Map: **Math Grade 5** Grade Level: **5**

District: **Island Trees**

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	Essential Questions	Content	Skills		Standards/PIs	
Unit 1	How do we use place value and basic number theory of multiples, factors and prime /composite numbers in understanding whole numbers?	Whole Numbers Multiples Factors Prime/Composite Numbers	1 - identifies place value to millions 1 - reads & writes (names) numbers to millions 1 - ***review 4th - (4.A.2)*** use the symbols <, >, = and not = (with and without the use of a number line) to compare whole numbers 1 - compare & order numbers to millions 2 - lists multiples of 1 through 10 2 - explains how to find the nth multiple of any number 3 - identifies common multiples of two numbers 3 - identifies the least common multiple (LCM) of two numbers 4 - memorizes and applies divisibility rules for 2, 3, 5 and 10 5 - identifies and lists the factors of given numbers 6 - identifies common factors of two numbers 6 - identifies greatest common factor (GCF) of two numbers 7 - recognizes that some numbers are divisiable by one & themselves (prime numbers) 7 - recognizes that some numbers have multiple divisors (factors) (composite numbers)		**MST3-5.N.3** **MST3-5.N.1** **MST3-5.N.2** **MST3-5.N.12** **MST3-5.N.13** **MST3-5.N.14** **MST3-5.N.15**	
	How can we use rounding & estimation to be sure our answers make sense?	Rounding Whole Numbers (Through 10,000's)	1 - rounds numbers to nearest 10, 100, 1000, 10,000 1 - explains process used to round whole numbers		**MST3-5.N.24** **MST3-5.N.26** **MST3-5.N.27**	

Unit 2	How will knowing how to estimate and solve whole number operations affect me in the real world?	Estimation of addition, subtraction, multiplication and division (through 10,000's) Whole Number Operations (add, subtract, multiply & divide) Order of Operations (parenthesis, multiplication/division, addition/subtraction, left to right)	2a - multiplies multiples of 10, 100, 1000, etc, using "total number of zeros" 2b - divides multiples of 10, 100, 1000, etc, by cancelling zeros 3a - estimates sums and differences, through the 10,000's 3b - estimates products through the 10,000's 3c - estimates quotients through the 10,000's 4 - adding whole numbers 4 - subtracting whole numbers 5 - ***review 4th (4.N.19) -*** multiplying by 2 digit numbers 5 - multiplying by 3 digit numbers 6 - dividing with single digit divisors 6 - dividing with 2 digit divisors 7 - computes expressions with powers and exponents 8 - use order of operations (left to right, parenthesis, multiplication/division, addition/subtraction)		**MST3-5.N.16** **MST3-5.N.17** **MST3-5.N.18**	
	How do decimal numbers effect our lives? When and why will we use	Decimal Numbers (reading, writing, comparing & operations)	1 - ***review 4th - (4.N.10)*** recall an understanding of decimals as part of a whole 1 - ***review 4th - (4.N.11)*** read and write decimals to hundredths using money as a context		**MST3-5.N.8** **MST3-5.N.10** **MST3-5.N.24**	

Unit 3	decimal operations in our lives? How is a percent like a decimal number?	Percents	1 - read & write decimal numbers through the thousandths 1 - creating equivalent decimal numbers by annexing zeros 1 - ***review 4th -(4.N.12)*** use concrete materials and visual models to compare and order decimals (less than 1) to the hundredths place in the context of money 1 - ***review 4th -(4.A.2)*** use the symbols <, >, = and not = (with and without the use of a number line) to compare decimals (up to hundredths) 1 - compare and order decimal numbers through the thousandths 2 - round decimal numbers to hundredths 2 - estimate sums and differences of decimal numbers by rounding to whole numbers 3 - ***review 4th - (4.N.24)*** add and subtract decimals to tenths and hundredths using a hundreds chart 3 - adding decimal numbers to thousandths 3 - subtracting decimal numbers to thousandths 4 - estimate products and quotients of decimal numbers by rounding to whole numbers 5 - multiplying decimal numbers to thousandths 6 - dividing decimal numbers to thousandths		**MST3-5.N.26** **MST3-5.N.23** **MST3-5.N.11**	

	Essential Questions	Content	Skills		Standards/PIs	
Unit 4	Where is measurement used in our lives? What types of measurement do we use everyday?	Linear Measurement Angle Measurement Time Real World Measurement	1 - develop personal references for units of length in customary & metric systems 1 - measure to the nearest 1/2, 1/4 & 1/8 inch 1 - measure to the nearest centimeter 1 - identifies customary equivalent units of length 1 - identify metric equivalent units of length 1 - converts measurement within a given system 1 - choose appropriate tool for measuring an item 1 - justify estimates of measurements 2 - ***review 4th (4.G.7) -*** identify points and rays when drawing angles 2 - estimate angle measurement based on knowledge of acute, right and obtuse angles 2 - measure angles using a protractor 2 - draw angles using a protractor 3 - identifies and converts units of time 3 - calculate elapsed time		**MST3-5.M.1** **MST3-5.M.2** **MST3-5.M.3** **MST3-5.M.4** **MST3-5.M.5** **MST3-5.M.6** **MST3-5.M.7** **MST3-5.M.7** **MST3-5.M.8** **MST3-5.M.9** **MST3-5.M.9** **MST3-5.M.10** **MST3-5.M.11**	
	Where is geometry in our world? How do we use mathematical language to	Geometry	1 - ***review 4th - (4.G.6)*** draw and identify intersecting, perpendicular, and parallel lines		**MST3-5.G.1** **MST3-5.A.6** **MST3-5.G.11**	

Unit 5	describe two dimentional figures? How can graphing information over time help us make predictions?	Triangles Quadrilaterals Statistics & Probability	2 - identify and justify figures as polygons or not polygons 2 - classify polygons as regular or not regular 3 - calculate perimeter for regular and irregular polygons 4 - evaluate the perimeter formula for given values 5 - identify triangles 5 - classify triangles by sides 5 - classify triangles by angles 6 - identify congruent triangles 6 - identify similar triangles 6 - identify corresponding parts of congruent triangles 7 - identify ratios of corresponding sides of similar triangles 8 - recalls the sum of 3 angles of a triangle as 180 degrees 8 - determines the measure of one angle of a triangle given the measures of the two other angles 9 - classify quadrilaterals by properties of angles 9 - classify quadrilaterals by properties of sides 10 - know that the sum of the interior angles of a quadrilateral is 360 degrees 11 - collect and record data		**MST3-5.G.2** **MST3-5.G.3** **MST3-5.G.6** **MST3-5.G.7** **MST3-5.G.8** **MST3-5.G.9** **MST3-5.G.10** **MST3-5.G.4** **MST3-5.G.5** **MST3-5.S.1** **MST3-5.S.2** **MST3-5.S.2** **MST3-5.S.3** **MST3-5.S.4**	

			from a variety of sources 11 - display data in a line graph to show an increase or decrease over time 11 - formulate conclusions and and make predictions from graphs 11 - ***review 4th - (4.S.1)*** design investigations to address a question from given data 11 - ***review 4th - (4.S.2)*** collect data using observations, surveys, and experiments and record appropriately 11 - ***review 4th - (4.S.4)*** read and interpret line graphs 12 - calculate the mean (average) for a given set of data and use to describe a set of data			
Unit 6	How do fractions effect our lives? When and why will we use fraction operations in our lives? How is a percent like a fraction?	Fractions Percents	1a - determine equivalent fractions given a fraction 1b - simplify fractions to lowest terms 2 - convert improper fractions to mixed numbers 2 - convert mixed numbers to improper fractions 3 - compare and order fractions including unlike denominators, with and without a number line (commonly used fractions such as on a ruler or measuring cup) 3 - compare fractions 4 - estimate sums and		**MST3-5.N.4** **MST3-5.N.5** **MST3-5.N.6** **MST3-5.N.7** **MST3-5.N.7** **MST3-5.N.9** **MST3-5.N.19** **MST3-5.N.20** **MST3-5.N.21** **MST3-5.N.22** **MST3-5.N.25** **MST3-5.N.11**	

differences of fractions with like denominators

5 - add fractions with like denominators

5 - subtract fractions with like denominators

5 - add and subtract mixed numbers with like denominators

6 - describes percent as part of 100

6 - writes percents as fractions

7 - understand concept of ratios

7 - represent ratios in different forms

review 4th - (4.N.7) recall an understanding of fractions as locations on number lines and as divisions of whole numbers

review 4th - (4.N.8) recognize and generate equivalent fractions (halves, fourths, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations

review 4th - (4.N.9) use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)

review 4th - (4.N.23) add and subtract proper fractions with common denominators

review 4th -

			(4.N.24) express decimals as an equivalent form of fractions to tenths and hundredths ***review 4th - (4.N.25)*** use the symbols <, >, = and not = (with and without the use of a number line) to compare unit fractions			

	Essential Questions	Content	Skills		Standards/PIs	
Unit 7	Can we find patterns in nature? How can patterns help us solve problems?	Algebra	1 - distinguish between constants and variables 1 - define algebraic expressions 2 - create and explain patterns algebraically, (2, 4, 6, 8... 2n, doubling) 3 - create algebraic or geometric patterns using concrete objects or visual drawings		**MST3-5.A.1** **MST3-5.A.6** **MST3-5.A.7** **MST3-5.A.8**	
Unit 8	How can we use algebra to find a variable? How do we use a coordinate plane to describe two dimensional figures?	Algebra Coordinate Geometry	1 - translate simple verbal expressions into algebraic expressions 2 - substitute assigned values into variable expressions and evaluate using order of operations 3 - solve simple one-step equations using basic whole number facts 4 - solve and explain simple one-step equations using inverse operations involving whole numbers 5 - identify and plot points in the first quadrant 5 - plot points to form basic geometric shapes (identify and classify) 5 - calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallell to the axes)		**MST3-5.A.2** **MST3-5.A.3** **MST3-5.A.4** **MST3-5.A.5** **MST3-5.G.12** **MST3-5.G.13** **MST3-5.G.14**	
	How can knowing the	Probability	1 - list the possible		**MST3-5.S.5**	

Unit 9	probability of a certain event help us to make decisions?		outcomes for a single event experiment 2 - record experiment results using fractions/ratios 3 - create a sample space and determine the probability of a single event, given a simple experiment (e.g., rolling a number cube) ***Emphasize Review of Multiplication & Division of Decimals***		**MST3-5.S.6** **MST3-5.S.7**	

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 10	What will take away with us from math class this year?	Review of year's work				

Key to Standards used in this Map

MST3-5.N.1 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 5.N.1 - read and write whole numbers to millions [Grade 5]

MST3-5.N.2 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 5.N.2 - compare and order numbers to millions [Grade 5]

MST3-5.N.3 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 5.N.3 - understand the place value structure of the base ten number system: 10 ones = 1 ten, 10 tens = 1 hundred, 10 hundreds = 1 thousand, 10 thousands = 1 ten thousand, 10 ten thousands = 1 hundred thousand, 10 hundred thousands = 1 million [Grade 5]

MST3-5.N.4 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 5.N.4 - create equivalent fractions, given a fraction [Grade 5]

MST3-5.N.5 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 5.N.5 - compare and order fractions including unlike denominators (with and without the use of a number line) [Grade 5]

MST3-5.N.6 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 5.N.6 - understand the concept of ratio [Grade 5]

MST3-5.N.7 [2 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 5.N.7 - express ratios in different forms [Grade 5]

MST3-5.N.8 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 5.N.8 - read, write, and order decimals to thousandths [Grade 5]

MST3-5.N.9 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 5.N.9 - compare fractions using <, >, or = [Grade 5]

MST3-5.N.10 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 5.N.10 - compare decimals using <, >, or = [Grade 5]

MST3-5.N.11 [2 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 5.N.11 - understand that percent means part of 100, and write percents as fractions and decimals [Grade 5]

MST3-5.N.12 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Theory] - Performance Indicator 5.N.12 - recognize that some numbers are only divisible by one and themselves (prime) and others have multiple divisors (composite) [Grade 5]

MST3-5.N.13 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers,

relationships among numbers, and number systems. [Number Theory] - Performance Indicator 5.N.13 - calculate multiples of a whole number and the least common multiple of two numbers [Grade 5]

MST3-5.N.14 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Theory] - Performance Indicator 5.N.14 - identify the factors of a given number [Grade 5]

MST3-5.N.15 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Theory] - Performance Indicator 5.N.15 - find the common factors and the greatest common factor of two numbers [Grade 5]

MST3-5.N.16 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 5.N.16 - use a variety of strategies to multiply three-digit by three-digit numbers note: multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology. [Grade 5]

MST3-5.N.17 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 5.N.17 - use a variety of strategies to divide three-digit numbers by one- and two-digit numbers note: division by anything greater than a two-digit divisor should be done using technology. [Grade 5]

MST3-5.N.18 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 5.N.18 - evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parentheses [Grade 5]

MST3-5.N.19 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 5.N.19 - simplify fractions to lowest terms [Grade 5]

MST3-5.N.20 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 5.N.20 - convert improper fractions to mixed numbers, and mixed numbers to improper fractions [Grade 5]

MST3-5.N.21 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 5.N.21 - use a variety of strategies to add and subtract fractions with like denominators [Grade 5]

MST3-5.N.22 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 5.N.22 - add and subtract mixed numbers with like denominators [Grade 5]

MST3-5.N.23 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 5.N.23 - use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths [Grade 5]

MST3-5.N.24 [2 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 5.N.24 - round numbers to the nearest hundredth and up to 10,000 [Grade 5]

MST3-5.N.25 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 5.N.25 - estimate sums and differences of fractions with like denominators. [Grade 5]

MST3-5.N.26 [2 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 5.N.26 - estimate sums, differences, products, and quotients of decimals [Grade 5]

MST3-5.N.27 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 5.N.27 - justify the reasonableness of answers using estimation [Grade 5]

MST3-5.A.1 [1 occurence] - MST Standard 3 - Algebra Strand - Students will represent and analyze algebraically a wide variety of problem solving situations. [Variables and Expressions] - Performance Indicator 5.A.1 - define and use appropriate terminology when referring to constants, variables, and algebraic expressions [Grade 5]

MST3-5.A.2 [1 occurence] - MST Standard 3 - Algebra Strand - Students will represent and analyze algebraically a wide variety of problem solving situations. [Variables and Expressions] - Performance Indicator 5.A.2 - translate simple verbal expressions into algebraic expressions [Grade 5]

MST3-5.A.3 [1 occurence] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Variables and Expressions] - Performance Indicator 5.A.3 - substitute assigned values into variable expressions and evaluate using order of operations [Grade 5]

MST3-5.A.4 [1 occurence] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Equations and Inequalities] - Performance Indicator 5.A.4 - solve simple one-step equations using basic whole-number facts [Grade 5]

MST3-5.A.5 [1 occurence] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Equations and Inequalities] - Performance Indicator 5.A.5 - solve and explain simple one-step equations using inverse operations involving whole numbers [Grade 5]

MST3-5.A.6 [2 occurences] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Equations and Inequalities] - Performance Indicator 5.A.6 - evaluate the perimeter formula for given input values [Grade 5]

MST3-5.A.7 [1 occurence] - MST Standard 3 - Algebra Strand - Students will recognize, use, and represent algebraically patterns, relations, and functions. [Patterns, Relations and Functions] - Performance Indicator 5.A.7 - create and explain patterns and algebraic relationships (e,g.,2,4,6,8) algebraically: 2n (doubling) [Grade 5]

MST3-5.A.8 [1 occurence] - MST Standard 3 - Algebra Strand - Students will recognize, use, and represent algebraically patterns, relations, and functions. [Patterns, Relations and Functions] - Performance Indicator 5.A.8 - create algebraic or geometric patterns using concrete objects or visual drawings (e.g., rotate and shade geometric shapes) [Grade 5]

MST3-5.G.1 [1 occurence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 5.G.1 - calculate the perimeter of regular and irregular polygons [Grade 5]

MST3-5.G.2 [1 occurence] - MST Standard 3 - Geometry Strand - Students will identify and justify geometric relationships, formally and informally. [Geometric Relationships] - Performance Indicator 5.G.2 - identify pairs of similar triangles [Grade 5]

MST3-5.G.3 [1 occurence] - MST Standard 3 - Geometry Strand - Students will identify and justify geometric relationships, formally and informally. [Geometric Relationships] - Performance Indicator 5.G.3 - identify the ratio of corresponding sides of similar triangles [Grade 5]

MST3-5.G.4 [1 occurence] - MST Standard 3 - Geometry Strand - Students will identify and justify geometric relationships, formally and informally. [Geometric Relationships] - Performance Indicator 5.G.4 - classify quadrilaterals by properties of their angles and sides [Grade 5]

MST3-5.G.5 [1 occurence] - MST Standard 3 - Geometry Strand - Students will identify and justify geometric relationships, formally and informally. [Geometric Relationships] - Performance Indicator 5.G.5 - know that the sum of the interior angles of a quadrilateral is 360 degrees [Grade 5]

MST3-5.G.6 [1 occurence] - MST Standard 3 - Geometry Strand - Students will identify and justify geometric relationships, formally and informally. [Geometric Relationships] - Performance Indicator 5.G.6 - classify triangles by properties of their angles and sides [Grade 5]

MST3-5.G.7 [1 occurence] - MST Standard 3 - Geometry Strand - Students will identify and justify geometric relationships, formally and informally. [Geometric Relationships] - Performance Indicator 5.G.7 - know that the sum of the interior angles of a triangle is 180 degrees [Grade 5]

MST3-5.G.8 [1 occurence] - MST Standard 3 - Geometry Strand - Students will identify and justify geometric relationships, formally and informally. [Geometric Relationships] - Performance Indicator 5.G.8 - find a missing angle when given two angles of a triangle [Grade 5]

MST3-5.G.9 [1 occurence] - MST Standard 3 - Geometry Strand - Students will identify and justify geometric relationships, formally and informally. [Geometric Relationships] - Performance Indicator 5.G.9 - identify pairs of congruent triangles [Grade 5]

MST3-5.G.10 [1 occurence] - MST Standard 3 - Geometry Strand - Students will identify and justify geometric relationships, formally and informally. [Geometric Relationships] - Performance Indicator 5.G.10 - identify corresponding parts of congruent triangles [Grade 5]

MST3-5.G.11 [1 occurence] - MST Standard 3 - Geometry Strand - Students will apply transformations and symmetry to analyze problem solving situations. [Transformational Geometry] - Performance Indicator 5.G.11 - identify and draw lines of symmetry of basic geometric shapes [Grade 5]

MST3-5.G.12 [1 occurence] - MST Standard 3 - Geometry Strand - Students will apply coordinate geometry to analyze problem solving situations. [Coordinate Geometry] - Performance Indicator 5.G.12 - identify and plot points in the first quadrant [Grade 5]

MST3-5.G.13 [1 occurence] - MST Standard 3 - Geometry Strand - Students will apply coordinate geometry to analyze problem solving situations. [Coordinate Geometry] - Performance Indicator 5.G.13 - plot points to form basic geometric shapes (identify and classify) [Grade 5]

MST3-5.G.14 [1 occurence] - MST Standard 3 - Geometry Strand - Students will apply coordinate geometry to analyze problem solving situations. [Coordinate Geometry] - Performance Indicator 5.G.14 - calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes) [Grade 5]

MST3-5.M.1 [1 occurence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 5.M.1 - use a ruler to measure to the nearest inch, half inch, quarter inch, and eighth inch [Grade 5]

MST3-5.M.2 [1 occurence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 5.M.2 - identify customary equivalent units of length [Grade 5]

MST3-5.M.3 [1 occurence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 5.M.3 - measure to the nearest centimeter [Grade 5]

MST3-5.M.4 [1 occurence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 5.M.4 - identify equivalent metric units of length [Grade 5]

MST3-5.M.5 [1 occurence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 5.M.5 - convert measurement within a given system [Grade 5]

MST3-5.M.6 [1 occurence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Tools and Methods] - Performance Indicator 5.M.6 - determine the tool and technique to measure with an appropriate level of precision: lengths and angles [Grade 5]

MST3-5.M.7 [2 occurences] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 5.M.7 - calculate elapsed time in hours and minutes [Grade 5]

MST3-5.M.8 [1 occurence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 5.M.8 - measure and draw angles using a protractor [Grade 5]

MST3-5.M.9 [2 occurences] - MST Standard 3 - Measurement Strand - Students will develop strategies for estimating measurements. [Estimation] - Performance Indicator 5.M.9 - determine personal references for customary units of length (e.g., your pace is approximately 3 feet, your height is approximately 5 feet, etc.) [Grade 5]

MST3-5.M.10 [1 occurence] - MST Standard 3 - Measurement Strand - Students will develop strategies for estimating measurements. [Estimation] - Performance Indicator 5.M.10 - determine personal references for metric units of length [Grade 5]

MST3-5.M.11 [1 occurence] - MST Standard 3 - Measurement Strand - Students will develop strategies for estimating measurements. [Estimation] - Performance Indicator 5.M.11 - justify the reasonableness of estimates [Grade 5]

MST3-5.S.1 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Collection of Data] - Performance Indicator 5.S.1 - collect and record data from a variety of sources [Grade 5]

MST3-5.S.2 [2 occurences] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 5.S.2 - display data in a line graph to show an increase or decrease over time [Grade 5]

MST3-5.S.3 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Analysis of Data] - Performance Indicator 5.S.3 - calculate the mean for a given set of data and use to describe a set of data [Grade 5]

MST3-5.S.4 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will make predictions that are based upon data analysis. [Predictions from Data] - Performance Indicator 5.S.4 - formulate conclusions and make predictions from graphs [Grade 5]

MST3-5.S.5 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will understand and apply concepts of probability. [Probability] - Performance Indicator 5.S.5 - list the possible outcomes for a single-event experiment [Grade 5]

MST3-5.S.6 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will understand and apply concepts of probability. [Probability] - Performance Indicator 5.S.6 - record experiment results using fractions/ratios [Grade 5]

MST3-5.S.7 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will understand and apply concepts of probability. [Probability] - Performance Indicator 5.S.7 - create a sample space and determine the probability of a single event, given a simple experiment (e.g., rolling a number cube) [Grade 5]