

Verona Public School District Curriculum Overview

5th Grade Math

**Curriculum Committee Members:**

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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

In Grade 5, instructional time focuses 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; and (3) developing understanding of volume.

Prerequisite(s):

Grade 4 Math



Standard 8: Technology Standards

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| 8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i> | 8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i> |
| A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making | A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design X D. Abilities for a Technological World E. Computational Thinking: Programming |

SEL Competencies and Career Ready Practices

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| Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i> | Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i> |
| Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism. | X CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals. |
| Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. | CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. |
| Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. | X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management. |
| Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. | X CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence. |
| Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. | CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management. |

Standard 9: 21st Century Life and Careers

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| 9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i> | 9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i> | 9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i> |
| A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing X E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting | A. Career Awareness (K-4) X B. Career Exploration (5-8) C. Career Preparation (9-12) | A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing X O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log. |

Course Materials

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| Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i> | Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i> |
| <ul style="list-style-type: none"> EnVision Math Grade 5 2011 | <ul style="list-style-type: none"> Eureka Math http://greatminds.net/maps/math/module-pdfs-v3 Building Conceptual Understanding and Fluency Through Games Grade 5 https://drive.google.com/open?id=0B7wTJItW92dfQ2hySXMMybHJXbVU NJSLS for Math http://www.state.nj.us/education/aps/cccs/math/ Howard County MD Grade 4 Mathematics https://hcpss.instructure.com/courses/108 Khan Academy 5th Grade Math https://www.khanacademy.org/math/cc-fifth-grade-math Extension Activities for Gifted Math Learners http://ncaigirp.ncdpi.wikispaces.net/Mathematics+3-5 |



Unit Title / Topic: Decimals and Operations | Unit Duration: 45 days

Stage 1: Desired Results

Established Goals (NJSLs):

5.NBT.A.1 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.

5.NBT.A.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.

5.NBT.A.3 Read, write, and compare decimals to thousandths.

5.NBT.A.3.A Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

5.NBT.A.3.B Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

5.NBT.A.4 Use place value understanding to round decimals to any place.

5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NBT.B.6 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.

5.NBT.B.7 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 addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Transfer Goal:
 Students will be able to independently use their learning to apply place value to the operations of adding, subtracting, multiplying, and dividing to scenarios encountered in daily life.

Students will understand that:

- Basic facts and place value patterns can be used to divide multiples of 10, 100 and so forth by one-digit numbers.
- Some real-world quantities have a mathematical relationship; the value of one quantity can be found if you know the value of the other quantity.
- Patterns can sometimes be used to identify the relationship between quantities. Sometimes these patterns are found in division.

Essential Questions:

- How can counting, measuring, or labeling help to make sense of the world around us?
- What makes a computational strategy both effective and efficient?
- What are the standard procedures for estimating and multiplying whole numbers?
- What is the standard procedure for division and why does it work?
- What is the standard procedure for dividing with two-digit divisors?
- What are the standard procedures for estimating and finding products involving decimals?
- What are the standard procedures for estimating and finding quotients involving decimals?

Students will know:

- How division is related to multiplication
- Why estimating is useful when dividing
- There is more than one way to estimate a problem
- A smaller number can be divided by a larger number
- The difference between repeating and terminating decimals in quotients
- Dividend,
- divisor,
- quotient,
- remainder,
- fact family,
- mean,
- compatible numbers,
- terminating decimals,
- repeating decimals,
- variable,
- expression,
- evaluate,
- powers of ten

Students will be able to:

- Divide by two-digit numbers
- Solve word problems, including those that involve division
- Use compatible numbers to estimate quotients

Stage 2: Acceptable Evidence

Transfer Task

School Store Task

Reference Materials

New Jersey Student Learning Standards <http://www.nj.gov/education/aps/cccs/math/>
 Howard County MD Mathematics 5 <https://hcpss.instructure.com/courses/108>
 Khan Academy 8th Grade Math <https://www.khanacademy.org/math/cc-fifth-grade-math>
 Math Assessment Project Resources <http://map.mathshell.org/>



Unit Title / Topic: Operations & Algebraic Thinking | Unit Duration: 45 days

Stage 1: Desired Results

Established Goals (NJSLs):
 5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.
 5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For 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, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Transfer Goal:
 Students will be able to independently use their learning to apply operations and algebraic thinking to scenarios encountered in daily life.

Students will understand that:

- Some mathematical phrases can be represented using a variable in an algebraic expression.
- variables can be used to represent numbers and evaluate expressions with unknown values

Essential Questions:

- Why is there an agreed upon order of operations?
- How are the values of an algebraic expression and numerical expression found?

Students will know:

- The order of operations
- Variable,
- algebraic expression,
- corresponding,
- sequence,
- term,
- order of operations

Students will be able to:

- correctly use order of operations to solve basic algebraic expressions.
- write numerical expressions with variables to represent unknown quantities.
- solve expressions containing two or more operations.
- correctly solve algebraic expressions using the order of operations properly with whole numbers as well as decimal numbers.
- study completed tables to determine a rule and write an expression.
- extend patterns in a table using given rules and will then look for the relationship between corresponding terms in the sequences.
- translate words into algebraic expressions.
- solve problems by showing how to act out the problem.
- draw conclusions by using information given in the problem..

Stage 2: Acceptable Evidence

Transfer Task

PEMDAS Challenge

Reference Materials

New Jersey Student Learning Standards <http://www.nj.gov/education/aps/cccs/math/>
 Howard County MD Mathematics 5 <https://hcpss.instructure.com/courses/108>
 Khan Academy 8th Grade Math <https://www.khanacademy.org/math/cc-fifth-grade-math>
 Math Assessment Project Resources <http://map.mathshell.org/>



Unit Title / Topic: Operations with Fractions

Unit Duration: 35 days

Stage 1: Desired Results

Established Goals (NJSLs):

- NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)
- NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.
- NF.B.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?
- NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- NF.B.4.A Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = (ac)/(bd)$.)
- NF.B.4.B Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- NF.B.5 Interpret multiplication as scaling (resizing), by:
 - NF.B.5.A 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.
 - NF.B.5.B 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; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
- NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1
- NF.B.7.A Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
- NF.B.7.B Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.
- NF.B.7.C Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?

Transfer Goal:

Students will be able to independently use their learning to apply fractions to scenarios encountered in daily life.

Students will understand that:

- Fractions with unlike denominators can be added or subtracted by replacing fractions with equivalent fractions with like denominators.
- There is more than one way to add or subtract mixed numbers.
- The product of a whole number and a fraction can be interpreted in different ways.
- fractions are equal parts of a whole

Essential Questions:

- What does it mean to add and subtract fractions with unlike denominators? What is a standard procedure for adding and subtracting fractions with unlike denominators?
- What does it mean to add and subtract mixed numbers? What is a standard procedure for adding and subtracting mixed numbers?
- What are standard procedures for estimating and finding products and quotients of fractions and mixed numbers?

Students will know:

- Benchmark fractions
- Prime numbers
- Composite numbers
- Fractions are related to decimals
- Fraction,
- numerator,
- denominator,
- equivalent fractions,
- common factors,
- GCF: greatest common factor,
- simplest form,
- simplifying fractions,
- mixed number,
- improper fraction,
- common multiple,
- LCM: least common multiple,

Students will be able to:

- compare fractions
- add and subtract fractions with like denominators
- find common denominators
- add and subtract fractions with unlike denominators
- add and subtract mixed numbers
- multiply and divide fractions

Stage 2: Acceptable Evidence

Transfer Task

Jessica's Ribbon

Reference Materials

- New Jersey Student Learning Standards <http://www.nj.gov/education/aps/cccs/math/>
- Howard County MD Mathematics 5 <https://hcpss.instructure.com/courses/108>
- Khan Academy 8th Grade Math <https://www.khanacademy.org/math/cc-fifth-grade-math>
- Math Assessment Project Resources <http://map.mathshell.org/>



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| Unit Title / Topic: Measurement and Data | Unit Duration: 20 days |
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Stage 1: Desired Results

Established Goals (NJSLs):

MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

MD.C.3.A A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

MD.C.3.B A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.

MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

MD.C.5.A Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

MD.C.5.B 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.

MD.C.5.C Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Transfer Goal:
Students will be able to independently use their learning to interpret, select, construct and analyze data as well as create appropriate visual representations of said data.

Students will understand that:

- Two-and three-dimensional objects with or without curved surfaces can be described, classified, and analyzed by their attributes. An object's location in space can be described quantitatively.
- Some attributes of objects are measurable and can be quantified using unit amounts.
- Some questions can be answered by collecting and analyzing data, and the question to be answered determines the data that need to be collected and how best to collect the data. Data can be represented visually using table, charts, and graphs. The type of data determines the best choice of visual representation.

Essential Questions:

- How can three-dimensional shapes be represented and analyzed?
- What does the volume of a rectangular prism mean and how can it be found?
- What are customary measurement units and how are they related?
- What are metric units of measurement and how are they related?
- How can line plots be used to represent data and answer questions?
- How can numbers be used to describe certain data sets?

Students will know:

- cube,
- Edge,
- Face,
- vertex (plural: vertices),
- cone,
- cylinder,
- prism,
- Pyramid,
- volume,
- cubic unit;
- customary length,
- customary capacity,
- customary weight,
- meter,
- gram,
- liter,
- milli,
- Centi,
- kilo;
- data,
- frequency table,
- line plot, outlier,
- sample,
- survey

Students will be able to:

- identify three-dimensional shapes according to faces, edges, and vertices.
- determine the volume of rectangular and irregular shaped solids.
- convert from one unit of customary length (inches, feet, yards, and miles), as well as one unit of customary capacity (gallons, quarts, pints, cups, and fluid ounces) to another.
- convert from one customary unit of weight (ounces, pounds, and tons) to another and apply this skill to compare quantities.
- convert one metric unit of: length (kilometer, meter, centimeter, and millimeter), capacity (liter and milliliter), and mass (milligrams, grams, and kilograms) to another.
- understand and draw line plots, interpret points, and recognize outliers.
- collect and record data in frequency tables and line plots and then interpret the results.
- make a line plot from data in a frequency table and how to use this data to solve problems.
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Stage 2: Acceptable Evidence

Transfer Task

Miguel and Jacqui's Towers

Reference Materials

New Jersey Student Learning Standards <http://www.nj.gov/education/aps/cccs/math/>
 Howard County MD Mathematics 5 <https://hcpss.instructure.com/courses/108>
 Khan Academy 8th Grade Math <https://www.khanacademy.org/math/cc-fifth-grade-math>
 Math Assessment Project Resources <http://map.mathshell.org/>



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| Unit Title / Topic: Geometry | | Unit Duration: 20 days | |
| Stage 1: Desired Results | | | |
| Established Goals (NJSLs): | | | |
| <p>5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p>5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p>5.G.B.3 Understand that 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.</p> <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> | | | |
| Transfer Goal: | | | |
| Students will be able to independently use their learning to apply their understanding of geometric figures to create, construct and understand everyday objects in our world. | | | |
| Students will understand that: | | Essential Questions: | |
| <ul style="list-style-type: none"> Two-and three-dimensional objects with or without curved surfaces can be described, classified, and analyzed by their attributes. An object's location in space can be described quantitatively. Relationships can be described and generalizations made for mathematical situations that have numbers or objects that repeat or are arranged in predictable ways. For some relationships, mathematical expressions and equations can be used to describe how members of one set are related to members of a second set. Mathematics content and practices can be applied to solve problems. | | <ul style="list-style-type: none"> How can angles be measured and classified? How can polygons, triangles, and quadrilaterals be described, classified and named? How are points graphed? How can we show the relationship between sequences on a graph? | |
| Students will know: | | Students will be able to: | |
| <ul style="list-style-type: none"> Triangle, quadrilateral, pentagon, hexagon, octagon, decagon, protractor, degrees, vertex, right angle, acute angle, obtuse angle, straight angle, intersecting lines, parallel lines, perpendicular lines, ray, line segment, equilateral triangle, isosceles triangle, scalene triangle, square, rectangle, parallelogram, rhombus, trapezoid, kite, diagonal, adjacent, ordered pairs, coordinates, plot, horizontal axis, vertical axis | | <ul style="list-style-type: none"> Identify and classify plane figures by their properties. Graph ordered pairs. Measure angles and find the sum of the measures of the interior angles of a polygon. Solve problems, including those that involve geometry and logical reasoning. | |
| Stage 2: Acceptable Evidence | | | |
| Transfer Task | | | |
| Airplane Plot | | | |
| Reference Materials | | | |
| <p>New Jersey Student Learning Standards http://www.nj.gov/education/aps/cccs/math/</p> <p>Howard County MD Mathematics 5 https://hcpss.instructure.com/courses/108</p> <p>Khan Academy 8th Grade Math https://www.khanacademy.org/math/cc-fifth-grade-math</p> <p>Math Assessment Project Resources http://map.mathshell.org/</p> | | | |