

Pacing Guide at a Glance – Grade 5 Math

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>Start Smart</p> <p>Chapter 1 –Use Place Value</p> <p>Chapter 2—Add and Subtract Whole Numbers and Decimals</p> <p>Chapter 3—Multiply Whole Numbers</p> <p>Chapter 4—Divide Whole Numbers</p>	<p>Chapter 5—Use Algebraic Expressions</p> <p>Chapter 6—Use Equation and Function Tables</p> <p>Chapter 7—Display and Interpret Data <i>(Combine this chapter with Chapter 15 Lesson 15-1 Probability and Lesson 15-4 Counting Outcomes (tree diagrams).)</i></p> <p><i>Chapter 13--Identify, Compare, and Classify Geometric Figures</i></p> <p><i>Chapter 14—Measure Perimeter, Area, and Volume</i></p>	<p><i>(Finish Chapters 13 and 14, if needed.)</i></p> <p>Chapter 8-- Develop Fraction Concepts</p> <p>Chapter 11—Use Measures in the Customary System</p> <p>Chapter 12—Use Measures in the Customary System <i>(This is just lesson 12-4 Units of Capacity)</i></p> <p>Chapter 10—Add and Subtract Fractions <i>(Lessons 10-1 Add Like Fractions and Lessons 10-2 Subtract Like Fractions)</i></p> <p>This is the 120th Day.</p> <p>Finish Chapter 10</p>	<p>Chapter 9—Use Factors and Multiples</p> <p>Chapter 15—Use Probability to Make Predictions</p> <p>Chapter 12—Use Measures in the Metric System</p> <p>Looking Ahead to Next Year</p>
<p>Continuing Learning Targets: Estimation for reasonableness of an answer, Logic (use of Venn diagrams), and Problem Solving. Remember to investigate “Writing In—Math” in each lesson. The text also includes related literature found in most libraries to help teach concepts. These are listed in the beginning of each chapter and in each lesson of the teacher guide. Problem solving is dispersed throughout the textbook.</p>			

General Information Regarding Pacing Guide at a Glance:

- Chapter completions per quarter are general guidelines. The teacher is the best judge of whether their students are proficient or need intervention.
- Items marked with an * are learning targets not addressed in this book. You may want to check with a grade level below or above for information regarding these learning targets or supplement with your own materials.
- Supplemental materials may be found in any of the following excellent resources which are provided as part of the math program:
 - Strategic Intervention Guide
 - English Language Learners Guide
 - Impact Guide

Note: the 120th day of school is marked. Concepts listed before that time, are tested on the CRT’s.

Scope and Sequence Fifth Grade

Textbook Reference Macmillan McGraw-Hill Copyright © 2009	Nevada State Learning Objectives	ECSD Learning Targets
Chapter 1 – Use Place Value		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
1-1 Place Value Through Billions. –(pp.17-19) Read and write whole numbers in standard form, expanded form, word form, and short word form.	1.5.1 (E/S) Identify and use place value positions of whole numbers and decimals to hundredths.	A1: a, b, c A2: a, b, c, d, e, f
1-2 Compare Whole Numbers –(pp.20-23) Compare Whole Numbers	1.5.3 (I/L) Read, write, compare, and order integers in mathematical situations.	A1: c, d A2: a, b A3: a
1-3 Problem-Solving Investigation: The Four-Step Plan —(pp. 24-25). Use the four-step plan to solve a problem.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
1-4 Fractions and Decimals —(pp. 26-27) Use models to relate decimals to fractions.	This is not a fifth grade standard, but this is a good lesson to introduce vocabulary. 6th grade standard 1.6.2	A1: c
1-4 Represent Decimals –(pp.28-30) Represent fractions that name tenths, hundredths, and Thousandths as decimals.	1.5.1 (E/S) Identify and use place value positions of whole numbers and decimals to hundredths.	A1: c A2: b, c, d,
1-5 Place Value Through Thousandths –(pp. 32-35) Read and write decimals in standard form, expanded form, word form, and short word form.	1.5.1 (E/S) Identify and use place value positions of whole numbers and decimals to hundredths.	A1: b, c A2: a, b, c, d, e, f
1-6 Compare Decimals —(pp. 36-39) Compare Decimals.	1.5.1. (E/S) Identify and use place value positions of whole numbers and decimals to hundredths.	A1: c A2: e
1-7 Order Whole Numbers and Decimals —(pp.42-46) Order whole numbers and decimals.	1.5.3 (I/L) Read, write, compare and order integers in mathematical situations. 1.5.1 (E/S) Identify and use place value positions of whole numbers and decimals to hundredths.	A2: a, b A2: e
1-8 Problem-Solving Strategy: Guess and Check --(pp. 48-49) Solve problems by using the guess and check strategy.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	

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Chapter 2 – Add and Subtract Whole Numbers and Decimals		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
2-1 Round Whole Numbers and Decimals —(pp. 61-63) Round whole numbers and decimals.	1.5.6 (I/L) Estimate to determine the reasonableness of an answer in mathematical and practical situations involving decimals.	A1: a, b A2: a A3: a
2-2 Estimate Sums and Differences —(pp.64-67) Estimate sums and differences by rounding and using Compatible numbers.	1.5.6 (I/L) Estimate to determine the reasonableness of an answer in mathematical and practical situations involving decimals.	A1: a, b A2: a A3: a
2-3 Problem-Solving Strategy: Work Backward —(pp. 68-69) Solve Problems by using the work backward strategy.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
2-4 Add and Subtract Whole Numbers —(pp.70-72) Add and subtract multi-digit numbers.	1.5.8 (E/S) Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations.	A1: a A3: a, b
2.5 Problem Solving Investigation: Estimate or Exact Answer —(pp.74-75) Determine if a problem needs and estimate or an exact answer.	1.5.6 (I/L) Estimate to determine the reasonableness of an answer in mathematical and practical situations involving decimals.	A2: a A3: a
2.6 Add and Subtract Decimals —(pp.78-79) Use models to represent addition and subtraction of decimals.	1.5.7 (E/S) Add and subtract decimals.	A1: a A2: a A1: a
2.6 Add and Subtract Decimals —(pp.80-82) Add and Subtract decimals through thousandths. IMPACT Mathematics Unit D	1.5.7 (E/S) Add and subtract decimals.	A2: a A3: a
2-7 Addition Properties —(pp.84-87) Use Associative and Commutative Properties to add whole Numbers and decimals mentally. IMPACT Mathematics Unit D	7 th Grade Standard 1.7.8	
2-8 Add and Subtract Mentally —(pp. 88-91) Use the compensation strategy to add and subtract whole numbers and decimals mentally. IMPACT Mathematics Unit D	1.5.8 (E/S) Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations. 1.5.7 (E/S) Add and subtract decimals.	A2: a, b A3: a, b A1: a A2: a A3: a
*Money (This standard is taught in conjunction with decimals.)	3.5.4 Money problems are scattered throughout the textbook. Supplemental material will be needed.	

Scope and Sequence Fifth Grade

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Chapter 3—Multiply Whole Numbers		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
3-1 Multiplication Patterns—(pp.103-105) Use basic facts and patterns to multiply multiples of 10, 100, and 1000 mentally.	1.5.5 (E/S) Use multiples of 10 to expand knowledge of basic multiplication and division facts.	A1: a A2: a
3-2 Multiply Mentally—(pp.106-107) Mentally multiply a one-digit factor by a two-digit factor. 3-2 The Distributive Property—(pp.108-111) Use the Distributive Property to multiply mentally.	1.5.8 (E/S) Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations. 7 th Grade Standard 1.7.8	A2: c
3-3 Estimate Products—(pp.112-115) Estimate products by using rounding and compatible numbers.	1.5.6 (I/L) Estimate to determine the reasonableness of an answer in mathematical and practical situations involving decimals.	A1: a, b A2: a A3: a
3-4 Multiply by One-Digit Numbers—(pp.116-118) Multiply up to a three-digit number by a one-digit number.	1.5.8 (E/S) Generate and solve addition, subtraction, multiplication, and division Problems using whole numbers and decimals in practical situations.	A1: a A2: c A3: a, b
3-5 Problem Solving Investigation: Draw a Picture—(pp.120-121) Solve problems by drawing a picture.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
3-6 Multiply by Two-Digit Numbers—(pp.122-124) Multiply up to a three-digit number by a two-digit number.	1.5.8 (E/S) Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations.	A1: a A2: c A3: b
3-7 Multiplication Properties—(pp.126-129) Use the associative and commutative properties to multiply mentally.	7 th Grade Standard 1.7.8	
3-8 Extending Multiplication—(pp.132-135) Multiply to solve problems involving money and greater numbers.	1.5.7 (E/S) Multiply and divide decimals by whole numbers in problems representing practical situations.	A1: b A2: b A3: b
	1.5.8 (E/S) Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations.	A2: c, d

<p>3-9 Problem-Solving Investigation: Extra or Missing Information—(pp. 136-137) Identify extra information or missing information to solve a problem.</p>	<p>Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.</p>	
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Chapter 4—Dividing Whole Numbers		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
4-1 Division Patterns— (pp.149-151) Use basic facts and patterns to divide multiples of 10, 100, 1000. IMPACT Mathematics Unit C	1.5.5 (E/S) Use multiples of 10 to expand knowledge of basic multiplication and division facts.	A2: b
4-2 Estimate Quotients— (pp.152-155) Estimate Quotients using rounding and compatible numbers. IMPACT Mathematics Unit C	1.5.6 (I/L) Estimate to determine the reasonableness of an answer in mathematical and practical situations involving decimals.	A1: a A2: b A3: c
4-3 Use Division Models— (pp.156-157) Divide using models. 4-3 Divide by One-Digit Numbers— (pp.158-161) Divide up to a four-digit number by a one-digit number. IMPACT Mathematics Unit C	1.5.8 (E/S) Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations. 1.5.8 (E/S) Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations.	A1: a A2: e A1: a A2: e A3: a, b
4-4 Divide by Two-Digit Numbers— (pp.162-164) Divide up to a three-digit number by a two-digit number. IMPACT Mathematics Unit C	1.5.8 (E/S) Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations.	A1: a A2: e A3: a, b
4-5 Problem-Solving Strategy: Act It Out-- (pp.166-167) Solve problems using the act it out strategy.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts..	
4-6 Interpret the Remainder— (pp.168-169) Interpret the remainder in a division problem. 4-6 Interpret the Remainder— (pp.170-173) Interpret the remainder in a division problem.	1.5.8. (E/S) Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations. 1.5.8 (E/S) Generate and solve addition, subtraction, multiplication and division problems using whole numbers and decimals in practical situations.	A2: e A3: a A2: e A3: a, b
4-7 Extending Division— (pp.174-176) Estimate quotients of decimals and greater numbers.	1.5.6 (I/L) Estimate to determine the reasonableness of an answer in mathematical and practical situations involving decimals.	A2: e ,f A3: a, b

<p>4-8 Problem-Solving Investigation: Choose the Best Strategy—(pp.180-181)</p> <p>Choose the best strategy to solve a problem.</p>	<p>Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts..</p>	
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Chapter 5—Use Algebraic Expression		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
5-1 Addition Expressions— (pp.193-195) Write and evaluate addition expressions. IMPACT Mathematics Unit A	2.5.2 (I/S) Solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check.	A1: c A2: a, c A3: a, b
5-2 Problem-Solving Strategy— (pp.196-197) Solve problems by solving a simpler problem.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
5-3 Multiplication Expressions— (pp.198-201) Write and evaluate multiplication expressions. IMPACT Mathematics Unit A	2.5.2 (I/S) Solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check.	A1: a A2: a, c A3: a, c
5-4 More Algebraic Expressions— (pp.202-204) Evaluate algebraic expressions. IMPACT Mathematics Unit A	2.5.2 (I/S) Solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check.	A1: a A2: a, c A3: a, b
5-5 Problem-Solving Investigations: Choose a Strategy— (pp.206-207) Evaluate algebraic expressions.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
5-6 Function Machines— (pp.208-209) Illustrate functions using function machines. IMPACT Mathematics Unit B	2.5.1 (I/L) Identify, describe, and represent patterns and relationships in the number system, including triangular numbers and perfect squares.	A3: a
5-6 Function Tables— (pp.210-213) Complete function tables. 5-6 Function Tables— (pp.214-215) Use technology to create function tables to solve problems.	2.5.1 (I/L) Identify, describe, and represent patterns and relationships in the number system, including triangular numbers and perfect squares. 2.5.1 (I/L) Identify, describe, and represent patterns and relationships in the number system, including triangular numbers and perfect squares.	A3: a, b A3: a, b
5-7 Order of Operations— (pp.218-222) Use order of operations to evaluate expressions. IMPACT Mathematics Unit B	1.5.7 (E/S) Use order of operations to evaluate expressions with whole numbers.	A1: d, e A2: d
Order of Operations (p. LA 18-LA 21)	1.5.8 (E/S) use order of operations to evaluate expressions with whole numbers.	A1: d A2: d

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Chapter 6—Use Equations and Function Tables		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
6-1 Model Addition Equations— (pp.235-236) Write and solve addition equations using models. 6-1 Addition and Subtraction Equations— (pp.237-239) Write and solve addition and subtraction equations. IMPACT Mathematics Unit B 6-1 Inequalities— (pp.240-241) Use models to represent and solve simple addition and Subtraction inequalities.	2.5.2 (I/S) Solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check. 2.5.2 (I/S) Find possible solutions to an inequality involving a variable using whole numbers as a replacement set. 2.5.3 (E/ S) Complete number sentences with the The appropriate words and symbols Including \geq , \leq , \neq .	A1: b A2: a A2: b A3: a A2: b A3: a
6-2 Model Multiplication Equations— (pp.242-243) Write and solve multiplication equations. 6-2 Multiplication Equations— (pp.244-247) Write and solve multiplication equations. IMPACT Mathematics Unit B	2.5.2 (I/S) Solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check. 2.5.2(I/S) Solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check.	A1: a A3: a A3: a, b
6-3 Problem-Solving Strategy: Make a Table— (pp. 248-249) Solve problems by making a table. .	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
6-4 Geometry: Ordered Pairs— (pp.250-252) Name points on a coordinate grid. IMPACT Mathematics Unit B	4.5.3 (I/S) Graph coordinates representing geometric shapes in the first quadrant.	A1: a, b, c A2: a, b A3: a
6-5 Algebra and Geometry: Graph Functions— (pp.254-257) Graph points on a coordinate grid. IMPACT Mathematics Unit B	4.5.3 (I/S) Graph coordinates representing geometric shapes in the first quadrant.	A2: c A3: a
6-6 Functions and Equations— (pp.260-262) Find a function rule. IMPACT Mathematics Unit B	2.5.1 (I/L) Identify, describe, and represent patterns and relationships in the number system, including triangular numbers and perfect squares.	A3: a, b

6-6 Function and Equations —(pp.264-265) Use technology to create function tables and graph ordered pairs..	6 th grade standard 2.6.4	
6-7 Problem-Solving Investigations: Choose a Strategy —(pp.266-267) Choose the best strategy to solve a problem.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
Squared Numbers (p. R57)	2.5.1 (I/L) Identify, describe, and represent patterns and relationships in the number system, including triangular numbers and perfect squares.	A1: c A3: a, b
*Perfect Squares and Triangular Numbers (Needs to be supplemented)	2.5.1 (I/L) Identify, describe, and represent patterns and relationships in the number system, including triangular numbers and perfect squares.	A1: a, c A3: b
* Inequalities, \leq, \geq, \neq (Needs to be supplemented)	2.5.3 (E/S) Complete number sentences with the appropriate words and symbols including \geq , \leq , \neq .	A1: a, b, c A2: a, b

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Chapter 7—Display and Interpret Data		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
7-1 Median and Mode— (pp. 279-281) Find the median and mode of a set of data.	5.5.2 (I/S) Model and compute the measures of central tendency for mean, median, and mode.	A1: b A2: a, b A3: a
7-2 Problem-Solving Investigations: Choose a Strategy— (pp. 282-283) Choose the best strategy to solve a problem.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
7-3 Line Plots— (pp. 284-288) Make and interpret line plots.	5.5.3 (I/S) Interpret data and make predictions using stem-and-leaf plots and histograms.	A1: a, b
7-4 Frequency Tables— (pp. 289-292) Make and interpret frequency tables.	5.5.1 (I/S) Organize and represent data using a variety of graphical representations including stem-and-leaf plots and histograms.	A1: b, d A2: a, b, c A3: a, b
7-5 Scales and Intervals — (pp. 294-298) Choose appropriate scales and intervals for frequency tables.	5.5.1 (I/S) Organize and represent data using a variety of graphical representations including stem-and-leaf plots and histograms.	A1: b A2: a, b, c A3: a, b
7-6 Bar Graphs — (pp. 299-301) Make and interpret bar graphs and double bar graphs. IMPACT Mathematics Unit G	5.5.1 (I/S) Organize and represent data using a variety of graphical representations including stem-and-leaf plots and histograms.	A1: b, d A2: a, b, c A3: a, b
7-7 Line Graphs — (pp. 306-310) Make and interpret line graphs and double line graphs. IMPACT Mathematics Unit G	5.5.1 (I/S) Organize and represent data using a variety of graphical representations including stem-and-leaf plots and histograms.	A1: c, d A2: a, b, c A3: a, b
7-8 Use an Appropriate Graph — (pp. 312-317) Select and make an appropriate graph for presenting data. IMPACT Mathematics Unit G	5.5.6 (I/L) Select an appropriate type of graph to accurately represent the data and justify the selection.	A1: a A2: a A3: a, b
7-8 Use an Appropriate Graph— (pp.318-319) Use technology to select and create graphs.	5.5.6 (I/L) Select an appropriate type of graph to accurately represent the data and justify the selection.	A1: a A2: a A3: a, b
7-9 Problem-Solving Strategy: Make a Graph— (pp.320-321) Solve problems by making a graph.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	

*Stem-and Leaf Plots and Histograms (Will need to be supplemented)	5.5.1 (I/S) Organize and represent data using a variety of graphical representations including stem-and-leaf plots and histograms. 5.5.3 (I/S) Interpret data and make predictions using stem-and-leaf plots and histograms.	A1: c, d A2: b A1: a, b A2: a A3: a
Stem-and-Leaf Plots (p. R 64)	5.5.1 (I/S) Organize and represent data using a variety of graphical representations including stem-and-leaf plots and histograms.	A1: c, d
* Range (Will need to be supplemented.)	5.5.2 (I/S) Compute range.	A1: a A3: b (no modeling)
Mean (p. R 63)	5.5.2 (I/S) Model and computer the measures of central tendency for mean, median, and mode.	A1: c A2: b A3: a

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Chapter 8—Develop Fraction Concepts		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
8-1 Fractions and Division— (pp.333-335) Represent division situations using fractions. Impact Mathematics Unit C	1.5.2 (E/S) Add and subtract fractions with like denominators using models, drawings, and numbers.	A1: f A3: a
8-2 Model Mixed Numbers and Improper Fractions— (pp. 336-337) Use models to represent mixed numbers and improper fractions.	1.5.2 (E/S) Identify, model, and compare improper fractions and mixed numbers.	A1: d, f, g
8-2 Improper Fractions— (pp. 338-342) Write improper fractions as mixed numbers. IMPACT Mathematics Unit F	1.5.2 (E/S) Identify, model, and compare improper fractions and mixed numbers.	A1: d, f
8-3 Problem-Solving Strategy: Use Logical Reasoning— (pp. 344-345) Solve problems by using logical reasoning.	4.5.9 (I/S) Represent relationships using Venn diagrams.	A1: b A2: a A3: a
8-4 Mixed Numbers— (pp. 346-348) Write mixed numbers as improper fractions. IMPACT Mathematics Unit F	1.5.2 (E/S) Identify, model, and compare improper fractions, and mixed numbers.	A1: d, g A2: g
8-5 Fractions on a Number Line — (pp. 350-353) Compare fractions and mixed numbers using a number line. IMPACT Mathematics Unit F	1.5.2 (E/S) Compare fractions with unlike denominators using models and drawings, and by finding common denominators.	A2: a
8-6 Round Fractions— (pp. 356-359) Round fractions to 0, $\frac{1}{2}$, and 1 using a number line.	1.5.2 (E/S) Compare fractions with unlike denominators using models and drawings, and by finding common denominators.	A2: a
8-7 Problem-Solving Investigation: Choose a Strategy— (pp. 360-361) Choose the best strategy to solve a problem.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
*Venn Diagrams (p. 344 shows a Venn diagram, but does not go in depth. Will need to supplement.)	4.5.9 (I/S) Represent relationships using Venn diagrams.	A1: a, b, c A2: a A3: a

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Chapter 9—Using Factors and Multiples		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
9-1 Common Factors— (pp. 373-375) Identify common factors of a set of whole numbers.	6 th grade standard 1.6.8	
9-2 Prime and Composite Numbers— (pp.376-377) Use objects or pictures to identify prime and composite numbers.	6 th grade standard 1.6.8	
9-2 Prime and Composite Numbers— (pp.378-381) Identify prime and composite numbers.	6 th graded standard 1.6.8	
9-3 Equivalent Fractions— (pp.382-384) Write a fraction that is equivalent to a given fraction.	1.5.2 (E/S) Compare fractions with unlike denominators using models and drawings, and by finding common denominators.	A2: e, f
9-4 Simplest Form— (pp.386-389) Write a fraction in simplest form.	1.5.2 (E/S) Compare fractions with unlike denominators using models and drawings, and by finding common denominators.	A1: e
9-5 Decimals and Fractions— (pp. 391-393) Relate decimals to fractions.	6 th grade standard 1.6.5	
9-6 Problem-Solving Strategy: Look for a Pattern— (pp. 394-395) Solve problems by looking for a pattern.	2.5.1 (I/L) Identify, describe, and represent patterns and relationships in the number system, including triangular numbers and perfect squares.	A2: a, b, c
9-7 Multiples— (pp. 396-399) Identify common multiples of a set of whole numbers.	6 th grade standard 1.6.8	
9-8 Problem-Solving Investigation: Choose a Strategy— (pp. 400-401) Choose the best strategy to solve a problem.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
9-9 Compare Fractions— (pp.402-403) Use technology to compare fractions	1.5.2 (E/S) Compare fractions with unlike denominators using models and drawings, and by finding common denominators.	A1: b
9-9 Compare Fractions— (pp. 404-407) Compare fractions using common denominators. IMPACT Mathematics Unit E	1.5.2 (E/S) Compare fractions with unlike denominators using models and drawings, and by finding common denominators.	A1: b

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Chapter 10—Add and Subtract Fractions		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
10-1 Add Like Fractions—(pp.421-422) Use models to add fractions with like denominators.	1.5.2 Add and subtract fractions with like denominators using models, drawings, and numbers.	A2: b, c A3: a
10-1 Add Like Fractions—(pp. 423-425) Add fractions with like denominators.	1.5.2 Add and subtract fractions with like denominators using models, drawings, and numbers.	A2: c A3: a
10-2 Subtract Like Fractions—(pp.426-427) Use models to subtract fractions with like denominators.	1.5.2 Add and subtract fractions with like denominators using models, drawings, and numbers.	A2: b
10-2 Subtract Like Fractions—(pp.428-431) Subtract fractions with like denominators.	1.5.2 Add and subtract fractions with like denominators using models, drawings, and numbers.	A2: b, c
10-3 Add Unlike Fractions—(pp.432-433) Use models to add unlike fractions	1.5.2 Compare fractions with unlike denominators using model s and drawings, and by finding common denominators.	A3: b
10-3 Add Unlike Fractions—(pp.434-436) Add unlike fractions.	1.5.2 Compare fractions with unlike denominators using models and drawings, and by finding common denominators.	A3: b
10-4 Subtract Unlike Fractions—(pp.437-438) Use models to subtract unlike fractions.	1.5.2 Compare fractions with unlike denominators using models and drawings, and by finding common denominators.	A3: b
10-4 Subtract Unlike Fractions—(pp.439-441) Subtract unlike fractions.	1.5.2 Compare fractions with unlike denominators using models and drawings, and by finding common denominators	A3: b
10-5 Problem-Solving Skill: Determine Reasonable Answers—(pp.442-443) Solve problems by determining reasonable answers.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
10-6 Estimate Sums and Differences—(pp.444-446) Estimate sums and differences of mixed numbers.	6th grade standard 1.6.6	
10-7 Add Mixed Numbers—(pp.448-451) Add mixed numbers IMPACT Mathematics Unit F	6th grade standard 1.6.2	

10-8 Subtract Mixed Numbers— (pp.452-454) Subtract mixed numbers. IMPACT Mathematics Unit F	6th grade standard 1.6.2	
10-9 Problem-Solving Investigation: Choose a Strategy— (pp.456-457) Choose a strategy to solve a problem.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
10-10 Subtraction with Renaming— (pp.458-461) Subtract mixed numbers with renaming. IMPACT Mathematics Unit F	6 th grade standard 1.6.2	

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Chapter 11—Use Measures in the Customary System		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
11-1 Measure with a Ruler— (pp.475-476) Measure length to the nearest half inch and quarter inch.	4th grade standard 3.4.1	
11-1 Units of Length— (pp.477-480) Choose an appropriate customary unit for measuring length and convert customary units of length. IMPACT Mathematics Unit H	4 th grade standard 3.4.1	
11-2 Problem-Solving Strategy: Draw a Diagram— (pp.482-483) Solve problems by drawing a diagram.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
11-3 Units of Weight— (pp.484-487) Convert customary units of weight.	3.5.1 (E/S) Estimate and convert units of measure for weight and volume/capacity within the same measurement system (customary and metric.)	A1: b, c, e A2: a, b A3: a
11-4 Units of Capacity— (pp.488-490) Convert customary units of capacity.	3.5.1 (E/S) Estimate and convert units of measure for weight and volume/capacity within the same measurement system (customary and metric.)	A1: c, e A2: c, d A3: a
11-5 Units of Time— (pp.492-495) Convert units of time. IMPACT Mathematics Unit H	3.5.6 (E/S) Determine equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years.	A1: a, b, c, d, e, f, g A2: a A3: a
11-6 Problem-Solving Investigation: Choose a Strategy— (pp.496-497) Choose the best strategy to solve a problem.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
11-7 Elapsed Time— (pp.498-503) Add and subtract measures of time. IMPACT Mathematics Unit H	3.5.6 (E/S) Determine equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years.	A2: b, g A3: a
*Monetary Amounts in Practical Situations (Will need to supplement)	3.5.4 (E/S) Determine totals, differences, and change due for monetary amounts in practical situations.	A1: a, b, c A2: a, b, c A3: a, b

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Chapter 12—Use Measures in the Metric System		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
12-1 Metric Rulers— (pp.515-516) Measure length to the nearest millimeter.	4th grade standard 3.4.1.	
12-1 Units of Length— (pp.517-521) Choose an appropriate metric unit for measuring length and convert metric units of length. IMPACT Mathematics Unit H	4 th grade standard 3.4.1. (This lesson can be used to review length.)	
12-2 Problem-Solving Skill: Determine Reasonable Answers— (pp.522-523) Solve problems by determining reasonable answers.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
12-3 Units of Mass— (pp.524-526) Convert metric units of mass..	This is a science standard.	
12-4 Units of Capacity— (pp.527-530) Convert metric units of capacity.	3.5.1 (E/S) Estimate and convert units of measure for weight and volume/capacity within the same measurement system (customary and metric).	A1: b, c, d A2: c, d A3: a
12-5 Integers and Graphing on Number Lines— (pp. 533-535) Use integers to represent real-life situations and graph them on a number line..	1.5.3 (I/L) Read, write, compare and order integers in mathematical and practical situations.	A1: a, b A2: a, b A3: a, b
12-6 Units of Temperature— (p. 536) Use technology to make and explain line graphs. 12-6 Units of Temperature— (pp.537-541) Choose appropriate temperatures in degrees Fahrenheit and Celsius. IMPACT Mathematics Unit H	(There is no standard addressing temperature in fifth grade. However, this lesson could be taught together with 12-5 to show negative numbers used in a practical situation.) 4th grade standard 3.4.1	
12-7 Problem-Solving Investigation: Choose a Strategy— (pp.544-545) Choose the best strategy to solve a problem.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	

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Chapter 13—Identify, Compare, and Classify Geometric Figures		
13-1 Geometry Vocabulary— (pp. 557-560) Identify and label basic geometric terms.	4.5.6 (E/S) identify, draw, label, and describe planes, parallel lines, intersecting lines, and perpendicular lines.	A1: a, b, c A2: a A3: a, b
13-2 Problem-Solving Strategy: Use Logical Reasoning— (pp. 562-563) Solve Problems by using logical reasoning.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
13-3 Identify Angles— (pp. 564-565) Use turns on circles to identify angles. 13-3 Triangles— (pp. 566-569) Identify characteristics of triangles.	4.5.1 (I/S) Identify, classify, compare, and draw triangles, and quadrilaterals based on their properties. 4.5.1 (I/S) Identify, classify, compare, and draw triangles and quadrilaterals based on their properties. 4.5.7 Describe characteristics of right, acute, obtuse, scalene, equilateral, an isosceles triangles.	A1: a A1: b, g A2: a A3: a A1: b, c A2: a A3: a
13-4 Quadrilaterals— (pp. 570-574) Identify characteristics of quadrilaterals.	4.5.1 (I/S) Identify, classify, compare, and draw triangles and quadrilaterals based on their properties.	A1: c, d, g A2: b A3: b
13-5 Problem-Solving Investigation: Choose a Strategy— (pp. 576-577) Choose the best strategy to solve a problem.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
13-6 Translations and Graphs— (pp. 578-581) Sketch translations on a coordinate grid.	4.5.2 (I/S) Represent concepts of congruency, similarity, and/or symmetry using a variety of methods including dilation (enlargement/reduction) and transformational motions.	A2: a A3: a
13-7 Reflections and Graphs— (pp. 582-585) Sketch reflections on a coordinate grid.	4.5.3 (I/S) Represent concepts of congruency, similarity and/or symmetry using a variety of methods including dilation (enlargement/reduction) and transformational motions.	A2: a A3: a
13-8 Rotations and Graphs— (pp. 586-590) Sketch rotations on a coordinate grid.	4.5.2 (I/S) Represent concepts of congruency, similarity and/or symmetry using a variety of methods including dilation (enlargement/reduction) and transformational motions.	A2: d A3: a

13-9 Identify Transformations —(pp. 591-593) Identify transformations.	4.5.3 (I/S) Represent concepts of congruency, similarity, and/or symmetry using a variety of methods including dilation (enlargement/reduction) and transformational motions.	A2: a A3: a
* Circles (Will need to supplement. Consider using AIMS activities for circles.)	4.5.1 (I/S) Identify and draw circles and parts of circles, describing the relationships between the various parts.	A1: e, f, g A2: c, d, e A3: c
Congruent and Similar Triangles (p. R58-R59)	4.5.2 (I/S) Represent concepts of congruency, similarity, and/or symmetry using a variety of methods including dilation (enlargement/reduction) and transformational motions.	A1: a, b, c
* Congruency, Similarity, Symmetry, dilation (enlargement/reduction) (Will need to supplement)	4.5.2 (I/S) Represent concepts of congruency, similarity, and/or symmetry using a variety of methods including dilation (enlargement/reduction) and transformational motions.	A1: a, b, c A2: b, c A3: a, b
* Logic (Venn Diagrams) (Will need to supplement. See Dale Seymour Critical Thinking.)	4.5.9 (I/S) Represent relationships using Venn diagrams.	A1: a, b, c A2: a A3: a

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Chapter 14—Measure Perimeter, Area, and Volume		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
14-1 Perimeters of Rectangles —(p. 607) Use models to find the perimeters of rectangles.	3.5.2 (I/S) Describe the difference between perimeter and area, including the difference in units of measure.	A1: a, c
14-1 Perimeters of Polygons —(pp. 608-611) Find the perimeters of polygons.	3.5.3 (I/S) Describe the difference between perimeter and area, including the difference in units of measure.	A1: e A2: b A3: a, b
14-2 Area —(pp. 612-615) Find and estimate the areas of figures by counting squares. IMPACT Mathematics Unit I	3.5.3 (I/S) Describe the difference between perimeter and area, including the difference in units of measure. (Note: area of triangles is not addressed.)	A1: b, d, e A2: a, c A3: a, b
14-3 Areas of Rectangles and Squares —(pp. 616-619) Find the areas of rectangles. 14-3 Area of Parallelograms —(pp. 620-621) Use models to find the area of parallelograms. IMPACT Mathematics Unit I	3.5.3 (I/S) Describe the difference between perimeter and area, including the difference in units of measure. 4.5.4 (E/S) Predict and describe the effects of combining, dividing, and changing shapes into other shapes.	A1: d A2: c A3: a, b A2: a A3: a, b IMPACT Mathematics: Unit I
14-4 Three-Dimensional Figures —(pp. 624-627) Identify characteristics of three-dimensional figures.	4.5.4 (E/S) Predict and describe the effects of combining, dividing, and changing shapes into other shapes.	A1: a, b
14-5 Problem-Solving Strategy: Make a Model — (pp. 628-629) Solve problems by making a model.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
14-6 Volumes of Prisms —(p. 630) Use models to find the volumes of prisms. 14-6 Volumes of Prisms —(pp. 631-635) Find the volumes of rectangular prisms. IMPACT Mathematics Unit I	7 th grade standard 3.7.3 7 th grade standard 3.7.3	
14-7 Surface Area of Prisms —(pp. 638-639) Use models to find the surface area of rectangular prisms 14-7 Surface Area of Prisms —(pp. 640-643) Find the surface area of rectangular prisms.	7 th grade standard 3.7.3 7 th grade standard 3.7.3	

14-8 Select Appropriate Measurement Formulas— (pp. 644-647) Select and use appropriate units and formulas to Measure length, perimeter, area, and volume.	7 th grade standard 3.7.3	
14-9 Problem-Solving Investigation: Choose a Strategy— (pp. 648-649) Choose the best strategy to solve a problem.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
* Area of Triangles (Will need to supplement)	3.5.3 (I/S) Describe the difference between perimeter and area, including the difference in units of measure.	A1: d A2: b, c

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Chapter 15—Use Probability to Make Predictions		
Pretest; Foldables; Vocabulary; Literature Links; Writing In-Math; Continue practicing multiplication and division facts.		
15-1 Probability— (pp. 661-663) Determine the likelihood of an event. IMPACT Mathematics Unit G	5.5.5 (I/L) Conduct simple probability experiments using concrete materials.	A1: c A2: b
15-2 Make a Prediction— (pp. 666-667) Use probability to make a prediction	5.5.5 (I/L) Conduct simple probability experiments using concrete materials.	A1: a A2: b
15-2 Probability as a Fraction— (pp. 668-672) Use fractions to describe probability IMPACT Mathematics Unit G	5.5.5 (I/L) Represent the results of simple probability experiments as decimals to make predictions about future events.	A2: a A2: b A3: a, b
15-2 Probability Experiment— (pp. 673) Use technology to describe probability as a fraction.	5.5.5 (I/L) Conduct simple probability experiments using concrete materials.	
15-3 Problem-Solving Strategy: Make an Organized List— (pp. 674-675) Solve problems by making an organized list.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	
15-4 Counting Outcomes— (pp. 677-680) List outcomes of a probability experiment.	5.5.4 (I/S) Represent and solve problems involving combinations using a variety of methods.	A1: a, b A2: a A3: a
15-5 Problem-Solving Investigation: Choose the Best Strategy— (pp. 682-683) Choose the best strategy to solve a problem.	Process Standard A—Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.	