

The PCPS scope and sequence/pacing guide contains key Strands that MUST be cross referenced continuously with the VDOE enhanced scope and sequence and the VDOE curriculum framework

2017-18 Math SOL CROSSWALK Pacing Guide Fifth Grade - Quarterly Overview Sheet

This is the quarter where the skill will be tested. Manipulatives should be utilized throughout the entire school year to enhance number sense and promote mastery of concepts and facts. Weekly math drills should start during the first 9 weeks.

1 st Quarter (2009 SOL)	1 st Quarter (2016 SOL)	2 nd Quarter (2009 SOL)	2 nd Quarter (2016 SOL)
<p>Strand: Number and Number Sense</p> <p>5.1 The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.</p> <p>5.3 The student will</p> <p>a) identify and describe the characteristics of prime and composite numbers; and</p> <p>b) identify and describe the characteristics of even and odd numbers.</p> <p>Strand: Computation and Estimation</p> <p>5.4 The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.</p> <p>5.7 The student will evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division</p> <p>Strand: Pattern, Functions, and Algebra</p> <p>5.19The student will investigate and recognize the distributive property of multiplication over addition. (C3)</p>	<p>Strand: Number and Number Sense</p> <p>5.1 The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.</p> <p>5.3 The student will</p> <p>a) identify and describe the characteristics of prime and composite numbers; and</p> <p>b) identify and describe the characteristics of even and odd numbers</p> <p>Strand: Computation and Estimation</p> <p>5.4 The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers.</p> <p>5.7 The student will simplify whole number numerical expressions using the order of operations.</p>	<p>Strand: Number and Number Sense</p> <p>5.2 The student will</p> <p>a) recognize and name fractions in their equivalent decimal form and vice versa; and</p> <p>b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.</p> <p>Strand: Computation and Estimation</p> <p>5.5 The student will</p> <p>a) find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit);</p> <p>b) create and solve single-step and multistep practical problems involving decimals.</p> <p>5.6 The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.</p> <p>Strand: Probability and Statistics</p> <p>5.16 The student will</p> <p>a) describe mean, median, and mode as measures of center;</p> <p>b) describe mean as fair share;</p> <p>c) find the mean, median, mode, and range of a set of data; and</p> <p>d) describe the range of a set of data as a measure of variation.</p> <p>5.15 The student, given a problem situation, will collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs.</p>	<p>Strand: Number and Number Sense</p> <p>5.2 The student will</p> <p>a) represent and identify equivalencies among fractions and decimals, with and without models; and</p> <p>b) compare and order fractions, mixed numbers, and/or decimals, in a given set, from least to greatest and greatest to least.</p> <p>Strand: Computation and Estimation</p> <p>5.5 The student will a) estimate and determine the product and quotient of two numbers involving decimals; and</p> <p>b) create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.</p> <p>5.6 The student will</p> <p>a) solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers; and</p> <p>b) solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models.</p> <p>Strand: Probability and Statistics</p> <p>5.17 The student, given a practical context, will</p> <p>a) describe mean, median, and mode as measures of center;</p> <p>b) describe mean as fair share;</p> <p>c) describe the range of a set of data as a measure of spread; and [reordered]</p> <p>d) determine the mean, median, mode, and</p>

			<p>range of a set of data.</p> <p>5.16 The student, given a practical problem, will</p> <ul style="list-style-type: none">a) represent data in line plots and stem-and-leaf plots;b) interpret data represented in line plots and stem-and-leaf plots; andc) compare data represented in a line plot with the same data represented in a stem-and-leaf plot.
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3 rd Quarter (2009 SOL)	3 rd Quarter (2016 SOL)	4 th Quarter (2009 SOL)	4 th Quarter (2016 SOL)
<p>Strand: Measurement</p> <p>5.9 The student will identify and describe the diameter, radius, chord, and circumference of a circle.</p> <p>5.11The student will measure right, acute, obtuse, and straight angles.</p> <p>Strand: Geometry</p> <p>5.12 The student will classify</p> <p>a) angles as right, acute, obtuse, or straight; and</p> <p>b) triangles as right, acute, obtuse, equilateral, scalene, or isosceles.</p> <p>5.13 The student, using plane figures(square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will</p> <p>a) develop definitions of these plane figures; and (included in 4.12)</p> <p>b) investigate and describe the results of combining and subdividing plane figures.</p> <p>Strand: Probability and Statistics</p> <p>5.14 The student will make predictions and determine the probability of an outcome by constructing a sample space.</p> <p>Strand: Pattern, Functions, and Algebra</p> <p>5.17 The student will describe the relationship found in a number pattern and express the relationship.</p> <p>5.18 The student will</p> <p>a) investigate and describe the concept of variable;</p> <p>b) write and open sentence to represent a given mathematical relationship, using a variable;</p> <p>c) model one-step linear equations in one</p>	<p>Strand: Measurement & Geometry</p> <p>5.10 The student will identify and describe the diameter, radius, chord, and circumference of a circle.</p> <p>5.12 The student will classify and measure right, acute, obtuse, and straight angles.</p> <p>5.13 The student will</p> <p>a) classify triangles as right, acute, or obtuse and equilateral, scalene, or isosceles; and</p> <p>b) investigate the sum of the interior angles in a triangle and determine an unknown angle measure.</p> <p>5.14 The student will</p> <p>a) recognize and apply transformations, such as translation, reflection, and rotation; (Moved from 4.11b) and</p> <p>b) investigate and describe the results of combining and subdividing polygons.</p> <p>Strand: Probability and Statistics</p> <p>5.15 The student will determine the probability of an outcome by constructing a sample space or using the Fundamental (Basic) Counting Principle.</p> <p>Strand: Pattern, Functions, and Algebra</p> <p>5.18 The student will identify, describe, create, express, and extend number patterns found in objects, pictures, numbers, and tables.</p> <p>5.19 The student will</p> <p>a) investigate and describe the concept of variable;</p> <p>b) write an equation to represent a given mathematical relationship, using a variable;</p> <p>c) use an expression with a variable to represent a given verbal expression</p>	<p>Strand: Measurement</p> <p>5.8 The student will</p> <p>a) find perimeter, area, and volume in standard units of measure;</p> <p>b) differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for the given situation;</p> <p>c) identify equivalent measurements within the metric system</p> <p>d) estimate and then measure to solve problems, using U.S. Customary and metric units; and</p> <p>e) choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.</p> <p>5.10 The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.</p>	<p>Strand: Measurement & Geometry</p> <p>5.8 The student will</p> <p>a) solve practical problems that involve perimeter, area and volume in standard units of measure; and b) 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.</p> <p>5.9 The student will</p> <p>a) given the equivalent measure of one unit, identify equivalent measurements within the metric system; and</p> <p>b) solve practical problems involving length, mass, and liquid volume using metric units.</p> <p>5.11 The student will solve practical problems related to elapsed time in hours and minutes within a 24-hour period.</p>

<p>variable, using addition and subtracting; and (5.18c included in 6.13) d) create a problem situation based on a given open sentence, using a single variable.</p>	<p>involving one operation; and d) create a problem situation based on a given equation, using a single variable and one operation.</p>		
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