

<b>Math 5 Pacing Guide</b>		<b>KEY:</b>
This Pacing Guide was revised in June 2017.		Blue = 2016 SOL standard
Chapters referenced are from old adopted text, Pearson: EnVisionMath.		Black = 2009 and 2016 standard
		Red = 2009 SOL standard
		* = No calculator
<b>SOL #</b>	<b>Standards</b>	<b>Textbook</b>
<b>First Quarter</b>		
5.1	The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth	2-2
5.2a	*a)The student will represent and identify equivalencies among decimals, with and without models	Supplement
5.2b	*b)The student will compare and order decimals in a given set, from least to greatest and greatest to least	1-4
5.3b	b)The student will identify and describe the characteristics of even and odd numbers	VA-6
5.4	*The student will create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of whole numbers	2-3, 2-5, 3-3, 3-4, 3-5, 3-6
5.5a	*a) The student will estimate and determine the <b>sum, difference, and</b> product of two numbers involving decimals	2-6, 2-7
5.5b	*b) The student will create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals	7-1, 7-2, 7-3, 7-4, VA-3
5.18/ 5.17	The student will identify, describe, create, express, and extend number patterns found in <b>objects, pictures</b> , numbers and tables	6-2, 6-3, 15-4
5.19a/ 5.18a	a) The student will investigate and describe the concept of variable	6-1
5.19b/ 5.18b	b) The student will write an equation to represent a given mathematical relationship, using a variable	Supplement
5.18c	<b>The student will model one step linear equations in one variable, using addition and subtraction</b>	Supplement
5.19c	<b>c) The student will use an expression with a variable to represent a given verbal expression involving one operation</b>	Supplement
5.19	<b>The student will investigate and recognize the distributive property of multiplication over addition.</b>	6-4
<b>Second Quarter</b>		
5.19d/ 5.18d	d) The student will create a problem situation based on a given equation, using a single variable and one operation	Supplement
5.7	*The student will simplify whole number numerical expressions using the order of operations	6-5
5.3a	a) The student will identify and describe the characteristics of prime and composite numbers	4-8
5.4	*The student will create and solve single-step and multistep practical problems involving division of whole numbers	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7
5.5a	*a) The student will estimate and determine <b>quotient of two numbers involving decimals</b>	7-5, 7-6, 7-7, 7-8
5.5b	*b) The student will create and solve <b>single-step practical problems involving division of decimals</b>	7-5, 7-6, 7-7, 7-8
5.2a	*a)The student will represent and identify equivalencies among fractions and decimals, with and without models	9-4, 9-8, 9-9
5.2b	*b) The student will compare and order fractions, mixed numbers, and/or decimals in a given set, from least to greatest and greatest to least	9-5, 9-10
5.6a/ 5.6	*a) The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers	10-1, 10-3, 10-4, 10-5, 10-6, VA-7

5.6b	*b) The student will solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models	11-1
<b>Third Quarter</b>		
5.15/ 5.14	The student will determine the probability of an outcome by constructing a sample space or using the Fundamental (Basic) Counting Principle	20-1, 20-2, 20-3
5.15	The student, given a practical problem, will collect, organize, and interpret data in a line graph	18-3
5.16a/ 5.15	a) The student, given a practical problem, will represent data in line plots and stem-and-leaf plots	18-4
5.16b/ 5.15	b) The student, given a practical problem, will interpret data represented in line plots and stem-and-leaf plots	18-4 (line plot supplement)
5.16c	c) The student, given a practical problem, will compare data represented in a line plot with the same data represented in a stem-and-leaf plot.	Supplement
5.17a/ 5.16a	a) The student, given a practical context, will describe mean, median, and mode as measures of center	18-7, 18-8, VA-11, VA-12
5.17b/ 5.16b	b) The student, given a practical context, will describe mean as fair share	Supplement
5.17c/ 5.16d	c) The student, given a practical context, will describe the range of a set of data as a measure of spread (variation)	Supplement
5.17d/ 5.16c	d) The student, given a practical context, will determine the mean, median, mode, and range of a set of data	18-7, 18-8, VA-11, VA-12
5.12/ 5.11 & 5.12a	The student will classify and measure right, acute, obtuse, and straight angles.	8-2
5.13a/ 5.12b	The student will classify triangles as right, acute, or obtuse and equilateral, scalene, or isosceles	8-4
5.13b	The student will investigate the sum of the interior angles in a triangle and determine an unknown angle measure.	8-4
5.14a	The student will recognize and apply transformations, such as translation, reflection, and rotation	19-1, 19-2, 19-3
5.13a	The student using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid) will develop definitions of these plane figures	8-5
5.14b/ 5.13b	The student will investigate and describe the results of combining and subdividing polygons	Supplement
5.10/5.9	The student will identify and describe the diameter, radius, chord, and circumference of a circle	12-7
<b>Fourth Quarter</b>		
5.8a	The student will solve practical problems that involve perimeter, area, and volume in standard units of measure	12-3, 12-4, 12-6, 13-5, VA-8
5.8b	The student will differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation	12-3, 12-3, 12-6, 13-5, VA-8
5.9a/5.8c	The student will given the equivalent measure of one unit, identify equivalent measurements within the metric system	14-2, 14-3, 14-5
5.8d	The student will estimate and measure to solve problems using US Customary and metric units	12-1, 12-2
5.8e	The student will choose an appropriate unit of measure for a given situation involving measurement using US Customary and metric units	14-1, 14-2, 14-3
5.9b	The student will solve practical problems involving length, mass, and liquid volume using metric units	14-1, 14-4
5.11/5.10	The student will solve practical problems related to elapsed time in hours and minutes within a 24-hour period	14-6, 14-7