PITTSGROVE TOWNSHIP SCHOOL DISTRICT

Pittsgrove Township School District

P.R.I.D.E. Patience Respect Integrity Diligence Empathy

Course Name: Fifth-Grade Accelerated Math	**Grade Level(s): 5**
Department: Math	**Credits:**
BOE Adoption Date: October 17, 2019	**Revision Date(s): June 18, 2020**

Course Description

In Grade 5, instructional time should focus on three critical areas: (1.) developing fluency with addition and subtraction of fractions, and developing an 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.

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.

The following practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

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.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. *The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.*

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law **O=Diversity & Inclusion Law** **<>=Holocaust** **+=LGBT and Disabilities Law** ***=AAPI (Asian American and Pacific Islanders)** **$=Financial Literacy** **Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.**

Pacing Guide

Course Title: 5th Grade Accelerated Math
Prerequisite(s):

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Place Value	Sept./Oct. Approx. 3 ½ weeks	**Grade-Level Standards** **5.NBT.A.1** **5.NBT.A.3** **5.NBT.A.3a** **5.NBT.A.3b** **Mathematical Practices** **MP.1** **MP.2** **MP.3** **MP.4** **MP.5** **MP.6** **MP.7** **MP.8**	**Learning Goal 1: NJ SLS 5.NBT.A.1** Explain that a digit in one place represents 1/10 of what it would represent in the place to its left and ten times what it would represent in the place to its right. **Learning Goal 2: NJ SLS 5.NBT.A.3** Compare two decimals to thousandths using >, =, and < for numbers presented as base ten numerals, number names, and/or in expanded form.	1. Read and write whole numbers through the millions place. 2. Compare and order whole numbers through millions. 3. Use models to relate decimals to fractions. 4. Represent fractions that name tenths, hundredths, and thousandths as decimals. 5. Understand place value in decimal numbers. 6. Read and write decimals in standard form, expanded form, and word form. 7. Compare decimals. 8. Order whole numbers and decimals. 9. Solve problems using the four-step plan.
Unit 2: Add and	October	**Grade-Level Standards:**	**Learning Goal 1: NJ SLS 5.NBT.A.4**	1. Round decimals.

Subtract Decimals	Approx. 2 ½ - 3 weeks	**5.NBT.A.4** **5.NBT.B.7** **<u>Extended Standards:</u>** **6.NS.B.3** **<u>Mathematical Practices</u>** **MP.1** **MP.2** **MP.3** **MP.4** **MP.5** **MP.6** **MP.7** **MP.8**	Round decimals to any place value. **Learning Goal 2: NJ SLS 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; explain the reasoning used, relating the strategy to the written method. **Learning Goal 3: NJ SLS 6.NS.B.3** Fluently add, subtract, multiply and divide multi-digit decimals.	2. Estimate sums and differences by rounding. 3. Solve problems by using an estimate or an exact answer. 4. Explore adding decimals using base-ten blocks. 5. Explore adding decimals using models. 6. Add decimals. 7. Use the Associative, Commutative, and Identity Properties to add whole numbers and decimals mentally. 8. Explore subtracting decimals using base-ten blocks. 9. Explore subtracting decimals using models. 10. Subtract decimals.
Unit 3: Multiply Whole Numbers and Decimal Numbers	Oct./Nov. Approx. 4 weeks	**<u>Grade-Level Standards:</u>** **5.NBT.A.2** **5.NBT.B.5** **5.NBT.B.7** **<u>Extended Standards:</u>** **6.NS.B.3** **<u>Mathematical Practices</u>** **MP.1** **MP.2**	**Learning Goal 1: NJ SLS 5.NBT.A.2** Explain patterns in the number of zeros in the product when a whole number is multiplied by a power of 10; represent powers of 10 using whole number exponents. **Learning Goal 2: NJ SLS 5.NBT.B.5** Fluently multiply multi-digit whole numbers with accuracy and efficiency.	1. Find the prime factorization of numbers. 2. Explore patterns in prime factorization. 3. Use powers and exponents in expressions. 4. Use basic facts and patterns to multiply multiples of 10, 100, and 1,000

		MP.3 **MP.4** **MP.5** **MP.6** **MP.7** **MP.8**	**Learning Goal 3: NJ SLS 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; explain the reasoning used, relating the strategy to the written method. **Learning Goal 4: NJ SLS 6.NS.B.3** Fluently add, subtract, multiply and divide multi-digit decimals.	mentally. 5. Make a table to solve problems. 6. Explore multiplication by using area models. 7. Use the distributive property to multiply mentally. 8. Estimate products by using rounding and compatible numbers. 9. Multiply up to a three-digit number by a one-digit number. 10. Multiply up to a three-digit number by a two-digit number. 11. Estimate products of whole numbers and decimals. 12. Explore multiplying decimals by whole numbers. 13. Multiply decimals by whole numbers. 14. Explore using decimal models to multiply decimals. 15. Multiply decimals by decimals. 16. Multiply decimals by powers of ten. 17. Solve problems by looking for a pattern.

				18. Use the Associative, Commutative, and Identity Properties to multiply mentally.

Unit 4: Divide by a One-Digit Divisor	Nov./Dec. Approx. 3 weeks	**<u>Grade-Level Standards:</u>** **5.NBT.B.6** **<u>Extended Standards:</u>** **6.NS.B.2** **<u>Mathematical Practices</u>** **MP.1** **MP.2** **MP.3** **MP.4** **MP.5** **MP.6** **MP.7** **MP.8**	**Learning Goal 1: NJ SLS 5.NBT.B.6** Calculate whole number quotients of whole numbers with 4- digit dividends and 2-digit divisors; explain and represent calculations with equations, rectangular arrays, and area models. **Learning Goal 2: NJ SLS 6.NS.B.2** Fluently divide multi-digit numbers using the standard algorithms.	1. Understand how division and multiplication are related. 2. Explore division using models. 3. Carry out division with and without remainders. 4. Use basic facts and patterns to divide multiples of 10, 100, and 1,000 mentally. 5. Estimate quotients by using rounding and compatible numbers. 6. Explore division with greater numbers using models. 7. Divide using the Distributive Property and Partial Quotients. 8. Divide up to a four-digit number by a one-digit number. 9. Understand how to place the first digit in a quotient. 10. Solve division problems that result in quotients that have zeros. 11. Explore how to interpret the remainder in a division problem. 12. Interpret the remainder in a division problem. 13. Identify extra information or missing information needed to solve a problem.

Unit 5: Divide by a Two-Digit Divisor	Dec./Jan. Approx. 3 weeks	**Grade-Level Standards:** **5.NBT.B.6** **5.NBT.B.7** **Extended Standards:** **6.NS.B.2** **Mathematical Practices** **MP.1** **MP.2** **MP.3** **MP.4** **MP.5** **MP.6** **MP.7** **MP.8**	**Learning Goal 1: NJ SLS 5.NBT.B.6** Calculate whole number quotients of whole numbers with 4- digit dividends and 2-digit divisors; explain and represent calculations with equations, rectangular arrays, and area models. **Learning Goal 2: NJ SLS 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; explain the reasoning used, relating the strategy to the written method. **Learning Goal 3: NJ SLS 6.NS.B.2** Fluently divide multi-digit numbers using the standard algorithms.	1. Estimate quotients with two-digit divisors. 2. Explore dividing by two-digit divisors using models. 3. Divide up to a three-digit number by a two-digit divisor. 4. Adjust the quotient when the estimated digit is too high or too low. 5. Divide greater numbers by multi-digit divisors. 6. Solve problems by solving a simpler problem. 7. Estimate quotients of decimals and whole numbers 8. Explore dividing decimals by whole numbers. 9. Divide decimals by whole numbers. 10. Explore using models to divide decimals by decimals. 11. Divide decimals by decimals. 12. Divide decimals by powers of ten.
Unit 6: Expressions and Patterns	Jan./Feb. Approx. 4- 4 ½ weeks	**Grade-Level Standards:** **5.OA.A.1** **5.OA.A.2** **5.OA.B.3** **5.G.A.1**	**Learning Goal 1: NJ SLS 5.OA.A.1** Evaluate numerical expressions that contain parentheses, brackets and braces.	1. Write and evaluate numerical expressions. 2. Use the order of operations to evaluate expressions.

		5.G.A.2 **<u>Extended Standards</u>** **6.EE.A.1** **6.EE.A.2** **6.EE.A.2a** **6.NS.C.5** **6.NS.C.6** **6.NS.C.6a** **6.NS.C.6b** **6.NS.C.6c** **6.NS.C.7a** **6.NS.C.7b** **<u>Mathematical Practices</u>** **MP.1** **MP.2** **MP.3** **MP.4** **MP.5** **MP.6** **MP.7** **MP.8**	**Learning Goal 2: NJ SLS 5.OA.A.2** Write numerical expressions when given a verbal description or word problem; interpret numerical expressions without evaluating them. **Learning Goal 3: NJ SLS 5.OA.B.3** Generate two numerical patterns from two given rules, identify the relationship between corresponding terms, create ordered pairs and graph the ordered pairs. **Learning Goal 4: NJ SLS 5.G.A.1 & NJ SLS 5.G.A.2** Represent real world and mathematical problems by graphing points defined by whole number coordinates in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation **Learning Goal 5: NJ SLS 6.EE.A.1** Write and evaluate numerical expressions involving whole number exponents. **Learning Goal 6: NJ SLS 6.EE.A.2** Use mathematical language to identify parts of an expression. **Learning Goal 7: NJ SLS 6.NS.C.5** Use positive and negative numbers to represent quantities in real-world situations, explaining the meaning of zero in the context of the real-world situation.	3. Use numbers and operation symbols to write verbal phrases as numerical expressions. 4. Solve problems by working backward. 5. Generate numerical patterns and identify pattern relationships. 6. Identify and extend patterns and sequences. 7. Plot points on a grid to solve real-world problems. 8. Graph points on a coordinate plane to solve real-world and mathematical problems. 9. Graph ordered pairs on a coordinate plane to solve problems involving two numerical patterns. 10. Describe situations in which quantities may go in opposite directions and describe the meaning of 0 in each situation. 11. Locate and place positive and negative numbers on a number line. 12. Understand that an integer and its opposite are the same distance from zero on a number line. 13. Identify, represent, order, and

			Learning Goal 8: NJ SLS 6.NS.C.6 Locate rational numbers and their opposites on horizontal and vertical number line; explain their relation of the opposites to zero. **Learning Goal 9: NJ SLS 6.NS.C.6** Plot pairs of positive and negative rational numbers in the coordinate plane; describe two ordered pairs that differ only by signs as reflections across one or both axes. **Learning Goal 10: NJ SLS 6.NS.C.7** Use statements of inequality to determine relative positions of two rational numbers on a number line.	compare integers. 14. Extend number lines and coordinate axes to include negative numbers. 15. Find and position pairs of positive and negative points on a coordinate plane. 16. Locate each quadrant on the coordinate plane. 17. Use variables to represent different numbers in different situations. 18. Simplify exponential terms. 19 . Use numerical and algebraic expressions to represent problems within various contexts, including problems in daily life.
Unit 7: Fractions and Decimals	Feb/March Approx. 2 ½- 3 weeks	**<u>Grade-Level Standards:</u>** **5.NF.A.2** **5.NF.B.3** **5.NF.B.5b** **<u>Extended Standards:</u>** **6.NS.B.4** **<u>Mathematical Practices</u>** **MP.1** **MP.2** **MP.3** **MP.4** **MP.5** **MP.6**	**Learning Goal 1: NJ SLS 5.NF.A.2** Solve word problems involving adding or subtracting fractions with unlike denominators, and determine if the answer to the word problem is reasonable, using estimations with benchmark fractions. **Learning Goal 2: NJ SLS 5.NF.B.3** Interpret a fraction as a division of the numerator by the denominator; solve word problems in which division of whole numbers leads to fractions or mixed numbers as solutions.	1. Solve world problems by interpreting a fraction as division of the numerator by the denominator. 2. Determine the common factors and the greatest common factor of a set of numbers. 3. Generate equivalent fractions by writing a fraction in simplest form. 4 . Guess, check and revise to solve problems. 5. Determine the common multiple and

		MP.7 **MP.8**	**Learning Goal 3: NJ SLS 5.NF.B.5** Explain how a product is related to the magnitude of the factors, including cases in which one factor is a fraction greater than 1 and cases in which one factor is a fraction less than 1. **Learning Goal 4: NJ SLS 6.NS.B.4** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.	the least common multiple of a set of numbers. 6. Compare fractions by using the least common denominator. 7. Explore how to use models and fraction equivalence to write fractions as decimals. 8. Use fraction equivalence to write fractions as decimals. 9. Find the GCF of two numbers up to 100. 10. Understand that equivalent numerical expressions can be found by applying the properties of operations.
Unit 8: Add and Subtract Fractions	March Approx. 3 weeks	**<u>Grade-Level Standards</u>:** **5.NF.A.1** **5.NF.A.2** **<u>Mathematical Practices</u>** **MP.1** **MP.2** **MP.3** **MP.4** **MP.5** **MP.6** **MP.7** **MP.8**	**Learning Goal 1: NJ SLS 5.NF.A.1** Add and subtract fractions (including mixed numbers) with unlike denominators by replacing the given fractions with equivalent fractions having like denominators **Learning Goal 2: NJ SLS 5.NF.A.2** Solve word problems involving adding or subtracting fractions with unlike denominators, and determine if the answer to the word problem is reasonable, using estimations with benchmark fractions.	1. Use number lines and benchmark fractions, such as ½, to round fractions. 2. Add like fractions and solve word problems involving the addition of like fractions. 3. Subtract like fractions and solve word problems involving the subtraction of like fractions. 4. Use models to add unlike fractions. 5. Add unlike fractions and solve word problems involving the addition of unlike fractions.

				6. Use models to subtract unlike fractions. 7. Subtract unlike fractions and solve word problems involving the subtraction of unlike fractions. 8. Solve problems by determining reasonable answers. 9. Use number sense and benchmark fractions to estimate sums and differences. 10. Explore adding mixed numbers using models. 11. Add mixed numbers and solve word problems involving the addition of mixed numbers. 12. Subtract mixed numbers and solve word problems involving the subtraction of mixed numbers. 13. Use fraction equivalence to subtract with renaming.
Unit 9: Multiply and Divide Fractions	March/April Approx. 3 weeks	**<u>Grade-Level Standards:</u>** **5.NF.B.4a** **5.NF.B.4b** **5.NF.B.5a** **5.NF.B.6** **5.NF.B.7a** **5.NF.B.7b** **5.NF.B.7c** **<u>Extended Standards:</u>**	**Learning Goal 1: NJ SLS 5.NF.B.4** For whole number or fraction q, interpret the product (a/b) x q as a parts of a whole partitioned into b equal parts added q times (e.g. using a visual fraction model). **Learning Goal 2: NJ SLS 5.NF.B.4** Tile a rectangle with unit fraction squares to find the area and multiply	1. Explore how to find part of a number. 2. Estimate products of fractions using compatible numbers and rounding. 3. Explore multiplying whole numbers and fractions using models. 4. Multiply whole numbers and fractions.

		6.NS.A.1 **<u>Mathematical Practices</u>** **MP.1** **MP.2** **MP.3** **MP.4** **MP.5** **MP.6** **MP.7** **MP.8**	side lengths to find the area of the rectangle, showing that the areas are the same. **Learning Goal 3: NJ SLS 5.NF.B.4b** Multiply fractions by whole numbers and fractions by fractions, drawing visual models to represent products, showing (a/b) x (c/d) = ab(1/bd), and creating story contexts. **Learning Goal 4: NJ SLS 5.NF.B.5** Explain how a product is related to the magnitude of the factors, including cases in which one factor is a fraction greater than 1 and cases in which one factor is a fraction less than 1. **Learning Goal 5: NJ SLS 5.NF.B.6** Solve real-world problems involving multiplication of fractions (including mixed numbers), using visual fraction models or equations to represent the problem. **Learning Goal 6: NJ SLS 5.NF.B.7** Divide a unit fraction by a non-zero whole number and interpret by creating a story context or visual fraction model. **Learning Goal 7: NJ SLS 5.NF.B.7** Divide a whole number by a unit fraction and interpret by creating a story context or visual fraction model. **Learning Goal 8: NJ SLS 5.NF.B.7** Solve real-world problems involving	5. Explore using models to multiply a fraction by a fraction. 6. Multiply fractions. 7. Multiply mixed numbers. 8. Interpret multiplication of fractions as scaling. 9. Divide whole numbers by unit fractions using models. 10. Use bar diagrams to divide whole numbers by unit fractions. 11. Use bar diagrams to divide unit fractions by whole numbers. 12. Solve problems by drawing a diagram.

			division of unit fractions by whole numbers or whole numbers by unit fractions. **Learning Goal 9: NJ SLS 6.NS.A.1** Compute quotients of fractions. **Learning Goal 10: NJ SLS 6.NS.A.1** Construct visual fraction models to represent quotients of fractions and use the relationship between multiplication and division to explain division of fractions. **Learning Goal 11: NJ SLS 6.NS.A.1** Solve real-world problems involving quotients of fractions and interpret the solutions in the context given.	
Unit 10: Measurement	April/May Approx. 2 ½ weeks	**<u>Grade-Level Standards:</u>** **5.MD.A.1** **5.MD.B.2** **<u>Mathematical Practices</u>** **MP.1** **MP.2** **MP.3** **MP.4** **MP.5** **MP.6** **MP.7** **MP.8**	**Learning Goal 1: NJ SLS 5.MD.A.1** Convert standard measurement units within the same system (e.g., centimeters to meters) in order to solve multi-step problems. **Learning Goal 2: NJ SLS 5.MD.B.2** Make a line plot to display a data set in measurements in fractions of a unit (1/2, 1/4, 1/8) and use it to solve problems involving the four operations on fractions with unlike denominators.	1. Measure length to the nearest half-inch and quarter inch. 2. Convert measurements of length within the customary system. 3. Solve problems by using logical reasoning. 4. Estimate the weight of objects and use a balance to measure the weight of objects. 5. Convert measurements of weight within the customary system. 6. Estimate and measure the capacity of liquids. 7. Convert measurements of capacity

				within the customary system. 8. Display measurement data in fractions of a unit on a line plot and solve real-world problems. 9. Measure the length of objects to the nearest centimeter and millimeter. 10. Convert measurements of length within the metric system. 11. Estimate the mass of objects and use a balance to measure the mass of objects. 12. Convert measurements of mass within the metric system. 13. Convert measurements of capacity within the metric system.
Unit 11: Geometry	May/June Approx. 3 weeks	**<u>Grade-Level Standards</u>:** **5.G.B.3** **5.G.B.4** **5.MD.C.4** **5.MD.C.5a** **5.MD.C.5b** **5.MD.C.5c** **<u>Extended Standards:</u>** **6.G.A.1** **6.G.A.2** **<u>Mathematical Practices</u>** **MP.1** **MP.2** **MP.3**	**Learning Goal 1: NJ SLS 5.G.B.3 & NJ SLS 5.G.B.4** Classify two- dimensional figures in a hierarchy based on properties. **Learning Goal 2: NJ SLS 5.MD.C.3, NJ SLS 5.MD.C.4 &NJ SLS 5.MD.C.5a-b** Measure volume by counting the total number cubic units required to fill a figure without gaps or overlaps **Learning Goal 3: NJ SLS 5.MD.C.5a-c** Show that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas V= l × w × h or V = B × h.	1. Classify two-dimensional figures based on properties. 2. Measure the sides and angles of triangles. 3. Classify triangles based on attributes, such as side measures and angle measures. 4. Measure the sides and angles of quadrilaterals. 5. Classify quadrilaterals based on attributes, such as congruent sides, parallel sides, and right angles.

		MP.4 **MP.5** **MP.6** **MP.7** **MP.8**	**Learning Goal 4: NJ SLS 5.MD.C.5a-c** Apply formulas to solve real world and mathematical problems involving volumes of right rectangular prisms that have whole number edge lengths. **Learning Goal 5: NJ SLS 5.MD.C.5a-c** Find the volume of a composite solid figure composed of two non-overlapping right rectangular prisms, applying this strategy to solve real-world problems. **Learning Goal 6: NJ SLS 6.G.A.1** Find the area of right triangles, other triangles, special quadrilaterals and polygons by composing into rectangles or decomposing into triangles. **Learning Goal 7: NJ SLS 6.G.A.2** Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes and show that the volume is the same as it would be if found by multiplying the edge lengths; apply volume formulas to right rectangular prisms with fractional edge lengths.	6. Build nets and explore properties of three-dimensional figures. 7. Describe properties of three-dimensional figures. 8. Use models to find the volume of rectangular prisms. 9. Use volume formulas to find the volume of rectangular prisms. 10. Use models to build composite figures and find the volume of composite figures. 11. Find the volume of composite figures by relating volume to the operations of multiplication and addition. 12. Make a model to solve problems. 13. Fill rectangular prisms with unit cubes 14. Find the area of triangles and quadrilaterals by decomposing them into rectangles. 14. Apply the formulas to find volumes of rectangular prisms and triangular prisms with fractional edge lengths.

Instructional Unit Map			
Course Title: Math 5 Accelerated			
Unit Title	Unit 1: Place Value	**Start Date:**	September - October
		Length of Unit:	Approximately 3 ½ weeks
Content Standards *What do we want them to know, understand, & do?*	**5.NBT.A.1** Students will be able to 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.3** Students will be able to read, write, and compare decimals to thousandths. **5.NBT.A.3a** Students will be able to read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	**Learning Goals**	**Learning Goal 1: NJ SLS 5.NBT.A.1** Explain that a digit in one place represents 1/10 of what it would represent in the place to its left and ten times what it would represent in the place to its right. **Learning Goal 2: NJ SLS 5.NBT.A.3** Compare two decimals to thousandths using >, =, and < for numbers presented as base ten numerals, number names, and/or in expanded form.

	5.NBT.A.3b Students will be able to compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.		
Essential Questions	● How does our number system work? ● How does the position of a digit in a number relate to its value?		
Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**
	● Problem of the Day ● Common Core Quick Check ● White Board Response ● Homework ● Teacher Observation ● Exit Ticket ● 21st Century Skills Critical Thinking (TE 1G)	● Common Core Review ● Check My Progress ● Quizzes ● Chapter Review ● Chapter Tests ● Place Value “Operations” Enrichment Project Menu	● Unit Choice Menu ● Chapter Project ● Interactive Notebook ● Reflection
Unit Pre-Assessment(s) *What do they already know?*	● Am I Ready? ● IXL Diagnostics ● NWEA		
Instructional Strategies/Student Activities	● Direct Instruction ● Modeling ● Note Taking ● Vocabulary Cards ● Foldables ● Partner Work ● Cooperative Groups ● Flexible Groups		

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- Guided Instruction
- Math Games
- Task Cards
- Center Rotations

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<tr><td rowspan="2">Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction</td><td>English Language Learners</td><td>Special Education Learners</td><td>Struggling Learners</td><td>Advanced Learners</td></tr>
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- Word Wall
- Student Vocabulary Cards
- Pictures/ Graphics
- Manipulatives
- Leveled Practice Activities
- Classroom Buddy
- Preferential Seating
- Allow Retakes
- Chunk Mathematical Processes
- Single Step Directions
- Highlight Key Directions
- Extra Time for Processing
- Differentiated Instruction

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- Tiered Assignments
- Flexible Grouping
- Independent Study
- Differentiated Instruction
- Build on Students' intrinsic motivations
- Consult with Parents to Accommodate Students' Interests in Completing Tasks at their Level of Engagement

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<tr><td>Differentiated Instructional Methods:
(Multiple means for students to access content and multiple modes for student to express understanding)</td><td>Access (Resources and/or Process)
Tiered/Leveled Stations
Interactive Notebook
Vocabulary Cards
Assigned targeted IXL Lessons
Google Classroom</td><td>Expression (Products and/or Performance)
Choice Menu
Projects
Interactive Notebook</td></tr>
<tr><td>Vocabulary
Highlight key vocabulary (both Tier II and Tier III words)</td><td colspan="2">Tier II: period, place

Tier III: place value,standard form, expanded form, decimal, decimal point, equivalent decimals</td></tr>
<tr><td>Integration of Technology
SAMR</td><td colspan="2">A and M: Differentiated IXL lessons based on student strengths/weaknesses
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<tr><td>Interdisciplinary Connections
NJ Student Learning Standards</td><td colspan="2">ELA:
W.5.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
How to listen and respond to others.

Technology:
8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3: Use a graphic organizer to organize information about problem or issue.
8.2.5.C.4: Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.
8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

21st Century Life and Careers:</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</td></tr>
<tr><td rowspan="2">21st Century Themes/Skills
P21 Framework</td><td>Themes</td><td>Skills</td></tr>
<tr><td>Financial, Economic, Business, & Entrepreneurial Literacy
Establish an understanding that career-ready individuals take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td><td>Critical Thinking and Problem Solving
Students engage with real world situations involving rational numbers. Students carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Life and Career Skills
Students make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Technologies Literacy
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Instructional Unit Map				
Course Title: Math 5 Accelerated				
Unit Title	Unit 2: Add and Subtract Decimals		**Start Date:**	October
			Length of Unit:	Approximately 2 ½ - 3 Weeks
Content Standards *What do we want them to know, understand, & do?*	**5.NBT.A.4** Students will be able to use place value understanding to round decimals to any place. **5.NBT.B.7** Students will be able to 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. **6.NS.B.3** Students will be able to fluently add, subtract, multiply, and divide multi-digit decimals using the	**Learning Goals**	**Learning Goal 1: NJ SLS 5.NBT.A.4** Round decimals to any place value. **Learning Goal 2: NJ SLS 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; explain the reasoning used, relating the strategy to the written method. **Learning Goal 3: NJ SLS 6.NS.B.3** Fluently add, subtract, multiply and divide multi-digit decimals.	

<table>
<tr><td></td><td colspan="3">standard algorithm for each operation.</td></tr>
<tr><td>Essential Questions</td><td colspan="3">● How do operations affect numbers?
● How can I use place value and properties to add and subtract decimals?
● How can we decide when to use an exact answer and when to use an estimate?
● When is adding and subtracting decimals useful in real-world situations?</td></tr>
<tr><td rowspan="2">Assessments
How will we know they have gained the knowledge & skills?</td><td>Formative</td><td>Summative</td><td>Alternative</td></tr>
<tr><td>● Problem of the Day
● Common Core Quick Check
● White Board Response
● Homework
● Teacher Observation
● Exit Ticket
● 21st Century Skills Critical Thinking (TE 295)</td><td>● Common Core Review
● Check My Progress
● Quizzes
● Chapter Review
● Chapter Tests
● Million Dollar Project (Everyday Math - Math Masters)</td><td>● Chapter Project
● Interactive Notebook
● Reflection</td></tr>
<tr><td>Unit Pre-Assessment(s)
What do they already know?</td><td colspan="3">● Am I Ready?
● IXL Diagnostics
● NWEA</td></tr>
<tr><td>Instructional Strategies/Student Activities</td><td colspan="3">● Direct Instruction
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● Note Taking
● Vocabulary Cards
● Foldables
● Partner Work
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	• Task Cards • Center Rotations			
Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	**English Language Learners**	**Special Education Learners**	**Struggling Learners**	**Advanced Learners**
	• Word Wall • Student Vocabulary Cards • Pictures/ Graphics • Manipulatives • Leveled Practice Activities • Classroom Buddy • Preferential Seating • Allow Retakes • Chunk Mathematical Processes • Single Step Directions • Highlight Key Directions • Extra Time for Processing • Differentiated Instruction	• Word Wall • Student Vocabulary Cards • Pictures/ Graphics • Manipulatives Leveled Practice Activities • Preferential Seating • Allow Retakes • Chunk Mathematical Processes • Extra Time for Processing • Model Tasks • Provide Examples • Highlight Key Directions • Small Group Instruction • Differentiated Instruction	• Word Wall • Student Vocabulary Cards • Pictures/Graphics • Manipulatives • Leveled Practice Activities • Preferential Seating • Allow Retakes • Chunk Mathematical Processes • Extra Time • Provide Examples • Highlight Key Directions • Small Group Instruction • Differentiated Instruction	• Tiered Assignments • Flexible Grouping • Independent Study • Differentiated Instruction • Build on Students' intrinsic motivations • Consult with Parents to Accommodate Students' Interests in Completing Tasks at their Level of Engagement

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Tier III: Associative Property of Addition, Commutative Property of Addition, Identity Property of Addition, Inverse Operations</td></tr>
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SAMR</td><td colspan="2">A and M: Differentiated IXL lessons based on student strengths/weaknesses
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Instructional Unit Map			
Course Title: Math 5 Accelerated			
Unit Title	Unit 3: Multiply Whole Numbers and Decimal Numbers	**Start Date:**	October - November
		Length of Unit:	Approximately 4 Weeks
Content Standards *What do we want them to know, understand, & do?*	**5.NBT.A.2** Students will be able to 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.B.5** Students will be able to fluently multiply multi-digit whole numbers using the standard algorithm.	**Learning Goals**	**Learning Goal 1: NJ SLS 5.NBT.A.2** Explain patterns in the number of zeros in the product when a whole number is multiplied by a power of 10; represent powers of 10 using whole number exponents. **Learning Goal 2: NJ SLS 5.NBT.B.5** Fluently multiply multi-digit whole numbers with accuracy and efficiency. **Learning Goal 3: NJ SLS 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; explain the reasoning used, relating the strategy to the written method. **Learning Goal 4: NJ SLS 6.NS.B.3** Fluently add, subtract, multiply and divide multi-digit decimals.

	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. **6.NS.B.3** Students will be able to fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		

Essential Questions	● What strategies can be used to multiply whole numbers? ● How is multiplying decimals similar to multiplying whole numbers? ● How do operations affect numbers? ● When can multiplying decimal numbers become useful in everyday situations?		
Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**
	● Problem of the Day ● Common Core Quick Check ● White Board Response	● Common Core Review ● Check My Progress ● Quizzes	● Chapter Project ● Interactive Notebook ● Reflection

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<tr><td></td><td>Homework
Teacher Observation
Exit Ticket
21st Century Skills Critical Thinking (TE 71)</td><td>Chapter Review
Chapter Tests
21st Century Skills Communication (TE 371)
Number Theory Project (Real Life Math Projects)
It’s Payday! Project (Real Life Math Projects)</td><td></td></tr>
<tr><td>Unit Pre-Assessment(s)
What do they already know?</td><td colspan="3">Am I Ready?
IXL Diagnostics
NWEA</td></tr>
<tr><td>Instructional Strategies/Student Activities</td><td colspan="3">Direct Instruction
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Note Taking
Vocabulary Cards
Foldables
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Pictures/ Graphics
Manipulatives</td><td>Word Wall
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Independent Study</td></tr>
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Preferential Seating
Allow Retakes
Chunk Mathematical Processes
Single Step Directions
Highlight Key Directions
Extra Time for Processing
Differentiated Instruction</td><td>Graphics
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Google Classroom</td><td colspan="2">Projects
Interactive Notebook</td></tr>
<tr><td>Vocabulary
Highlight key vocabulary (both Tier II and Tier III words)</td><td colspan="4">Tier II: base, compatible numbers, cubed, exponent, power, power of 10

Tier III: prime factorization, Distributive Property</td></tr>
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Integration of Technology SAMR	A and M: Differentiated IXL lessons based on student strengths/weaknesses S: Xtra Math A and M: Games on Google Classroom A and R: Kahoot!
Interdisciplinary Connections NJ Student Learning Standards	**ELA:** W.5.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic. SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topic and texts, building on others' ideas and expressing their own clearly. How to listen and respond to others. **Technology:** 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue. 8.2.5.C.4: Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models. 8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. 8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. **21st Century Life and Careers:** CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
21st Century Themes/Skills P21 Framework	Themes Skills

	Financial, Economic, Business, & Entrepreneurial Literacy Establish an understanding that career-ready individuals take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.	**Critical Thinking and Problem Solving** Students engage with real world situations involving rational numbers. Students carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. **Life and Career Skills** Students make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. **Technologies Literacy** Communication & Collaboration Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. Students collaborate via the integer game, number line discussions and problem solving real world situations involving rational numbers.
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Instructional Unit Map			
Course Title: Math 5 Accelerated			
Unit Title	Unit 4: Divide by a One-Digit Divisor	**Start Date:**	November - December
		Length of Unit:	Approximately 3 Weeks
Content Standards *What do we want them to know, understand, & do?*	**5.NBT.B.6** Students will be able to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using	**Learning Goals**	**Learning Goal 1: NJ SLS 5.NBT.B.6** Calculate whole number quotients of whole numbers with 4- digit dividends and 2-digit divisors; explain and represent calculations with equations, rectangular arrays, and area models. **Learning Goal 2: NJ SLS 6.NS.B.2**

	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. **6.NS.B.2** Students will be able to fluently divide multi-digit numbers using the standard algorithm.		Fluently divide multi-digit numbers using the standard algorithms.

Essential Questions	● What strategies can be used to divide whole numbers? ● What makes a computational strategy both effective and efficient?		
Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**
	● Problem of the Day ● Common Core Quick Check ● White Board Response ● Homework ● Teacher Observation ● Exit Ticket ● 21st Century Skills Critical Thinking (TE 149)	● Common Core Review ● Check My Progress ● Quizzes ● Chapter Review ● Chapter Tests	● Chapter Project ● Interactive Notebook ● Reflection
Unit Pre-Assessment(s) *What do they already know?*	● Am I Ready? ● IXL Diagnostics ● NWEA		

<table>
<tr><td>Instructional Strategies/Student Activities</td><td colspan="4">

Direct Instruction
Modeling
Note Taking
Vocabulary Cards
Foldables
Partner Work
Cooperative Groups
Flexible Groups
Guided Instruction
Math Games
Task Cards
Center Rotations

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Student Vocabulary Cards
Pictures/ Graphics
Manipulatives
Leveled Practice Activities
Classroom Buddy
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Chunk Mathematical Processes
Single Step Directions
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	• Extra Time for Processing • Differentiated Instruction	Processing • Model Tasks • Provide Examples • Highlight Key Directions • Small Group Instruction • Differentiated Instruction		at their Level of Engagement
Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** (Resources and/or Process) • Tiered/Leveled Stations • Interactive Notebook • Vocabulary Cards • Assigned targeted IXL Lessons • Google Classroom		**Expression** (Products and/or Performance) • Projects • Interactive Notebook	
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	Versa Tiles

Instructional Unit Map				
Course Title: Math 5 Accelerated				
Unit Title	Unit 5: Divide by a Two-Digit Divisor		**Start Date:**	December - January
			Length of Unit:	Approximately 3 Weeks
Content Standards *What do we want them to know, understand, & do?*	**5.NBT.B.6** Students will be able to 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** Students will be able to 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	**Learning Goals**	**Learning Goal 1: NJ SLS 5.NBT.B.6** Calculate whole number quotients of whole numbers with 4- digit dividends and 2-digit divisors; explain and represent calculations with equations, rectangular arrays, and area models. **Learning Goal 2: NJ SLS 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; explain the reasoning used, relating the strategy to the written method. **Learning Goal 3: NJ SLS 6.NS.B.2** Fluently divide multi-digit numbers using the standard algorithms.	

<table>
<tr><td></td><td>subtraction; relate the strategy to a written method and explain the reasoning used.

6.NS.B.2
Students will be able to fluently divide multi-digit numbers using the standard algorithm.</td><td colspan="2"></td></tr>
<tr><td>Essential Questions</td><td colspan="3">● What strategies can be used to divide whole numbers?
● How is dividing decimals similar to dividing whole numbers?</td></tr>
<tr><td rowspan="2">Assessments
How will we know they have gained the knowledge & skills?</td><td>Formative</td><td>Summative</td><td>Alternative</td></tr>
<tr><td>● Problem of the Day
● Common Core Quick Check
● White Board Response
● Homework
● Teacher Observation
● Exit Ticket
● 21st Century Skills Collaboration (TE 243)</td><td>● Common Core Review
● Check My Progress
● Quizzes
● Chapter Review
● Chapter Tests</td><td>● Chapter Project
● Interactive Notebook
● Reflection</td></tr>
<tr><td>Unit Pre-Assessment(s)
What do they already know?</td><td colspan="3">● Am I Ready?
● IXL Diagnostics
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<tr><td>Instructional Strategies/Student Activities</td><td colspan="3">● Direct Instruction
● Modeling
● Note Taking
● Vocabulary Cards
● Foldables
● Partner Work</td></tr>
</table>

<table>
<tr><td></td><td colspan="4">

- Cooperative Groups
- Flexible Groups
- Guided Instruction
- Math Games
- Task Cards
- Center Rotations

</td></tr>
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- Word Wall
- Student Vocabulary Cards
- Pictures/ Graphics
- Manipulatives
- Leveled Practice Activities
- Classroom Buddy
- Preferential Seating
- Allow Retakes
- Chunk Mathematical Processes
- Single Step Directions
- Highlight Key Directions
- Extra Time for Processing
- Differentiated Instruction

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- Tiered Assignments
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- Build on Students' intrinsic motivations
- Consult with Parents to Accommodate Students' Interests in Completing Tasks at their Level of Engagement

</td></tr>
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		• Small Group Instruction • Differentiated Instruction		
Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** (Resources and/or Process) • Tiered/Leveled Stations • Interactive Notebook • Vocabulary Cards • Assigned targeted IXL Lessons • Google Classroom		**Expression** (Products and/or Performance) • Projects • Interactive Notebook	
Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	Tier II: dividend, divisor, quotient Tier III: Associative Property of Multiplication, Commutative Property of Multiplication, Identity Property of Multiplication			
Integration of Technology SAMR	A and M: Differentiated IXL lessons based on student strengths/weaknesses S: Xtra Math A and M: Games on Google Classroom A and R: Kahoot!			
Interdisciplinary Connections NJ Student Learning Standards	**ELA:** W.5.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic. SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topic and texts, building on others' ideas and expressing their own clearly. How to listen and respond to others. **Technology:** 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue. 8.2.5.C.4: Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models. 8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.			

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Instructional Unit Map			
Course Title: Math 5 Accelerated			
Unit Title	Unit 6: Expressions and Patterns	**Start Date:**	January - February
		Length of Unit:	Approximately 4 - 4 ½ Weeks
Content Standards *What do we want them to know, understand, & do?*	**5.OA.A.1** Students will be able to use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **5.OA.A.2** Students will be able to 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 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product. **5.OA.B.3** Students will be able to generate two numerical	**Learning Goals**	**Learning Goal 1: NJ SLS 5.OA.A.1** Evaluate numerical expressions that contain parentheses, brackets and braces. **Learning Goal 2: NJ SLS 5.OA.A.2** Write numerical expressions when given a verbal description or word problem; interpret numerical expressions without evaluating them. **Learning Goal 3: NJ SLS 5.OA.B.3** Generate two numerical patterns from two given rules, identify the relationship between corresponding terms, create ordered pairs and graph the ordered pairs. **Learning Goal 4: NJ SLS 5.G.A.1 & NJ SLS 5.G.A.2** Represent real world and mathematical problems by graphing points defined by whole number coordinates in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation **Learning Goal 5: NJ SLS 6.EE.A.1** Write and evaluate numerical expressions involving whole number exponents. **Learning Goal 6: NJ SLS 6.EE.A.2** Use mathematical language to identify parts of an expression. **Learning Goal 7: NJ SLS 6.NS.C.5**

	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.* **5.G.A.1** Students will be able to 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		Use positive and negative numbers to represent quantities in real-world situations, explaining the meaning of zero in the context of the real-world situation. **Learning Goal 8: NJ SLS 6.NS.C.6** Locate rational numbers and their opposites on horizontal and vertical number line; explain their relation of the opposites to zero. **Learning Goal 9: NJ SLS 6.NS.C.6** Plot pairs of positive and negative rational numbers in the coordinate plane; describe two ordered pairs that differ only by signs as reflections across one or both axes. **Learning Goal 10: NJ SLS 6.NS.C.7** Use statements of inequality to determine relative positions of two rational numbers on a number line.

	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*). **5.G.A.2** Students will be able to 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. **6.EE.A.1** Students will be able to write and evaluate numerical expressions involving whole-number exponents. **6.EE.A.2** Students will be able to write, read, and evaluate expressions in which letters stand for numbers. **6.EE.A.2a** Students will be able to write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.*		

	6.NS.C.5 Students will be able to understand that positive and negative numbers are used together to describe quantities having opposite directions or values (*e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge*); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. **6.NS.C.6** Students will be able to understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. **6.NS.C.6a** Students will be able to recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, *e.g.,*		

	–(–3) = 3, and that 0 is its own opposite. **6.NS.C.6b** Students will be able to understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **6.NS.C.6c** Students will be able to find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. **6.NS.C.7a** Students will be able to interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.*		

<table>
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Students will be able to write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 o C > –7 o C to express the fact that –3 o C is warmer than –7 o C.</td><td></td><td></td></tr>
<tr><td>Essential Questions</td><td colspan="3">● How are patterns used to solve problems?
● What is a variable?
● When are algebraic and numeric expressions used?
● How can we use mathematics to represent relationships?
● If we learned that zero was the lowest possible value, how can any number have a value less than zero?
● How are negative numbers used in the real-world?</td></tr>
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● Check My Progress
● Quizzes
● Chapter Review
● Chapter Tests
● The Checkbook Challenge Project (Real Life Math Projects)</td><td>● Unit Choice Menu
● Chapter Project
● Interactive Notebook
● Reflection</td></tr>
<tr><td>Unit Pre-Assessment(s)
What do they already know?</td><td colspan="3">● Am I Ready?
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	• Foldables • Partner Work • Cooperative Groups • Flexible Groups • Guided Instruction • Math Games • Task Cards • Center Rotations			
Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	**English Language Learners**	**Special Education Learners**	**Struggling Learners**	**Advanced Learners**
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Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** (Resources and/or Process) • Tiered/Leveled Stations • Interactive Notebook • Vocabulary Cards • Assigned targeted IXL Lessons • Google Classroom		**Expression** (Products and/or Performance) • Choice Menu • Projects • Interactive Notebook	
Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	Tier II: evaluate, numerical expression, origin, sequence, term, coordinate, variable, expression, substitution, equivalent Tier III: coordinate plane, ordered pair, order of operations, rational number, integer, x-axis, y-axis, quadrant			
Integration of Technology SAMR	A and M: Differentiated IXL lessons based on student strengths/weaknesses S: Xtra Math A and M: Games on Google Classroom A and R: Kahoot!			
Interdisciplinary Connections NJ Student Learning Standards	**ELA:** W.5.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic. SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topic and texts, building on others' ideas and expressing their own clearly. How to listen and respond to others. **Technology:** 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue. 8.2.5.C.4: Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with			

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8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

21st Century Life and Careers:
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P21 Framework</td><td>Themes</td><td>Skills</td></tr>
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Establish an understanding that career-ready individuals take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td><td>Critical Thinking and Problem Solving
Students engage with real world situations involving rational numbers. Students carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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Students make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

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Communication & Collaboration Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. Students collaborate via the integer game, number line discussions and</td></tr>
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	Board Games Versa Tiles

Instructional Unit Map			
Course Title: Math 5 Accelerated			
Unit Title	Unit 7: Fractions and Decimals	**Start Date:**	February - March
		Length of Unit:	Approximately 2 ½ - 3 weeks
Content Standards *What do we want them to know, understand, & do?*	**5.NF.A.2** Students will be able to 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. **5.NF.B.3** Students will be able to Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole	**Learning Goals**	**Learning Goal 1: NJ SLS 5.NF.A.2** Solve word problems involving adding or subtracting fractions with unlike denominators, and determine if the answer to the word problem is reasonable, using estimations with benchmark fractions. **Learning Goal 2: NJ SLS 5.NF.B.3** Interpret a fraction as a division of the numerator by the denominator; solve word problems in which division of whole numbers leads to fractions or mixed numbers as solutions. **Learning Goal 3: NJ SLS 5.NF.B.5** Explain how a product is related to the magnitude of the factors, including cases in which one factor is a fraction greater than 1 and cases in which one factor is a fraction less than 1. **Learning Goal 4: NJ SLS 6.NS.B.4** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.

	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. **5.NF.B.5b** Students will be able to explain 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×a)/(n×b) to the effect of multiplying a/b by 1. **6.NS.B.4** Students will be able to find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole		

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<tr><td>Essential Questions</td><td colspan="3">● How are factors and multiples helpful in solving problems?
● Why do we need to know how to add and subtract fractions?
● How are fractions, decimals, and mixed numbers related?</td></tr>
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● Check My Progress
● Quizzes
● Chapter Review
● Chapter Tests
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(Chapter 8 MyMath Textbook Volume 2)</td></tr>
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	https://www.ixl.com/ https://xtramath.org/ https://www.freckle.com/math/ https://www.sumdog.com/ https://www.prodigygame.com/ https://www.khanacademy.org/math https://njctl.org/courses/math/ https://www.zearn.org/ https://www.illustrativemathematics.org/ https://www.mathlearningcenter.org/resources/lessons/lessons-activities-grade-5 https://parcc.pearson.com/practice-tests/math/ https://achievethecore.org/category/774/mathematics-focus-by-grade-level https://mashupmath.com/ http://www.mathantics.com/ https://www.flocabulary.com/ https://numberock.com/ https://commoncoresheets.com http://www.math-aids.com/ Google Classroom Teacher Generated Resources **Materials:** Interactive Notebooks Chromebooks Manipulatives Whiteboards/Markers Board Games Versa Tiles

Instructional Unit Map			
Course Title: Math 5 Accelerated			
Unit Title	Unit 8: Add and Subtract Fractions	**Start Date:**	March
		Length of Unit:	Approximately 3 weeks
Content Standards *What do we want them to know, understand, & do?*	**5.NF.A.1** Students will be able to 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. **5.NF.A.2** Students will be able to 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.	**Learning Goals**	**Learning Goal 1: NJ SLS 5.NF.A.1** Add and subtract fractions (including mixed numbers) with unlike denominators by replacing the given fractions with equivalent fractions having like denominators **Learning Goal 2: NJ SLS 5.NF.A.2** Solve word problems involving adding or subtracting fractions with unlike denominators, and determine if the answer to the word problem is reasonable, using estimations with benchmark fractions.

<table>
<tr><td>Essential Questions</td><td colspan="3">How can equivalent fractions help me add and subtract fractions?
When is adding and subtracting fractions useful in real-world situations?</td></tr>
<tr><td rowspan="2">Assessments
How will we know they have gained the knowledge & skills?</td><td>Formative</td><td>Summative</td><td>Alternative</td></tr>
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Common Core Quick Check
White Board Response
Homework
Teacher Observation
Exit Ticket</td><td>Common Core Review
Check My Progress
Quizzes
Chapter Review
Chapter Tests</td><td>Chapter Project
Interactive Notebook
Reflection</td></tr>
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IXL Diagnostics
NWEA</td></tr>
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Note Taking
Vocabulary Cards
Foldables
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Math Games
Task Cards
Center Rotations</td></tr>
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	• Word Wall • Student Vocabulary Cards • Pictures/ Graphics • Manipulatives • Leveled Practice Activities • Classroom Buddy • Preferential Seating • Allow Retakes • Chunk Mathematical Processes • Single Step Directions • Highlight Key Directions • Extra Time for Processing • Differentiated Instruction	• Word Wall • Student Vocabulary Cards • Pictures/ Graphics • Manipulatives Leveled Practice Activities • Preferential Seating • Allow Retakes • Chunk Mathematical Processes • Extra Time for Processing • Model Tasks • Provide Examples • Highlight Key Directions • Small Group Instruction • Differentiated Instruction	• Word Wall • Student Vocabulary Cards • Pictures/Graphics • Manipulatives • Leveled Practice Activities • Preferential Seating • Allow Retakes • Chunk Mathematical Processes • Extra Time • Provide Examples • Highlight Key Directions • Small Group Instruction • Differentiated Instruction	• Tiered Assignments • Flexible Grouping • Independent Study • Differentiated Instruction • Build on Students' intrinsic motivations • Consult with Parents to Accommodate Students' Interests in Completing Tasks at their Level of Engagement
Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** (Resources and/or Process) • Tiered/Leveled Stations • Interactive Notebook • Vocabulary Cards • Assigned targeted IXL Lessons • Google Classroom		**Expression** (Products and/or Performance) • Projects • Interactive Notebook	

Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	Tier II: like fractions, unlike fractions Tier III: N/A
Integration of Technology SAMR	A and M: Differentiated IXL lessons based on student strengths/weaknesses S: Xtra Math A and M: Games on Google Classroom A and R: Kahoot!
Interdisciplinary Connections NJ Student Learning Standards	**ELA:** W.5.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic. SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topic and texts, building on others' ideas and expressing their own clearly. How to listen and respond to others. **Technology:** 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue. 8.2.5.C.4: Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models. 8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. 8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. **21st Century Life and Careers:** CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Themes/Skills P21 Framework	Themes	Skills
	Financial, Economic, Business, & Entrepreneurial Literacy Establish an understanding that career-ready individuals take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.	**Critical Thinking and Problem Solving** Students engage with real world situations involving rational numbers. Students carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. **Life and Career Skills** Students make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. **Technologies Literacy** Communication & Collaboration Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. Students collaborate via the integer game, number line discussions and problem solving real world situations involving rational numbers.
Resources/Materials	**Resources:** Text: My Math – McGraw Hill https://www.mheonline.com/mhmymath/ (Chapter 9 MyMath Textbook Volume 2) https://www.ixl.com/ https://xtramath.org/ https://www.freckle.com/math/ https://www.sumdog.com/ https://www.prodigygame.com/ https://www.khanacademy.org/math https://njctl.org/courses/math/ https://www.zearn.org/	

	https://www.illustrativemathematics.org/ https://www.mathlearningcenter.org/resources/lessons/lessons-activities-grade-5 https://parcc.pearson.com/practice-tests/math/ https://achievethecore.org/category/774/mathematics-focus-by-grade-level https://mashupmath.com/ http://www.mathantics.com/ https://www.flocabulary.com/ https://numberock.com/ https://commoncoresheets.com http://www.math-aids.com/ Google Classroom Teacher Generated Resources **Materials:** Interactive Notebooks Chromebooks Manipulatives Whiteboards/Markers Board Games Versa Tiles

Instructional Unit Map			
Course Title: Math 5 Accelerated			
Unit Title	Unit 9: Multiply and Divide Fractions	**Start Date:**	March - April
		Length of Unit:	Approximately 3 weeks
Content Standards *What do we want them to know, understand, & do?*	**5.NF.B.4a** Students will be able to interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. - *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* **5.NF.B.4b** Students will be able to 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	**Learning Goals**	**Learning Goal 1: NJ SLS 5.NF.B.4** For whole number or fraction q, interpret the product (a/b) x q as a parts of a whole partitioned into b equal parts added q times (e.g. using a visual fraction model). **Learning Goal 2: NJ SLS 5.NF.B.4** Tile a rectangle with unit fraction squares to find the area and multiply side lengths to find the area of the rectangle, showing that the areas are the same. **Learning Goal 3: NJ SLS 5.NF.B.4b** Multiply fractions by whole numbers and fractions by fractions, drawing visual models to represent products, showing (a/b) x (c/d) = ab(1/bd), and creating story contexts. **Learning Goal 4: NJ SLS 5.NF.B.5** Explain how a product is related to the magnitude of the factors, including cases in which one factor is a fraction greater than 1 and cases in which one factor is a fraction less than 1. **Learning Goal 5: NJ SLS 5.NF.B.6** Solve real-world problems involving multiplication of fractions (including mixed numbers), using visual fraction models or equations to represent the problem. **Learning Goal 6: NJ SLS 5.NF.B.7** Divide a unit fraction by a non-zero whole number and interpret by creating a story context or visual fraction model.

	rectangles, and represent fraction products as rectangular areas. **5.NF.B.5a** Students will be able to compare 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. **5.NF.B.7a** Students will be able to interpret division of a unit fraction by a non-zero whole number, and compute such quotients. - *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* **5.NF.B.7c** Students will be able to solve real world problems involving multiplication of fractions and mixed numbers, *e.g., by using visual fraction models or equations to represent the problem*. **6.NS.A.1** Interpret and compute		**Learning Goal 7: NJ SLS 5.NF.B.7** Divide a whole number by a unit fraction and interpret by creating a story context or visual fraction model. **Learning Goal 8: NJ SLS 5.NF.B.7** Solve real-world problems involving division of unit fractions by whole numbers or whole numbers by unit fractions. **Learning Goal 9: NJ SLS 6.NS.A.1** Compute quotients of fractions. **Learning Goal 10: NJ SLS 6.NS.A.1** Construct visual fraction models to represent quotients of fractions and use the relationship between multiplication and division to explain division of fractions. **Learning Goal 11: NJ SLS 6.NS.A.1** Solve real-world problems involving quotients of fractions and interpret the solutions in the context given.

	quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc). How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4- cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*		

Essential Questions	● What strategies can be used to multiply and divide fractions? ● When is multiplying and dividing fractions useful in real-world situations?		
Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**
	● Problem of the Day ● Common Core Quick Check ● White Board Response ● Homework ● Teacher Observation	● Common Core Review ● Check My Progress ● Quizzes ● Chapter Review ● Chapter Tests	● Chapter Project ● Interactive Notebook ● Reflection

	• Exit Ticket • 21st Century Skills Collaboration and Creativity (TE 699)		
Unit Pre-Assessment(s) *What do they already know?*	• Am I Ready? • IXL Diagnostics • NWEA		
Instructional Strategies/Student Activities	• Direct Instruction • Modeling • Note Taking • Vocabulary Cards • Foldables • Partner Work • Cooperative Groups • Flexible Groups • Guided Instruction • Math Games • Task Cards • Center Rotations		
Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	**English Language Learners** • Word Wall • Student Vocabulary Cards • Pictures/ Graphics • Manipulatives • Leveled Practice Activities • Classroom Buddy	**Special Education Learners** • Word Wall • Student Vocabulary Cards • Pictures/ Graphics • Manipulatives Leveled	**Struggling Learners** • Word Wall • Student Vocabulary Cards • Pictures/Graphics • Manipulatives • Leveled Practice Activities • Preferential Seating	**Advanced Learners** • Tiered Assignments • Flexible Grouping • Independent Study • Differentiated Instruction • Build on

	• Preferential Seating • Allow Retakes • Chunk Mathematical Processes • Single Step Directions • Highlight Key Directions • Extra Time for Processing • Differentiated Instruction	Practice Activities • Preferential Seating • Allow Retakes • Chunk Mathematical Processes • Extra Time for Processing • Model Tasks • Provide Examples • Highlight Key Directions • Small Group Instruction • Differentiated Instruction	• Allow Retakes • Chunk Mathematical Processes • Extra Time • Provide Examples • Highlight Key Directions • Small Group Instruction • Differentiated Instruction	Students' intrinsic motivations • Consult with Parents to Accommodate Students' Interests in Completing Tasks at their Level of Engagement
Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** (Resources and/or Process) • Tiered/Leveled Stations • Interactive Notebook • Vocabulary Cards • Assigned targeted IXL Lessons • Google Classroom		**Expression** (Products and/or Performance) • Projects • Interactive Notebook	
Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	Tier II: scaling, unit fraction Tier III: N/A			

Integration of Technology SAMR	A and M: Differentiated IXL lessons based on student strengths/weaknesses S: Xtra Math A and M: Games on Google Classroom A and R: Kahoot!
Interdisciplinary Connections NJ Student Learning Standards	**ELA:** W.5.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic. SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topic and texts, building on others' ideas and expressing their own clearly. How to listen and respond to others. **Technology:** 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue. 8.2.5.C.4: Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models. 8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. 8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. **21st Century Life and Careers:** CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
21st Century Themes/Skills P21 Framework	Themes Skills

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	https://parcc.pearson.com/practice-tests/math/ https://achievethecore.org/category/774/mathematics-focus-by-grade-level https://mashupmath.com/ http://www.mathantics.com/ https://www.flocabulary.com/ https://numberock.com/ https://commoncoresheets.com http://www.math-aids.com/ Google Classroom Teacher Generated Resources **Materials:** Interactive Notebooks Chromebooks Manipulatives Whiteboards/Markers Board Games Versa Tiles

Instructional Unit Map				
Course Title: Math 5 Accelerated				
Unit Title	Unit 10: Measurement		**Start Date:**	April - May
			Length of Unit:	Approximately 2 ½ weeks
Content Standards *What do we want them to know, understand, & do?*	**5.MD.A.1** Students will be able to convert among different-sized standard measurement units within a	**Learning Goals**	**Learning Goal 1: NJ SLS 5.MD.A.1** Convert standard measurement units within the same system (e.g., centimeters to meters) in order to solve multi-step problems. **Learning Goal 2: NJ SLS 5.MD.B.2**	

	given measurement system *-For example, convert 5 cm to 0.05 m, and use these conversions in solving multi-step, real world problems.* **5.MD.B.2** Students will be able to 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.*		Make a line plot to display a data set in measurements in fractions of a unit (1/2, 1/4, 1/8) and use it to solve problems involving the four operations on fractions with unlike denominators.
Essential Questions	● How can I use measurement conversions to solve real-world problems? ● Why do I need standard units of measurement?		
Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**
	● Problem of the Day ● Common Core Quick Check ● White Board Response ● Homework ● Teacher Observation ● Exit Ticket	● Common Core Review ● Check My Progress ● Quizzes ● Chapter Review ● Chapter Tests	● Unit Choice Menu ● Chapter Project ● Interactive Notebook ● Reflection

	• 21st Century Skills Critical Thinking (TE 787)		
Unit Pre-Assessment(s) *What do they already know?*	• Am I Ready? • IXL Diagnostics • NWEA		
Instructional Strategies/Student Activities	• Direct Instruction • Modeling • Note Taking • Vocabulary Cards • Foldables • Partner Work • Cooperative Groups • Flexible Groups • Guided Instruction • Math Games • Task Cards • Center Rotations		
Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	**English Language Learners**	**Special Education Learners**	**Struggling Learners**	**Advanced Learners**
	• Word Wall • Student Vocabulary Cards • Pictures/ Graphics • Manipulatives • Leveled Practice Activities • Classroom Buddy • Preferential Seating • Allow Retakes • Chunk	• Word Wall • Student Vocabulary Cards • Pictures/ Graphics • Manipulatives Leveled Practice Activities • Preferential	• Word Wall • Student Vocabulary Cards • Pictures/Graphics • Manipulatives • Leveled Practice Activities • Preferential Seating • Allow Retakes • Chunk Mathematical Processes	• Tiered Assignments • Flexible Grouping • Independent Study • Differentiated Instruction • Build on Students' intrinsic motivations

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• Highlight Key Directions
• Extra Time for Processing
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• Google Classroom</td><td colspan="2">• Choice Menu
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<tr><td>Vocabulary
Highlight key vocabulary (both Tier II and Tier III words)</td><td colspan="4">Tier II: capacity, centimeter (cm), convert, cup (c), customary system, fair share, fluid ounce, foot (ft), gallon (gal), gram (g), inch (in.), kilogram (kg), kilometer (km), length, liter (L), mass, meter (m), metric system, mile (mi), milligram (mg), milliliter (mL), millimeter (mm), ounce (oz), pint (pt), pound (lb), quart (qt), ton (T), weight, yard (yd)

Tier III: N/A</td></tr>
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How to listen and respond to others.

Technology:
8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3: Use a graphic organizer to organize information about problem or issue.
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8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

21st Century Life and Careers:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
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P21 Framework</td><td>Themes</td><td>Skills</td></tr>
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Life and Career Skills</td></tr>
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	Google Classroom Teacher Generated Resources **Materials:** Interactive Notebooks Chromebooks Manipulatives Whiteboards/Markers Board Games Versa Tiles

Instructional Unit Map			
Course Title: Math 5 Accelerated			
Unit Title	Unit 11: Geometry	**Start Date:**	May - June
		Length of Unit:	Approximately 3 weeks
Content Standards *What do we want them to know, understand, & do?*	**5.G.B.3** Students will be able to 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*	**Learning Goals**	**Learning Goal 1: NJ SLS 5.G.B.3 & NJ SLS 5.G.B.4** Classify two- dimensional figures in a hierarchy based on properties. **Learning Goal 2: NJ SLS 5.MD.C.3, NJ SLS 5.MD.C.4 &NJ SLS 5.MD.C.5a-b** Measure volume by counting the total number cubic units required to fill a figure without gaps or overlaps **Learning Goal 3: NJ SLS 5.MD.C.5a-c**

	squares are rectangles, so all squares have four right angles. **5.G.B.4** Students will be able to classify two-dimensional figures in a hierarchy based on properties. **5.MD.C.4** Students will be able to measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units. **5.MD.C.5b** Students will be able to apply the formulas V = l × w × h and V = B × 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. **5.MD.C.5c** Students will be able to 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.		Show that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas V= l × w × h or V = B × h. **Learning Goal 4: NJ SLS 5.MD.C.5a-c** Apply formulas to solve real world and mathematical problems involving volumes of right rectangular prisms that have whole number edge lengths. **Learning Goal 5: NJ SLS 5.MD.C.5a-c** Find the volume of a composite solid figure composed of two non-overlapping right rectangular prisms, applying this strategy to solve real-world problems. **Learning Goal 6: NJ SLS 6.G.A.1** Find the area of right triangles, other triangles, special quadrilaterals and polygons by composing into rectangles or decomposing into triangles. **Learning Goal 7: NJ SLS 6.G.A.2** Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes and show that the volume is the same as it would be if found by multiplying the edge lengths; apply volume formulas to right rectangular prisms with fractional edge lengths.

	6.G.A.1 Students will be able to find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. **6.G.A.2** Students will be able to find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = B h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		
Essential Questions	● How does geometry help me solve problems in everyday life? ● How do we use three-dimensional objects in our world?		

<table>
<tr><td></td><td colspan="4">

- How can surface area and volume help you make decisions in your life?
- Why do units of measure differ between area and volume?

</td></tr>
<tr><td rowspan="2">Assessments
How will we know they have gained the knowledge & skills?</td><td colspan="2">Formative</td><td>Summative</td><td>Alternative</td></tr>
<tr><td colspan="2">

- Problem of the Day
- Common Core Quick Check
- White Board Response
- Homework
- Teacher Observation
- Exit Ticket
- 21st Century Skills Communication (TE 887)

</td><td>

- Common Core Review
- Check My Progress
- Quizzes
- Chapter Review
- Chapter Tests
- Playing Areas Project (Everyday Math Math Masters)

</td><td>

- Unit Choice Menu
- Chapter Project
- Interactive Notebook
- Reflection

</td></tr>
<tr><td>Unit Pre-Assessment(s)
What do they already know?</td><td colspan="4">

- Am I Ready?
- IXL Diagnostics
- NWEA

</td></tr>
<tr><td>Instructional Strategies/Student Activities</td><td colspan="4">

- Direct Instruction
- Modeling
- Note Taking
- Vocabulary Cards
- Foldables
- Partner Work
- Cooperative Groups
- Flexible Groups
- Guided Instruction
- Math Games
- Task Cards
- Center Rotations

</td></tr>
<tr><td>Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for</td><td>English Language Learners</td><td>Special Education Learners</td><td>Struggling Learners</td><td>Advanced Learners</td></tr>
</table>

prior to instruction	• Word Wall • Student Vocabulary Cards • Pictures/ Graphics • Manipulatives • Leveled Practice Activities • Classroom Buddy • Preferential Seating • Allow Retakes • Chunk Mathematical Processes • Single Step Directions • Highlight Key Directions • Extra Time for Processing • Differentiated Instruction	• Word Wall • Student Vocabulary Cards • Pictures/ Graphics • Manipulatives Leveled Practice Activities • Preferential Seating • Allow Retakes • Chunk Mathematical Processes • Extra Time for Processing • Model Tasks • Provide Examples • Highlight Key Directions • Small Group Instruction • Differentiated Instruction	• Word Wall • Student Vocabulary Cards • Pictures/Graphics • Manipulatives • Leveled Practice Activities • Preferential Seating • Allow Retakes • Chunk Mathematical Processes • Extra Time • Provide Examples • Highlight Key Directions • Small Group Instruction • Differentiated Instruction	• Tiered Assignments • Flexible Grouping • Independent Study • Differentiated Instruction • Build on Students' intrinsic motivations • Consult with Parents to Accommodate Students' Interests in Completing Tasks at their Level of Engagement
Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** (Resources and/or Process) • Tiered/Leveled Stations • Interactive Notebook • Vocabulary Cards • Assigned targeted IXL Lessons • Google Classroom		**Expression** (Products and/or Performance) • Choice Menu • Projects • Interactive Notebook	

Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	Tier II: attribute, base, congruent angles, congruent figures, congruent sides, cube, cubic unit, edge, face, hexagon, net, octagon, parallelogram, pentagon, polygon, prism, rectangle, rectangular prism, rhombus, square, three-dimensional figure, trapezoid, triangular prism, unit cube, vertex, volume, area Tier III: acute triangle, composite figures, equilateral triangle, isosceles triangle, obtuse triangle, regular polygon, right triangle, scalene triangle
Integration of Technology SAMR	A and M: Differentiated IXL lessons based on student strengths/weaknesses S: Xtra Math A and M: Games on Google Classroom A and R: Kahoot!
Interdisciplinary Connections NJ Student Learning Standards	**ELA:** W.5.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic. SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topic and texts, building on others' ideas and expressing their own clearly. How to listen and respond to others. **Technology:** 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue. 8.2.5.C.4: Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models. 8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. 8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. **21st Century Life and Careers:** CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Themes/Skills P21 Framework	Themes	Skills
	Financial, Economic, Business, & Entrepreneurial Literacy Establish an understanding that career-ready individuals take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.	**Critical Thinking and Problem Solving** Students engage with real world situations involving rational numbers. Students carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. **Life and Career Skills** Students make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. **Technologies Literacy** Communication & Collaboration Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. Students collaborate via the integer game, number line discussions and problem solving real world situations involving rational numbers.
Resources/Materials	**Resources:** Text: My Math – McGraw Hill https://www.mheonline.com/mhmymath/ (Chapter 12 MyMath Textbook Volume 2) https://www.ixl.com/ https://xtramath.org/ https://www.freckle.com/math/ https://www.sumdog.com/ https://www.prodigygame.com/ https://www.khanacademy.org/math https://njctl.org/courses/math/ https://www.zearn.org/	

	https://www.illustrativemathematics.org/ https://www.mathlearningcenter.org/resources/lessons/lessons-activities-grade-5 https://parcc.pearson.com/practice-tests/math/ https://achievethecore.org/category/774/mathematics-focus-by-grade-level https://mashupmath.com/ http://www.mathantics.com/ https://www.flocabulary.com/ https://numberock.com/ https://commoncoresheets.com http://www.math-aids.com/ Google Classroom Teacher Generated Resources **Materials:** Interactive Notebooks Chromebooks Manipulatives Whiteboards/Markers Board Games Versa Tiles