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| Time |   |   |
| Instr.Weeks |  4 weeks |  4 weeks |
| Unit |  **Unit 1: Place Value, Add/Subtract Decimals** |  **Unit 2: Multiplication** |
| Essential Question |  **How does place value knowledge support understanding**  **of working with numbers from thousandths to billions?** | **Why is it important to understand and be able to use multiplication?** |
| Power Standards  |  5.NBT.1 Place value (a digit in one place is 10 times as much as it is to its right)5.NBT.3 Reading, writing, & comparing decimals to thousandths5.NBT.4 Rounding decimals to thousandths5.NBT.7 Solve decimal operations (add & subtract) |  5.NBT.2. Explain patterns in the number of zeros of a product when  multiplying a number by powers of 10 5.NBT.5 Fluently multiply multi-digit whole numbers 5.NBT.7 Solve Decimal operations (multiplication) |
| Focus Questions | How does multiplying or dividing a whole number by a power of 10  affect the product? How does estimation aid in computation and problem solving?How does one assess the reasonableness of an answer?What can help us visualize numbers greater than or less than those numbers we usually experience? |  What strategies can you use when multiplying or dividing a number by  a power of 10?How does the relationship between multiplication and division help us with dividing whole number? |
|  Vocabulary | base-ten system; powers of ten;place value; compare (<, >,=);decimals (tenths, hundredths, thousandths);estimation (rounding) |  Associative/commutative properties; exponents; zero property; factor; operation; order of operations; product  |
| Assessment |  |  |

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| Time |   |   |
| Instr.Weeks |  4 weeks |  5 weeks |
| Unit |  **Unit 3: Geometry: Polygons** |  **Unit 4: Division** |
| Essential Question |  **How can we use the coordinate grid to create and explore**  **characteristics of polygons?** |  **Why is it important to understand and be able to use**  **division?** |
| Power Standards  |  5.G.3 Understand that attributes belonging to a category of two- dimensional figures also belong to all subcategories of that  category  5.G.4 Classify two-dimensional figures in a hierarchy based on properties  |  5.NF.3 Interpret a fraction as division  5.NBT.6 Divide 4-digit dividends by/and 2-digit divisors5.NBT.7 Solve decimal operations (division) |
| Focus Questions |  In what ways are shapes alike and different? For example, why is a  square also considered a rectangle? What mathematical tools support us in reasoning and classifying  shapes? What mathematical properties do shapes have that allow one to categorize and sub- categorize them? |  What strategies can you use when dividing a number by  a power of 10? How does using expanded notation help you reason abstractly and  quantitatively? How does having place value knowledge help with attending to  precision with performing operations with whole numbers and  decimals to hundredths place? How does the relationship between multiplication and division help us with dividing whole number? |
|  Vocabulary | congruent (sides, angles); parallelograms; properties of shapes;quadrilaterals; two-dimensional figures; line segments; plane figures;rectangle; cube; cylinder; polygon; square; rhombus; trapezoid | 1. algorithm; partial-products; equation; rectangular array;
2. area model; quotient; dividend; divisor
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| Assess ment |  |  |

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| Time |  |   |
| Instr.Weeks |  4 weeks |  4 weeks |
| Unit |  **Unit 5: Adding & Subtracting Fractions** |  **Unit 6: *Multiplying & Dividing Fractions*** |
| Essential Question |  **What are the relationships among the representations of**  **fractions and decimals?** |  **Compared to operations with whole numbers, what stays**  **the same and what changes when I multiply and divide**  **with fractions?** |
| Power Standards  |  5.NF.1 Adding & subtracting fractions with unlike denominators5.NF.2 Solve word problems involving adding and subtraction of fractions5.MD.2 Make a line plot to display fractions |  5.NF.4 Multiply a fraction by a fraction or whole number5.NF.5 Interpret multiplication of fractions as scaling5.NF.6 Solve real world problems involving multiplication of fractions and division5.NF.7 Divide fractions by whole numbers and whole numbers by fractions |
| Focus Questions |   What strategies can you use to compare and order fractions and  decimals? When is using a particular representation (fraction, decimal or percent)  more useful than others? How do you change a fraction to a decimal and a decimal to a fractionHow is understanding place value helpful when comparing  decimals? | How do the names of unit and non-unit fractions relate to a value of  one whole?What happens to the value of fractions when we rename them and  why are they equivalent when they look like they are very different  amounts?How are equivalent fractions helpful in solving problems? |
|  Vocabulary | numerator; denominator; equivalent fraction;fraction as division; fraction & decimal equivalence | equivalent; product; factor; quotient; dividend; divisor; scaling (resizing) |
| Assess ment |  |  |

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| Time |   |   |
| Instr.Weeks |  2 weeks |  4 weeks |
| Unit |  **Unit 7: Geometry: Coordinate Grid** |  **Unit 8: *Volume /* Order of Operation** |
| Essential Question |  **How can we use the coordinate grid to create and explore**  **characteristics of shapes?** |  **How does understanding similarities & differences among**  **perimeter, area, & volume help us to make sense of real world**  **measurement problems?** |
| Power Standards  | 5.G.1 Defining coordinate systems (origin, axis)5.G.2 Graphing coordinates in the coordinate plane |  5.OA.1 Use parentheses, brackets in numerical expressions5.OA.2 Write simple expressions5.MD.3 Volume measurement (unit cubes)5.MD.4 Measure volume by counting unit cubes5.MD.5 Relate volume to multiplication and addition (volume formula) |
| Focus Questions | How does graphing points on the coordinate system help solve  mathematical problems? How are coordinates used to determine location on two-dimensional surfaces?  | How can volume be modeled, measured and calculated? How are measurements of volume, area, and perimeter similar  and different? When do you use addition verses multiplication with measurement  calculations and problem solving? How is converting like measurement units within a measurement system  helpful in solving problems? |
|  Vocabulary |  coordinate system (x-axis, y-axis, ordered pairs, quadrants);number lines; origin; axis | area; right rectangular prisms; cubic units; square units; volume;formulas; variable; order of operations; grouping symbols () [ ] { } |
| Assess ment |  |  |

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|  Time |   |   |
| Instr.Weeks |  3 weeks | 2 weeks |
| Unit |  **Unit 9: *Units of Measure*** |  **Unit 10: *Algebraic Concepts & Skills / Review*** |
| Essential Question |  **How do we use measurement and make measurement**  **conversions?** |  **How does analyzing numeric patterns & relationships &**  **examining mathematical structures aid us in making**  **generalizations & evaluating the reasonableness of**  **answers?** |
| Power Standards  |  5.MD.1 Convert measurement units within a given measurement system and solve problems using them (customary and metricunits) |  5.OA.3 Generate patterns given rules |
| Focus Questions | How does the base-ten system support conversions within the metric system? | In what ways does generating and analyzing patterns support seeing  and identifying relationships between numbers? How does generalizing patterns from a table of values help us  understand the relationships in the data? How does noticing and analyzing mathematical structures help us  visualize, make sense of, and justify a solution to a problem? How do order of operations and the symbols of brackets, parentheses,  braces help us reason about mathematical quantities?In what ways can one use structure within an expression to interpret or  explain it in different ways? |
| Vocabulary |   conversion/convert, metric and customary measurement |  algebraic expressions; associative propertydistributive property; equations; patterns; rules |
| Assessment |  |  |