Mohawk Local Schools 5th Grade Math

Quarter 1 Curriculum Guide

Mathematical Practices

1. Make Sense of Problems and Persevere in Solving them
2. Reasoning Abstractly & 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

Critical Areas of Focus Being Addressed:

- fractions
- decimals
- geometry

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can…..", "Students Will Be Able To……."
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. (DOK1)	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 the pattern 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. (DOK2)	Represent powers of 10 using whole number exponents Fluently translate between powers of ten written as ten raised to a whole number exponent, the expanded form, and standard notation (103 = 10 x 10 x 10 = 1000) Explain the patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain the relationship of the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
5 NBT 3 – Read, write, and compare decimals to thousandths. (DOK2)	Read and write decimal to thousandths using base-ten numerals, number names, and expanded form. Use >, =, and < symbols to record the results of comparisons between decimals Compare two decimals to the thousandths based on the place value of each digit.
5 NBT 4 - Use place value understanding to round decimals to any place. (DOK2)	Use knowledge of base ten and place value to round decimals to any place.
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. (DOK2)	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division to solve division problems. Illustrate and explain division calculations 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. (DOK 2)	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 to solve decimal operation calculations.
5 NBT 5. Fluently multiply multi-digit whole numbers using the standard algorithm. (DOK 1)	Fluently multiply multi-digit whole numbers using the standard algorithm.