

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
2018-2019 DISTRICT PACING GUIDE  
YEAR-AT-A-GLANCE**

**Grade 5 Mathematics**

**COURSE CODE: 5012070G1**

1 <sup>ST</sup> Nine Weeks	2 <sup>ND</sup> Nine Weeks	3 <sup>RD</sup> Nine Weeks	4 <sup>TH</sup> Nine Weeks																																																																											
<p><b>I. Place Value, Multiplication &amp; Expressions (Chapter 1)</b></p> <ul style="list-style-type: none"> <li>A. Place Value</li> <li>B. Multiplication by 1 &amp; 2-digits</li> <li>C. Order of Operations</li> <li>D. Write/Evaluate Expressions</li> <li>E. Problem Solving: Solve a Simpler Problem</li> </ul> <p><b>II. Divide Whole Numbers (Chapter 2)</b></p> <ul style="list-style-type: none"> <li>A. Division Strategies</li> <li>B. Estimating Quotients</li> <li>C. Interpreting Remainders</li> <li>D. Problem Solving: Draw a Diagram</li> </ul> <p><b>III. Add &amp; Subtract Decimals (Chapter 3)</b></p> <ul style="list-style-type: none"> <li>A. Place Value- thousandths</li> <li>B. Compare/Order Decimals</li> <li>C. Rounding Decimals</li> <li>D. Add/Subtract Decimals</li> <li>E. Numerical Patterns with Decimals</li> <li>F. Problem Solving: Make a Table</li> </ul> <p><b>IV. Multiply Decimals (Chapter 4)</b></p> <ul style="list-style-type: none"> <li>A. Multiply Decimals</li> <li>B. Expanded Form</li> <li>C. Problem Solving: Multiply Money</li> </ul>	<p><b>IV. Multiply Decimals (Chapter 4 Cont.)</b></p> <ul style="list-style-type: none"> <li>A. Multiply Decimals</li> <li>B. Expanded Form</li> <li>C. Problem Solving: Multiply Money</li> </ul> <p><b>V. Divide Decimals (Chapter 5)</b></p> <ul style="list-style-type: none"> <li>A. Division Patterns with Decimals</li> <li>B. Divide Decimals by Whole Numbers</li> <li>C. Estimating Decimal Quotients</li> <li>D. Problem Solving: Work Backwards</li> </ul> <p><b>VI. Add &amp; Subtract Fractions (Chapter 6)</b></p> <ul style="list-style-type: none"> <li>A. Add &amp; Subtract Unlike Denominators</li> <li>B. Estimating Fractions</li> <li>C. Equivalent Fractions</li> <li>D. Add &amp; Subtract Mixed Numbers</li> <li>E. Properties of Addition (3-addends)</li> <li>F. Problem Solving: Work Backwards</li> </ul> <p><b>VII. Multiply Fractions (Chapter 7)</b></p> <ul style="list-style-type: none"> <li>A. Model Fractional Part of a Group</li> <li>B. Multiply Fractions &amp; Whole Numbers</li> <li>C. Multiplication Fraction Strategies</li> <li>D. Multiply Mixed Numbers</li> <li>E. Problem Solving: Unknown Lengths</li> <li>F. Model Fractional Part of a Group</li> <li>G. Multiply Fractions &amp; Whole Numbers</li> <li>H. Multiplication Fraction Strategies</li> <li>I. Multiply Mixed Numbers</li> <li>J. Problem Solving: Unknown Lengths</li> </ul>	<p><b>VIII. Divide Fractions (Chapter 8)</b></p> <ul style="list-style-type: none"> <li>A. Divide Fractions with Whole Numbers</li> <li>B. Interpreting Division with Fractions</li> <li>C. Problem Solving: Use Multiplication</li> </ul> <p><b>IX. Patterns and Graphing (Chapter 9)</b></p> <ul style="list-style-type: none"> <li>A. Line Plots with Fractions</li> <li>B. Ordered Pairs</li> <li>C. Graph/Analyze Data</li> <li>D. Numerical Patterns</li> <li>E. Problem Solving: Find a Rule</li> </ul> <p><b>X. Convert Units of Measure (Chapter 10)</b></p> <ul style="list-style-type: none"> <li>A. Customary Units</li> <li>B. Metric Units</li> <li>C. Convert Measurement Units</li> <li>D. Elapsed Time</li> </ul> <p><b>XI. Geometry &amp; Volume (Chapter 11)</b></p> <ul style="list-style-type: none"> <li>A. Classify and Compare Polygons, Triangles, &amp; Quadrilaterals by their Properties</li> <li>B. Volume of Prisms</li> <li>C. Compare Volume</li> <li>D. Volume of Composed Figures</li> <li>E. Problem Solving</li> </ul>	<p><b>XI. Geometry &amp; Volume (Chapter 11)</b></p> <p><b>XII. FSA REVIEW</b> FSA Administration Window: 05-01-19 through 05-14-19</p> <p><b>XIII. Compare and Order Fractions and Decimals, Divide Fractions (GRP 1-6)</b></p> <ul style="list-style-type: none"> <li>A. Compare Fractions and Decimals</li> <li>B. Order Fractions and Decimals</li> <li>C. Factor Trees</li> <li>D. Model Percent</li> <li>E. Relate Decimals and Percent</li> <li>F. Fractions, Decimals, and Percent</li> </ul> <p><b>XIV Ratios, Rate and Time (GRP 7-11)</b></p> <ul style="list-style-type: none"> <li>A. Divide Fractions by a Whole Number</li> <li>B. Ratios</li> <li>C. Equivalent Ratios</li> <li>D. Rates</li> <li>E. Distance, Rate, and Time</li> </ul> <p><b>XV. Integers, Expressions, Inequalities, Median and Mode (GRP 12-16)</b></p> <ul style="list-style-type: none"> <li>A. Understand Integers</li> <li>B. Polygons on a Coordinate Grid</li> <li>C. Area of a Parallelogram</li> <li>D. Median and Mode</li> <li>E. Finding the Average</li> <li>F. Histograms</li> <li>G. Analyze Histograms</li> </ul>																																																																											
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**Model Eliciting Activities (MEAs): STEM LESSONS**

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<p><b>Topic I (Chapter 1)</b> MAFS.5.OA.1.1</p> <ul style="list-style-type: none"> <li><a href="#">Fly Runners: Order of Operations</a></li> </ul> <p>MAFS.5.OA.1.2</p> <ul style="list-style-type: none"> <li><a href="#">Sunshine Beach Hotel</a></li> </ul> <p>MAFS.5.NBT.1.1</p> <ul style="list-style-type: none"> <li><a href="#">Dazzling Painting Company</a></li> </ul> <p>MAFS.5.NBT.1.2</p> <ul style="list-style-type: none"> <li><a href="#">X-treme Roller Coasters</a></li> </ul> <p>MAFS.5.NBT.2.5</p> <ul style="list-style-type: none"> <li><a href="#">Which Sweets for the Bakery?</a></li> </ul> <p>MAFS.5.NBT.2.6</p> <ul style="list-style-type: none"> <li><a href="#">Which Sweets for the Bakery?</a></li> </ul> <p><b>Topic II (Chapter 2)</b> MAFS.5.NBT.2.6 (see Topic 1) MAFS.5.NF.2.3</p> <ul style="list-style-type: none"> <li><a href="#">Birds Now</a></li> </ul> <p><b>Topic III (Chapter 3)</b> MAFS.5.NBT.1.1 (See Topic 1) MAFS.5.NBT.1.3</p> <ul style="list-style-type: none"> <li><a href="#">Solar Cooking</a></li> </ul> <p>MAFS.5.NBT.1.4</p> <ul style="list-style-type: none"> <li><a href="#">Which Cell Phone for Mia?</a></li> </ul> <p>MAFS.5.NBT.2.7</p> <ul style="list-style-type: none"> <li><a href="#">To Oregon by Wagon</a></li> </ul> <p><b>Topic IV (Chapter 4)</b> MAFS.5.NBT.1.2 (See Topic 1) MAFS.5.NBT.2.7</p> <ul style="list-style-type: none"> <li><a href="#">Keep Your Cool with Your Lunch Bag</a></li> </ul>	<p><b>Topic IV (Chapter 4 Cont.)</b> MAFS.5.NBT.1.2 (See Topic 1) MAFS.5.NBT.2.7</p> <ul style="list-style-type: none"> <li><a href="#">Keep Your Cool with Your Lunch Bag</a></li> </ul> <p><b>Topic V (Chapter 5)</b> MAFS.5.NBT.1.2 (See Topics 1 &amp; 4) MAFS.5.NBT.2.7</p> <ul style="list-style-type: none"> <li><a href="#">Fast Food Decision</a></li> </ul> <p><b>Topic VI (Chapter 6)</b> MAFS.5.NF.1.1</p> <ul style="list-style-type: none"> <li><a href="#">Babysitter's Fun Club with Fractions</a></li> </ul> <p>MAFS.5.NF.1.2</p> <p><b>Topic VII (Chapter 7)</b> MAFS.5.NF.2.4 MAFS.5.NF.2.5 MAFS.5.NF.2.6</p> <ul style="list-style-type: none"> <li><a href="#">Wazzup Charter Schools Playground Dilemma</a></li> </ul>	<p><b>Topic VIII (Chapter 8)</b> MAFS.5.NF.2.3</p> <ul style="list-style-type: none"> <li><a href="#">Wildlife Refuge-Feeding the Animals</a></li> </ul> <p>MAFS.5.NF.2.7</p> <p><b>Topic IX (Chapter 9)</b> MAFS.5.OA.2.3 MAFS.5.MD.2.2</p> <ul style="list-style-type: none"> <li><a href="#">EuroTravel</a></li> </ul> <p>MAFS.5.G.1.1</p> <ul style="list-style-type: none"> <li><a href="#">Property Picking Pickle</a></li> </ul> <p>MAFS.5.G.1.2</p> <ul style="list-style-type: none"> <li><a href="#">Property Picking Pickle</a></li> </ul> <p><b>Topic X (Chapter 10)</b> MAFS.5.MD.1.1</p> <ul style="list-style-type: none"> <li><a href="#">Shoe Closet MEA</a></li> </ul> <p><b>Topic XI (Chapter 11)</b> MAFS.5.G.2.3</p> <ul style="list-style-type: none"> <li><a href="#">Bridge to Perfection</a></li> </ul> <p>MAFS.5.G.2.4 MAFS.5.MD.3.3 MAFS.5.MD.3.4 MAFS.5.MD.3.5a &amp; MAFS.5.3.5b</p> <ul style="list-style-type: none"> <li><a href="#">Cereal Box Volume Varying Predicament</a></li> </ul> <p>MAFS.5.MD.3.5c</p> <ul style="list-style-type: none"> <li><a href="#">Building Pools</a></li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Highlighted lessons are recommended STEM Lessons.</p> </div>	<p><b>Topic XII FSA REVIEW</b> FSA Assessment Testing Window 05-01-19 to 05-14-19</p> <p><b>Topic XIII: Getting Ready for Grade 6 (GRP 1-6)</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>5<sup>th</sup> Grade</u></td> <td style="width: 50%;"><u>6<sup>th</sup> Grade Prep</u></td> </tr> <tr> <td>5.NBT.1.3b</td> <td>6.NS.2.4 6.NS.3.7 6.RP.1.3c</td> </tr> </table> <p><b>Topic XIV: Getting Ready for Grade 6 (GRP 7-11)</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>5<sup>th</sup> Grade</u></td> <td style="width: 50%;"><u>6<sup>th</sup> Grade Prep</u></td> </tr> <tr> <td>5.NBT.2.6 5.NF.2.7c</td> <td>6.NS.1.1 6.NS.1.1 6.RP.1.1 6.RP.1.2 6.RP.1.3 a,b</td> </tr> </table> <p><b>Topic XV: Getting Ready for Grade 6 (GRP 12-16)</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>5<sup>th</sup> Grade</u></td> <td style="width: 50%;"><u>6<sup>th</sup> Grade Prep</u></td> </tr> <tr> <td>5.G.1.1 5.OA.1.2 5.NBT.1.3b</td> <td>6.G.1.3 6.Ns.3.5 6.EE.1.2c 6.EE.2.8</td> </tr> </table>	<u>5<sup>th</sup> Grade</u>	<u>6<sup>th</sup> Grade Prep</u>	5.NBT.1.3b	6.NS.2.4 6.NS.3.7 6.RP.1.3c	<u>5<sup>th</sup> Grade</u>	<u>6<sup>th</sup> Grade Prep</u>	5.NBT.2.6 5.NF.2.7c	6.NS.1.1 6.NS.1.1 6.RP.1.1 6.RP.1.2 6.RP.1.3 a,b	<u>5<sup>th</sup> Grade</u>	<u>6<sup>th</sup> Grade Prep</u>	5.G.1.1 5.OA.1.2 5.NBT.1.3b	6.G.1.3 6.Ns.3.5 6.EE.1.2c 6.EE.2.8																																																															
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**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
2018-2019 DISTRICT PACING GUIDE  
YEAR-AT-A-GLANCE**

Grade 5 Mathematics

COURSE CODE: 5012070G1

MATHEMATICS FLORIDA STANDARDS (MAFS)	
MATHEMATICAL PRACTICES	
	DESCRIPTION
<p style="text-align: center;"><b>MAFS.K12.MP.1</b></p> <p><b>Make sense of problems and persevere in solving them.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning of a problem and looking for entry points to its solution.</li> <li>• Analyze givens, constraints, relationships, and goals.</li> <li>• Make conjectures about the form and meaning of the solution and plan a solution pathway.</li> <li>• Consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution.</li> <li>• Monitor and evaluate their progress and change course if necessary.</li> <li>• Explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends.</li> <li>• Check answers to problems using a different method, and continually ask, “Does this make sense?”</li> <li>• Identify correspondences between different approaches.</li> </ul>
<p style="text-align: center;"><b>MAFS.K12.MP.2</b></p> <p><b>Reason abstractly and quantitatively.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Make sense of quantities and their relationships in problem situations.</li> <li>• Decontextualize—to abstract a given situation and represent it symbolically.</li> <li>• Contextualize—to pause as needed during the manipulation process in order to probe into the referents for the symbols</li> <li>• Create a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them.</li> <li>• Know and be flexible using different properties of operations and objects.</li> </ul>
<p style="text-align: center;"><b>MAFS.K12.MP.3</b></p> <p><b>Construct viable arguments and critique the reasoning of others.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand and use stated assumptions, definitions, and previously established results in constructing arguments.</li> <li>• Make conjectures and build a logical progression of statements to explore the truth of their conjectures.</li> <li>• Analyze situations by breaking them into cases, and can recognize and use counterexamples.</li> <li>• Justify their conclusions, communicate them to others, and respond to the arguments of others.</li> <li>• Reason inductively about data, making plausible arguments that take into account the context from which the data arose.</li> <li>• Compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is.</li> <li>• Determine domains to which an argument applies.</li> </ul>
<p style="text-align: center;"><b>MAFS.K12.MP.4</b></p> <p><b>Model with mathematics.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.               <ul style="list-style-type: none"> <li>✓ In early grades, this might be as simple as writing an addition equation to describe a situation.</li> <li>✓ In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community.</li> </ul> </li> <li>• Apply what they know and feel comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later.</li> <li>• Identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas.</li> <li>• Analyze relationships mathematically to draw conclusions.</li> <li>• Interpret mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</li> </ul>

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<p><b>MAFS.K12.MP.5</b> <b>Use appropriate tools strategically.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.</li> <li>• Make sound decisions about when each of the tools appropriate for their grade or course might be helpful, recognizing both the insight to be gained and their limitations.</li> <li>• Detect possible errors by strategically using estimation and other mathematical knowledge.</li> <li>• Know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data.</li> <li>• Identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems.</li> <li>• Use technological tools to explore and deepen their understanding of concepts</li> </ul>
<p><b>MAFS.K12.MP.6</b> <b>Attend to precision.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Communicate precisely to others.</li> <li>• Use clear definitions in discussion with others and in their own reasoning.</li> <li>• State the meaning of the symbols they choose, including using the equal sign consistently and appropriately.</li> <li>• Be careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem.</li> <li>• Calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.</li> </ul>
<p><b>MAFS.K12.MP.7</b> <b>Look for and make use of structure.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discern a pattern or structure. For example, students will see <math>7 \times 8</math> equals the well-remembered <math>7 \times 5 + 7 \times 3</math>, in preparation for learning about the distributive property.</li> <li>• Recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. Step back for an overview and shift perspective.</li> <li>• See complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, students can see <math>5 - 3(x - y)^2</math> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</li> </ul>
<p><b>MAFS.K12.MP.8</b> <b>Look for and express regularity in repeated reasoning.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Notice if calculations are repeated, and look both for general methods and for shortcuts.               <ul style="list-style-type: none"> <li>✓ Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal.</li> </ul> </li> <li>• Maintain oversight of the process, while attending to the details as they work to solve a problem.</li> <li>• Continually evaluate the reasonableness of their intermediate results.</li> </ul>