

	A	B	C
1	<b>VA 2009</b>	<b>Mathematics Standards of Learning for Grade 5</b>	<b>Making Sense of Problem Solving</b>
2			WU = Warm Up, PST = Problem Solving Task, DAPSE = Section 1: Developing a Problem Solving Environment
3	<b>Number and Number Sense</b>	<b>Focus: Prime and Composite Numbers and Rounding Decimals</b>	<b>Level F is Grade 5</b>
4	5.1	The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.	
5	5.2	The student will:	
6	5.2a	recognize and name fractions in their equivalent decimal form and vice versa;	
7	5.2b	compare and order fractions and decimals in a given set from least to greatest and greatest to least.	
8	5.3	The student will:	
9	5.3a	identify and describe the characteristics of prime and composite numbers;	
10	5.3b	identify and describe the characteristics of even and odd numbers.	
11	<b>Computation &amp; Estimation</b>	<b>Focus: Multistep Applications and Order of Operations</b>	
12	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.	F-DAPSE-A, Lesson 1 F.2 Entire unit F.3 Entire unit
13	5.5	The student will:	
14	5.5a	find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit);	F-DAPSE-A, Lesson 2
15	5.5b	create and solve single-step and multistep practical problems involving decimals.	F.1 Entire unit F.5 Entire unit F.15 Entire unit
16	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.	F.4 Entire unit F.6 Entire unit

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17	5.7	The student will evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division.	
18	<b>Measurement</b>	<b>Focus: Perimeter, Area, Volume, and Equivalent Measures</b>	
19	5.8	The student will:	
20	5.8a	find perimeter, area, and volume in standard units of measure;	F.7 Entire unit
21	5.8b	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;	F.8 Entire unit
22	5.8c	identify equivalent measurements within the metric system;	
23	5.8d	estimate and then measure to solve problems, using U.S. Customary and metric units;	F.15 Entire unit
24	5.8e	choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.	
25	5.9	The student will identify and describe the diameter, radius, chord, and circumference of a circle.	
26	5.10	The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.	
27	5.11	The student will measure right, acute, obtuse, and straight angles.	E. 14 Entire unit
28	<b>Geometry</b>	<b>Focus: Classification and Subdividing</b>	
29	5.12	The student will classify:	
30	5.12a	angles as right, acute, obtuse, or straight;	
31	5.12b	triangles as right, acute, obtuse, equilateral, scalene, or isosceles.	
32	5.13	The student, using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will:	
33	5.13a	develop definitions of these plane figures;	
34	5.13b	investigate and describe the results of combining and subdividing plane figures.	F.9 WU 2, PST
35	<b>Probability &amp; Statistics</b>	<b>Focus: Outcomes and Measures of Center</b>	
36	5.14	The student will make predictions and determine the probability of an outcome by constructing a sample space.	

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37	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.	F. 13 WU 2, PST, Extension F.14 Entire unit
38	5.16	The student will:	
39	5.16a	describe mean, median, and mode as measures of center;	F. 13 WU1
40	5.16b	describe mean as fair share;	
41	5.16c	find the mean, median, mode, and range of a set of data;	F.13 WU 1
42	5.16d	describe the range of a set of data as a measure of variation.	
43	<b>Patterns, Functions, and Algebra</b>	<b>Focus: Equations and Properties</b>	
44	5.17	The student will describe the relationship found in a number pattern and express the relationship.	
45	5.18	The student will:	
46	5.18a	investigate and describe the concept of variable;	F.10 Entire unit
47	5.18b	write an open sentence to represent a given mathematical relationship, using a variable;	
48	5.18c	model one-step linear equations in one variable, using addition and subtraction;	F.11 Entire unit
49	5.18d	create a problem situation based on a given open sentence, using a single variable.	
50	5.19	The student will investigate and recognize the distributive property of multiplication over addition.	