

**Ark Community Charter School
Math Curriculum Framework –Grade 5**

<u>Units</u>	<u>Suggested Pacing</u>	<u>New York State Content Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments (Formal/ including state assessments and Informal)</u>
What are your unit titles	When and in what order will the standards be taught and assessed?	What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do?	(if any) Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?
The italicized problem solving strand performance indicators are done on a daily, or at least once a week basis throughout the year (every	Daily or at least once a week.	<i>Problem Solving Strand</i>	<i>Students will build new mathematical knowledge through problem solving.</i>	<i>5.PS.1 Know the difference between relevant and irrelevant information when solving problems</i> <i>5.PS.2 Understand that some ways of representing a problem are more efficient than others</i> <i>5.PS.3 Interpret information</i>	For all of the italicized problem solving strand performance indicators: They are assessed through a variety of methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher checklist, Scott

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chapter).			<i>Students will solve problems that arise in mathematics and in other contexts.</i>	<p><i>correctly, identify the problem, and generate possible strategies and solutions</i></p> <p><i>5.PS.4 Act out or model with manipulatives activities involving mathematical content from literature</i></p> <p><i>5.PS.5 Formulate problems and solutions from everyday situations</i></p> <p><i>5.PS.6 Translate from a picture/diagram to a numeric expression</i></p> <p><i>5.PS.7 Represent problem situations verbally, numerically, algebraically, and/or graphically</i></p> <p><i>5.PS.8 Select an appropriate representation of a problem</i></p> <p><i>5.PS.9 Understand the basic language of logic in mathematical situations (and, or, not)</i></p>	Foresman NYS section quizzes, and Scott Foresman NYS chapter tests.

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			<p><i>Students will apply and adapt a variety of appropriate strategies to solve problems.</i></p> <p><i>Students will monitor and reflect on the process of mathematical problem solving.</i></p>	<p><i>5.PS.10 Work in collaboration with others to solve problems</i></p> <p><i>5.PS.11 Translate from a picture/diagram to a number or symbolic expression</i></p> <p><i>5.PS.12 Use trial and error and the process of elimination to solve problems</i></p> <p><i>5.PS.13 Model problems with pictures/diagrams or physical objects</i></p> <p><i>5.PS.14 Analyze problems by observing patterns</i></p> <p><i>5.PS.15 Make organized lists or charts to solve numerical problems</i></p> <p><i>5.PS.16 Discuss with peers to understand a problem situation</i></p> <p><i>5.PS.17 Determine what information is needed to solve</i></p>	

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The italicized reasoning and	Daily or at least once a		<i>Students will recognize reasoning and proof as fundamental aspects of mathematics.</i>	<p><i>problem</i></p> <p><i>5.PS.18 Determine the efficiency of different representations of a Problem</i></p> <p><i>5.PS.19 Differentiate between valid and invalid approaches</i></p> <p><i>5.PS.20 Understand valid counter examples</i></p> <p><i>5.PS.21 Explain the methods and reasoning behind the problem solving strategies used</i></p> <p><i>5.PS.22 Discuss whether a solution is reasonable in the context of the original problem</i></p> <p><i>5.PS.23 Verify results of a problem</i></p> <p><i>5.RP.1 Recognize that</i></p>	For all of the italicized reasoning and proof strand performance indicators: They are assessed through a variety of methods; through teacher observation, one on one

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<p>The italicized communication strand performance indicators are done on a daily, or at least once a week basis throughout the year (every chapter).</p>	<p>Daily or at least once a week.</p>	<p>Communication Strand</p>	<p><i>mathematical arguments and proofs.</i></p> <p><i>Students will select and use various types of reasoning and methods of proof.</i></p> <p><i>Students will organize and consolidate their mathematical thinking through</i></p>	<p><i>numerically, and/or graphically</i></p> <p><i>5.RP.7 Verify claims other students make, using examples and counterexamples when appropriate</i></p> <p><i>5.RP.8 Support an argument through examples/counterexamples and special cases</i></p> <p><i>5.CM.1 Provide an organized thought process that is correct, complete, coherent, and clear</i></p> <p><i>5.CM.2 Explain a rationale for strategy selection</i></p> <p><i>5.CM.3 Organize and accurately label work</i></p> <p><i>5.CM.4 Share organized Mathematical ideas through the</i></p>	<p>For all of the italicized communication strand performance indicators: They are assessed through a variety of methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher checklist, Scott Foresman NYS section quizzes, and Scott Foresman NYS chapter tests.</p>

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			<p><i>communication.</i></p> <p><i>Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</i></p> <p><i>Students will analyze and evaluate the mathematical</i></p>	<p><i>manipulation of objects, numerical objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form</i></p> <p><i>5.CM.5 Answer clarifying questions from others</i></p> <p><i>5.CM.6 Understand mathematical solutions shared by other students</i></p> <p><i>5.CM.7 Raise questions that elicit, extend, or challenge others' thinking</i></p> <p><i>5.CM.8 Consider strategies used and solutions found by others in relation to their own work</i></p> <p><i>5.CM.9 Increase their use of mathematical vocabulary and</i></p>	

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<p>The italicized connections strand performance indicators are done on a daily, or at least once a week basis throughout the</p>	<p>Daily or at least once a week.</p>	<p>Connections Strand</p>	<p><i>thinking and strategies of others.</i></p> <p><i>Students will use the language of mathematics to express mathematical ideas precisely.</i></p>	<p><i>language when communicating with others</i></p> <p><i>5.CM.10 Use appropriate vocabulary when describing objects, relationships, mathematical solutions, and rationale</i></p> <p><i>5.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning</i></p> <p><i>5.CN.1 Understand and make connections and conjectures in their everyday experiences to mathematical ideas</i></p> <p><i>5.CN.2 Explore and explain the relationship between mathematical ideas</i></p> <p><i>5.CN.3 Connect and apply mathematical information to solve problems</i></p>	<p>For all of the italicized connections strand performance indicators: They are assessed through a variety of methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher checklist, Scott Foresman NYS section quizzes, and Scott Foresman NYS chapter tests.</p>

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year (every chapter).			<p><i>Students will recognize and use connections among mathematical ideas.</i></p> <p><i>Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</i></p> <p><i>Students will</i></p>	<p><i>5.CN.4 Understand multiple representations and how they are related</i></p> <p><i>5.CN.5 Model situations with objects and representations and be able to draw conclusions</i></p> <p><i>5.CN.6 Recognize and provide examples of the presence of mathematics in their daily lives</i></p> <p><i>5.CN.7 Apply mathematics to problem situations that develop outside of mathematics</i></p> <p><i>5.CN.8 Investigate the presence of mathematics in careers and areas of interest</i></p> <p><i>5.CN.9 Recognize and apply mathematics to other disciplines and areas</i></p>	<p>For all of the italicized representation strand performance indicators: They are assessed through a variety of methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher checklist, Scott Foresman NYS section quizzes, and Scott Foresman NYS chapter</p>

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			<p><i>Students will select, apply, and translate among mathematical representations to solve problems.</i></p> <p><i>Students will use representations to model and interpret physical social, and</i></p>	<p><i>relationships between different representations and their impact on a given problem</i></p> <p><i>5.R.7 Use mathematics to show and understand physical phenomena (e.g., determine the perimeter of a bulletin board)</i></p> <p><i>5.R.8 Use mathematics to show and understand social phenomena (e.g., construct tables to organize data showing book sales)</i></p> <p><i>5.R.9 Use mathematics to show and understand mathematical phenomena (e.g., find the missing value that makes the equation true: $(3 + 4) + 5 = 3 + (4 + \underline{\quad})$)</i></p>	

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		<p>Number Sense and Operations Strand</p>	<p><i>mathematical phenomena.</i></p> <p><i>Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</i></p>	<p>5.N.1 Read and write whole numbers to millions</p> <p>5.N.2 Compare and order numbers to millions</p> <p>5.N.3 Understand the place value structure of the base ten number system</p> <p>10 ones = 1 ten</p> <p>10 tens = 1 hundred</p> <p>10 hundreds = 1 thousand</p> <p>10 thousands = 1 ten thousand</p> <p>10 ten thousands = 1 hundred thousand</p> <p>10 hundred thousands = 1 million</p> <p>5.N.4 Create equivalent fractions, given a fraction</p> <p>5.N.5 Compare and order fractions including unlike denominators (with and without the use of a number</p>	

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			<p><i>Number Systems</i></p>	<p>line) Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.</p> <p>5.N.6 Understand the concept of ratio</p> <p>5.N.7 Express ratios in different forms</p> <p>5.N.8 Read, write, and order decimals to thousandths</p> <p>5.N.9 Compare fractions using $<$, $>$, or $=$</p> <p>5.N.10 Compare decimals using $<$, $>$, or $=$</p> <p>5.N.11 Understand that percent means part of 100, and write percents as fractions and decimals</p> <p>5.N.12 Recognize that some numbers are only divisible by one and themselves (prime) and</p>	

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			<p style="text-align: center;"><i>Number Theory</i></p>	<p>others have multiple divisors (composite)</p> <p>5.N.13 Calculate multiples of a whole number and the least common multiple of two numbers</p> <p>5.N.14 Identify the factors of a given number</p> <p>5.N.15 Find the common factors and the greatest common factor of two numbers</p> <p>5.N.16 Use a variety of strategies to multiply three-digit by three-digit numbers <i>Note: Multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology.</i></p> <p>5.N.17 Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers <i>Note:</i></p>	

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			<p><i>Students will understand meanings of operations and procedures, and how they relate to one another.</i></p> <p><i>Operations</i></p>	<p><i>Division by anything greater than a two-digit divisor should be done using technology.</i></p> <p>5.N.18 Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parentheses</p> <p>5.N.19 Simplify fractions to lowest terms</p> <p>5.N.20 Convert improper fractions to mixed numbers, and mixed numbers to improper fractions</p> <p>5.N.21 Use a variety of strategies to add and subtract fractions with like denominators</p> <p>5.N.22 Add and subtract mixed numbers with like denominators</p> <p>5.N.23 Use a variety of</p>	

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		Algebra Strand	<p><i>Students will compute accurately and make reasonable estimates.</i></p> <p><i>Estimation</i></p>	<p>strategies to add, subtract, multiply, and divide decimals to thousandths</p> <p>5.N.24 Round numbers to the nearest hundredth and up to 10,000</p> <p>5.N.25 Estimate sums and differences of fractions with like denominators</p> <p>5.N.26 Estimate sums, differences, products, and quotients of decimals</p> <p>5.N.27 Justify the reasonableness of answers using estimation</p> <p>5.A.1 Define and use appropriate terminology when referring to constants, variables, and algebraic expressions</p> <p>5.A.2 Translate simple verbal expressions into algebraic expressions</p>	

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		<p>Geometry</p>	<p><i>Students will represent and analyze algebraically a wide variety of problem solving situations.</i></p> <p><i>Variables and Expressions</i></p> <p><i>Students perform algebraic procedures accurately.</i></p> <p><i>Variables and</i></p>	<p>5.A.3 Substitute assigned values into variable expressions and evaluate using order of operations</p> <p>5.A.4 Solve simple one-step equations using basic whole-number facts</p> <p>5.A.5 Solve and explain simple one-step equations using inverse operations involving whole numbers</p> <p>5.A.6 Evaluate the perimeter formula for given input values</p> <p>5.A.7 Create and explain patterns and algebraic relationships (e.g.,2,4,6,8...) algebraically: $2n$ (doubling)</p> <p>5.A.8 Create algebraic or</p>	

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		Strand	<p><i>Expressions</i></p> <p><i>Equations and Inequalities</i></p> <p><i>Students will recognize, use, and represent algebraically patterns, relations, and functions.</i></p> <p><i>Patterns, Relations, and Functions</i></p> <p><i>Students will use</i></p>	<p>geometric patterns using concrete objects or visual drawings (e.g., rotate and shade geometric shapes)</p> <p>5.G.1 Calculate the perimeter of regular and irregular polygons</p> <p>5.G.2 Identify pairs of similar triangles</p> <p>5.G.3 Identify the ratio of corresponding sides of similar triangles</p> <p>5.G.4 Classify quadrilaterals by properties of their angles and sides</p>	

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			<p><i>visualizations and spatial reasoning to analyze characteristics and properties of geometric shapes.</i></p> <p><i>Shapes</i></p> <p><i>Students will identify and justify geometric relationships, formally and informally.</i></p> <p><i>Geometric Relationships</i></p>	<p>5.G.5 Know that the sum of the interior angles of a quadrilateral</p> <p>360 degrees</p> <p>5.G.6 Classify triangles by properties of their angles and sides</p> <p>5.G.7 Know that the sum of the interior angles of a triangle is 180 degrees</p> <p>5.G.8 Find a missing angle when given two angles of a triangle</p> <p>5.G.9 Identify pairs of congruent triangles</p> <p>5.G.10 Identify corresponding parts of congruent triangles</p> <p>5.G.11 Identify and draw lines of symmetry of basic geometric shapes</p>	

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		<p>Measurement Strand</p>	<p><i>Students will apply transformations and symmetry to analyze problem solving situations.</i></p> <p><i>Transformational Geometry</i></p>	<p>5.G.12 Identify and plot points in the first quadrant</p> <p>5.G.13 Plot points to form basic geometric shapes (identify and classify)</p> <p>5.G.14 Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)</p> <p>5.M.1 Use a ruler to measure to the nearest inch, $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$ inch</p>	

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		Statistics and Probability Strand	<p><i>Tools and Methods</i></p> <p><i>Students will use units to give meaning to measurements.</i></p> <p><i>Units</i></p> <p><i>Students will develop strategies for estimating measurements.</i></p>	<p>5.M.9 Determine personal References for customary units of length (e.g., your pace is approximately 3 feet, your height is approximately 5 feet, etc.)</p> <p>5.M.10 Determine personal references for metric units of length</p> <p>5.M.11 Justify the reasonableness of estimates</p> <p>5. S. 1 collect and record data from a variety of sources (e.g., newspapers, magazines, polls, charts, and surveys)</p> <p>5. S. 2 Display data in a line graph to show an increase or decrease over time</p> <p>5. S.3 Calculate the mean for a given set of data and use to describe a set of data</p> <p>5. S.4 Formulate conclusions</p>	

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			<p><i>Estimation</i></p> <p><i>Students will collect, organize, display, and analyze.</i></p> <p><i>Collection of Data</i></p> <p><i>Organization and Display of Data</i></p> <p><i>Analysis of Data</i></p> <p><i>Students will make predictions that are based upon data analysis.</i></p>	<p>and make predictions from graphs</p> <p>5.S.5 List the possible outcomes for a single-events experiment</p> <p>5.S.6 Record experiment results using fractions/ratios</p> <p>5.S. 7 Create a sample space and determine the probability of a single event, given a simple experiment (e.g. rolling a number cube)</p>	

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			<p><i>Predictions from Data</i></p> <p><i>Students will understand and apply concepts of probability.</i></p> <p><i>Probability</i></p>		
Chapter 1 – Place Value, Adding, and Subtracting	16 days			<p>5.N.1 Read and write whole numbers to millions</p> <p>5.N.2 Compare and order numbers to millions</p> <p>5.N.3 Understand the</p>	<p>Scott Foresman Program NYS tests:</p> <ul style="list-style-type: none"> • 1/3 through chapter -Quiz A • 2/3 through chapter -Quiz B • Chapter test

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				<p>place value structure of the base ten number system</p> <p>10 ones = 1 ten</p> <p>10 tens = 1 hundred</p> <p>10 hundreds = 1 thousand</p> <p>10 thousands = 1 ten thousand</p> <p>10 ten thousands = 1 hundred thousand</p> <p>10 hundred thousands = 1 million</p> <p>5.N.8 Read, write, and order decimals to thousandths</p> <p>5.N.10 Compare decimals using $<$, $>$, or $=$</p> <p>5.N.23 Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths</p> <p>5.N.24 Round numbers to the nearest hundredth and up to 10,000</p>	<p>Scott Foresman NYS Test Prep and Spiral Review</p> <p>Informal daily assessment</p> <p>Scott Foresman Student Practice Book (homework)</p> <p>Scott Foresman Problem of the Day</p>

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				<p>5.N.26 Estimate sums, differences, products, and quotients of decimals</p> <p>5.N.27 Justify the reasonableness of answers using estimation</p>	
Chapter 2 – Multiplying Whole Numbers and Decimals	17 days			<p>5.A.1 Define and use appropriate terminology when referring to constants, variables, and algebraic expressions</p> <p>5.A.2 Translate simple verbal expressions into algebraic expressions</p> <p>5.A.4 Solve simple one-step equations using basic whole-number facts</p> <p>5.A.7 Create and explain patterns and algebraic relationships (e.g., 2,4,6,8...) algebraically: $2n$ (doubling)</p> <p>5.N.16 Use a variety of strategies to multiply three-digit by three-digit numbers <i>Note: Multiplication by anything</i></p>	<p>Scott Foresman Program NYS tests:</p> <ul style="list-style-type: none"> • 1/3 through chapter -Quiz A • 2/3 through chapter -Quiz B • Chapter test <p>Scott Foresman NYS Test Prep and Spiral Review</p> <p>Informal daily assessment</p> <p>Scott Foresman Student Practice Book (homework)</p> <p>Scott Foresman Problem of the Day</p>

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				<p><i>greater than a three-digit multiplier/ multiplicand should be done using technology.</i></p> <p>5.N.23 Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths</p> <p>5.N.26 Estimate sums, differences, products, and quotients of decimals</p> <p>5.N.27 Justify the reasonableness of answers using estimation</p> <p>5.N.26 Estimate sums, differences, products, and quotients of decimals</p> <p>5.N.27 Justify the reasonableness of answers using estimation</p> <p>5.S.5 List the possible outcomes for a single-events experiment</p>	
Chapter 3 –	17 days			5.G.12 Identify and plot	Scott Foresman Program

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Dividing with One-digit Divisors				<p>points in the first quadrant</p> <p>5.G.13 Plot points to form basic geometric shapes (identify and classify)</p> <p>5.G.14 Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)</p> <p>5.N.12 Recognize that some numbers are only divisible by one and themselves (prime) and others have multiple divisors (composite)</p> <p>5.N.14 Identify the factors of a given number</p> <p>5.N.17 Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers <i>Note: Division by anything greater than a</i></p>	<p>NYS tests:</p> <ul style="list-style-type: none"> • 1/3 through chapter -Quiz A • 2/3 through chapter -Quiz B • Chapter test <p>Scott Foresman NYS Test Prep and Spiral Review</p> <p>Informal daily assessment</p> <p>Scott Foresman Student Practice Book (homework)</p> <p>Scott Foresman Problem of the Day</p>

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				<p><i>two-digit divisor should be done using technology.</i></p> <p>5.N.18 Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parentheses</p> <p>5.N.23 Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths</p> <p>5.N.26 Estimate sums, differences, products, and quotients of decimals</p> <p>5.N.27 Justify the reasonableness of answers using estimation</p> <p>5.A.3 Substitute assigned values into variable expressions and evaluate using order of operations</p> <p>5.A.5 Solve and explain simple one-step equations using inverse operations involving whole numbers</p>	

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				<p>5.A.7 Create and explain patterns and algebraic relationships (e.g.,2,4,6,8...) algebraically: $2n$ (doubling)</p> <p>5.A.8 Create algebraic or geometric patterns using concrete objects or visual drawings (e.g., rotate and shade geometric shapes)</p>	
Chapter 4 – Dividing with Two-Digit Divisors	14 days			<p>5.A.7 Create and explain patterns and algebraic relationships (e.g.,2,4,6,8...) algebraically: $2n$ (doubling)</p> <p>5.N.16 Use a variety of strategies to multiply three-digit by three-digit numbers <i>Note: Multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology.</i></p> <p>5.N.17 Use a variety of strategies to divide three-digit</p>	<p>Scott Foresman Program NYS tests:</p> <ul style="list-style-type: none"> • 1/3 through chapter -Quiz A • 2/3 through chapter -Quiz B • Chapter test <p>Scott Foresman NYS Test Prep and Spiral Review</p> <p>Informal daily assessment</p> <p>Scott Foresman Student Practice Book (homework)</p>

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				<p>numbers by one- and two-digit numbers <i>Note: Division by anything greater than a two-digit divisor should be done using technology.</i></p> <p>5.N.23 Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths</p> <p>5.N.26 Estimate sums, differences, products, and quotients of decimals</p> <p>5.N.27 Justify the reasonableness of answers using estimation</p>	<p>Scott Foresman Problem of the Day</p>
Chapter 5 – Data, Graphs, and Probability	14 days			<p>5. S. 1 collect and record data from a variety of sources (e.g., newspapers, magazines, polls, charts, and surveys)</p> <p>5. S. 2 Display data in a line graph to show an increase or decrease over time</p> <p>5. S.3 Calculate the mean for a given set of data and use to describe a set of data</p>	<p>Scott Foresman Program NYS tests:</p> <ul style="list-style-type: none"> • 1/3 through chapter -Quiz A • 2/3 through chapter -Quiz B • Chapter test <p>Scott Foresman NYS Test Prep and Spiral Review</p>

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				<p>5. S.4 Formulate conclusions and make predictions from graphs</p> <p>5.S.5 List the possible outcomes for a single-events experiment</p> <p>5.S.6 Record experiment results using fractions/ratios</p> <p>5.S. 7 Create a sample space and determine the probability of a single event, given a simple experiment (e.g. rolling a number cube)</p>	<p>Informal daily assessment</p> <p>Scott Foresman Student Practice Book (homework)</p> <p>Scott Foresman Problem of the Day</p>
Chapter 6 - Geometry	13 days			<p>5.G.2 Identify pairs of similar triangles</p> <p>5.G.3 Identify the ratio of corresponding sides of similar triangles</p> <p>5.G.4 Classify quadrilaterals by properties of their angles</p>	<p>Scott Foresman Program NYS tests:</p> <ul style="list-style-type: none"> • 1/3 through chapter -Quiz A • 2/3 through chapter -Quiz B • Chapter test <p>Scott Foresman NYS Test</p>

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				<p>and sides</p> <p>5.G.5 Know that the sum of the interior angles of a quadrilateral</p> <p>360 degrees</p> <p>5.G.6 Classify triangles by properties of their angles and sides</p> <p>5.G.7 Know that the sum of the interior angles of a triangle is 180 degrees</p> <p>5.G.8 Find a missing angle when given two angles of a triangle</p> <p>5.G.9 Identify pairs of congruent triangles</p> <p>5.G.10 Identify corresponding parts of congruent triangles</p> <p>5.G.11 Identify and draw lines of symmetry of basic</p>	<p>Prep and Spiral Review</p> <p>Informal daily assessment</p> <p>Scott Foresman Student Practice Book (homework)</p> <p>Scott Foresman Problem of the Day</p>

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				<p>geometric shapes</p> <p>5.M.6 Determine the tool and technique to measure with an appropriate level of precision: lengths and angles</p> <p>5.M.8 Measure and draw angles using a protractor</p> <p>5.N.16 Use a variety of strategies to multiply three-digit by three-digit numbers <i>Note: Multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology.</i></p> <p>5.N.24 Round numbers to the nearest hundredth and up to 10,000</p>	
Chapter 7 – Fraction Concept	17 days			5.N.14 Identify the factors of a given number	