Prince George County Public Schools
Grade 5 Mathematics Pacing Guide

1st Nine Weeks

The student will …

5.1 The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.

5.2 b) compare and order fractions and **decimals** in a given set from least to greatest and greatest to least.

5.3 a) identify and describe the characteristics of prime and composite numbers; and
b) identify and describe the characteristics of even and odd numbers.

5.4 Create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.

5.5 a) find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit); and
b) create and solve single-step and multistep practical problems involving decimals.

Test 5.1, 5.3, 5.4, 5.5

2nd Nine Weeks

The student will …

5.2 a) recognize and name fractions in their equivalent decimal form and vice versa; and
b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.

5.6 Solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.

5.7 Evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division

5.14 Make predictions and determine the probability of an outcome by constructing a sample space.

5.17 Describe the relationship found in a number pattern and express the relationship

5.19 Investigate and recognize the distributive property of multiplication over addition.

Test 5.2, 5.6, 5.7, 5.14, 5.17, 5.19

3rd Nine Weeks

The student will …

5.8 a) find perimeter, area, and volume in standard units of measure;
b) 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;
c) identify equivalent measurements within the metric system;
d) estimate and then measure to solve problems, using U.S. Customary and metric units; and
e) choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.

5.9 Identify and describe the diameter, radius, chord, and circumference of a circle.

5.10 Determine an amount of elapsed time in hours and minutes within a 24-hour period.

5.11 Measure right, acute, obtuse, and straight angles

5.12 a) classify angles as right, acute, obtuse, or straight; and
b) classify triangles as right, acute, obtuse, equilateral, scalene, or isosceles

5.13 Using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will
a) develop definitions of these plane figures; and
b) investigate and describe the results of combining and subdividing plane figures

Test 5.8, 5.9, 5.10, 5.11, 5.12, 5.13

4th Nine Weeks

The student will …

5.15 Given a problem situation, will collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs.

5.16 a) describe mean, median, and mode as measures of center;
b) describe mean as fair share;
c) find the mean, median, mode, and range of a set of data;
d) describe the range of a set of data as a measure of variation.

5.18 a) investigate and describe the concept of variable;
b) write an open sentence to represent a given mathematical relationship, using a variable;
c) model one-step linear equations in one variable, using addition and subtraction; and
d) create a problem situation based on a given open sentence, using a single variable.

Test 5.15, 5.16, 5.18

Review for SOL assessment