

HOWELL TOWNSHIP  
PUBLIC SCHOOLS

**MATHEMATICS CURRICULUM  
FRAMEWORK**

**GRADE 5**

**BOARD APPROVED: August 23, 2017**

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Pacing	September	October	November	December	January	February	March	April	May	June
	<p><b>Topic 1:</b> Understand Place Value</p> <p><b>Topic 2:</b> Add and Subtract Decimals to Hundredths</p>	<p><b>Topic 3:</b> Fluently Multiply Multi-digit Whole Numbers</p> <p><b>Topic 4:</b> Use Models and Strategies to Multiply Decimals</p>	<p><b>Topic 5:</b> Use Models and Strategies to Divide Whole Numbers</p> <p><b>Topic 6:</b> Use Models and Strategies to Divide Decimals</p>	<p><b>Topic 7:</b> Use Equivalent Fractions to Add and Subtract Fractions</p>	<p><b>Topic 8:</b> Apply Understanding of Multiplication to Multiply Fractions</p> <p><b>Topic 9:</b> Apply Understanding of Division to Divide Fractions</p>	<p><b>Topic 10:</b> Understand Volume Concepts</p>	<p><b>Topic 11:</b> Convert Measurements</p> <p><b>Topic 12:</b> Represent and Interpret Data</p>	<p><b>Topic 13:</b> Algebra: Write and Interpret Numerical Expressions</p> <p><b>Topic 14:</b> Graph Points on the Coordinate Plane</p>	<p><b>Topic 15:</b> Algebra: Analyze Patterns and Relationships</p>	<p><b>Topic 16:</b> Geometric Measurement: Classify Two-Dimensional Figures</p> <p>Step Up to Grade 6</p>
Hands On Equations/ Calendar Math	Level 2 Lesson 9	Level 2 Lesson 10	Level 2 Lesson 11	Level 2 Lesson 12	Level 2 Lesson 13	Level 2 Lesson 14	Level 2 Lesson 15	Level 2 Lesson 16		
NJSLS Domain	Number and Operations in Base Ten	Number and Operations in Base Ten	Number and Operations in Base Ten	Number and Operations - Fractions	Number and Operations - Fractions	Number and Operations - Fractions	Measurement and Data	Operations and Algebraic Thinking  Geometry	Operations and Algebraic Thinking	Geometry
District Assessments	End of Year Assessments  STAR Math  Fluency Assessment				STAR Math  Fluency Assessment			PARCC Math April 30- May 3	End of Year Assessment  Fluency Assessment	



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<b>Unit 1</b>		
Unit Summary	NJSLS Standards	Essential Questions
<p>Unit 1:</p> <p>In this unit, students will focus on deepening their understanding of place value in both whole numbers and decimals. (Topic 1)</p>	<p><b>5.NBT.A.1</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p><b>5.NBT.A.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.A.3</b> Read, write, and compare decimals to thousandths.</p> <p style="padding-left: 20px;">a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p style="padding-left: 20px;">b. Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>5.NBT.A.4</b> Use place value understanding to round decimals to any place.</p>	<p>How are whole numbers and decimals written, compared, and ordered?</p>
<p>Learning Goals:</p> <ul style="list-style-type: none"> <li>● Students will be able to write, compare, and order whole numbers and decimals.</li> </ul>		
<p>Vocabulary: exponent, power, base, value, expanded form, thousandths, equivalent decimals</p>		
<p>Fluency Expectations: To be able to multiply fluently on basic-fact timed tests.</p>		
<p>Unit 1 Student Goals: To receive 80% or better on the Basic-Facts 2 minute Timed Tests (use Basic Fact Timed Test 2 or 6 in Assessment book)</p>		

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<b>Unit 2</b>		
Unit Summary	NJSL Standards	Essential Questions
<p>Unit 2:</p> <p>In this unit, students will focus on deep understanding of whole-number and decimal operations. Students use the standard multiplication algorithm to fluently multiply multi-digit numbers. Students will use models and strategies, including standard algorithms, to divide with 2-digit divisors and to perform all four operations on decimals through hundredths. (Topics 2-6)</p>	<p><b>5.NBT.A.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.A.4</b> Use place value understanding to round decimals to any place.</p> <p><b>5.NBT.B.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>5.NBT.B.6</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>5.NBT.B.7</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>How can sums and differences of decimals be estimated?</p> <p>How can finding sums and differences mentally be helpful?</p> <p>Why might you estimate when buying items?</p> <p>When in everyday life do you use decimals?</p> <p>How can multiplication help solve a division problem?</p> <p>How can representing a problem by using pictures, numbers, or equations be useful when solving a problem?</p>
<p>Learning Goal:</p> <ul style="list-style-type: none"> <li>● Students will be able to estimate sums and differences of decimals and identify standard procedures for adding and subtracting whole numbers and decimals. Students will also be able to mentally find sums and differences of decimals.</li> <li>● The student will be able to identify the standard procedures for estimating and finding products of multi-digit numbers.</li> <li>● The student will be able to identify the standard procedures for estimating and finding products involving decimals.</li> <li>● The student will be able to identify standard procedure for division and why does it work.</li> </ul>		

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- Students will be able to identify the standard procedures for estimating and finding quotients involving decimals.

Vocabulary: compatible numbers, associative property of addition, commutative property of addition, compensation, underestimate, overestimate, partial products, variable

Fluency Expectations: To be able to multiply fluently on basic-fact timed tests.

Unit 2 Student Goals: To receive 80% or better on the Basic-Facts 2 minute Timed Tests (use Basic Fact Timed Test 2 or 6 in Assessment book)

**Unit 3**

Enduring Understanding	NJSL Standards	Essential Questions
<p>Unit 3:</p> <p>In this unit, students will focus on deep understanding of using equivalent fractions to add and subtract and mixed numbers. Students will also extend their deep understanding of multiplication and division from whole numbers to fractions. (Topics 7-9)</p>	<p><b>5.NF.A.1</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>.)</p> <p><b>5.NF.A.2</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p> <p><b>5.NF.B.3</b> Interpret a fraction as division of the numerator by the denominator (<math>\frac{a}{b} = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret <math>\frac{3}{4}</math> as the result of dividing 3 by 4, noting that <math>\frac{3}{4}</math> multiplied by 4 equals 3, and that</p>	<p>How can sums and differences of fractions and mixed numbers be estimated?</p> <p>What strategies can be used to solve problems involving fractions?</p> <p>Is subtracting fractions with unlike denominators similar to adding fractions with unlike denominators?</p> <p>How can using models and symbols to multiply whole numbers and fractions help when solving problems?</p> <p>How is multiplying or dividing whole numbers similar to multiplying or dividing fractions?</p>

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	<p>when 3 wholes are shared equally among 4 people each person has a share of size <math>\frac{3}{4}</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p> <p><b>5.NF.B.4</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <ol style="list-style-type: none"><li>Interpret the product <math>(\frac{a}{b}) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(\frac{2}{3}) \times 4 = \frac{8}{3}</math>, and create a story context for this equation. Do the same with <math>(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}</math>. (In general, <math>(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}</math>.)</li><li>Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</li></ol> <p><b>5.NF.B.5</b> Interpret multiplication as scaling (resizing), by:</p> <ol style="list-style-type: none"><li>Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</li><li>Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>\frac{a}{b} = \frac{(n \times a)}{(n \times b)}</math> to the effect of multiplying <math>\frac{a}{b}</math> by 1.</li></ol>	<p>How are multiplication, division, whole numbers, and fractions related?</p> <p>What is the relationship between division of whole numbers and multiplication of fraction reciprocals?</p> <p>How can multiplication of a whole number by a fraction be modeled?</p> <p>How can a whole number be multiplied by a fraction?</p> <p>How can multiplying fractions be modeled using area, a number line, or measurement models?</p> <p>How can dividing fractions be modeled using area, sets, or a number line?</p> <p>How is multiplication of fractions similar to repeated addition of fraction?</p> <p>What is the relationship between multiplication by a fraction and division?</p> <p>How can multiplication and division of fractions be used to represent and understand real-world, and mathematical problems?</p>
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**5.NF.B.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

**5.NF.B.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup>

a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .

b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .

c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?

Learning Goal:

- Students will understand how sums and differences of fractions and mixed numbers can be estimated and identify standard procedures for adding and subtracting fractions and mixed numbers.
- Students will multiply whole numbers and fractions and show multiplication with whole numbers and fractions using models and symbols.
- Students will understand how fractions are related to division. Students will divide using whole numbers and unit fractions.

Vocabulary: benchmark fractions, equivalent fractions, common denominator, mixed number, unit fraction

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<p>Fluency Expectations: To be able to divide fluently on basic-fact timed tests.</p> <p>Unit 3 Student Goals: To receive 80% or better on the Basic-Facts 2 minute Timed Tests (use Division Basic Fact Timed Test 3 or 7 in Assessment book)</p>		
<b>Unit 4</b>		
Enduring Understanding	NJSLS Standards	Essential Questions
<p>Unit 4:</p> <p>In this unit, students will focus on deepening their understanding of the measureable attributes of volume and using number and operations to describe and compute the volume of rectangular prisms and composite shapes. (Topic 10)</p>	<p><b>5.MD.C.3</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p style="padding-left: 20px;">a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p style="padding-left: 20px;">b. A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</p> <p><b>5.MD.C.4</b> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.</p> <p><b>5.MD.C.5</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p style="padding-left: 20px;">a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p style="padding-left: 20px;">b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p>	<p>What is the meaning of volume of a solid?</p> <p>How can the area of a shape help find the volume of a shape?</p>

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	<p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>	
<p>Learning Goals:</p> <ul style="list-style-type: none"> <li>Students will understand the meaning of volume of a solid and find the volume of a rectangular prism.</li> </ul>		
<p>Vocabulary: volume, cubic unit, cube, rectangular prism, unit cube, formula</p>		
<p>Fluency Expectations: To be able to multiply and divide fluently on basic-fact timed tests.</p> <p>Unit 4 Student Goals: To receive 80% or better on the Basic-Facts 2 minute Timed Tests (use Basic Fact Timed Test 4 in Assessment book)</p>		
<p><b>Unit 5</b></p>		
<p>Enduring Understanding</p>	<p>NJSLS Standards</p>	<p>Essential Questions</p>
<p>Unit 5:</p> <p>In this unit, students will focus on using multiplication and division to convert measurements of length, capacity, weight, and mass within either the customary or metric measurement system and on solving problems involving measurement conversions. (Topics 11 and 12)</p> <p>Students will also focus on using line plots to represent</p>	<p><b>5.MD.A.1</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>5.MD.B.2</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p><b>5.NBT.A.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.B.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p>	<p>How are customary units related?</p> <p>How are metric units related?</p> <p>How can line plots be used to represent data and answer questions?</p>

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<p>and interpret data, with an emphasis on data involving fractions. Students will use the data to solve problems involving fraction operations.</p>	<p><b>5.NBT.B.6</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>5.NF.A.2</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>5.NF.B.6</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	
<p>Learning Goals:</p> <ul style="list-style-type: none"> <li>● Students will identify customary measurement units and learn how they are related. Students will identify metric measurement units and learn how they are related.</li> <li>● Students will understand how line plots can be used to represent data and answer questions.</li> </ul>		
<p>Vocabulary: foot, inch, yard, mile, capacity, gallon, quart, pint, cup, fluid ounce, weight, ton, pound, ounce, kilometer, meter, centimeter, millimeter, liter, milliliter, mass, milligram, gram, kilogram, data, line plot, outlier</p>		
<p>Fluency Expectations: <b>5.NBT.B.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p>		
<p>Unit 5 Student Goals: to be able to multiply multi-digit whole numbers using the standard algorithm. (Teacher's Edition page 109h)</p>		
<b>Unit 6</b>		
Enduring Understanding	NJSL Standards	Essential Questions
Unit 6:	5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Is an expression the same as an equation?

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<p>In this unit, students will focus on deep understanding of using the Order of Operations to evaluate, write, and interpret numerical expressions with grouping symbols.</p> <p>Students will focus identifying patterns and relationships. Students will generate number sequences using given rules. They generalize to describe the relationship between corresponding terms. (Topic 13 &amp; Topic 15)</p>	<p><b>5.OA.A.2</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</p> <p><b>5.OA.B.3</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</p> <p><b>5.G.A.2</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>	<p>How can number patterns be analyzed and graphed?</p> <p>How can number patterns and graphs be used to solve problems?</p>
<p>Learning Goals:</p> <ul style="list-style-type: none"> <li>● Students will discover how the value of a numerical expression is found.</li> <li>● Students will analyze and graph number patterns.</li> <li>● Students will use number patterns and graphs to solve problems.</li> </ul>		
<p>Vocabulary: numerical expression, evaluate, order of operations, parentheses, brackets, braces, corresponding terms, number sequence</p>		
<p>Fluency Expectations: <b>5.NBT.B.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p>		
<p>Unit 6 Student Goals: to be able to multiply multi-digit whole numbers using the standard algorithm. (TE, page 109h)</p>		

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<b>Unit 7</b>		
Enduring Understanding	NJSL Standards	Essential Questions
<p>Unit 7:</p> <p>In this unit, students will develop an understanding of the Cartesian coordinate system. Students will graph ordered pairs in the first quadrant of the coordinate plane to solve real-world and mathematical problems</p> <p>Students will focus on understanding that the attributes belonging to a category of two-dimensional shapes also belong to all subcategories of that category. Triangles and quadrilaterals are classified and a hierarchy of quadrilaterals is developed based on their properties. (Topic 14 &amp; Topic 16)</p>	<p><b>5.G.A.1</b> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p><b>5.G.A.2</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p><b>5.G.B.3</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p><b>5.G.B.4</b> Classify two-dimensional figures in a hierarchy based on properties.</p>	<p>How are relationships shown on a graph?</p> <p>How can triangles and quadrilaterals be described, classified, and named?</p>
<p>Learning Goal:</p> <ul style="list-style-type: none"> <li>● Students will discover how points are plotted and how the relationships of points are shown on a graph.</li> <li>● Students will identify how triangles and quadrilaterals are described, classified, and named.</li> </ul>		
<p>Vocabulary: coordinate grid, ordered pair, x-axis, y-axis, origin, x-coordinate, y-coordinate, equilateral triangle, isosceles triangle, scalene triangle, right triangle, acute triangle, obtuse triangle, trapezoid, parallelogram, rectangle, rhombus, square</p>		

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Fluency Expectations: **5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm.

Unit 7 Student Goals: to be able to multiply multi-digit whole numbers using the standard algorithm. (TE, page 109h)

Preparing for 6th Grade Standards