# STUDENT LEARNING OBJECTIVES | NJSLS | Resources
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1 | Represent real world and mathematical problems by graphing points defined by whole number coordinates in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. | 5.G.A.1, 5.G.A.2 |
2 | Generate two numerical patterns from two given rules, identify the relationship between corresponding terms, create ordered pairs and graph the ordered pairs. | 5.OA.B.3 |
3 | Classify two-dimensional figures in a hierarchy based on properties. | 5.G.B.3, 5.G.B.4 |
4 | Make a line plot to display a data set in measurements in fractions of a unit (1/2, 1/4, 1/8) and use it to solve problems involving the four operations on fractions with unlike denominators. | 5.MD.B.2 |
5 | Fluently multiply multi-digit whole numbers with accuracy and efficiency. | 5.NBT.B.5 * |
6 | 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; explain the reasoning used, relating the strategy to the written method. | 5.NBT.B.7 * |
# Mathematics Pacing

<table>
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<th>Grade: 5</th>
<th>UNIT: # 4</th>
<th>Instruction: 4/8/19 – 6/7/19</th>
<th>Assessment: 6/10/19 – 6/14/19</th>
<th>Coordinate Geometry and Classifying Figures</th>
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7. Solve real world problems involving division of unit fractions by whole numbers or whole numbers by unit fractions.  

**Key:**  
- **Major Clusters**  
- **Supporting**  
- **Additional Clusters**  
- * Benchmarked

### New Jersey Student Learning Standards

<table>
<thead>
<tr>
<th>Code #</th>
<th>Standard</th>
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<tr>
<td>5.OA.A.1</td>
<td>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).</td>
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<tr>
<td>5.OA.A.2</td>
<td>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.</td>
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<tr>
<td>5.OA.B.3</td>
<td>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.</td>
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<tr>
<td>5.G.B.3</td>
<td>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</td>
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For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.

5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). 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.

5.NBT.B.5* Fluently multiply multi-digit whole numbers using the standard algorithm. *(benchmarked)

5.NBT.B.7* 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. *(benchmarked)

5.NF.B.7* Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. *(benchmarked)

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?