> <ul style="list-style-type: none"> Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice 	<p>ELL</p> <ul style="list-style-type: none"> Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments 	<p>ELL</p> <ul style="list-style-type: none"> Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments 	<p>ELL</p> <ul style="list-style-type: none"> Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments

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<p>activities Think-Pair-Share Varied supplemental materials</p> <p>Gifted and Talented Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <p>504 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides,</p>	<p>Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p> <p>Gifted and Talented Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <p>504 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Shortened assignments Student working with an assigned partner</p>	<p>Gifted and Talented Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <p>504 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Flexible grouping</p>	<p>Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p> <p>Gifted and Talented Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <p>504 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Shortened assignments Student working with an assigned partner</p>
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	<ul style="list-style-type: none"> test prototypes Choice of books or activities Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials 	<ul style="list-style-type: none"> assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials 	<ul style="list-style-type: none"> Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials 	<ul style="list-style-type: none"> assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy <p>Technology Integration</p> <ul style="list-style-type: none"> Go Math EnVision IXL 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and

Prodigy
Reflex
Google Classroom
Multiplication.com
Extra Math

Career Education (select all the apply, add more as necessary, delete those that do not apply)

Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communications
Business Management & Administration
Education & Training
Finance
Government & Public Administration
Health Science
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering & Mathematics (STEM)
Transportation, Distribution & Logistics

Innovation
Critical Thinking
Problem Solving
Communication
Collaboration
Information Literacy
Media Literacy
ICT (Information, Communication and Technology) Literacy

Technology Integration

Go Math
EnVision
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Prodigy
Reflex
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Career Education (select all the apply, add more as necessary, delete those that do not apply)

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Architecture & Construction
Arts, A/V Technology & Communications
Business Management & Administration
Education & Training
Finance
Government & Public Administration
Health Science
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering &

Collaboration
Media Literacy
ICT (Information, Communication and Technology) Literacy

Technology Integration

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Agriculture, Food & Natural Resources
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Business Management & Administration
Education & Training
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Government & Public Administration
Health Science
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering & Mathematics (STEM)
Transportation, Distribution & Logistics

Innovation
Critical Thinking
Problem Solving
Communication
Collaboration
Information Literacy
Media Literacy
ICT (Information, Communication and Technology) Literacy

Technology Integration

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Career Education (select all the apply, add more as necessary, delete those that do not apply)

Agriculture, Food & Natural Resources
Architecture & Construction
Business Management & Administration
Finance
Government & Public Administration
Health Science
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering & Mathematics (STEM)
Transportation, Distribution & Logistics

		Mathematics (STEM) Transportation, Distribution & Logistics		
PACING-->	UNIT #5 4 Weeks (FEBRUARY/MARCH)	UNIT #6 4 Weeks (MARCH/APRIL)	UNIT #7 4 Weeks (APRIL/MAY)	UNIT #8 3 Weeks (May/JUNE)
TOPIC/THEME AND OBJECTIVES	Measurement and Data Understand concepts of volume and relate volume to multiplication and to addition. Convert measurements within a given system. Develop an understanding of volume of solids through solving word problems.	Fraction Operations Part 1 Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Understand that a fraction is another representation of a division problem. Add and subtract fractions with unlike denominators, including mixed numbers.	Fraction Operations Part 2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Develop an understanding for multiplication of whole numbers by fractions as well as fractions by fractions. Develop an understanding of division of a fraction by a unit fraction and a fraction by a unit fraction by using a concrete model. Create line plots involving fractional units.	Geometry Classify two-dimensional figures into categories based on their properties. Graph points on the coordinate plane understanding that the first coordinate is the x value and the second coordinate is the second value. Use the coordinate grid to visualize algebraic relationships. Categorize and classify geometric figures.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> How can measurement be used to solve problems? Measurements can be represented in various ways. The volume can be determined by using unit cubes. 	<ul style="list-style-type: none"> How do operations affect numbers? How are physical models used to clarify relationships? A fraction is really a division problem. An understanding of equivalent fractions is needed to add and subtract fractions. The magnitude of numbers affects the outcome of operations on them. 	<ul style="list-style-type: none"> How do operations affect numbers? How are physical models used to clarify relationships? How can the collection and display of data be used to solve problems? The magnitude of numbers affects the outcome of operations on them. 	<ul style="list-style-type: none"> How can spatial relationships be described using geometric language? How can geometric/ algebraic relationships best be represented and verified? Geometric properties can be used to construct geometric figures. Coordinate geometry can be used to represent and verify geometric/algebraic relationships.
STANDARDS	5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	5.NF.A.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	5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 5.NF.B.4a. Interpret the product $(a/b) \times q$ as a parts of a partition of q	5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an

5.MD.C.3

Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

5.MD.C.5a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.

5.MD.C.5b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

5.MD.C.4

Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.

5.MD.C.5

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

5.MD.C.5a. 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, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

5.MD.C.5b. 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

denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ (in general, $a/b + c/d = (ad + bc)/bd$).

5.NF.A.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. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

5.NF.B.3

Interpret a fraction as 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.

For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)

5.NF.B.4b. Find the area of a rectangle with fractional side lengths by tiling it 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.

5.NF.B.5

Interpret multiplication as scaling (resizing), by:

5.NF.B.5a. 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.

5.NF.B.5b. 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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

ordered pair of numbers, called 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).

5.G.A.2

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

5.G.B.3

Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

5.G.B.4

Classify two-dimensional figures in a hierarchy based on properties.

mathematical problems.

5.MD.C.5c. Recognize volume as additive. 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.

5.NF.B.6

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.B.7

Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

***(benchmarked)**

5.NF.B.7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.

5.NF.B.7b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.

5.NF.B.7c. 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. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?

			<p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p>	
INSTRUCTIONAL PROCEDURES	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects</p> <p>Small Groups Center based practice Small group projects Mini Lesson Partner work</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects</p> <p>Small Groups Center based practice Small group projects Mini Lesson Partner work</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects</p> <p>Small Groups Center based practice Small group projects Mini Lesson Partner work</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects</p> <p>Small Groups Center based practice Small group projects Mini Lesson Partner work</p>
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Reflex Math IXL Deck of Cards Rulers Yard Sticks</p>	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Reflex Math IXL Deck of Cards</p> <p>Leveled Texts</p>	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Reflex Math IXL Deck of Cards</p> <p>Leveled Texts</p>	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Reflex Math IXL Deck of Cards Conversion Sheet</p>

	<p>Conversion Chart</p> <p>Leveled Texts Scholastic Math Reads Go Math, Math Concept Readers</p>	<p>Scholastic Math Reads Go Math, Math Concept Readers</p>	<p>Scholastic Math Reads Go Math, Math Concept Readers</p>	<p>Leveled Texts Scholastic Math Reads Go Math, Math Concept Readers</p>
ASSESSMENTS	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips White Board Participation</p> <p>Summative Unit Test</p> <p>Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA</p> <p>Alternative Checking for levels of understanding Choice Boards- Projects Demonstration Journaling Conferencing</p>	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips White Board Participation</p> <p>Summative Unit Test</p> <p>Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA</p> <p>Alternative Checking for levels of understanding Choice Boards- Projects Demonstration Journaling Conferencing</p>	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips White Board Participation</p> <p>Summative Unit Test</p> <p>Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA</p> <p>Alternative Checking for levels of understanding Choice Boards- Projects Demonstration Journaling Conferencing</p>	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips White Board Participation</p> <p>Summative Unit Test</p> <p>Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA</p> <p>Alternative Checking for levels of understanding Choice Boards- Projects Demonstration Journaling Conferencing</p>
ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)	<p>Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary</p>	<p>Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating</p>	<p>Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary</p>	<p>Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating</p>

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<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Health Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy

ICT (Information, Communication and Technology) Literacy

Technology Integration

Go Math
EnVision
IXL
Prodigy
Reflex
Google Classroom
Multiplication.com
Extra Math

Career Education (select all the apply, add more as necessary, delete those that do not apply)

Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communications
Business Management & Administration
Education & Training
Finance
Government & Public Administration
Health Science
Hospitality & Tourism
Human Services
Information Technology
Manufacturing
Marketing
Science, Technology, Engineering & Mathematics (STEM)

Information Literacy

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Extra Math

Career Education (select all the apply, add more as necessary, delete those that do not apply)

Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communications
Business Management & Administration
Education & Training
Finance
Government & Public Administration
Health Science
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering & Mathematics (STEM)

Technology Integration

Go Math
EnVision
IXL
Prodigy
Reflex
Google Classroom
Multiplication.com
Extra Math

Career Education (select all the apply, add more as necessary, delete those that do not apply)

Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communications
Business Management & Administration
Education & Training
Finance
Government & Public Administration
Health Science
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering & Mathematics (STEM)

Media Literacy

Technology Integration

Go Math
EnVision
IXL
Prodigy
Reflex
Google Classroom
Multiplication.com
Extra Math

Career Education (select all the apply, add more as necessary, delete those that do not apply)

Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communications
Business Management & Administration
Finance
Health Science
Hospitality & Tourism
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering & Mathematics (STEM)
Transportation, Distribution & Logistics