



2018-2019 Curriculum Map for <i>Fifth Grade Math</i> 1 <sup>st</sup> Nine Weeks	Go Math Chapters
M.5.1 <i>Operations and Algebraic Thinking- Write and interpret numerical expressions.</i> Use parentheses, brackets or braces in numerical expressions and evaluate expressions with these symbols.	1
M.5.2 <i>Operations and Algebraic Thinking- Write and interpret numerical expressions.</i> Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. (e.g., Express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$ . Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ , without having to calculate the indicated sum or product.)	1
M.5.4 <i>Number and Operations Base Ten- Understand the place value system.</i> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	1, 3
M.5.5 <i>Number and Operations Base Ten- Understand the place value system.</i> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, 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.	1
M.5.6 <i>Number and Operations Base Ten- Understand the place value system.</i> Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names and expanded form (e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ ). Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ and $<$ symbols to record the results of comparisons.	3
M.5.7 <i>Number and Operations Base Ten- Understand the place value system.</i> Use place value understanding to round decimals to any place.	3
M.5.8 <i>Number and Operations Base Ten- Perform operations with multi-digit whole numbers and with decimals to hundredths.</i> Fluently multiply multi-digit whole numbers using the standard algorithm.	1
M.5.9 <i>Number and Operations Base Ten- Perform operations with multi-digit whole numbers and with decimals to hundredths.</i> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	1, 2
M.5.10 <i>Number and Operations Base Ten- Perform operations with multi-digit whole numbers and with decimals to hundredths.</i> Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between related operations, relate the strategy to a written method and explain the reasoning used.	3
M.5.13 <i>Number and Operations- Fractions- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</i> 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 by using visual fraction models or equations to represent the problem. (e.g., 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?)	2
Include <b>Number Talks</b> and integrate the <b>Mathematical Habits of Mind</b> . 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.	