|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Area** | Mathematics | | | **Grade Level** | 5th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Number Sense, Properties, and Operations | 1. The decimal number system describes place value patterns and relationships that are repeated in large and small numbers and forms the foundation for efficient algorithms | | | | | | MA10-GR.5-S.1-GLE.1 |
| 1. Formulate, represent, and use algorithms with multi-digit whole numbers and decimals with flexibility, accuracy, and efficiency | | | | | | MA10-GR.5-S.1-GLE.2 |
| 1. Formulate, represent, and use algorithms to add and subtract fractions with flexibility, accuracy, and efficiency | | | | | | MA10-GR.5-S.1-GLE.3 |
| 1. The concepts of multiplication and division can be applied to multiply and divide fractions | | | | | | MA10-GR.5-S.1-GLE.4 |
| 1. Patterns, Functions, and Algebraic Structures | 1. Number patterns are based on operations and relationships | | | | | | MA10-GR.5-S.2-GLE.1 |
| 1. Data Analysis, Statistics, and Probability | 1. Visual displays are used to interpret data | | | | | | MA10-GR.5-S.3-GLE.1 |
| 1. Shape, Dimension, and Geometric Relationships | 1. Properties of multiplication and addition provide the foundation for volume an attribute of solids | | | | | | MA10-GR.5-S.4-GLE.1 |
| 1. Geometric figures can be described by their attributes and specific locations in the plane | | | | | | MA10-GR.5-S.4-GLE.2 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | **Mathematical Practices:**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Key Knowledge and Skills:**  **My students will…** | *What students will know and be able to do are so closely linked in the concept-based discipline of mathematics. Therefore, in the mathematics samples what students should know and do are combined.* |
|  | |

|  |  |  |
| --- | --- | --- |
| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |