

South Conway County School District

5th Grade /Math Pacing Guide

Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
First Quarter				
No. 3.5.1	Develop and use a variety of algorithms with computational fluency to perform whole number operations using addition and subtraction (up to 5 digit numbers), multiplication (up to 3-digit x 2 digit), division (up to 2-digit divisor) interpreting remainder	Synthesis		
DAP. 15.5.2	Determine, with and without appropriate technology, the range, mean, median, and mode (whole number data sets) and explain what each indicates about the set of data	Application		
DAP. 15.5.1	Interpret graphs such as line graphs, double bar graphs, and circle graphs	Application		
DAP. 16.5.1	Make predictions and justify conclusions based on data	Comprehension		
DAP. 14.5.1	Develop appropriate questions for surveys	Synthesis		
DAP. 14.5.2	Collect numerical and categorical data using surveys, observations, and experiments that would result in bar graphs, line graphs, line plots, and stem-and-leaf plots	Application		
DAP. 14.5.3	Construct and interpret frequency tables, charts, line plots, stem-and-leaf plots and bar graphs	Analysis		
A. 6.5.1	Draw conclusions and make predictions, with and without appropriate <i>technology</i> , from models, tables, and line graphs	Comprehension		
A. 5.5.1	Model and solve simple equations by informal methods using manipulatives and appropriate technology	Application		
A. 5.5.3	Select, write and evaluate <i>algebraic expressions</i> with one <i>variable</i> by substitution (Ex: Evaluate $x+4$ if $x=7$)	Application		
A. 5.5.2	Write expressions containing one variable (a letter representing an unknown quantity) using rules for addition and subtraction	Knowledge		
NO. 2.5.4	Apply rules (conventions) for order of operations to whole numbers where the left to right computations are modified only by the use of parentheses	Application		
NO. 2.5.2	Identify commutative and associative properties	Knowledge		
NO. 2.5.3	Identify the distributive property by using physical models to solve computation and real world problems	Knowledge		
NO. 2.5.1	Use divisibility rules to determine if a number is a factor of another number (2, 3, 5, 10)	Application		
NO. 3.5.5	Use factors of numbers: to introduce exponents, to find common factors of two numbers, to simplify fractions to the lowest terms	Application		
NO. 1.5.6	Use models to differentiate between perfect squares up to 100 and other numbers	Analysis		

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Second Quarter				
NO. 1.5.2	Develop understanding of decimal <i>place value</i> using <i>models</i>	Synthesis		
NO. 1.5.4	Round and compare decimals to a given <i>place value</i> (<i>whole number, tenths, hundredths</i>)	Evaluation		
A. 4.5.1	Solve problems by finding the next term or missing term in a pattern or function table using real world situations	Application		
A. 4.5.2	Interpret and write a rule for a one-operation <i>function table</i>	Application		
NO. 1.5.5	Use <i>models</i> of <i>benchmark fractions</i> and their <i>equivalent</i> forms: to analyze the size of fractions, to determine that simplification does not change the value of the fraction, to convert between mixed numbers and improper fractions	Analysis		
NO. 1.5.1	Use <i>models</i> and visual representations to develop the concepts of the following: <u>Fractions</u> : parts of unit wholes, parts of a collection, location of number lines, locations on ruler (benchmark fractions), divisions of whole numbers <u>Ratios</u> : part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people) <u>Percents</u> : part-to-100 Read Hershey book for activities.	Synthesis		
NO. 1.5.1	Use <i>models</i> and visual representations to develop the concepts of the following: <u>Fractions</u> : parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers <u>Ratios</u> : part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people) <u>Percents</u> : part-to-100 Read Skittles book for activities.	Synthesis		
NO. 1.5.1	Use <i>models</i> and visual representations to develop the concepts of the following: <u>Fractions</u> : parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers <u>Ratios</u> : part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people) <u>Percents</u> : part-to-100 Activities on number line	Synthesis		
NO. 1.5.1	Use <i>models</i> and visual representations to develop the concepts of the following: <u>Fractions</u> : parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers <u>Ratios</u> : part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people) <u>Percents</u> : part-to-100 Use rulers and dollar for fractions.	Synthesis		

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NO. 1.5.1	Use <i>models</i> and visual representations to develop the concepts of the following: <i>Fractions</i> : parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers <i>Ratios</i> : part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people) <i>Percents</i> : part-to-100 Use comparison of tennis shoes and flip flops	Synthesis		
NO. 1.5.1	Use <i>models</i> and visual representations to develop the concepts of the following: <i>Fractions</i> : parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers <i>Ratios</i> : part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people) <i>Percents</i> : part-to-100 Use weather predictions and sale catalogs.	Synthesis		
NO. 3.5.5	Use factors of numbers: to introduce exponents, to find exponents, to find common factors of two numbers, to simplify fractions to the lowest terms	Application		
NO. 2.5.5	Model addition, subtraction, and multiplication of fractions with like and unlike denominators and decimals	Knowledge		
A. 7.5.1	Model and describe quantities that change using <i>real</i> world situations (ex. age & height)	Knowledge		
DAP. 17.5.2	List and explain all possible outcomes in a given situation	Comprehension		
DAP. 17.5.1	Identify and predict the probability of events within a simple experiment	Comprehension		
Third Quarter				
M.13.5.5	Count the distance between <i>two</i> points on a horizontal or vertical <i>line</i> and compare the lengths of the paths on a grid (Ex. shortest path, paths of equal length, etc.	Evaluation		
G. 10.5.1	Use geometric vocabulary (horizontal/x-axis, vertical/y-axis, ordered pairs) to describe the location and plot points in Quadrant I	Knowledge		
M. 12.5.5	Model the differences between covering the faces (<i>surface area/nets</i>) and filling the <i>interior</i> (<i>volume of cubes</i>)	Analysis		
M.12.5.4	Understand when to use <i>line</i> ar units to describe <i>perimeter</i> , <i>square</i> units to describe <i>area</i> or <i>surface area</i> , and cubic units to describe <i>volume</i> , in <i>real</i> world situations	Analysis		
M.13.5.4	Develop and use strategies to solve real world problems involving perimeter and area of rectangles	Synthesis		
G. 8.5.2	Identify and draw congruent, adjacent, obtuse, acute, right and straight angles (Label parts of an angle: vertex, rays, interior, and exterior)	Knowledge		

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G. 8.5.3	Model and identify circle, radius, diameter, center, circumference and chord	Knowledge		
M. 13.5.6	Use benchmark angles (Ex. 45 degrees, 90 degrees, 120 degrees, 180 degrees) to estimate the measure of angles	Knowledge		
G. 8.5.1	Identify and model regular and irregular polygons including decagon	Knowledge		
G. 9.5.1	Predict and describe the results of translation (slide), reflection (flip), rotation (turn), showing that the transformed shape remains unchanged	Comprehension		
G. 8.5.4	Model and identify the properties of congruent figures	Application		
G. 11.5.1	Using grid paper, draw and identify two-dimensional patterns (nets) for cubes	Knowledge		
M. 12.5.1	Identify and select appropriate units and tools to measure (ex. Angles with degrees, distance with feet)	Knowledge		
M. 13.5.3	Draw and measure distance to the nearest cm and 1/4 inch accurately	Knowledge		
M. 12.5.2	Make conversions within the customary measurement system in <i>real</i> world problems (Ex. hours to minutes, feet to inches, quarts to gallons, etc.)	Application		
M. 12.5.3	Establish through experience benchmark prefixes of milli-, centi-, and kilo-	Application		
M. 13.5.1	Solve real world problems involving one elapsed time, counting forward (calendar and clock)	Application		
M. 13.5.2	Determine which unit of measure of measurement tool matches the context for a problem situation	Comprehension		
NO. 3.5.4	Develop and use <i>strategies</i> to estimate the results of <i>whole number</i> computations and to judge the reasonableness of such results	Evaluation		
NO. 3.5.2	Develop and use algorithms: to add and subtract numbers containing decimals (up to thousandths place), to multiply decimals (hundredths x tenths), to divide decimals by whole number divisors, to add and subtract fractions with like denominators. Adding with decimals.	Synthesis		
NO. 3.5.2	Develop and use algorithms: to add and subtract numbers containing decimals (up to thousandths place), to multiply decimals (hundredths x tenths), to divide decimals by whole number divisors, to add and subtract fractions with like denominators. Subtracting with decimals.	Synthesis		
NO. 3.5.2	Develop and use algorithms: to add and subtract numbers containing decimals (up to thousandths place), to multiply decimals (hundredths x tenths), to divide decimals by whole number divisors, to add and subtract fractions with like denominators. Multiplication with decimals.	Synthesis		

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NO. 3.5.2	Develop and use algorithms: to add and subtract numbers containing decimals (up to thousandths place), to multiply decimals (hundredths x tenths), to divide decimals by whole number divisors, to add and subtract fractions with like denominators. Division with decimals.	Synthesis		
NO. 1.5.3	Identify decimal and percent equivalents for benchmark fractions	Knowledge		
Forth Quarter				