July 2022

Califon Public School
Curriculum

Subject: Math	Grade: 5	Unit #: 1	Pacing: 16 weeks
Unit Title: Fluency with Whole Numbers and Decimals			

OVERVIEW OF UNIT*:*

In this unit, students will extend division to two-digit divisors, integrate decimal fractions into the place value system and develop understanding of operations with decimals to the hundredths and develop fluency with whole number and decimal operations.

Unit References	
Big Ideas	Essential Questions
• One representation may sometimes be more helpful than another, and, used together, multiple representations give a fuller understanding of a problem. • A quantity can be represented numerically in various ways. Problem solving depends upon choosing ways wisely. • Numerically fluency includes both the understanding of and the ability to appropriately use numbers. • Computational fluency includes understanding not only the meaning, but also the appropriate use of numerical operations. • The magnitude of numbers affects the outcome of operations on them. • In many cases, there are multiple algorithms for finding mathematical solutions, and those algorithms are frequently associated with different cultures.	• How can we use the base ten number system to make sense of the world around us? • How do you divide numbers? • How do you add, subtract, multiply and divide decimals? • How can we decide when to use an exact answer and when to use an estimate?

July 2022

Objectives

- Students will be able to use the base ten number system to make sense of the world around us.
- Students will be able to divide numbers.
- Students will be able to add, subtract, multiply and divide decimals.
- Students will be able to decide when to use an exact answer and when to use an estimate.

Assessment

Formative Assessment:

- Homework
- Class work
- Exit Slips
- Observations
- Class Discussions

Summative Assessment:

- Go! Math Tests and Quizzes
- Performance Task

Benchmark:

- LinkIt! Benchmark Assessment

Alternative:

- Performance Task
- Modified Tests Independently Developed by Teacher
- Projects

Key Vocabulary

- Period
- Distributive Property
- Base
- Exponent
- Divisor
- Algorithm
- Dividend
- Parenthesis
- Brackets
- Thousandth

Resources & Materials
• Textbook (Go! Math Grade 5) • SMARTBoard • Calculator • Teacher-made materials • www.ThinkCentral.com

Technology Infusion
Teacher Technology: • SMARTboard • Chromebook • www.ThinkCentral.com **Student Technology:** • SMARTboard • Chromebook • www.ThinkCentral.com **Activities:** • Students will manipulate the interactive lessons on the SMARTboard. • Students will use their Chromebooks to access www.ThinkCentral.com to use manipulatives, complete assignments and use the interactive adaptive mode.

Standard	**Standard Description**
8.2.5.ITH.3	Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

Interdisciplinary Integration
Activities: • Students will complete a word problem of the day and explain their thinking and rationale for their answers through a written response. **Resources:**

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

21st Century Life Skills	
Activities: ● Students will work cooperatively to unlock problems and share and show amongst the groups.	
Standard	**Standard Description**
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Careers	
Activities: ● Students will complete a word problem of the day and explain their thinking and rationale for their answers.	
Standard	**Standard Description**
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP4	Communicate clearly and effectively and with reason.

NJSLS for Mathematical Practice: Bold all that apply	
MP #	Practice

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.**

Standard #	Standard Description
5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. 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.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5.NBT.3	Read, write, and compare decimals to thousandths. a. 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). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
5.NBT.4	Use place value understanding to round decimals to any place.
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NBT.6	Find whole number quotients of whole numbers with up to four digit dividends and two digit divisors, using strategies based on place value, the properties of operations and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5.NBT.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.
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/educat

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Califon Public School
Curriculum

Subject: Math	Grade: 5	Unit #:2	Pacing: 12 weeks
Unit Title:Operations with Fractions			

OVERVIEW OF UNIT*:*

To understand fractions, students must know that fractions are division (the numerator is divided by the denominator). Students will use equivalent fractions as a strategy to add and subtract. Students will then apply and extend their previous understandings of multiplication using fractions.

Unit References	
Big Ideas	Essential Questions
• Fractions are division. • The magnitude of numbers affects the outcome of operations on them. • Context is critical when using estimation. • Multiplication of fractions is used to scale. • Fractions are decimals.	• How do operations affect numbers? • How does the value of the numbers we multiply affect the product? • How can we decide when to use an exact answer and when to use an estimate? • What are fractions?
Objectives	
• Students will be able to interpret how operations affect numbers. • Students will be able to decide when to use an exact answer and when to use an estimate. • Students will be able relate the value of the numbers we multiply affect the product. • Students will define fractions.	
Assessment	
Formative Assessment: • Homework • Class work	

- Exit Slips
- Observations
- Class Discussions

Summative Assessment:

- Go! Math Tests and Quizzes
- Performance Task

Benchmark:

- LinkIt! Benchmark Assessment

Alternative:

- Performance Task
- Modified Tests Independently Developed by Teacher
- Projects

Key Vocabulary

- equivalent
- Greatest Common Factor (GCF)
- Lowest Common Multiple (LCM)
- whole number
- benchmark fraction
- numerator
- denominator
- proper fractions
- improper fractions

Resources & Materials

- Textbook (Go! Math Grade 5)
- SMARTBoard
- Calculator
- Teacher-made materials
- www.ThinkCentral.com

Technology Infusion

Teacher Technology:

- SMARTboard
- Chromebook
- www.ThinkCentral.com

Student Technology:

- SMARTboard
- Chromebook
- www.ThinkCentral.com

Activities:

- Students will manipulate the interactive lessons on the SMARTboard.
- Students will use their Chromebooks to access www.ThinkCentral.com to use manipulatives, complete assignments and use the interactive adaptive mode.

Standard	Standard Description
8.2.5.ITH.3	Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

Interdisciplinary Integration

Activities:

- Students will complete a word problem of the day and explain their thinking and rationale for their answers through a written response.

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of EducaIdentify the elements of music in response to aural prompts and printed music notational systems.tion STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml

- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

21st Century Life Skills	
Activities: ● Students will work cooperatively to unlock problems and share and show amongst the groups.	
Standard	**Standard Description**
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Careers	
Activities: ● Students will complete a word word problem of the day and explain their thinking and rationale for their answers.	
Standard	**Standard Description**
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP4	Communicate clearly and effectively and with reason.

NJSLS CommonCoreState Standards for Mathematical Practice: Bold all that apply	
MP #	Practice
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.**

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Standards	
Standard #	Standard Description
5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.
5.NF.3	Interpret a fraction as division of the numerator by the denominator (***a/b = a ÷ b***). Solve word problems involving the division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g. by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
5.NF.4	a. Interpret the product (***a/b***) x ***q*** as ***a*** parts of a partition of ***q*** into ***b*** equal parts; equivalently, as the result of a sequence of operations ***a xq÷b***. *For example, use a visual fraction model to show (2/3) x 4 = 8/3 and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (In general **(a/b) x (c/d) = ac/bd**.)* b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as it would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.NF.5	a. Interpret multiplication as scaling (resizing) by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Interpret multiplication as scaling (resizing) by explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers as a familiar case); explaining why multiplying a given number less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n x a)/(n x b) to the effect of multiplying a/b by 1.
5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g. by using visual fraction models or equations to represent the problem.

5.NF.7	a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 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) x 4 = 1/3. b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 x (1/5) = 4.* c.Solve real world *problems* involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share ½ pound of chocolate equally? How many 1/3 cup servings are in 2 cups of raisins?*

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

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Califon Public School
Curriculum

Subject: Math	**Grade: 5**	**Unit #: 3**	**Pacing: 12 weeks**
Unit Title: Geometry and Measurement			

OVERVIEW OF UNIT*:*

Students will demonstrate an understanding the concepts of volume, converting measurement and representing data.

Unit References	
Big Ideas	Essential Questions
• Everyday objects have a variety of attributes, each of which can be measured in many ways. • What we measure affects how we measure it. • Measurements can be used to describe, compare, and make sense of phenomena. • Geometric properties can be used to construct geometric figures. • Geometric relationships provide a means to make sense of a variety of phenomena.	• How can measurement be used to solve problems? • What is a “cubic unit”? • How are mathematical models used to describe the relationships between two quantities? • How can spatial relationships be described by careful use of geometric language? • How do we classify geometric shapes?
Objectives	
• Students will be able to use measurement to solve problems. • Students will be able to create mathematical models to describe the relationships between two quantities. • Students will be able to define a “cubic unit." • Students will be able to use geometric language to describe spatial relationships. • Students will classify geometric shapes.	
Assessment	
Formative Assessment: • Homework • Class work	

- Exit Slips
- Observations
- Class Discussions

Summative Assessment:

- Go! Math Tests and Quizzes
- Performance Task

Benchmark:

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Alternative:

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Key Vocabulary

- volume
- rectangular
- base area
- formula
- height
- coordinate
- coordinate
- coordinate grid
- X-axis
- Y-axis
- ordered pair
- interval
- spatial relationship
- prism
- length
- width
- cubic unit
- line plot
- data
- polygon
- rectangle
- right angle
- parallelogram
- quadrilateral
- square

Resources & Materials

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Technology Infusion

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Activities:

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Standard	Standard Description
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Interdisciplinary Integration

Activities:

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Standard	Standard Description
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

21st Century Life Skills

Activities:

- Students will work cooperatively to unlock problems and share and show amongst the groups.

Standard	Standard Description
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Careers

Activities:

- Students will complete a word word problem of the day and explain their thinking and rationale for their answers.

Standard	Standard Description
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP4	Communicate clearly and effectively and with reason.

NJSLS for Mathematical Practice: Bold all that apply

MP #	Practice
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6	**Attend to precision.**
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Standard #	Standard Description
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.
5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft and improvised units.
5.MD.C.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using **n** unit cubes is said to have a volume of **n** cubic units.
5.MD.C.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole number side lengths by packing it with unit cubes, and show that the volume is the same as it would be found by multiplying the height by the area of the base. Represent threefold whole number products as volumes, e.g. to represent the associative property of multiplication. b. Apply the formula V= l x w x h and V= B x h for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots
5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm