

Calendar-Based Curriculum Map: Special Education Math

5th Grade

| | August/September | October | November |
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| Essential Question | Numbers and Operations 1A, 1B, 1C, 2B <ul style="list-style-type: none"> • How will students understand numbers, ways of representing numbers, relationships among numbers and number systems? • How will students understand meanings of operations and how they relate to one another? | Numbers and Operations 1D, 3D Algebraic Relationships 2B <ul style="list-style-type: none"> • How will students understand numbers, ways of representing numbers, relationships among numbers and number systems? • How will students compute fluently and make reasonable estimates? • How will students represent and analyze mathematical situation and structures using algebraic symbols. | Numbers and Operations 2A, 3A, 3C, 3D Algebraic Relationships 2A, 3A <ul style="list-style-type: none"> • How will understand meanings of operations and how they relate to one another? • How will students compute fluently and make reasonable estimates? • How will students represent and analyze mathematical situations and structures using algebraic symbols? |
| Content | <ul style="list-style-type: none"> • Students will read, write, and comprehend numbers. • Represent and use rational numbers. • Compose and decompose numbers. • Describe effects of operations. | <ul style="list-style-type: none"> • Students will classify and describe numeric relationships. • Estimate and justify solutions. • Describe and use mathematical manipulation. | <ul style="list-style-type: none"> • Students will represent operations. • Describe or represent mental strategies. • Compute problems. • Estimate and justify solutions. • Represent mathematical situations. |
| Skills | <ul style="list-style-type: none"> • Students will read, write, and compare whole numbers less than 1,000,000, unit fractions and decimals to hundredths (including location on the number line). • Recognize and generate equivalent forms of commonly used fractions and decimals. | <ul style="list-style-type: none"> • Students will describe numbers according to their characteristics, including whole number common factors, and multiples, prime or composite, and square numbers. • Estimate and justify products, and quotients of whole numbers and sums | <ul style="list-style-type: none"> • Students will represent and recognize division using various models, including quotative and partitive. • Describe a mental strategy used to compute a given division problem, where the quotient is a multiple of 10 and the divisor is a 1-digit number. |

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| | <ul style="list-style-type: none"> Recognize equivalent representations for the same number and generate them by decomposing and composing numbers. Describe the effects of addition and subtraction on fractions and decimals. | <p>differences of decimals and fractions.</p> <ul style="list-style-type: none"> Use the commutative, distributive and associative properties for fractions and decimals. | <ul style="list-style-type: none"> Apply and describe the strategy used to compute a division problem up to 3-digit b 2-digit and addition and subtraction of fractions and decimals. Estimate and justify products, and quotients of whole numbers and sums differences of decimals and fractions. Using all operations, represent a mathematical situation as an expression or number sentence using a letter or symbol. |
| Assessments | <p>Easy CBM STAR Math www.freemathtest.com teacher-made materials Test Ready Rise and Shine workbooks Class participation IEP goals</p> | <p>Easy CBM STAR Math www.freemathtest.com teacher-made materials Test Ready Rise and Shine workbooks Class participation IEP goals</p> | <p>Easy CBM STAR Math www.freemathtest.com teacher-made materials Test Ready Rise and Shine workbooks Class participation IEP goals</p> |
| Activities/Resources | <p>Everyday Math workbook www.mathexpressions.com Math web quests Houghton-Mifflin text books Teacher-made materials Unifix fraction manipulative Play money manipulative Real Life Math workbook</p> | <p>Everyday Math workbook www.mathexpressions.com Math web quests Houghton-Mifflin text books Teacher-made materials Unifix fraction manipulative Play money manipulative Real Life Math workbook</p> | <p>Everyday Math workbook www.mathexpressions.com Math web quests Houghton-Mifflin text books Teacher-made materials Unifix fraction manipulative Play money manipulative Real Life Math workbook</p> |

Calendar-Based Curriculum Map: Special Education

Math

| | December | January | February |
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| Essential Question | Numbers and Operations 3B Algebraic Relationships 1A, 1B Geometric and Spatial Relationships 2A <ul style="list-style-type: none"> • How will students use mathematical models to represent and understand quantitative relationships? • How will students represent and analyze mathematical situations and structures using algebraic symbols? • How will students compute fluently and make reasonable estimates? • How will students understand patterns, relations, and functions? • How will students specify locations and describe spatial relationships using coordinate geometry and other representational systems? | Algebraic Relationships 1A, 1B 4A Data and Probability 1A, 1C, 2A, 3A Geometric and Spatial Relationship 2A Numbers and Operations 3B <ul style="list-style-type: none"> • How will students understand patterns, relations and function? • How will students use mathematical models to represent and understand quantitative relationships? • How will students specify locations and describe spatial relationships using coordinate geometry and other representational systems? • How will students formulate questions that can be addressed with data and collect, organize and display relevant data to answer them? • How will students select and use appropriate statistical methods to analyze data? • How will students develop and evaluate inferences and predictions that are based on data? • How will students compute | Numbers and Operations 1C, 1D, 3D, 3B, 2B, 1B Algebraic Relationship 2B <ul style="list-style-type: none"> • How will students understand numbers, ways of representing numbers, relationships among numbers and number system? • How will students understand meanings of operations and how they relate to one another? • How will students compute fluently and make reasonable estimates? • How will students represent and analyze mathematical situations and structures using algebraic symbols? • How will students understand numbers, ways of representing numbers, relationships among numbers and number systems? • How will students compute fluently and make reasonable estimates? |

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| | | <p>fluently and make reasonable estimates?</p> <ul style="list-style-type: none"> • How will students analyze change in various contexts? | |
| Content | <ul style="list-style-type: none"> • Students will use mathematical models. • Represent mathematical situations. • Develop and demonstrate fluency. • Recognize and extend patterns. • Create and analyze patterns. • Use coordinate systems. | <ul style="list-style-type: none"> • Students will create and analyze patterns. • Recognize and extend patterns. • Use mathematical models. • Use coordinate systems. • Formulate questions. • Represent and interpret data. • Describe and analyze data. • Develop and evaluate interferences. • Develop and demonstrate fluency. • Analyze change. | <ul style="list-style-type: none"> • Students will represent and use rational numbers. • Describe effects of operations. • Develop and demonstrate fluency. • Describe and use mathematical manipulation. • Compose and decompose numbers. • Classify and describe numeric relationships. • Estimate and justify solutions. |
| Skills | <ul style="list-style-type: none"> • Students will model problem situations, using representations such as graphs, tables or number sentences. • Using all operations, represent a mathematical situation as an expression or number sentence using a letter or symbol. • Demonstrate fluency with efficient procedures for adding and subtracting decimals and fractions and division of whole numbers. • Make and describe generalizations about geometric and numeric patterns. • Represent and analyze patterns using words, tables and graphs. • Use coordinate systems to specify locations, describe paths and find the distance between points along | <ul style="list-style-type: none"> • Students will represent and analyze patterns using words, tables and graphs. • Make and describe generalizations about geometric and numeric patterns. • Model problem situations and draw conclusions, using representations such as graphs, tables or number sentence. • Use coordinate systems to specify locations, describe paths and find the distance between points along horizontal and vertical lines. • Evaluate data-collection methods. • Describe methods to collect, organize and represent categorical and numerical data. • Compare related data sets. • Given a set of data make and justify predictions. | <ul style="list-style-type: none"> • Students will recognize and generate equivalent forms of commonly used fractions and decimals. • Describe the effects of addition and subtraction on fractions and decimals. • Demonstrate fluency with efficient procedures for adding and subtracting decimals and fractions and division of whole numbers. • Use the commutative distributive and associative properties for fractions and decimals. • Recognize equivalent representations for same number and generate them by decomposing and composing numbers. • Describe numbers according to their characteristics, including whole number common factors and multiples, prime or |

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| | horizontal and vertical lines. | <ul style="list-style-type: none"> • Demonstrate fluency with efficient procedures for adding and subtracting decimals and fractions and division of whole numbers. • Identify, model and describe situations with constant or varying rates of change. | <p>composite, and square numbers.</p> <ul style="list-style-type: none"> • Estimate and justify products, and quotients of whole numbers and sums differences of decimals and fractions. |
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Calendar-Based Curriculum Map: Special Education

Math

| | March | April | May |
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| Essential Question | Measurement 1A, 1B, 2C, 2E <ul style="list-style-type: none"> • How will students understand measureable attributes of objects and the units, systems and processes of measurement? • How will students apply appropriate techniques, tools, and formulas to determine measurements? | Measurement 1A, 1B Geometric and Spatial Relationships 1A, 1C, 3A, 3C, 4A <ul style="list-style-type: none"> • How will students understand measureable attributes of objects and the units, systems and processes of measurement? • How will students analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships? • How will students apply transformations and use symmetry to analyze mathematical situations? • How will students use visualization, spatial reasoning and geometric modeling to solve problems? | Data and Probability 1A, 1C, 2A, 3A, 4A Measurement 2C, 1A <ul style="list-style-type: none"> • How will students understand and apply basic concepts of probability? • How will students formulate questions that can be addressed with data and collect, organize and display relevant data to answer them? • How will students select and use appropriate statistical methods to analyze data? • How will students develop and evaluate inferences and predictions that are based on data? • How will students apply appropriate techniques, tools, and formulas to determine measurements? • How will students understand measureable attributes of objects and the units, systems and process of measurement? |
| Content | <ul style="list-style-type: none"> • Students will determine unit of measurement. • Identify equivalent | <ul style="list-style-type: none"> • Students will determine unit of measurement. • Identify equivalent | <ul style="list-style-type: none"> • Students will apply basic concepts of probability. • Apply geometric |

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| | <p>measures.</p> <ul style="list-style-type: none"> • Use relationships within a measurement system. • Apply geometric measurements. | <p>measures.</p> <ul style="list-style-type: none"> • Describe and use geometric relationships. • Compose and decompose shapes. • Use transformations on objects. • Use symmetry. • Recognize and draw three-dimensional representations. | <p>measurements.</p> <ul style="list-style-type: none"> • Determine unit of measurement. • Formulate questions. • Represent and interpret data. • Describe and analyze data. • Develop and interpret inferences. |
| Skills | <ul style="list-style-type: none"> • Students will identify and justify the unit of measure for area. • Identify the equivalent weights and equivalent capacities within a system of measurement. • Convert from one unit to another within a system of linear measurement (customary and metric). • Determine volume by finding the total number of the same size units needed to fill a space without gaps or overlaps. | <ul style="list-style-type: none"> • Students will identify and justify the unit of measure for area. • Identify the equivalent weights and equivalent capacities within a system of measurement. • Analyze and classify 2- and 3- dimensional shapes by describing the attributes. • Predict and justify results of subdividing, combining and transforming shapes. • Predict, draw, and describe the results of sliding/translating, flipping/reflecting, and turning/rotating around a center point of a polygon. • Identify polygons and design with rotational symmetry. Linder, identify the 3 dimensional shape. • Given a net of a prism or cy | <ul style="list-style-type: none"> • Students will describe the degree of likelihood of events using such words as certain, equally likely, and impossible. • Determine volume by finding the total number of the same size units needed to fill a space without gaps or overlaps. • Identify and justify the unit of measure for area. • Evaluate data collection methods. • Describe methods to collect, organize and represent categorical and numerical data. • Compare related data sets. • Given a set of data make and justify predictions. |
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