

Curriculum Map
Elementary Mathematics
Grade Five
Saugus Public Schools

Week 1

Massachusetts Performance Standards

The students will:

5.N.2 Demonstrate an understanding of place value through millions and thousandths.

5.N.3 Represent and compare large (millions) and small (thousandths) positive numbers in various forms, such as expanded notation without exponents, e.g., $9724 = 9 \times 1000 + 7 \times 100 + 2 \times 10 + 4$.

5.N.7 Compare and order whole numbers, positive fractions, positive mixed numbers, positive decimals, and percents.

5.P.1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABCCCC; 1, 5, 9, 13...; 3, 9, 27...

TOPIC ONE: Numeration

1. Number: Place Value (1-1)
2. Number: Comparing and Ordering Whole Numbers (1-2)
3. Decimals: Decimal Place Value (1-3)
4. Decimals: Comparing and Ordering Decimals (1-4)

Objectives (Students will...)

1. **Write** standard, expanded, and word form of whole numbers in billions, and identify the value of digits in whole numbers.
2. **Compare** and **order** whole numbers through millions.
3. **Write** decimals in expanded, standard, and word form through thousands, identify the value of digits in decimals numbers, and name equivalent decimals.
4. **Compare** and **order** decimals through thousandths.

Essential Question

How are both whole numbers and decimals compared and ordered?

Teacher Resources

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3. Overhead Manipulative Kit
4. Math Diagnosis and Intervention System
5. Teaching Tool Masters

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6. Turning Point Technologies

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Numeration**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 2

Massachusetts Performance Standards

The students will:

5.N.12 Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.

5.N.14 Estimate sums and differences of whole numbers, positive fractions, and positive decimals. Estimate products of whole numbers and products of positive decimals with whole numbers. Use a variety of strategies and judge the reasonableness of the answer.

5.P.3 Use the properties of equality to solve problems with whole numbers, e.g., if $a + 7 = 13$, then $a = 13 - 7$, therefore $a = 6$; if $3 \times a = 15$, then $a = 15 \div 3$, therefore $a = 5$.

TOPIC TWO: Adding and Subtracting Whole Numbers and Decimals

1. Number Sense: Mental Math (2-1)
2. Number Sense: Rounding Whole Numbers and Decimals (2-2)
3. Number Sense: Estimating and Differences (2-3)
4. Draw a Picture Write an Equation (2-4)
5. Number: Adding and Subtracting (2-5)

Objectives (Students will...)

1. **Compute** sums and differences mentally using the Commutative and Associative Properties of Addition, Compatible numbers, and compensation.
2. **Round** whole numbers through millions and decimals through thousandths.
3. **Use** rounding and compatible numbers to estimate sums and differences of whole numbers and decimals.
4. **Use** pictures and **write** equations to help them solve problems.
5. **Compute** sums and differences of two large whole numbers.

Essential Question

How are sums and differences computed using the concept of rounding?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 3

Massachusetts Performance Standards

The students will:

5.N.12 Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.

5.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.

TOPIC TWO: Adding and Subtracting Whole Numbers and Decimals

1. Decimals: Adding Decimals (2-6)
2. Decimals: Subtracting Decimals (2-7)
3. Multiple Step Problems (2-8)

Objectives (Students will...)

1. **Compute** sums of decimals involving tenths, hundredths, and thousandths.
2. **Compute** differences of decimals involving tenths, hundredths, and thousandths.
3. **Use** multiple steps to solve a variety of problems.

Essential Question

Why is it important to line up the decimal points when adding and subtracting decimals?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Adding and Subtracting Whole Numbers and Decimals**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 4

Massachusetts Performance Standards

The students will:

5.N.12 Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.

5.N.14 Estimate sums and differences of whole numbers, positive fractions, and positive decimals. Estimate products of whole numbers and products of positive decimals with whole numbers. Use a variety of strategies and judge the reasonableness of the answer.

TOPIC THREE: Multiplying Whole Numbers

1. Multiplication: Multiplication Properties (3-1)
2. Multiplication: Using Mental Math To Multiply (3-2)
3. Multiplication: Estimating Products (3-3)
4. Multiplication: Multiplying by 1-digit Numbers (3-4)

Objectives (Students will...)

1. **Identify** and **apply** the Commutative, Associative, Identity, and Zero Properties of Multiplication.
2. **Mentally compute** products of whole numbers using place-value patterns and the properties of multiplication.
3. **Use** rounding or compatible numbers to estimate products of whole numbers
4. **Use** partial products or the traditional algorithm to multiply multi-digit numbers by a one-digit number.

Essential Question

When are the properties of multiplication used in calculating the product of two numbers?

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Homework: To be given daily on each introduced topic as determined by the teacher.
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Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

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Comments:

Week 5

Massachusetts Performance Standards

The students will:

5.N.1 Demonstrate an understanding of (positive integer) powers of ten, e.g., 10^2 , 10^5 .

5.N.9 Solve problems involving multiplication and division of whole numbers, and multiplication of positive fractions with whole numbers.

5.N.12 Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.

6.N.1 Demonstrate an understanding of positive integer exponents, in particular, when used in powers of ten, e.g., 10^2 , 10^5 .

TOPIC THREE: Multiplying Whole Numbers

1. Multiplication: Multiplying 2-digit by 2-digit numbers (3-5)
2. Multiplication: Multiplying Greater Numbers (3-6)
3. Multiplication: Exponents (3-7)
4. Draw a Picture and Write an Equation (3-8)

Objectives (Students will...)

1. **Multiply** two-digit numbers by two-digit numbers.
2. **Multiply** two-digit numbers by factors with more than two digits.
3. **Use** Exponential Notation.
4. **Use** diagrams and **write** equations to solve problems.

Essential Question

How is the process of multiplying single digit numbers expanded to find the product of larger numbers?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Multiplying Whole Numbers**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 6

Massachusetts Performance Standards

The students will:

5.N.9 Solve problems involving multiplication and division of whole numbers, and multiplication of positive fractions with whole numbers.

5.P.1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13...; 3, 9, 27...

6.N.16 Estimate results of computations with whole numbers, and with positive fractions, mixed numbers, decimals, and percents. Describe reasonableness of estimates.

TOPIC FOUR: Dividing by 1-Digit Divisors

1. Division: Dividing Multiples of 10 and 100 (4-1)
2. Division: Estimating Quotients (4-2)
3. Reasonableness: Using Estimation (4-3)
4. Division: Connecting Models and Symbols- Algebra Connection (4-4)

Objectives (Students will...)

1. **Find** the quotient of a division problem whose dividend is a multiple of 10, where division involves a basic fact.
2. **Use** Rounding and Compatible Numbers to estimate quotients of whole numbers.
3. **Check** problems for reasonableness by using various methods, including estimation and checking their final answer.
4. **Find** quotients using the model of shared money.

Essential Question

How do you use the process of estimation to determine the quotient in a basic division problem?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

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Comments:

Week 7

Massachusetts Performance Standards

The students will:

5.N.8 Apply the number theory concepts of common factor, common multiple, and divisibility rules for 2, 3, 5, and 10 to the solution of problems. Demonstrate an understanding of the concepts of prime and composite numbers.

5.N.9 Solve problems involving multiplication and division of whole numbers, and multiplication of positive fractions with whole numbers.

6.P.5 Solve linear equations using concrete models, tables, graphs, and paper-pencil methods.

TOPIC FOUR: Dividing by 1-Digit Divisors

1. Division: Dividing by 1-Digit Divisors (4-5)
2. Division: Zeros in the Quotients (4-6)
3. Number Sense: Understanding Factors- Algebra Connection (4-7)
4. Number Sense: Prime and Composite Number (4-8)
5. Draw a Picture and Write an Equation (4-9)

Objectives (Students will...)

1. **Divide** three-digit whole numbers by one-digit divisors.
2. **Divide** with zeros in the quotient.
3. **Learn** to find factors of whole numbers.
4. **Learn** to identify the difference between prime and composite numbers.
5. **Use** pictures and equations to help them represent remainders in a problem.

Essential Question

How is division used to identify whether a number is prime or composite?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Dividing by 1-Digit Divisors**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 8

Massachusetts Performance Standards

The students will:

- 5.N.12** Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.
- 5.P.1** Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13...; 3, 9, 27...
- 5.P.4** Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.
- 6.N.16** Estimate results of computations with whole numbers, and with positive fractions, mixed numbers, decimals, and percents. Describe reasonableness of estimates.

TOPIC FIVE: Dividing by 2-Digit Divisors

- 1. Using Patterns to Divide (5-1)
- 2. Estimating Quotients with 2-Digit Divisors (5-2)
- 3. Multiple-Step Problems (5-3)
- 4. Dividing by Multiples of 10 (5-4)

Objectives (Students will...)

- 1. **Find** the Quotients of Division problems whose dividends and divisors are multiples of 10, where the division involves a basic fact.
- 2. **Use** estimation to find approximate solutions to quotients with two-digit divisors using compatible numbers.
- 3. **Find** the hidden question or questions to solve multiple-step problems.
- 4. **Find** quotients with a two-digit divisor that is a multiple of ten.

Essential Question

How is estimation used to find quotients for problems having two-digit divisors?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 9

Massachusetts Performance Standards

The students will:

5.N.12 Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.

5.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.

TOPIC FIVE: Dividing by 2- Digit Divisors

- 1. Division: 1-Digit Divisors: Algebra Connection (5-5)
2. Division: 2-Digit Quotients (5-6)
3. Division: Estimating and Dividing with Greater Numbers (5-7)
4. Missing or Extra Information (5-8)

Objectives (Students will...)

- 1. Find one-digit quotients where the divisor is a two-digit number.
2. Divide a three-digit number by a two-digit number to find a two-digit quotient.
3. Solve problems involving division of numbers with 4 or 5 digits by 2-digit divisors with an estimate.
4. Determine which information is missing and identify extraneous information in problems.

Essential Question

What is the process to divide two numbers, when each number involved is larger than one-digit?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving Dividing by 2-Digit Divisors.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 10

Massachusetts Performance Standards

The students will:

- 5.N.10** Demonstrate an understanding of how parentheses affect expressions involving addition, subtraction, and multiplication, and use that understanding to solve problems, e.g., $3 \times (4 + 2) = 3 \times 6$.
- 5.P.2** Replace variables with given values and evaluate/simplify, e.g., $2(\bigcirc) + 3$ when $\bigcirc = 4$.
- 5.P.4** Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.

TOPIC SIX: Variables and Expressions

1. Algebra: Variables and Expressions (6-1)
2. Algebra: Patterns and Expressions (6-2)
3. Algebra: More Patterns and Expressions (6-3)
4. Algebra: Distributive Property (6-4)
5. Algebra: Order of Operations (6-5)
6. Act It Out and Use Reasoning (6-6)

Objectives (Students will...)

1. **Translate** words into algebraic expressions.
2. **Use** patterns to show relationships and solve algebraic expressions.
3. **Write** and **evaluate** expressions involving multiplication, addition, and subtraction.
4. **Use** the distributive property to simplify expressions and solve equations.
5. **Use** given values for variables to evaluate expressions with three or more numbers and two or more operations.
6. **Solve** problems by showing how to act out the problem. Use information given in the problem to draw conclusions.

Essential Question

How are real world relationships described, using algebraic expressions?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Variables and Expressions**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 11

Massachusetts Performance Standards

The students will:

5.N.12 Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.

6.N.13 Accurately and efficiently add, subtract, multiply, and divide (with double-digit divisors) whole numbers and positive decimals.

TOPIC SEVEN: Multiplying and Dividing Decimals

1. Decimals: Multiplying Decimals by 10, 100, or 1000 (7-1)
2. Decimals: Multiplying a Decimal by a Whole Number (7-2)
3. Decimals: Estimating the Product of a Decimal and a Whole Number (7-3)
4. Decimals: Multiplying Two Decimals (7-4)
5. Decimals: Dividing Decimals by 10, 100, or 1000. (7-5)

Objectives (Students will...)

1. **Mentally multiply** decimals by 10, 100, or 1000.
2. **Use** a standard algorithm to multiply a whole number and a decimal.
3. **Use** rounding and compatible numbers to estimate products of whole numbers and decimals. Also identify estimates as overestimates or underestimates.
4. **Use the** standard algorithm to multiply decimals by decimals.
5. **Mentally divide** decimals by 10, 100, or 1000.

Essential Question

What is the standard algorithm for multiplication of whole numbers and decimals?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 12

Massachusetts Performance Standards

The students will:

- 5.N.12** Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.
- 6.N.13** Accurately and efficiently add, subtract, multiply, and divide (with double-digit divisors) whole numbers and positive decimals.
- 6.N.16** Estimate results of computations with whole numbers, and with positive fractions, mixed numbers, decimals, and percents. Describe reasonableness of estimates.

TOPIC SEVEN: Multiplying and Dividing Decimals

- 1. Decimals: Dividing a Decimal by a Whole Number (7-6)
- 2. Decimals: Estimation: Decimals Divided by Whole Numbers (7-7)
- 3. Decimals: Dividing a Decimal by a Decimal (7-8)
- 4. Multiple Step Problems (7-9)

Objectives (Students will...)

- 1. **Use** the standard algorithm to divide a decimal by a whole number.
- 2. **Use** compatible numbers to estimate quotients of decimals and whole numbers.
- 3. **Use** the standard algorithm to divide decimals by decimals.
- 4. **Use** multiple steps to solve a variety of problems.

Essential Question

How is estimation used in dividing a decimal by a decimal?

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Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving **Multiplying and Dividing Decimals.**

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Week 13

Massachusetts Performance Standards

The students will:

5.G.3 Identify relationships among points and lines, e.g., intersecting, parallel, perpendicular.

5.M.2 Identify, measure, describe, classify, and draw various angles. Draw triangles given two sides and the angle between them, or given two angles and the side between them, e.g., draw a triangle with one right angle and two sides congruent.

6.G.1 Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides, e.g., squares, rectangles, rhombuses, parallelograms, trapezoids, and isosceles, equilateral, and right triangles.

TOPIC EIGHT: Shapes

- 1. Geometry: Basic Geometric Ideas Algebra Connections (8-1)
- 2. Geometry: Measuring and Classifying Angles (8-2)
- 3. Geometry: Polygons (8-3)

Objectives (Students will...)

- 1. **Use** geometric terms to describe locations and parts of space.
- 2. **Measure, draw, and classify** angles.
- 3. **Identify and classify** polygons.

Essential Question

What is the process by which angles are drawn, measured, and classified?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 14

Massachusetts Performance Standards

The students will:

5.G.1 Identify, describe, and compare special types of triangles (isosceles, equilateral, right) and quadrilaterals (square, rectangle, parallelogram, rhombus, trapezoid), e.g., recognize that all equilateral triangles are isosceles, but not all isosceles triangles are equilateral.

5.M.5 Find the sum of the measures of the interior angles in triangles by measuring the angles, and without measuring the angles.

6.G.1 Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides, e.g., squares, rectangles, rhombuses, parallelograms, trapezoids, and isosceles, equilateral, and right triangles.

TOPIC EIGHT: Shapes

1. Geometry: Triangles (8-4)
2. Geometry: Quadrilaterals (8-5)
3. Make and Test Generalizations (8-6)

Objectives (Students will...)

1. **Identify** and **classify** triangles.
2. **Identify** and **classify** quadrilaterals.
3. **Make** and **test** generalizations of patterns in different examples.

Essential Question

What are the different classifications for both triangles and quadrilaterals?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Shapes**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 15

Massachusetts Performance Standards

The students will:

5.N.4 Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on the number line.

5.N.5 Identify and determine common equivalent fractions (with denominators 2, 4, 5, 10) and mixed numbers (with denominators 2, 4, 5, 10), decimals, and percents (through one hundred percent), e.g., $3/4 = 0.75 = 75\%$.

5.N.7 Compare and order whole numbers, positive fractions, positive mixed numbers, positive decimals, and percents.

TOPIC NINE: Fractions and Decimals

1. Fractions: Meanings of Fractions: Algebra Connections (9-1)
2. Fractions: Fractions and Division (9-2)
3. Fractions: Mixed Numbers and Improper Fractions (9-3)
4. Fractions: Equivalent Fractions (9-4)
5. Fractions: Comparing and Ordering Fractions and Mixed Numbers (9-5)

Objectives (Students will...)

1. **Identify** and **show** fractional parts of regions and sets.
2. **Learn** that division can be used to divide objects into equal parts that are fractions of a whole. These fractions can be represented on a number line.
3. **Express** fractions greater than 1 as mixed numbers or improper fractions.
4. **Identify** fractions that are equivalent and **find** fractions equivalent to a given fraction using computational procedures.
5. **Determine** which of two fractions or mixed numbers is greater or less in order to compare and order fractions and mixed numbers.

Essential Question

How are fractions used to name part of a whole or part of a set?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 16

Massachusetts Performance Standards

The students will:

5.N.5 Identify and determine common equivalent fractions (with denominators 2, 4, 5, 10) and mixed numbers (with denominators 2, 4, 5, 10), decimals, and percents (through one hundred percent), e.g., $\frac{3}{4} = 0.75 = 75\%$.

5.N.6 Find and position whole numbers, positive fractions, positive mixed numbers, and positive decimals on a number line.

5.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.

6.N.8 Apply number theory concepts—including prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules for 2, 3, 4, 5, 6, 9, and 10—to the solution of problems.

TOPIC NINE: Fractions and Decimals

1. Fractions: Common Factors and Greatest Common Factor (9-6)
2. Fractions: Fractions in Simplest Form (9-7)
3. Number: Tenths and Hundredths (9-8)
4. Number: Thousandths (9-9)
5. Number: Fractions and Decimals on the Number Line (9-10)
6. Writing to Explain: Problem Solving (9-11)

Objectives (Students will...)

1. **Determine** common factor and the greatest common factor of numbers.
2. **Identify** fractions that are in simplest form and find the simplest form of a fraction.
3. **Represent** decimals (tenths and hundredths) as fractions. Students also represent fractions with denominators of 10 and 100 as decimals.
4. **Represent** decimals (thousandths) as fractions, and fractions with denominators of 1,000 as decimals.
5. **Label** a point on a number line using a fraction and a decimal. Students also write a fraction and a decimal for a point on a number line.
6. **Explain** how they estimated fractional amounts of objects.

Essential Question

How can fractions showing tenths, hundredths, and thousandths be expressed as decimals?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Fractions and Decimals**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 17

Massachusetts Performance Standards

The students will:

5.N.8 Apply the number theory concepts of common factor, common multiple, and divisibility rules for 2, 3, 5, and 10 to the solution of problems. Demonstrate an understanding of the concepts of prime and composite numbers.

5.N.13 Accurately and efficiently add and subtract positive fractions and mixed numbers with like denominators and with unlike denominators (2, 4, 5, 10 only); multiply positive fractions with whole numbers. Simplify fractions in cases when both the numerator and the denominator have 2, 3, 4, 5, or 10 as a common factor.

TOPIC TEN: Adding and Subtracting Fractions and Mixed Numbers

1. Fractions: Adding and Subtracting Fractions with Like Denominators: Algebra Connection (10-1)
2. Fractions: Common Multiples and Least Common Multiple (10-2)
3. Fractions: Adding Fractions with Unlike Denominators (10-3)
4. Fractions: Subtracting Fractions with Unlike Denominators (10-4)

Objectives (Students will...)

1. **Use** models and computational procedures to add and subtract fractions with like denominators.
2. **Determine** common multiples and the least common multiple of numbers.
3. **Use** models and computational procedures to add fractions with unlike denominators.
4. **Use** models and computational procedures to subtract fractions with unlike denominators.

Essential Question

What is the procedure to add or subtract fractions containing unlike denominators?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 18

Massachusetts Performance Standards

The students will:

5.N.8 Apply the number theory concepts of common factor, common multiple, and divisibility rules for 2, 3, 5, and 10 to the solution of problems. Demonstrate an understanding of the concepts of prime and composite numbers.

5.M.1 Apply the concepts of perimeter and area to the solution of problems involving triangles and rectangles. Apply formulas where appropriate.

TOPIC TEN: Adding and Subtracting Fractions and Mixed Numbers

1. Fractions: Adding Mixed Numbers (10-5)
2. Fractions: Subtracting Mixed Numbers (10-6)
3. Try, Check, and Revise (10-7)

Objectives (Students will...)

1. **Use** models and computational procedures to add mixed numbers.
2. **Use** models and computational procedures to subtract mixed numbers.
3. **Use** try, check, and revise in order to solve problems.

Essential Question

How are models used in the process of addition and subtraction of mixed numbers?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Adding and Subtracting Fractions and Mixed Numbers**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 19

Massachusetts Performance Standards

The students will:

5.N.13 Accurately and efficiently add and subtract positive fractions and mixed numbers with like denominators and with unlike denominators (2, 4, 5, 10 only); multiply positive fractions with whole numbers. Simplify fractions in cases when both the numerator and the denominator have 2, 3, 4, 5, or 10 as a common factor.

5.P.5 Solve problems involving proportional relationships using concrete models, tables, graphs, and paper-pencil methods.

6.N.14 Accurately and efficiently add, subtract, multiply, and divide positive fractions and mixed numbers. Simplify fractions.

6.P.5 Solve linear equations using concrete models, tables, graphs, and paper-pencil methods.

TOPIC ELEVEN: Multiplying Fractions and Mixed Numbers

1. Fractions: Multiplying Fractions and Whole Numbers (11-1)
2. Fractions: Multiplying Two Fractions (11-2)
3. Fractions: Multiplying Mixed Numbers (11-3)
4. Fractions: Relating Division to Multiplication of Fractions (11-4)
5. Draw a Picture and Write an Equation (11-5)

Objectives (Students will...)

1. **Multiply** a fraction by a whole number.
2. **Give** the product of two fractions.
3. **Multiply** mixed numbers.
4. **Relate** division to the multiplication of fractions.
5. **Use** bar diagrams and write equations to solve problems.

Essential Question

How are fractions and mixed numbers multiplied together?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Multiplying Fractions and Mixed Numbers**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 20

Massachusetts Performance Standards

The students will:

5.M.1 Apply the concepts of perimeter and area to the solution of problems involving triangles and rectangles. Apply formulas where appropriate.

TOPIC TWELVE: Perimeter and Area

1. Measurement: Using Customary Units of Length (12-1)
2. Measurement: Using Metric Units of Length (12-2)
3. Measurement: Perimeter (12-3)
4. Measurement: Area of Squares and Rectangles (12-4)

Objectives (Students will...)

1. **Choose** the most appropriate units of length and measure to the nearest inch, half inch, quarter inch, or eighth inch.
2. **Choose** the most appropriate metric unit of length and measure to the nearest centimeter and millimeter.
3. **Find** the perimeter of polygons.
4. **Find** the areas of squares and rectangles using formulas.

Essential Question

How do you use the formulas for area and perimeter to calculate the measurement of various polygons?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 21

Massachusetts Performance Standards

The students will:

- 5.M.1** Apply the concepts of perimeter and area to the solution of problems involving triangles and rectangles. Apply formulas where appropriate.
- 6.M.4** Find areas of triangles and parallelograms. Recognize that shapes with the same number of sides but different appearances can have the same area. Develop strategies to find the area of more complex shapes.
- 6.M.5** Identify, measure, and describe circles and the relationships of the radius, diameter, circumference, and area (e.g., $d = 2r$, $\pi = C/d$), and use the concepts to solve problems.

TOPIC TWELVE: Perimeter and Area

- 1. Measurement: Area of Parallelograms (12-5)
- 2. Measurement: Area of Triangles (12-6)
- 3. Measurement: Circles and Circumference (12-7)
- 4. Draw a Picture and Make an Organized List (12-8)

Objectives (Students will...)

- 1. **Find** the area of a parallelogram by using a formula. **Find** the length of the sides of a parallelogram when the area and one side length are given.
- 2. **Find** the area of a triangle by using a formula. Find a missing length when the area and other dimensions are known.
- 3. **Learn** the parts of a circle and how to calculate circumference.
- 4. **Make** an organized list and **draw** a picture in order to solve problems.

Essential Question

How can finding the area of a rectangle help students analyze parallelograms?

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Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving **Perimeter and Area**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 22

Massachusetts Performance Standards

The students will:

- 5.P.4** Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.
- 5.G.2** Identify, describe, and compare special types of three-dimensional shapes (cubes, prisms, spheres, pyramids) based on their properties, such as edges and faces.
- 5.M.4** Find volumes and surface areas of rectangular prisms.
- 6.G.9** Match three-dimensional objects and their two-dimensional representations, e.g., nets, projections, and perspective drawings.

TOPIC THIRTEEN: Solids

- 1. Geometry: Solids (13-1)
- 2. Geometry: Relating Shapes and Solids (13-2)
- 3. Measurement: Surface Area (13-3)
- 4. Geometry: Views of Solids (13-4)
- 5. Measurement: Volume (13-5)
- 6. Geometry: Irregular Shapes and Solids (13-6)
- 7. Use Objects and Solve a Simpler Problem (13-7)

Objectives (Students will...)

- 1. **Identify** solid figures according to faces, edges, and vertices.
- 2. **Identify** a two-dimensional representation of a solid.
- 3. **Determine** the surface area of rectangular solids.
- 4. **Identify** different views of a solid.
- 5. **Count** cubic units and **use** formulas to find the volume of prisms.
- 6. **Find** the areas and volumes of irregular shapes and solids.
- 7. **Use** objects to act out actions and break apart problems into simpler ones in order to reach a solution.

Essential Question

How are geometric solids described, using both surface area and volume?

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Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving **Solids**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 23

Massachusetts Performance Standards

The students will:

5.M.3 Solve problems involving simple unit conversions within a system of measurement.

TOPIC FOURTEEN: Measurement Units, Time, and Temperature

- 1. Measurement: Customary Units of Capacity (14-1)
- 2. Measurement: Metric Units of Capacity (14-2)
- 3. Measurement: Units of Weight and Mass (14-3)
- 4. Measurement: Converting Customary Units (14-4)
- 5. Measurement: Converting Metric Units (14-5)

Objectives (Students will...)

- 1. **Use** a variety of customary units to measure liquid volume.
- 2. **Use** metric units to measure liquid volume.
- 3. **Use** units of mass and weight to determine the amount of matter an object has and how heavy or light an object is.
- 4. **Convert** customary units of measure using multiplication and division.
- 5. **Convert** metric units of measure using multiplication and division.

Essential Question

What are the customary and metric units for capacity, weight, and mass?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 24

Massachusetts Performance Standards

The students will:

5.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.

5.M.3 Solve problems involving simple unit conversions within a system of measurement.

TOPIC FOURTEEN: Measurement Units, Time, and Temperature

1. Measurement: Elapsed Time (14-6)
2. Measurement: Elapsed Time in Other Units (14-7)
3. Measurement: Temperature Change (14-8)
4. Make a Table (14-9)

Objectives (Students will...)

1. **Use** models and computational procedures to find elapsed time, start time or end time involving hours or minutes.
2. **Use** computational procedures to find elapsed time, starting time or ending time involving minutes, hours, days and weeks.
3. **Use** thermometers and computational procedures to find changes in temperature in both Fahrenheit and Celsius units.
4. **Make and read** tables as a way of solving problems.

Essential Question

How is elapsed time computed using a variety of units of time?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Measurement Unit, Time, and Temperature.**

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 25

Massachusetts Performance Standards

The students will:

- 5.P.1** Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13...; 3, 9, 27...
- 5.P.3** Use the properties of equality to solve problems with whole numbers, e.g., if $+ 7 = 13$, then $= 13 - 7$, therefore $= 6$; if $3 \times = 15$, then $= 15 \div 3$, therefore $= 5$.
- 5.P.4** Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.
- 5.P.6** Interpret graphs that represent the relationship between two variables in everyday situations.
- 6.P.5** Solve linear equations using concrete models, tables, graphs, and paper-pencil methods.

TOPIC FIFTEEN: Solving and Writing Equations and Inequalities

1. Algebra: Solving Addition and Subtraction Equations (15-1)
2. Algebra: Solving Multiplication and Division Equations (15-2)
3. Algebra: Inequalities and the number line (15-3)
4. Algebra: Patterns and Equations (15-4)
5. Draw a Picture and Write an Equation (15-5)

Objectives (Students will...)

1. **Solve** one-step equations involving addition and subtraction.
2. **Solve** one-step equations involving multiplication and division.
3. **Use** a number line to represent values of an inequality.
4. **Write** an equation with one operation for the relationship between pairs of numbers in a table.
5. **Use** bar diagrams or pictures and write equations to solve problems.

Essential Question

How can writing an equation and drawing a picture help to find the solutions to a mathematical problem?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving **Solving and Writing Equations and Inequalities**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 26

Massachusetts Performance Standards

The students will:

- 5.N.4** Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on the number line.
- 5.N.5** Identify and determine common equivalent fractions (with denominators 2, 4, 5, 10) and mixed numbers (with denominators 2, 4, 5, 10), decimals, and percents (through one hundred percent), e.g., $3/4 = 0.75 = 75\%$.
- 5.P.1** Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13...; 3, 9, 27...
- 6.N.9** Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division, and positive integer exponents with whole numbers, and with positive fractions, mixed numbers, decimals, and percents.

TOPIC SIXTEEN: Ratio and Percent

1. Number: Understanding Ratios (16-1)
2. Number: Understanding Percent (16-2)
3. Number: Percent, Fractions, and Decimals (16-3)
4. Number: Finding Percent of a Whole Number (16-4)
5. Make a Table and Look for a Pattern (16-5)

Objectives (Students will...)

1. **Read** and **write** ratios and generate equal ratios.
2. **Write** a percent for a given situation and **create** situations for given percents.
3. **Write** numbers as fractions, decimals, and percents.
4. **Find** the given percent of a whole number.
5. **Make** tables and **find** a pattern to solve problems involving percent.

Essential Question

What is the relationship between percents, fractions, and decimals?

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Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Ratio and Percent**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 27

Massachusetts Performance Standards

The students will:

- 5.N.11 Demonstrate an understanding of the inverse relationship of addition and subtraction, and use that understanding to simplify computation and solve problems.
- 5.G.4 Using ordered pairs of whole numbers (including zero), graph, locate, and identify points, and describe paths on the Cartesian coordinate plane.
- 6.N.6 Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line.

TOPIC SEVENTEEN: Equations and Graphs

- 1. Number: Understanding Integers (17-1)
- 2. Algebra: Ordered Pairs (17-2)
- 3. Algebra: Distances on Number Lines and the Coordinate Plane (17-3)
- 4. Algebra: Graphing Equations (17-4)
- 5. Work Backward (17-5)

Objectives (Students will...)

- 1. **Read** and **write** integers and represent them on a number line.
- 2. **Identify** and **graph** points on a coordinate plane.
- 3. **Find** distances on a number line and the coordinate plane.
- 4. **Make** a table of x- and y- values for an equation and **use** the ordered pairs to graph the equation.
- 5. **Use** the work backward strategy to solve a problem.

Essential Question

What is the process that is used to graph equations on a coordinate plane?

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Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving **Equations and Graphs**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 28

Massachusetts Performance Standards

The students will:

5.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.

5.D.2 Construct and interpret line plots, line graphs, and bar graphs. Interpret and label circle graphs.

6.D.2 Construct and interpret stem-and-leaf plots, line plots, and circle graphs.

TOPIC EIGHTEEN: Graphs and Data

1. Statistics: Data from Surveys (18-1)
2. Statistics: Bar Graphs and Picture Graphs (18-2)
3. Statistics: Line Graphs (18-3)
4. Statistics: Stem-and-Leaf Plot (18-4)
5. Statistics: Histograms (18-5)

Objectives (Students will...)

1. **Collect** data and **record** data in frequency tables and line plots. Interpret the results.
2. **Create** and **interpret** bar graphs and picture graphs.
3. **Make** a line graph from a set of ordered pairs.
4. **Read** and **interpret** the line graph.
5. **Organize** numbers by place value in a stem-and-leaf plot.
6. **Make** and **interpret** histograms.

Essential Question

How do you use various graphs to interpret data modeled by a graph?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 29

Massachusetts Performance Standards

The students will:

5.D.1 Given a set of data, find the median, mean, mode, maximum, minimum, and range, and apply to solutions of problems.

5.D.2 Construct and interpret line plots, line graphs, and bar graphs. Interpret and label circle graphs.

TOPIC EIGHTEEN: Graphs and Data

- 1. Statistics: Circle Graphs (18-6)
- 2. Statistics: Mean (18-7)
- 3. Statistics: Median, Mode, and Range (18-8)
- 4. Make a Graph (18-9)

Objectives (Students will...)

- 1. **Complete** circle graphs and **interpret** data given in circle graphs.
- 2. **Find** the mean of data sets.
- 3. **Find** the mean, mode, and range of data sets.
- 4. **Read, interpret, and create** various types of graphs to solve problems.

Essential Question

What is the best method to display data for a given situation?

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Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving **Graphs and Data**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 30

Massachusetts Performance Standards

The students will:

5.G.5 Describe and perform transformations on two-dimensional shapes, e.g., translations, rotations, and reflections.

TOPIC NINETEEN: Transformations, Congruence, and Symmetry

1. Geometry: Translations (19-1)
2. Geometry: Reflections (19-2)
3. Geometry: Reflections (19-3)

Objectives (Students will...)

1. **Use** coordinates to describe a translation of a figure.
2. **Use** coordinates to describe a reflection of a figure.
3. **Describe** and **draw** a rotation of a figure.

Essential Question

How would each transformation be described and drawn in a coordinate plane?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 31

Massachusetts Performance Standards

The students will:

5.G.4 Using ordered pairs of whole numbers (including zero), graph, locate, and identify points, and describe paths on the Cartesian coordinate plane.

5.G.6 Identify and describe line symmetry in two-dimensional shapes, including shapes that have multiple lines of symmetry.

5.G.7 Determine if two triangles or two quadrilaterals are congruent by measuring sides or a combination of sides and angles, as necessary; or by motions or series of motions, e.g., translations, rotations, and reflections.

TOPIC NINETEEN: Transformations, Congruence, and Symmetry

1. Geometry: Congruence (19-4)
2. Geometry: Symmetry (19-5)
3. Using Objects: Problem Solving (19-6)

Objectives (Students will...)

1. **Determine** whether a pair of congruent figures are related by a transformation, reflection, rotation, or some combination of the three.
2. **Explore** figures that have line symmetry and rotational symmetry
3. **Use** a variety of objects to solve problems.

Essential Question

How is congruence and symmetry verified for given figures?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Transformations, Congruence, and Symmetry**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 32

Massachusetts Performance Standards

The students will:

5.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.

5.D.3 Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a number cube) and test the predictions

6.D.3 Use tree diagrams and other models (e.g., lists and tables) to represent possible or actual outcomes of trials. Analyze the outcomes.

6.D.4 Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a die) and test the predictions. Use appropriate ratios between 0 and 1 to represent the probability of the outcome and associate the probability with the likelihood of the event.

TOPIC TWENTY: Probability

- 1. Probability: Outcomes (20-1)
- 2. Probability: Writing Probability as a Fraction (20-2)
- 3. Probability: Experiments and Predictions (20-3)
- 4. Solve a Simpler Problem (20-4)

Objectives (Students will...)

- 1. **Find** all possible outcomes of a probability experiment by using a tree diagram or by multiplying.
- 2. **Use** fractions to represent the theoretical probability of an event.
- 3. **Use** fractions to represent the experimental probability of an event and use the probability to make predictions.
- 4. **Break** word problems into simpler problems in order to come up with a solution.

Essential Question

How are predictions made, using the probability of an event?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all Concepts involving **Probability**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

