

Fifth Grade (Go Math)

4th Nine Weeks: Scope and Sequence

Content Standards	Dates Taught	% of Students scoring over 70%	Dates Re-taught (Optional)	Formative and Summative Assessments/ (Any Additional Comments Optional)
<p>6. Read, write, and compare decimals to thousandths. [5.NBT.3]</p> <ul style="list-style-type: none"> • <i>Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</i> • <i>Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</i> 				
<p>15. Interpret multiplication as scaling (resizing), by: [5.NF.5]</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> 				
<p>16. 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.6]</p>				
<p>13. Interpret a fraction as division of the numerator by the denominator (a/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.3]</p> <ul style="list-style-type: none"> • <i>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</i> 				

<i>your answer lie?</i>				
<p>17. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. [5.NF.7]</p> <ul style="list-style-type: none"> • Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) / 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) / 4 = 1/12$ because $(1/12) \times 4 = 1/3$. • Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 / (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 / (1/5) = 20$ because $20 \times (1/5) = 4$. • Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. 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? 				
18. 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.MD.1]				
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. [5.OA.1]				
<p>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. [5.OA. 3]</p> <ul style="list-style-type: none"> • 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>19. Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. [5.MD.2]</p> <ul style="list-style-type: none"> • For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the 				

<i>total amount in all the beakers were redistributed equally.</i>				
23. 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-axis and y-coordinate). [5.G.1]				
24. 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.2]				