East Stroudsburg Area School District
Mathematics - Grade 5

Description: The East Stroudsburg Area School District's Elementary Mathematics Planned Course reflects the Common Core Standards, Teachers of Mathematics *Principals and Standards for Mathematics Education,* the Pennsylvania State Standards for Mathematics Education and the Pennsylvania Department of Education Assessment Anchors and Eligible Content. It provides a research-based, sequential framework of content designed to maximize successful mastery of mathematics, use and application of the Standards for Mathematical Practices, as well as the Habits of Mind.

Standards for Mathematical Practices	Habits of Mind
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	1. Persisting 2. Managing Impulsivity 3. Listening to Others with Empathy and Understanding 4. Thinking Flexibly 5. Metacognition 6. Striving for Accuracy and Precision 7. Questioning and Posing Problems 8. Applying Past Knowledge to New Situations 9. Thinking and Communicating with Clarity and Precision 10. Gathering Data through all Senses 11. Creating, Imagining, and Innovating 12. Responding with Wonderment and Awe 13. Taking Responsible Risks 14. Finding Humor

The Mathematics Curriculum is designed to address the needs of a diverse population of learners. The content builds upon student learning styles and provides for differentiated instruction. Each grade level includes opportunities for enrichment and remediation of concepts, as well as activities for English Language Learners.

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Resources are provided to enhance mastery of mathematics vocabulary, basic skills, and problem solving strategies. Technology, communication arts, social studies, science, and children's literature are infused throughout the curriculum. As a result, learners will be offered opportunities to reason, communicate and connect mathematically in the real world.

In Grade 5, instructional time should focus on three critical areas:

(1) Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions);
(2) Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations;
(3) Developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

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Grade 5 Overview

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

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Scope & Sequence

Unit 1: (Topic 1) Place Value
Domain: Number and Operations in Base Ten
Cluster: Generalize place value understanding for multi-digit whole numbers and decimals.

Unit 2: (Topic 2) Adding and Subtracting Whole Numbers and Decimals
Domain: Number and Operations in Base Ten
Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic for whole numbers and decimals.

Unit 3: (Topic 3) Multiplication
Domain: Number and Operations in Base Ten
Clusters: Gain familiarity with factors and multiples.

Unit 4: (Topic 4) Dividing by One-Digit Numbers
Domain: Number and Operations in Base Ten
Cluster: Gain familiarity with dividends, divisors, and quotients.

Unit 5: (Topic 5) Dividing by Two-Digit Numbers
Domain: Number and Operations in Base Ten
Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.

Unit 6: (Topic 7) Multiplying and Dividing Decimals
Domain: Number and Operations in Base Ten
Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.

Unit 7: (Topic 6) Operations and Algebraic Thinking

Domain: Operations and Algebraic Thinking
Clusters: Generate and analyze patterns

Unit 8: (Topic 15) Operations and Algebraic Thinking
Domain: Operations and Algebraic Thinking
Cluster: Generate and analyze patterns and equations

Unit 9: (Topic 16) Operations and Algebraic Thinking
Domain: Operations and Algebraic Thinking
Cluster: analyze patterns and relationships.

Unit 10: (Topic 9) Fractions as Decimals
Domain: Number and Operations—Fractions
Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions

Unit 11: (Topic 10) Adding and Subtracting Fractions and Mixed Numbers
Domain: Number and Operations—Fractions
Cluster: Use equivalent fractions as a strategy to add and subtract fractions

Unit 12: (Topic 11) Multiplying Fractions and Mixed Numbers
Domain: Number and Operations—Fractions
Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions

Unit 13: (Topic 12) Measurement and Data
Domain: Measurement and Data
Cluster: Convert like measurement units within a given measurement system.

Unit 14 (Topic 13) Solids

Domain: Measurement and Data
Cluster: Understand concepts of volume and relate volume to multiplication and addition

Unit 15 (Topic 18) Graphs and Data
Domain: Measurement and Data
Cluster: Represent and interpret data

Unit 16 (Topic 8) Shapes
Domain: Geometry
Cluster: Classify two-dimensional figures into categories based on their properties

Unit 17 (Topic 17) Equations and Graphs
Domain: Geometry
Cluster: Graph points on the coordinate plane to solve real-world and mathematical problems.

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Unit Title/Skill Set: Unit 1: Number and Operations in Base 10/Numeration	**Course Time Prior to Keystone/PSSA:** 10 days January
Overview: Topic 1 will explore place value, decimal place value, comparing and ordering decimals.	**ELL Differentiation:** Math and Language Arts specific found at www.pdesas.org/module/sas/curriculumframework/ellloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: What is the place value system? How do we compare of numbers?	**Enrichment:** Compass Learning Odyssey https://www.thelearningodyssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET https://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found atwww.pdeasas.org/standard/standardsdownloads:* **M05.A-T.1.1.1** Demonstrate an understanding that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left. Example: Recognize that in the number 770, the 7 in the tens place is 1/10 the 7 in the hundreds place. **M05.A-T.1.1.3** Read and write decimals to thousandths using base-ten numerals, word form, and expanded form. *Example: 347.392 = 300 + 40 + 7 + 0.3 + 0.09 + 0.002 = 3 ×100 + 4 × 10 + 7 × 1 + 3 × (0.1) + 9 × (0.01) + 2 × (0.001).* **M05.A-T.1.1.4** Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols. CC.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers	**Remediation:** Compass Learning Odyssey https://www.thelearningodyssey.com Cool Math http://www.coolmath.com/ Kid's College http://www.kclogin.com/main/go.php Khan Academy: http://www.khanacademy.org Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET https://www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/:* Click here to enter text. *ISTE found at www.iste.org/standards/nets-for-students.aspx*: 2.communication and collaboration; b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats; d. Contribute to project teams to product original works or solve problems; f. Critical Thinking, Problem Solving and Decision Making A. Identify and define authentic problems and significant questions for investigation; b. Plan and manage activities to develop a solution or complete a project. *Career Education and Work found at www.pacareerstandards.com/* 13.1 Career Awareness and Preparation– A. Abilities and Aptitude b. Personal interests, e. Preparation for Careers; 13.3 Career Retention and Advancement – A. Work Habits, B. Cooperation and Teamwork, C. Group Interaction, D. Budgeting, E. Lifelong Learning,	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
M05.A-T.1.1 M05.A-T.1.1.1 M05.A-T.1.1.3 M05.A-T.1.1.4	• Demonstrate understanding of place value of whole numbers and decimals, and compare quantities or magnitudes of numbers .	• Demonstrate an understanding that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left. *Example: Recognize that in the number 770, the 7 in the tens place is 1/10 the 7 in the hundreds place.* • Read and write decimals to thousandths using base-ten numerals, word form, and expanded form. *Example: 347.392 = 300 + 40 + 7 + 0.3 + 0.09 + 0.002 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (0.1) + 9 × (0.01) + 2 × (0.001)* • Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols.	• Digits • Value • Standard form • Expanded form • Word form • Equivalent decimals • Decimal • Decimal point • Tenths • Hundredths • Thousandths • Whole number • Place value • Base ten	Scott Foresman-Addison Wesley, enVisionMath, Grade 5 (Pearson Education, Inc.@2009) 1-1, 1-3, 1-4, Investigations, 2004 - Name That Portion, , Sessions 3 and 4 pages 78-82	Diagnostic Placement Test Topic 1 p. 18A NWEA Measures of Academic Progress Scott Foresman enVision textbook Review What You Know at the start of each Topic PSSA Formative Re-teaching section at the end of each Topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes Math journals PSSA

					Teacher observation Summative Textbook SF Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment(Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test Teacher-made test PSSA Investigations On-line test generators

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Unit Title/Skill Set: Unit 1: Number and Operations in base 10/Numeration	**Course Time Prior to Keystone/PSSA:** 8 days September
Overview: Topic 2 will explore rounding whole numbers and decimals, estimating sums and differences, modeling addition and subtraction of decimals, adding and subtracting decimals**.**	**ELL Differentiation:** Math and Language Arts specific found at www.pdesas.org/module/sas/curriculumframework/ellloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: How do you perform operations with multi-digit whole numbers and with decimals to hundredths?	**Enrichment:** Compass Learning Odyssey http://www.thelearningodyssey.com Cool Math http://www.coolmath.com/ Kid's College http://www.kclogin.com/main/go.php Khan Academy: http://www.khanacademy.org
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* **National Content Standard:** MO5.A-T.1.1.5 Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place). MO5.A-T.2.1.3 Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals). **PA Content Standard(s):**	**Remediation:** Compass Learning Odyssey https://www.thelearningodyssey.com Cool Math http://www.coolmath.com/ Kid's College http://www.kclogin.com/main/go.php Khan Academy: http://www.khanacademy.org
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/:* Click here to enter text. *ISTE found at www.iste.org/standards/nets-for-students.aspx* *Career Education and Work found at www.pacareerstandards.com/*:Click here to enter text.	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
MO5.A-t.1.1 MO5-A-T.1.1.5 MO5-A-T.2.1 MO5.A-T.2.1.3	• Demonstrate understanding of place value of whole numbers and decimals, and compare quantities or magnitudes of numbers • Use whole numbers and decimals to compute accurately (straight computation or word problems). .	• Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place). • Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).	• Rounding • Addend • Addition • Sum • Subtraction • Difference	Scott Foresman-Addison Wesley, envision Math, Grade 5 (Pearson Education, Inc.2009) 2-2,2-3, CC-1, 2-6, 2-7	Diagnostic: Placement Test Topic 1, page 18A NWEA Measures of Academic Progress Scott Foresman enVision textbook – Review What You Know at the start of each topic PSSA Formative: Re-teaching section at the end of each topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes Math journals

					PSSA Teacher observation <u>Summative</u> Textbook – Scott Foresman Topic Test at end of each topic Topic test from teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test

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Unit Title/Skill Set: Unit 1: Number and Operations in Base 10/Numeration	**Course Time Prior to Keystone/PSSA:** 6 days – August /September
Overview: Topic 3 will explore using mental math to multiply, estimate products, multiply 1-digit numbers, multiply 2-digit by 2-digit numbers, multiply greater numbers, and evaluate exponents.	**ELL Differentiation:** Math and Language Arts specific found at : www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: How do you multiply larger numbers? How do you evaluate an exponent?	**Enrichment:** Compass Learning Odyssey: http://www.thelearningodyssey,com/ Cool Math http://www.coolmath.com/ Khan Academy: http://www.khanacademy.org Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/ogin.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* M05.A-T.1.1.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. Example 1: 4 × 102 = 400. Example 2: 0.05 ÷ 103 = 0.00005.	**Remediation:** Compass Learning Odyssey: http://www.thelearningodyssey,com/ Cool Math http://www.coolmath.com/ Khan Academy: http://www.khanacademy.org Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/ogin.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/*: 2. Communication and Collaboration -- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, d. Contribute to project teams to produce original works or solve problems 4. Critical Thinking, Problem Solving, and Decision Making -- a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project *ISTE found at www.iste.org/standards/nets-for-students.aspx* *Career Education and Work found at www.pacareerstandards.com/: 13.3* Career Awareness and Preparation – A. Abilities and Aptitude B. Personal Interests, E. Preparation for Careers 13.3 Career Retention and Advancement – A. Work Habits, B. Cooperation and Teamwork, C. Group Interaction, d. Budgeting, F. Lifelong Learning	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
MO5.A-T.1.1 MO5.A-T.1.1.2 Mo5.A-T.2.1.1	• Demonstrate understanding of place value of whole numbers and decimals, and compare quantities of magnitudes of numbers • Use whole numbers and decimals to compute accurately (straight computation or word problems).	• Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. *Example 1: 4 × 102 = 400 Example 2: 0.05 ÷ 103 = 0.00005* • Multiply multi-digit whole numbers (not to exceed 3-digit by 3-digit).	• Multiple • Factors • Product • Estimate • Base • Exponent • Squared • Cubed • Power	Scott Foresman-Addison Wesley, envision Math, Grade 5 (Pearson Education, Inc. @ 2009) 3-1, 3-3, 3-4, 3-5, 3-6, 3-7	<u>Diagnostic:</u> Placement Test Topic 1, page 18A NEWA measures of Academic Progress Scott Foresman envision Textbook Review What you Know at the start of each topic PSSA <u>Formative:</u> Re-teaching section at the end of each topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes

					Math journals PSSA Teacher observation Summative: Textbook Scott Foresman Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scottt Foresman Cumulative Test

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Unit Title/Skill Set: Unit 1: Number and Operations in Base 10/Numeration	**Course Time Prior to Keystone/PSSA:** 7 days October
Overview: Topic 4 will explore dividing multiples of 10 and 100, estimating quotients, connecting models and symbols, dividing by 1-digit divisors, and dividing with zeroes in the quotient.	**ELL Differentiation:** Math and Language Arts specific found at: www.pdesas.org/module/sas/curriculumframework/ellloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: How do you divide using larger numbers?	**Enrichment:** Compass Learning Odyssey: http//www.thelearningodyssey.com/ Cool Math http://www.coolmath.com/ Khan Academy: http://www.khanacademy.org Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* MO5.A-T.2.1.1 Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors CC.2.1.5.B.2 Extend an understanding of operation with whole numbers to perform operations including decimals	**Remediation:** Compass Learning Odyssey http://www.thelearningodyssey.com Cool Math http://www.coolmath.com/ Khan Academy: http://www.khanacademy.org Kid's College http://www.kclogin.com/main/go.php Khan Academy: http://www.khanacademy.org Pearson SUccessNet http//www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Cor found at www.corestandards.org/:* *ISTE found at www.iste.org/standards/nets-for-students.aspx*: 2. Communication and Collaboration – b. communicate information and ideas effectively to multiple audiences using a variety of media and formats, d. Contribute to project teams to product original works or solve problems. 4. Critical Thinking, Problem Solving, and Decision-Making – a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project *Career Education and Work found at www.pacareerstandards.com/*: 13.3 Career Retention and Advancement – A. Work Habits, B. Cooperation and Teamwork, C. Group Interaction, D. Budgeting, F. Lifelong Learning 13.4 career Awareness and Preparation – A. Abilities and Aptitude, B. Personal Interests, E. Preparation for Careers	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
MO4.A-T.2.1 Mo5.A-T.2.1.2	• Use whole numbers and decimals to compute accurately (straight computation or word problems). .	• Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.	• Dividend • Divisor • Quotient • Reasonable • Divide • Remainder	Scott Foresman-Addison Wesley, enVisionMath, Grade 5 Pearson Education, Inc.@2009 4-1,4-2, 4-3, 4-4, 4-5, 4-6	Diagnostic Placement Test Topic 1, page p. 18A NWEA Measures of Academic Progress Scott Foresman enVision Textbook Review What You Know at the start of each Topic PSSA Formative Re-teaching section at the end of each Topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes Math journals PSSA

					Teacher observation <u>Summative</u> Textbook Scott Foresman Topic Test at end of each Topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test

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Unit Title/Skill Set: Unit 1: Number and Operations in Base 10/Numeration	**Course Time Prior to Keystone/PSSA:** 11 days - October
Overview: Topic 5 will examine using patterns to divide, estimating quotients, dividing by multiples of 10, and dividing with 1-digit and 2-digit quotients.	**ELL Differentiation:** Math and Language Arts specific found at www.pdesas.org/module/sas/curriculumframework/ellloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: What patterns do you notice while dividing by 10?	**Enrichment:** Compass Learning Odyssey https://www.thelearningodyssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET https://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* MO5.A-T.2.1.2 Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. CC.2.15.B2 Extend an understanding of operations with whole numbers to perform operations including decimals.	**Remediation:** Compass Learning Odyssey https://www.thelearningodyssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET https://www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/:* *ISTE found at www.iste.org/standards/nets-for-students.aspx*: 2. Communication and Collaboration -- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, d. Contribute to project teams to produce original works or solve problems; 4. Critical Thinking, Problem-Solving, and Decision-Making – a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project *Career Education and Work found at www.pacareerstandards.com/*: 13.3 Career Retention and Advancement – A. Work Habits, b. Cooperation and Teamwork, C. Group Interaction, d. Budgeting, F. Lifelong Learning13.5 Career Awareness and Preparation – A. Abilities and Aptitude B. Personal Interests, E. Preparation for Careers	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
MO5.A-T.2.1 Mo5.A-T.2.1.2	• Use whole numbers and decimals to compute accurately (straight computation or word problems). .	• Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors	• Dividend • Divisor • Quotient • Reasonable • Divide • Remainder	Scott Foresman-Addison Wesley, enVisionMath, Grade 55 (Pearson Education, Inc.@2009, 5-1, 5-2, CC-2, 5-3, 5-4, 5-5, 5-6, 5-7	Diagnostic: Placement Test Topic 1 page 18A NWEA Measures of Academic Progress Scott Foresman enVision Textbook Review What You Know at the start of each topic PSSA Formative Re-teaching section at the end of each topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes

					Math journals PSSA Teacher observation <u>Summative</u> Textbook Scott Foresman Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test

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Unit Title/Skill Set: Unit 2: Operations and Algebraic Thinking	**Course Time Prior to Keystone/PSSA:** 10 days/November
Overview: Topic 6 will explore variables and expressions, use multiple groping symbols (parentheses, brackets, or braces) in numerical expressions, write simple expressions that model calculations with numbers, and interpret numerical expression without evaluating them, find patterns and expressions, the distributive property, order of operations, evaluating expressions, adding and subtracting expressions, and multiplying and diving expressions.	**ELL Differentiation:** Math and Language Arts specific found at www.pdesas.org/module/sas/curriculumframework/ellloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: How do you write and interpret a numerical expression? What is distributive property? Can it be useful? What is the order of operations?	**Enrichment:** Compass Learning Odyssey http://www.thelearningodyssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET https://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* **M05.B-O.1.1.1** Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions containing these symbols.**M05.B-O.1.1.2** Write simple expressions that model calculations with numbers, and interpret numerical expressions without evaluating them. *Example 1: Express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7).* **M05.B-O.2.1.1** Generate two numerical patterns using two given rules. *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.***M05.B-O.2.1.2** Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules. Example: Given two patterns in which the first pattern follows the rule "add 8" and the second pattern follows the rule "add 2", observe that the terms in the first patter are 4 times the size of the terms in the second pattern. CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations CC.2.2.5.A.4 Analyze patterns and relationships using two rules.	**Remediation:** Compass Learning Odyssey http://www.thelearningodyssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET https://www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/:* *ISTE found at www.iste.org/standards/nets-for-students.aspx*: 2. Communication and Collaboration a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media, b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, d. Contribute to project teams to produce original works or solve problems 4. Critical Thinking, Problem Solving, and Decision Making a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project, 6. Technology Operations and Concepts, a. Understand and use technology systems, b. Select and use applications effectively and productively *Career Education and Work found at www.pacareerstandards.com/*: Click here to enter text.	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

East Stroudsburg Area School District
Mathematics - Grade 5

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
MO5.B-O.1.1 MO5.B-O.1.1.1 Mo5.B-O.1.1.2	• Analyze and complete calculations by applying the order of operations.	• Write simple expressions that model calculations with numbers, and interpret numerical expressions without evaluating them. *Example 1: Express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7).* *Example 2: Recognize that 3 × (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product.* • Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions containing these symbols.	• Expression • Variable • Distributive property • Order of operations • Term	Scott Foresman-Addison Wesley, enVisionMath, Grade 5 (Pearson Education, Inc.@2009) 6-1, 6-2, 6-3, CC-3, 6-4, 6-5, CC-4, CC-5, CC-6, Investigations, Patterns of Change, 2004 Sessions 1 and 2 pages 4-13 Sessions 3 and 4 pages 14-25	Diagnostic Placement Test Topic 1, page 18A NWEA Measures of Academic Progress Scott Foresman enVision Textbook Review What You Know at the start of each topic PSSA Formative Re-teaching section at the end of each Topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work,homework) Teacher-made quizzes Math journals

					PSSA Teacher observation <u>Summative</u> Textbook Scott Foresman Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test Teacher-made test PSSA Investigations On-line test generators

East Stroudsburg Area School District
Mathematics – Grade 5

Unit Title/Skill Set: Unit 2: Operations and Algebraic Thinking	**Course Time Prior to Keystone/PSSA:** 1 day/November
Overview: Topic 15 will explore patterns and equations, generate two numerical patterns using two given rules, and identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules.	**ELL Differentiation:** Math and Language Arts specific found at www.pdesas.org/module/sas/curriculumframework/ellloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: How do you write and interpret patterns and equations? How do can patterns be extended, described, and generalized?	**Enrichment:** Compass Learning Odyssey: http://www.thelearningodyssey.com/ Cool Math http://www.coolmath.com/ Khan Academy: http://www.khanacademy.org Pearson Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* **M05.B-O.2.1.1** Generate two numerical patterns using two given rules. 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. **M05.B-O.2.1.2** Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules. Example: Given two patterns in which the first pattern follows the rule "add 8" and the second pattern follows the rule "add 2", observe that the terms in the first patter are 4 times the size of the terms in the second pattern. CC.2.22.5.A.4 Analyze patterns and relationships using two rules.	**Remediation:** Compass Learning Odyssey https://www.thelearningodyssey.com Cool Math http://www.coolmath.com/ Khan Academy: http://www.khanacademy.org Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/:* *ISTE found at www.iste.org/standards/nets-for-students.aspx:* 2. Communication and Collaboration a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media, b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, d. Contribute to project teams to produce original works or solve problems 4. Critical Thinking, Problem Solving, and Decision Making a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project, 6. Technology Operations and Concepts, a. Understand and use technology systems, b. Select and use applications effectively and productively. *Career Education and Work found at www.pacareerstandards.com/*: 13.1 Career Awareness and Preparation A. Abilities and Aptitudes, B. Personal Interests, 13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C .Group Interaction G. Lifelong Learning	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

East Stroudsburg Area School District
Mathematics – Grade 5

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
M05.B-O.2.1 M05.B-O.2.1.1 M05.B-O.2.1.2	• Create, extend, and analyze patterns. .	• Generate two numerical patterns using two given rules. *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.* • Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules. *Example: Given two patterns in which the first pattern follows the rule "add 8" and the second pattern follows the rule "add 2," observe that the terms in the first pattern are 4 times the size of the terms in the second pattern.*	•	Scott Foresman-Addison Wesley, enVisionMath, Grade 5 (Pearson Education, Inc.@2009) 15-4 Investigations, Patterns of Change, 2004	Diagnostic Placement Test Topic 1, page 18A NWEA Measures of Academic Progress Scott Foresman enVision textbook Review What You Know at the start of each topic PSSA Formative Re-teaching section at the end of each topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes Math journals

					PSSA Teacher observation <u>Summative</u> Textbook Scott Foresman Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test Teacher-made test PSSA Investigations On-line test generators

East Stroudsburg Area School District
Mathematics – Grade 5

Unit Title/Skill Set: Unit 2: Operations and Algebraic Thinking	**Course Time Prior to Keystone/PSSA:** 1 day/November
Overview: Topic 16 will explore making a table and looking for a pattern.	**ELL Differentiation:** Math and Language Arts specific found at: www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: How do you write and interpret a table and a pattern?	**Enrichment:** Compass Learning Odyssey: http://www.thelearningodyssey.com/ Cool Math http://www.coolmath.com/ Khan Academy: http://www.khanacademy.org Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.js
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* **M05.B-O.2.1.1** Generate two numerical patterns using two given rules. 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. **M05.B-O.2.1.2** Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules. Example: Given two patterns in which the first pattern follows the rule "add 8" and the second pattern follows the rule "add 2", observe that the terms in the first patter are 4 times the size of the terms in the second pattern. CC.2.2.5.A4 Analyze patterns and relationships using two rules.	**Remediation:** Compass Learning Odyssey https://www.thelearningodyssey.com Cool Math http://www.coolmath.com/ Kid's College http://www.kclogin.com/main/go.php Khan Academy: http://www.khanacademy.org Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.js
Connecting to Common Core and Other Standards: Common Core found at www.corestandards.org/: Click here to enter text. ISTE found at www.iste.org/standards/nets-for-students.aspx: 2. Communication and Collaboration a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media, b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, d. Contribute to project teams to produce original works or solve problems 4. Critical Thinking, Problem Solving, and Decision Making a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project, 6. Technology Operations and Concepts, a. Understand and use technology systems, b. Select and use applications effectively and productively Career Education and Work found at www.pacareerstandards.com/:13.1 Career Awareness and Preparation A. Abilities and Aptitudes, B. Personal Interests, 13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C .Group Interaction G. Lifelong Learning	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
M05.B-O.2.1 M05.B-O.2.1.1	• Create, extend, and analyze patterns	• Generate two numerical patterns using two given rules. *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.* • Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules. *Example: Given two patterns in which the first pattern follows the rule "add 8" and the second pattern follows the rule "add 2," observe that the terms in the first pattern are 4 times the size of the terms in the second pattern.*	•	Scott Foresman-Addison Wesley, enVisionMath, Grade 5 (Pearson Education, Inc.@2009) 16-5 Investigations, Patterns of Change, 2004, Sessions 2, pages 69-78	Diagnostic Placement Test Topic 1 p. 18A NWEA Measures of Academic Progress Scott Foresman enVision textbook Review What You Know at the start of each topic PSSA Formative Re-teaching section at the end of each topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes Math journals

					PSSA Teacher observation <u>Summative</u> Textbook Scott Foresman Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test Teacher-made test PSSA Investigations On-line test generators

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Unit Title/Skill Set: Unit 3: Numbers and Operations - Fractions	**Course Time Prior to Keystone/PSSA:** 12 days/December
Overview: Topic 10 will explore estimating sums and differences of fractions, add and subtract fractions with like and unlike denominators, find the least common multiple, and add and subtract mixed numbers.	**ELL Differentiation:** Math and Language Arts specific found at: www.pdesas.org/module/sas/curriculumframework/ellloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: How do you add and subtract fractions?	**Enrichment:** Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.) *Example: 2/3 + 5/4 = 8/12 + 15/12 = 23/12* CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.	**Remediation:** Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/:* Click here to enter text. *ISTE found at www.iste.org/standards/nets-for-students.aspx*:2. Communication and Collaboration - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, c. Develop cultural understanding and global awareness by engaging with learners of other cultures, d. Contribute to project teams to produce original works or solve problems. 4. Critical Thinking, Problem Solving, and Decision Making - a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project 5. Digital Citizenship - b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity, c. Demonstrate personal responsibility for lifelong learning 6. Technology Operations and Concepts - a. Understand and use technology systems, b. Select and use applications effectively and productively *Career Education and Work found at www.pacareerstandards.com/:*13.2 **career Awareness and Preparation – A Abilities** and Aptitudes B. Personal Interests, 13.3 Career Retention and Advancement A. Work Habits b. Cooperation and Teamwork C. Group Interaction G. Lifelong Learning	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
MO5.A-F.1.1 MO5.A-F.1.1.1	• Solve addition and subtraction problems involving fractions (straight computation or work problems?.	• Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.) *Example: 2/3 + 5/4 = 8/12 + 15/12 = 23/12*	• Least common multiple • Least common denominator	Scott Foresman-Addison Wesley, enVisionMath, Grade 5 (Pearson Education, Inc.@2009) CC 12, 10-1, 10-2, 10-3, 10-4, CC 13, 10-5, 10-6, CC 14, Investigations, 2004 Name That Portion Investigation 2 Sessions 1, through 9, pages 34-63	Diagnostic Placement Test Topic 1, page 18A NWEA Measures of Academic Progress Scott Foresman enVision textbook Review What You Know at the start of each topic PSSA Formative Re-teaching section at the end of each topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes

					Math journals PSSA Teacher observation <u>Summative</u> Textbook Scott Foresman Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test Teacher-made test PSSA Investigations On-line test generators

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Unit Title/Skill Set: Unit 3: Numbers and Operations - Fractions	**Course Time Prior to Keystone/PSSA:** 10 days December/January
Overview: Topic 11 will explore multiplying fractions and whole numbers, estimating products, multiplying two fractions, multiplying mixed numbers, multiply as scaling, relate division to multiplication of fractions and divide unit fractions by non-zero whole numbers.	**ELL Differentiation:** Math and Language Arts specific found at: www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: How does division relate to multiplication of fractions?	**Enrichment:** Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* ***M05.A-F.2.1.2*** *Multiply a fraction (including mixed numbers) by a fraction.* ***M05.A-F.2.1.3*** *Demonstrate an understanding of multiplication as scaling (resizing). Example 1: 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. Example 2: 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.* ***M05.A-F.2.1.4*** *Divide unit fractions by whole numbers and whole numbers by unit fractions. CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.*	**Remediation:** Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/: Click here to enter text.* *ISTE found at www.iste.org/standards/nets-for-students.aspx:2. Communication and Collaboration - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, c. Develop cultural understanding and global awareness by engaging with learners of other cultures, d. Contribute to project teams to produce original works or solve problems.* *4. Critical Thinking, Problem Solving, and Decision Making - a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project* *5. Digital Citizenship - b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity, c. Demonstrate personal responsibility for lifelong learning* *6. Technology Operations and Concepts - a. Understand and use technology systems, b. Select and use applications effectively and productively* *Career Education and Work found at www.pacareerstandards.com/:13.2* ***career Awareness and Preparation – A Abilities*** *and Aptitudes B. Personal Interests, 13.3 Career Retention and Advancement A. Work Habits b. Cooperation and Teamwork C. Group Interaction G. Lifelong Learning*	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

East Stroudsburg Area School District
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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
MO5.A-F.2.1 MO5.A-F.2.1.2	• Solve addition and subtraction problems involving fractions (straight computation or work problems?	• Multiply a fraction (including mixed numbers) by a fraction. • Demonstrate an understanding of multiplication as scaling (resizing). *Example 1: 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.* *Example 2: 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.*	• Reciprocal • Resizing • Scaling	• Scott Foresman-Addison Wesley, enVisionMath, Grade 5 (Pearson Education, Inc.@2009) 11-1, CC-15, 11-2, 11-3, CC-17, 11-4, CC-18	Diagnostic Placement Test Topic 1, page 18A NWEA Measures of Academic Progress Scott Foresman enVision textbook Review What You Know at the start of each topic PSSA Formative Re-teaching section at the end of each topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes Math journals

					PSSA Teacher observation <u>Summative</u> Textbook Scott Foresman Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test Teacher-made test PSSA Investigations On-line test generators

East Stroudsburg Area School District
Mathematics – Grade 5

Unit Title/Skill Set: Unit 3: Numbers and Operations - Fractions	**Course Time Prior to Keystone/PSSA:** 4 days/November
Overview: Topic 9 will explore fractions and division, solve word problems involving division of whole numbers leading to answers in the form of fractions, find mixed numbers and improper fractions, fractions in simplest form.	**ELL Differentiation:** Math and Language Arts specific found at: www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: How are fractions and division related?	**Enrichment:** Compass Learning Odyssey: http://www.thelearningodyssey.com Cool Math http://www.coolmath.com/ Khan Academy: http://www.khanacademy.org Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* **M05.A-F.2.1.1** Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers). CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.	**Remediation:** Compass Learning Odyssey http://www.thelearningodyssey.com Cool Math http://www.coolmath.com/ Khan Academy: http://www.khanacademy.org Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/*: Click here to enter text. *ISTE found at www.iste.org/standards/nets-for-students.aspx*:2. Communication and Collaboration - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, c. Develop cultural understanding and global awareness by engaging with learners of other cultures, d. Contribute to project teams to produce original works or solve problems. 4. Critical Thinking, Problem Solving, and Decision Making - a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project. 5. Digital Citizenship - b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity, c. Demonstrate personal responsibility for lifelong learning. 6. Technology Operations and Concepts - a. Understand and use technology systems, b. Select and use applications effectively and productively Career Education and Work found at www.pacareerstandards.com/: **Career Awareness and Preparation - A. Abilities and Aptitudes B. Personal Interests, 13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction G. Lifelong Learning**	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

East Stroudsburg Area School District
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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
M05.A-F.2.1 M05.A-F.2.1.1	• Solve multiplication and division problems involving fractions and whole numbers (straight computation or word problems).	• Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers).	• Numerator • Denominator • Mixed number • Improper fraction • Simplest form	Scott Foresman-Addison Wesley, enVisionMath, Grade 5 (Pearson Education, Inc.@2009) 9-2, 9-3, 9-7, Investigations, 2004 Name That Portion Investigation 2, Sessions 1, through 9 pages 34-63	Diagnostic Placement Test Topic 1, page 18A NWEA Measures of Academic Progress Scott Foresman enVision Textbook Review What You Know at the start of each Topic PSSA Formative Re-teaching section at the end of each topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes Math journals PSSA Teacher observation

					<u>Summative</u> Textbook SF Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test Teacher-made test PSSA Investigations On-line test generators

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Unit Title/Skill Set: Unit 4: Measurement and Data	**Course Time Prior to Keystone/PSSA:** 3 days/January
Overview: Topic 12 will convert customary and metric units of length.	**ELL Differentiation:** Math and Language Arts specific found at: www.pdesas.org/module/sas/curriculumframework/ellloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: What units would you use to measure within a measurement system? What is length?	**Enrichment:** Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Kid's College http://www.kclogin.com/main/go.php Khan Academy http://www.khanacademy.org/ Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads*: **M05.D-M.1.1** Solve problems using simple conversions (may include multi- step, real-world problems). **M05.D-M.1.1.1** Convert among different-sized measurement units within a given measurement system. A table of equivalencies will be provided. *Example: Convert 5 cm to meters .CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.*	**Remediation:** Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Kid's College http://www.kclogin.com/main/go.php Khan Academy http://www.khanacademy.org/ Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/:* *ISTE found at www.iste.org/standards/nets-for-students.aspx*: 1. Creativity and Innovation - a. Apply existing knowledge to generate new ideas, products, or processes, b. Create original works as a means of personal or group expression, c. Use models and simulations to explore complex systems and issues, d. Identify trends and forecast possibilities. 2. Communication and Collaboration - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media, b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, c. Develop cultural understanding and global awareness by engaging with learners of other cultures, d. Contribute to project teams to produce original works or solve problems. 4. Critical Thinking, Problem Solving, and Decision Making - a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project, c. Collect and analyze data to identify solutions and/or make informed decisions, d. Use multiple processes and diverse perspectives to explore alternative solution. Career Education and work found at www.pacareerstandards.com/: **13.1 Career Awareness and Preparation** – A. Abilities and Aptitudes, B. Personal Interests, C. Local Career Preparation Opportunities, D. Career Selection Influences, e. Preparation for Careers, F. Career Plan components, H. Relationship between education and Career. **13.3 Career Retention and Advancement** – A. Work Habits, B. cooperation and teamwork, c. Group Interaction, D. Budgeting, E. Time Management, F. Lifelong Learning	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

East Stroudsburg Area School District
Mathematics Grade 5

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
MO5.D-M.1.1 MO5.D-M.1.1.1	• Solve problems using simple conversions (may include multi-step, real-world problems).	• Convert among different-sized measurement units within a given measurement system. A table of equivalencies will be provided. *Example: Convert 5 cm to meters.*	• Inch • Feet • Yard • Mile • Millimeter • Centimeter • Meter • Kilometer	Scott Foresman-Addison Wesley, enVisionMath, Grade 5 (Pearson Education, Inc.@2009) 12-1, 12-2 Investigations, 2004 Measurement Benchmarks Investigation 1 Sessions 2 through 8 pages 12-43	Diagnostic Placement Test Topic 1 p. 18A NWEA Measures of Academic Progress Scott Foresman enVision textbook Review What You Know at the start of each topic PSSA Formative Re-teaching section at the end of each topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes Math journals PSSA Teacher observation

					<u>Summative</u> Textbook Scott Foresman Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test Teacher-made test PSSA Investigations On-line test generators

East Stroudsburg Area School District
Mathematics – Grade 5

Unit Title/Skill Set: Unit 4 Measurement and Data	**Course Time Prior to Keystone/PSSA:** 3 days/January
Overview: Topic 13 will explore models and volume and apply the formulas V= l x w x h and V= B x 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 and find volumes of solid figures composed of two non-overlapping right rectangular prisms.	**ELL Differentiation:** Math and Language Arts specific found at: www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: How do you measure volume?	**Enrichment**: Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* **M05.B-O.2.1.1** Generate two numerical patterns using two given rules. *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.* **M05.B-O.2.1.2** Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules.. **M05.D-M.3.1** Use, describe, and develop procedures to solve problems involving volume. **M05.D-M.3.1.1** 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. **Formulas will be provided. M05.D-M.3.1.2** Find volumes of solid figures composed of two non-overlapping right rectangular prisms.**CC.2.2.5.A.4** Analyze patterns and relationships using two rules. CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	**Remediation:** Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/*: Click here to enter text. *ISTE found at www.iste.org/standards/nets-for-students.aspx*:2. Communication and Collaboration - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, c. Develop cultural understanding and global awareness by engaging with learners of other cultures, d. Contribute to project teams to produce original works or solve problems. 4. Critical Thinking, Problem Solving, and Decision Making - a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project 5. Digital Citizenship - b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity, c. Demonstrate personal responsibility for lifelong learning 6. Technology Operations and Concepts - a. Understand and use technology systems, b. Select and use applications effectively and productively *Career Education and Work found at www.pacareerstandards.com/*:13.2 **career Awareness and Preparation – A Abilities** and Aptitudes B. Personal Interests, 13.3 Career Retention and Advancement A. Work Habits b. Cooperation and Teamwork C. Group Interaction G. Lifelong Learning	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
MO5.D-M.3.1 MO5.D-M.3.1.1 MO5.D-M.3.1.2	• Use, describe, and develop procedures to solve problems involving volume.	• 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. Formulas will be provided. • Find volumes of solid figures composed of two non-overlapping right rectangular prisms.	• Volume • Cubic unit	Scott Foresman-Addison Wesley, enVisionMath, Grade 5 (Pearson Education, Inc.@2009) CC-19, 13-5, CC-20 Investigations, 2004 Containers and Cubes Investigation 1 Sessions 1 through 4 pages 4-37	Diagnostic Placement Test Topic 1, page 18A NWEA Measures of Academic Progress Scott Foresman enVision textbook Review What You Know at the start of each topic PSSA Formative Reteaching section at the end of each topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes

					Math journals PSSA Teacher observation <u>Summative</u> Textbook SF Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test Teacher-made test PSSA Investigations On-line test generators

East Stroudsburg Area School District

Mathematics – Grade 5

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Mathematics – Grade 5

Unit Title/Skill Set: Unit 4: Measurement and Date	**Course Time Prior to Keystone/PSSA: 4 days/January**
Overview: Topic 18 will explore bar graphs, picture graphs, line plots and line graphs and solve problems involving computation of fractions by using information presented in line plots.	**ELL Differentiation:** Math and Language Arts specific found at: www.pdesas.org/module/sas/curriculumframework/ellloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: What is the relationship between data and graphs? What are line plots? What are line graphs?	**Enrichment**: Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* **M05.B-O.2.1.1** Generate two numerical patterns using two given rules. **M05.B-O.2.1.2** Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules. *Example: Given two patterns in which the first pattern follows the rule "add 8" and the second pattern follows the rule "add 2," observe that the terms in the first pattern are 4 times the size of the terms in the second pattern.* **M05.D-M.3.1** Use, describe, and develop procedures to solve problems involving volume. **M05.D-M.3.1.1** 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. **Formulas will be provided. M05.D-M.3.1.2** Find volumes of solid figures composed of two non-overlapping right rectangular prisms.**CC.2.2.5.A.4** Analyze patterns and relationships using two rules. CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	**Remediation:** Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/:* *ISTE found at www.iste.org/standards/nets-for-students.aspx*: 2. Communication and Collaboration - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media, b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, c. Develop cultural understanding and global awareness by engaging with learners of other cultures, d. Contribute to project teams to produce original works or solve problems 4. Critical Thinking, Problem Solving, and Decision Making - a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project, c. Collect and analyze data to identify solutions and/or make informed decisions, d. Use multiple processes and diverse perspectives to explore alternative solutions *Career Education and Work found at www.pacareerstandards.com/*: 13.1 **Career Awareness and Preparation –** A. Abilities and Aptitudes, B. Personal Interests C. Local Career Preparation Opportunities D. Career Selection Influences, E. Preparation for Careers, F. Career Plan Components, H. Relationship between Education and Career 13.2 **Career Retention and Advancement –A.** Work Habits, B. Cooperation and Teamwork, C. Group Interaction, D. Budgeting, E. Time Management, F. Lifelong Learning	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

East Stroudsburg Area School District
Mathematics – Grade 5

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
M05.D-M.2.1 M05.D-M.2.1.1 M05.D-M.2.2.2	• Organize, display, and answer questions based on data.	• 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. Formulas will be provided. • Find volumes of solid figures composed of two non-overlapping right rectangular prisms.	• Bar graph • Double-bar graph • Picture graph • Scale • Interval • Line graph • Trend	Scott Foresman-Addison Wesley, enVisionMath, Grade 5 (Pearson Education, Inc.@2009) CC-19, 13-5, CC-20 Investigations, 2004 Containers and Cubes Investigation 1 Sessions 1 through 4 pages 4-37	Diagnostic Placement Test Topic 1, page 18A NWEA Measures of Academic Progress Scott Foresman enVision textbook Review What You Know at the start of each topic PSSA Formative Re-teaching section at the end of each topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework)

					Teacher-made quizzes Math journals PSSA Teacher observation <u>Summative</u> Textbook SF Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test Teacher-made test PSSA Investigations On-line test generators

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Mathematics – Grade 5

Unit Title/Skill Set: Unit 5: Geometry	**Course Time Prior to Keystone/PSSA**: 8 days January/ February
Overview: Topic 8 will explore polygons, triangles, and quadrilaterals and classify two-dimensional figures in a hierarchy based on properties.	**ELL Differentiation:** Math and Language Arts specific found at: www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: What are polygons? How can we classify polygons, triangles, and quadrilaterals? What properties do they possess?	**Enrichment**: Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* **M05.C-G.2.1** Use basic properties to classify two-dimensional figures. **M05.C-G.2.1.1** Classify two-dimensional figures in a hierarchy based on properties. *Example 1: All polygons have at least 3 sides, and pentagons are polygons, so all pentagons have at least 3 sides. Example 2: A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.* *CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties.*	**Remediation:** Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/:* Click here to enter text. *ISTE found at www.iste.org/standards/nets-for-students.aspx*:: 2. Communication and Collaboration - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, c. Develop cultural understanding and global awareness by engaging with learners of other cultures, d. Contribute to project teams to produce original works or solve problems. 4. Critical Thinking, Problem Solving, and Decision Making - a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project *Career Education and Work found at www.pacareerstandards.com/*:13.2 Career Awareness and Preparation – A. Abilities and Aptitudes, B. Personal Interests, 13.3 Career Retention and Advancement A. Work Habits b. Cooperation and Teamwork C. Group Interaction G. Lifelong Learning	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
MO5.C-G.2.1 MO5.C-G.2.1.1	• Use basic properties to classify two-dimensional figures.	• Classify two-dimensional figures in a hierarchy based on properties. Example 1: All polygons have at least 3 sides, and pentagons are polygons, so all pentagons have at least 3 sides. Example 2: A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon	• Polygon • Regular polygon • Triangle • Quadrilateral • Pentagon • Hexagon • Octagon • Equilateral triangle • Isosceles triangle • Scalene triangle • Right triangle • Acute triangle • Obtuse triangle • Parallelogram • Trapezoid • Rectangle • Rhombus • Square	Scott Foresman-Addison Wesley, enVisionMath, Grade 5 (Pearson Education, Inc.@2009) 8-3, 8-4, 8-5, CC-10, CC-11 Investigations, 2004 Picturing Polygons	Diagnostic Placement Test Topic 1 page 18A NWEA Measures of Academic Progress Scott Foresman enVision textbook Review What You Know at the start of each topic PSSA Formative Re-teaching section at the end of each topic Scott Foresman Reteaching, Enrichment, and Practice sheets (class work, homework) Teacher-made quizzes Math journals

					PSSA Teacher observation <u>Summative</u> Textbook Scott Foresman Topic Test at end of each topic Topic Test from Teacher Resource Masters Alternate Assessment (Free Response) from Teacher Resource Masters Scott Foresman Benchmark Tests Scott Foresman Cumulative Test Teacher-made test PSSA Investigations On-line test generators

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Unit Title/Skill Set: Unit 5 Geometry	**Course Time Prior to Keystone/PSSA** 3 days February
Overview: : Topic 17 will explore ordered pairs, identify parts of the coordinate plane (x-axis, y-axis and the origin) and the ordered pair (x-coordinate and y-coordinate), represent real-world and mathematical problems by plotting point in quadrant I of the coordinate plane, and interpret coordinate values of points in context of the situation.	**ELL Differentiation:** Math and Language Arts specific found at: www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA
Unit Essential Questions: What are ordered pairs? What are the parts of the coordinate plane? How can we represent real-world and mathematical problems by plotting points on the coordinate plane?	**Enrichment**: Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
PA & National Content Standard(s): *State found at www.pdesas.org/standard/standardsdownloads:* **M05.C-G.1.1** Identify parts of a coordinate grid, and describe or interpret points given an ordered pair. **M05.C-G.1.1.1** Identify parts of the coordinate plane (*x*-axis, *y*-axis, and the origin) and the ordered pair (*x*-coordinate and *y*-coordinate). Limit the coordinate plane to quadrant I. **M05.C-G.1.1.2** Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane, and interpret coordinate values of points in the context of the situation. CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems	**Remediation:** Compass Learning Odyssey: http/www.thelearningodysssey.com/ Cool Math http://www.coolmath.com/ Khan Academy http://www.khanacademy.org/ Kid's College http://www.kclogin.com/main/go.php Pearson SuccessNET: http://www.pearsonsuccessnet.com/snpapp/login/login.jsp
Connecting to Common Core and Other Standards: *Common Core found at www.corestandards.org/*: Click here to enter text. *ISTE found at www.iste.org/standards/nets-for-students.aspx*:2. Communication and Collaboration - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats, c. Develop cultural understanding and global awareness by engaging with learners of other cultures, d. Contribute to project teams to produce original works or solve problems. 4. Critical Thinking, Problem Solving, and Decision Making - a. Identify and define authentic problems and significant questions for investigation, b. Plan and manage activities to develop a solution or complete a project *Career Education and Work found at www.pacareerstandards.com/*:13.2 **career Awareness and Preparation – A Abilities** and Aptitudes B. Personal Interests, 13.3 Career Retention and Advancement A. Work Habits b. Cooperation and Teamwork C. Group Interaction G. Lifelong Learning	**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
MO5.C-G.1.1 MO5.C-G.1.1.1 MO5.C-G.1.1.2	• Identify parts of a coordinate grid, and describe or interpret points given an ordered pair.	• Identify parts of the coordinate plane (*x*-axis, *y*-axis, and the origin) and the ordered pair (*x*-coordinate and *y*-coordinate). Limit the coordinate plane to quadrant I. • Represent real-world and mathematical problems by plotting points in quadrant 1 of the coordinate plane, and interpret coordinate values of points in the context of the situation.	• Coordinate grid • Ordered pair • Coordinate plane • X-axis • Y-axis • Origin • X-coordinate • Y-coordinate	Scott Foresman-Addison Wesley, enVisionMath, Grade 5 (Pearson Education, Inc.@2009) 17-2, 17-3, CC-21, CC-22, CC-23	Diagnostic Placement Test Topic 1 p. 18A NWEA Measures of Academic Progress Scott Foresman enVision textbook Review What You Know at the start of each topic PSSA Formative Re-teaching section at the end of each topic Scott Foresman Re-teaching, Enrichment, and Practice sheets (class work, homework)

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					Investigations On-line test generators