

GRADE 5 MATH CURRICULUM MAP

September	October	November	December	January
<p>Mathematics Pre-Test</p> <p>N.FL.05.04 Multiply a multi-digit by a two-digit number; recognize and be able to explain common computational errors such as not accounting for place value.</p> <p>N.MR.05.15 Multiply a whole number by powers of 10: .01, .1, 1, 10, 100 and 1,000</p> <p>N.FL.05.05 Solve applied problems involving multiplication and division of whole numbers.</p> <p>N. MR.05.07 Find the prime factorization of numbers 2 through 50, express in exponential notation and understand that every whole number greater than 1 is either a prime or can be expressed as a product of primes.</p> <p>N.FL.05.05 Solve applied problems involving multiplication and division of whole numbers.</p>	<p>MEAP</p> <p>N.MR.05.01 Understand the meaning of division of whole numbers, with and without remainders; related division to fractions and to repeated subtraction.</p> <p>N.ME.05.10 Understand a fraction as a statement of division using simple fractions and pictures to represent.</p> <p>N.MR.05.02 Relate division of whole numbers with remainders to the form $\text{answer} = \text{divisor} \times \text{quotient} + \text{remainder}$; note that the remainder is less than the divisor.</p> <p>N.FL.05.16 Divide numbers by 10's 100's and 1,000's using mental strategies</p>	<p>.</p> <p>N.MR.05.03 Write mathematical statements involving division for given situations.</p> <p>N.MR.05.21 Solve for the unknown in equations such as $\frac{1}{4} + X = \frac{7}{12}$</p> <p>N.FL.05.06 Divide fluently up to a four digit number by a two-digit number</p> <p>N.ME.05.08 Understand the relative magnitude of ones, tenths, hundredths, and the relationship of each place value to the place to its right; ex 1 is 20 tenths, one tenth is 10 hundredths.</p> <p>N.MR.05.17 Multiply one-digit whole numbers by decimals up to two decimal places.</p>	<p>N.ME.05.09 Understand percentages as parts out of 100, use % notation, and express a part of a whole as a percentage.</p> <p>N.MR.05.22 Express fractions and decimals as percentages and vice versa.</p> <p>N.ME.05.11 Given two fractions, ex. $\frac{1}{2}$ and $\frac{1}{4}$, express them as fractions with common denominators, but not necessarily the least common denominator. ; use denominators less than 12 or factors of 100.</p> <p>N.FL.05.14 Add and subtract fractions with unlike denominators through 12 and/or 100, using the common denominator that is the product of the denominators of the 2 fractions, ex. $\frac{3}{8} + \frac{7}{10}$; use 80 as the common denominator.</p>	<p>N.FL.05.18 Use mathematical statements to represent an applied situation involving addition and subtraction of fractions.</p> <p>N.MR.05.19 Solve contextual problems that involve finding sums and differences of fractions with unlike denominators using knowledge of equivalent fractions.</p> <p>N.FL.5.20 Solve applied problems involving fractions and decimals; including rounding of answers and checking reasonableness.</p> <p>N.ME.05.12 Find the product of two unit fractions with small denominators using area model.</p> <p>N.MR.05.13 Divide a fraction by a whole number and a whole number by a fraction, using simple unit fractions.</p>

February	March	April	May	June
<p>M.UN.05.04 Convert measurement of length, weight, area, volume and time within a given system using easily manipulated numbers.</p> <p>M.UN.05.06 Understand and know how to use the area formula of a triangle; $A=1/2bh$ (Where b is the length of the base and h is the height), and represent using models and manipulatives.</p> <p>N.MR.05.13 Divide a fraction by a whole number and a whole number by a fraction, using simple unit fractions.</p> <p>M.UN.05.04 Convert measurement of length, weight, area, volume and time within a given system using easily manipulated numbers.</p>	<p>M.PS.05.10 Solve applied problems about the volumes of rectangular prisms using multiplication and division using the appropriate units.</p> <p>M.PS.05.05 Represent relationships between areas of rectangles, triangles, and parallelograms using models.</p> <p>M.TE.05.07 Understand and know how to use the area formula for a parallelogram: $A=bh$, and represent using models and manipulative.</p> <p>N.ME.05.23 Express ratios in several different ways given applied situations; ex. 3 cups to 5 people, 3:5, 3/5 recognize and find equivalent ratios.</p> <p>G.TR.05.01 Associate an angle with a certain amount of turning; know that angles are measured in degrees; understand that 90, 180, 270, and 360 are associated, respectfully, and $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ are full turns.</p>	<p>G.GS.05.02 Measure angles with a protractor, and classify them as acute, right, obtuse, or straight.</p> <p>G.GS.05.03 Identify and name angles on a straight line and vertical angles.</p> <p>G.GS.05.05 Know that angle son a straight line add up to 180 degrees, and angles surrounded by a point add up to 360 degrees; justify informally by “surrounding” a point with angles.</p> <p>G.GS.05.06 Understand why the sum of the interior angles of a triangle is 180 degrees and the sum of the interior angles of a quadrilateral is 360 degrees, and use these properties to solve problems.</p> <p>G.GS.05.07 Find unknown angles using the properties of triangles, include right, isosceles, and equilateral triangles; parallelograms, including rectangles and trapezoids.</p>	<p>D.RE.05.01 Read and interpret line graphs, and solve problems based on line graphs, ex. Distance-time graphs and problems with two or three line graphs on the same axes, comparing different data.</p> <p>D.RE.05.02 Construct line graphs from tables of data, include axis labels and scale.</p> <p>D.AN.05.03 Given a set of data, find and interpret the mean (using the concept of fair share) and mode.</p> <p>D.AN.05.04 Solve multi-step problems involving means.</p> <p>M.UN.05.01 Recognize the equivalence of 1 liter, 1,000 m, and 1,000 cu cm and include conversions among liters, milliliters, and cubic centimeters.</p> <p>M.TE.05.08 Build solids with unit cubes and state their volumes.</p>	<p>M.TE.05.09 Use filling (unit cubes or liquid) and counting to find the volume of a cube and rectangular prism.</p> <p>M.UN.05.03 Compare the relative size of one cubic inch to one cubic foot and one cubic centimeter to one cubic meter.</p> <p>Post-test</p>