CURRICULUM MAP

Subject: Math **Grade:** 5th **Quarter:** 2nd

Teacher(s): Mr. Figueora, Mr. Santiago, Mrs. Wesley, Ms. Manzano, Ms. Oilouch, Ms. Romanes

MONTH ____	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____
Concept (CCSS Standards)	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	5.OA.3 Generate 2 numerical patterns using two given rules. Identify apparent relationship between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. 5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines 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	5.OA.3 Generate 2 numerical patterns using two given rules. Identify apparent relationship between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. G.2Represent 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.	G. 3Understand the attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *Ex. All rectangles have four right angles and squares are rectangles, so all squares have four right angles.* G.4Classify two-dimensional figures in a hierarchy based on properties.

			travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.		
GDOE Standards	5.5.1 Define and recognize a variable, expression, and equation. 5.5.2 Write simple algebraic expressions in one or two variables to represent various mathematical situations.	5.5.1 Define and recognize a variable, expression, and equation. 5.5.2 Write simple algebraic expressions in one or two variables to represent various mathematical situations.	5.6.1 Find ordered pairs of positive numbers that fit a linear equation, graph the ordered pairs, and draw the line they determine. 5.9.1 Specify location by placing points in the coordinate plane.	5.6.1 Find ordered pairs of positive numbers that fit a linear equation, graph the ordered pairs, and draw the line they determine. 5.9.1 Specify location by placing points in the coordinate plane. 5.9.2 Given the coordinates of their vertices, place polygons in the coordinate plane.	5.8.1 Identify, describe verbally, and draw common geometric objects. 5.8.2 Identify, describe, and build a three-dimensional shape from a two-dimensional drawing of that shape.
Skill (SAT-10. Aimsweb, DIBELS)	• Identify alternative representations of rational numbers. • Solve problems using numerical reasoning. • Solve problems using appropriate strategies. • Translate between visual representations, sentences, symbolic notation. • Translate problem situations into algebraic equations and expressions. • Solve simple algebraic equations.	• Identify alternative representations of rational numbers. • Solve problems using numerical reasoning. • Solve problems using appropriate strategies. • Translate between visual representations, sentences, symbolic notation. • Translate problem situations into algebraic equations and expressions. • Solve simple algebraic equations.	• Identify alternative representations of rational numbers. • Solve problems using numerical reasoning. • Solve problems using appropriate strategies. • Translate between visual representations, sentences, symbolic notation. • Solve problems involving patterns. • Identify points on a coordinate grid.	• Identify alternative representations of rational numbers. • Solve problems using numerical reasoning. • Solve problems using appropriate strategies. • Translate between visual representations, sentences, symbolic notation. • Solve problems involving patterns. • Identify points on a coordinate grid.	• Identify geometric transformations

Assessment	PRETEST/POSTTEST, weekly quizzes, unit test, problem solving samples, skill drills, practice problems, notebook check	PRETEST/POSTTEST, weekly quizzes, unit test, problem solving samples, skill drills, practice problems, notebook check	PRETEST/POSTTEST, weekly quizzes, unit test, problem solving samples, skill drills, practice problems, notebook check	PRETEST/POSTTEST, weekly quizzes, unit test, problem solving samples, skill drills, practice problems, notebook check	PRETEST/POSTTEST, weekly quizzes, unit test, problem solving samples, skill drills, practice problems, notebook check
Homework	Aligned common core worksheets, online resources, supplementary resources and workbook worksheets	Aligned common core worksheets, online resources, supplementary resources and workbook worksheets	Aligned common core worksheets, online resources, supplementary resources and workbook worksheets	Aligned common core worksheets, online resources, supplementary resources and workbook worksheets	Aligned common core worksheets, online resources, supplementary resources and workbook worksheets
Resources/ Materials	Mathematics Plus Textbook and Workbook DI: CMC – E Supplementary worksheets Websites:	Mathematics Plus Textbook and Workbook DI: CMC – E Supplementary worksheets Websites:	Mathematics Plus Textbook and Workbook DI: CMC – E Supplementary worksheets Websites:	Mathematics Plus Textbook and Workbook DI: CMC – E Supplementary worksheets Websites:	Mathematics Plus Textbook and Workbook DI: CMC – E Supplementary worksheets Websites:
ESLRs	☒Use effective oral and written communication. ☐Participate as productive members of the community. ☒Integrate learning and apply to real-life situation. ☒Explore concepts and skills needed for future world experiences. ☐Set personal goals and work towards achieving them.	☒Use effective oral and written communication. ☐Participate as productive members of the community. ☒Integrate learning and apply to real-life situation. ☒Explore concepts and skills needed for future world experiences. ☐Set personal goals and work towards achieving them.	☒Use effective oral and written communication. ☐Participate as productive members of the community. ☒Integrate learning and apply to real-life situation. ☒Explore concepts and skills needed for future world experiences. ☐Set personal goals and work towards achieving them.	☒Use effective oral and written communication. ☐Participate as productive members of the community. ☒Integrate learning and apply to real-life situation. ☒Explore concepts and skills needed for future world experiences. ☐Set personal goals and work towards achieving them.	☒Use effective oral and written communication. ☐Participate as productive members of the community. ☒Integrate learning and apply to real-life situation. ☒Explore concepts and skills needed for future world experiences. ☐Set personal goals and work towards achieving them.

MONTH	WEEK 6	WEEK 7	WEEK 8	WEEK 9
_____	_____	_____	_____	_____
Concept (CCSS Standards)	G.3 Understand the attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* G.4 Classify two-dimensional figures in a hierarchy based on properties.	5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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. *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 your answer lie?*	5.NF.4.b Apply and extend previous understandings of multiplication tomultiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling itwith unit squares of the appropriate unit fraction side lengths, andshow that the area is the same as would be found by multiplyingthe side lengths. Multiply fractional side lengths to find areas ofrectangles, and represent fraction products as rectangular areas.	NF.7Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions .a. 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) × 4 = 1/3.*
GDOE Standards	5.10.1 Identify rotational symmetry in three-dimensional shapes. 5.10.2 Perform horizontal and vertical slides on polygons in the coordinate plane and identify the coordinates of the resultant location.	5.1.3 Explain different interpretations of fractions as parts of a whole, as parts of a set, and quotients of whole numbers. 5.1.4 Express a set of fractions as an equivalent set with the same denominator. 5.5.1 Define and recognize a variable, expression, and equation.	5.1.3 Explain different interpretations of fractions as parts of a whole, as parts of a set, and quotients of whole numbers. 5.13.2 Develop the formulas for the areas of triangle, trapezoids, and parallelograms from the formula for the area of a rectangle and use these formulas to find the areas of composite and simple shapes.	5.1.5 Reduce fractions to their lowest terms.

Skill (SAT-10. Aimsweb, DIBELS)	• Identify geometric transformations	Division of fractions Division of fractions in a context Match pictorial models to fractions and notation Translate between visual representations, sentences, symbolic notation Solve problems using appropriate Strategies	Solve problems involving perimeter or area Determine measurements indirectly from scale drawings Multiplication of fractions Multiplication of fractions in a context Solve problems using appropriate geometric figures	Division of fractions Division of fractions in a context Identify factors or multiples of numbers.
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Resources/ Materials	Mathematics Plus Textbook and Workbook DI: CMC – E Supplementary worksheets Websites:	Mathematics Plus Textbook and Workbook DI: CMC – E Supplementary worksheets Websites:	Mathematics Plus Textbook and Workbook DI: CMC – E Supplementary worksheets Websites:	Mathematics Plus Textbook and Workbook DI: CMC – E Supplementary worksheets Websites:

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