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| Unit 1: Decimal Place Value, Addition, and Subtraction | 26 days | 5.NBT.A.1 5.NBT.A.2 5.NBT.A.3 5.NBT.A.3a 5.NBT.A.3b 5.NBT.A.4 5.NBT.B.7 | • Use exponents to write powers of ten and apply this understanding to write multi-digit whole numbers in expanded form with exponents. Writing decimals in expanded form is an extension of writing whole numbers in expanded form.  
• Apply understanding of the structure of the base ten number system to use place value concepts to compare, order, round, and estimate decimal numbers.  
• Calculate sums and differences of decimals by using models, properties of operations, and place value understanding. | • How does understanding the structure of the number system help you solve problems?  
• How are decimals related to fractions?  
• How does the base ten system apply to representing numbers using exponents?  
• How are exponents connected to multiplication? | • Part I-Periodic/Unit Assessment (multiple choice and multi-select items)  
• Part II-Reasoning and Application/Modeling Items (open-ended items and short answer items) |
| Unit 2: Multiplying Whole Numbers and Decimals | 31 days | 5.NBT.A.2 5.NBT.A.4 5.NBT.B.5 5.NBT.B.7 | • Use the relationships between decimals and whole numbers can be used to understand and explain why the procedures for multiplying decimals make sense.  
• Using multiple representations can facilitate making sense of problems and communication of mathematical ideas.  
• Rounding can be used as an estimation tool for judging reasonableness of computations.  
• Computational fluency requires efficient, accurate, and flexible methods for computing.  
• Use algebraic expressions and equations to symbolically represent real life situations. | • How does understanding the relationship between decimals and whole numbers help you solve problems?  
• How does understanding the relationship between decimals and whole numbers help you solve problems? | • Part I-Periodic/Unit Assessment (multiple choice and multi-select items)  
• Part II-Reasoning and Application/Modeling Items (open-ended items and short answer items) |
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| Unit 3: Dividing Whole Numbers and Decimals | 29 days  | 5.NBT.A.2, 5.NBT.A.4, 5.NBT.B.6, 5.NBT.B.7 | - Rounding can be used as an estimation tool for judging reasonableness of computations.  
- Using multiple representations can facilitate making sense of problems and communication of mathematical ideas.  
- Computational fluency requires efficient, accurate, and flexible methods for computing.  
- Place value concepts for whole number operations can be applied to decimal operations.  
- Division procedures are based on the meanings of base-ten numerals and properties of operations.  
- Use the relationship between division and multiplication allows for multiple strategic approaches for solving a division problem.  | - How does rounding help determine the reasonableness of a solution?  
- How does representing mathematical ideas using models facilitate understanding and communication of those ideas?  
- How can multiplication be used to solve a division problem?  
- How does the base-ten system apply to decimal operations?  | - Part I-Periodic/Unit Assessment (multiple choice and multi-select items)  
- Part II-Reasoning and Application/Modeling Items (open-ended items and short answer items) |
| Unit 4: Fraction Operations   | 39 days  | 5.NF.A.1, 5.NF.A.2, 5.NF.B.3, 5.NF.B.4a, 5.NF.B.5a, 5.NF.B.5b, 5.NF.B.6, 5.NF.B.7a, 5.NF.B.7b, 5.NF.B.7c | - Fractions and mixed numbers can be represented in multiple ways.  
- Fractions are numbers.  
- Using models to represent story problems with fractions facilitates understanding the problem and the meanings of the numbers in the problem.  
- Estimating fractional quantities facilitates keeping track of the meaning of quantities and whether solutions make sense.  
- Common denominators and fraction models can be used to find sums and differences of fractions and mixed numbers.  | - How can I reason about fractions to know if my solution is reasonable?  
- How can the number and size of the parts of equivalent fractions differ even though the fractions themselves represent the same quantity?  
- How is multiplying whole numbers similar to multiplying fractions?  
- Why does multiplication of a number by a fraction less than one, result in a product that is less than that number?  | - Part I-Periodic/Unit Assessment (multiple choice and multi-select items)  
- Part II-Reasoning and Application/Modeling Items (open-ended items and short answer items) |
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- Multiplication of a number $n$ by a fraction less than one results in a product less than $n$.  
- $n \times 1/x$ means $n$ copies of $1/x$.  
- $n \div 1/x$ means the number of $1/x$ in $n$.  
- Volume can be measured by counting the number of cubic units needed to pack a three-dimensional figure.  
- Formulas can be used to find the volumes of right rectangular prisms.  
- The volume of a solid figure composed of right rectangular prisms can be found by adding the volumes of each right rectangular prism.  
- Multiplication and division can be used to convert among different units of measurement.  
- Line plots are one way to organize and represent numerical data, and line plots show how data are distributed.  
- The coordinate system uses two perpendicular number lines intersecting at 0 to name the location of points in the plane.  
- A coordinate grid has an x-axis and a y-axis that can be used to locate points in two dimensions. | - What is the meaning of volume of a solid?  
- How can the volume of a right rectangular prism be found?  
- How are customary measurement units for length related?  
- How are customary measurement units for capacity related?  
- How are customary measurement units for weight related?  
- What are metric measurement units for length, capacity, and mass?  
- How are metric units related? | - Part I-Periodic/Unit Assessment (multiple choice and multi-select items)  
- Part II-Reasoning and Application/Modeling Items (open-ended items and short answer items) |
## Units

### Unit 6: Algebraic Thinking and Relationships

- **25 days**
- **Assessed Standards**
  - 5.G.B.3
  - 5.G.B.4
  - 5.OA.A.1
  - 5.OA.A.2
  - 5.OA.B.3

### Big Ideas

- There is an agreed upon order in which operations are carried out in a numerical expression.
- The value of a numerical expression can be found by using the Order of Operations.
- Two patterns can be extended using the same rule and there will be a relationship between the patterns.
- A graph can show the relationship between two number sequences.
- Triangles are classified by their sides and by their angles.
- Quadrilaterals are classified by their sides and by their angles.

### Essential Questions

- How is the value of a numerical expression found?
- How can number patterns be analyzed and graphed? How can number patterns and graphs be used to solve problems?
- How can triangles be described, classified, and named?
- How can quadrilaterals be described, classified, and named?

### End of Unit Assessment

- **Part I - Periodic/Unit Assessment**
  - (multiple choice and multi-select items)
- **Part II - Reasoning and Application/Modeling Items**
  - (open-ended items and short answer items)