

Fifth Grade (Investigation)

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>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> <p><i>For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. 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?</i></p>				
<p>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]</p>				
<p>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]</p>				
<p>9. 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</p>				

division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [5.NBT.6]				
20. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. [5.MD.3] <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> 				
21. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. [5.MD.4]				
22. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. [5.MD.5] <ul style="list-style-type: none"> • <i>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.</i> • <i>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 mathematical problems.</i> • <i>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.</i> 				
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. [5.OA.1]				
8. Fluently multiply multi-digit whole numbers using the standard algorithm. [5.NBT.5]				
4. Recognize that in a multi-digit number, a digit in one place represents ten times as it represents in the place to its right and 1/10 of what it represents in the place to its left. [5.NBT.1]				
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. [5.OA.2] <p><i>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.</i></p>				
12. 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				

<p>benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. [5.NF.2] <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p>				
<p>25. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. [5.G.3] <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p>				
<p>26. Classify two-dimensional figures in a hierarchy based on properties. [5.G.4]</p>				