Kindergarten Pacing Guide 11-12

Benchmark 1 August 22-October 5		
Number Sense		
1.2	Count, recognize, represent, name, and order a number of objects (up to 10).	**A**
Algebra and Functions		
1.1	Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red)	**A**
Statistics, Data Analysis, and Probability		
1.2	Identify, describe, and extend simple patters (such as circles or triangles) by referring to their shapes, sizes, or colors.	**A**
Measurement and Geometry		
2.1	Identify and describe common geometric objects (e.g. circle, triangle, square, rectangle).	**A**
Benchmark 2 October 13-February 7		
Number Sense		
1.1	Compare two or more sets of objects (up to 10 objects in each group) and identify which set is equal to, more than, or less than the other.	**A**
1.2	Count, recognize, represent, name, and order a number of objects (up to 20).	**A**
2.1	Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10)	**A**
Statistics, Data Analysis, and Probability		
1.2	Identify, describe, and extend simple patters (such as circles or triangles) by referring to their shapes, sizes, or colors.	**A**
Measurement and Geometry		
1.3	Name the days of the week	**A**
1.4	Identify the time (to the nearest hour) of everyday events. (e.g., lunch, time is 12 o'clock,;bedtime is 8 o'clock at night).	**A**
2.1	Identify and describe common geometric objects (e.g. circle, triangle, square, rectangle).	**A**
Benchmark 3 February 16-May 22		
Number Sense		
1.2	Count, recognize, represent, name, and order a number of objects up to30.	**A**
3.1	Recognize when an estimate is reasonable	**A**
Measurement and Geometry		
1.1	Compare the length, weight, and capacity of objects by making direct comparisons with reference objects. (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).	**A**
2.1	Identify and describe common geometric objects (e.g. circle, triangle, square, rectangle).	**A**
2.2	Compare familiar plane and solid objects by attributes	**A**
Mathematical Reasoning		
1.1	Determine the approach materials and strategies to be used.	**A**
1.2	Use tools and strategies, such as manipulatives or sketches to model problems.	**A**
2.1	Explain the reasoning used with concrete objects and/or pictorial representations.	**A**

Grade 1 Math Pacing Guide 11-12

A= Standard should be taught and will be assessed on the Benchmark
X= Standard should be taught but will not be assessed on the Benchmark

Benchmark 1 - August 22 - October 5 (Units 1 and 2 in HM)		
Number Sense		
1.1a	Count, read, and write whole numbers to 50.	**A**
1.3a	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 10) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2) ADDITION.	**A**
2.1a	Know the **addition** facts (sums to 10) and commit them to memory.	**A**
2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number.	**X**
2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	**A**
Algebra and Functions		
1.2	Understand the meaning of the symbols +, -, =.	**X**
Benchmark 2 - October 13 - December 7 (Units 3,4 and 5 in HM)		
Number Sense		
1.1b	Count, read, and write whole numbers to 100.	**A**
1.3b	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 10) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2) ADDITION.	**A**
1.4	Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).	**X**
2.1b	Know the **subtraction** facts (sums to 10) and commit them to memory.	**A**
2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number.	**A**
2.4	Count by 2s, 5s, and 10s to 100.	**A**
Statistics, Data Analysis and Probability		
2.1	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).	**A**
Algebra and Functions		
1.2	Understand the meaning of the symbols +, -, =.	**X**
Benchmark 3 - December 14 - February 8 (Units 5,6, and 7 in HM)		
Number Sense		
1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).	**A**
1.4	Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).	**A**
2.1c	Know the **addition and subtraction** facts (sums to 20) and commit them to memory.	**A**
2.2	Use the inverse relationship between addition and subtraction to solve problems.	**A**
2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	**A**
2.7	Find the sum of three one-digit numbers.	**A**
3.1	Make reasonable estimates when comparing larger or smaller numbers.	**A**
Algebra and Functions		
1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	**X**
1.2	Understand the meaning of the symbols +, -, =.	**X**
1.3	Create problem situations that might lead to given number sentences involving addition and subtraction.	**X**

Grade 1 Math Pacing Guide 11-12

A= Standard should be taught and will be assessed on the Benchmark
X= Standard should be taught but will not be assessed on the Benchmark

Benchmark 4 - February 15 - May 22 (Units 8, 9, and 10 in HM)		
Number Sense		
1.5	Identify and know the value of coins and show different combinations of coins that equal the same value.	**A**
2.1b	Know the **addition and subtraction** facts (sums to 20) and commit them to memory.	**A**
2.6	Solve **addition and subtraction** problems with one-and two-digit numbers (e.g., 58-5 = __).	**A**
Measurement and Geometry		
1.1	Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.	**A**
1.2	Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).	**A**
2.1	Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.	**A**
2.2	Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.	**A**
Algebra and Functions		
1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	**A**
1.2	Understand the meaning of the symbols +, -, =.	**A**
1.3	Create problem situations that might lead to given number sentences involving addition and subtraction.	**A**
June 1st-June 8th		
Measurement and Geometry		
2.3	Give and follow directions about location.	**X**
2.4	Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).	**X**
Statistics, Data Analysis and Probability		
1.1	Sort objects and data by common attributes and describe the categories.	**X**
1.2	Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.	**X**

Grade 2 Math Pacing Guide 11-12 Campbell Union SD

A= Standard should be taught and will be assessed on the Benchmark
R= Standard is reviewed and assessed again
X= Standard should be taught but will not be assessed on the Benchmark

Benchmark 1 - August 22-October 5		
Number Sense (58% CST)		
1.1	Count, read, and write whole numbers to 1000 and identify the place value for each digit. (3)	**A**
1.2	Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000). *(1)*	**A**
1.3	Order and compare whole numbers to 1000 by using the symbols <, =, >. (4)	**A**
2.1	Understand and use the inverse relationship between **addition and subtraction** (e.g., an opposite number sentence for 8 + 6 = 14 is 14 - 6 = 8) to solve problems and check solutions. *(2 1/2)*	**A**
Algebra and Functions (9% CST)		
1.1	Use the commutative and associative rules to simplify mental calculations and to check results. (4)	**A**
1.3	Solve **addition and subtraction** problems by using data from simple charts, picture graphs, and number sentences. (1)	**A**
Statistics, Data Analysis, and Probability (11% CST)		
1.1	Record numerical data in systematic ways, keeping track of what has been counted. (2)	**A**
1.2	Represent the same data set in more than one way (e.g., bar graphs and charts with tallies). (2)	**A**
1.3	Identify features of data sets (range and mode). (2)	**A**
1.4	Ask and answer simple questions related to data representations. (1)	**A**
Benchmark 2 - October 13 - December 7		
Number Sense (58% CST)		
2.1	Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 - 6 = 8) to solve problems and check solutions. *(2 1/2)*	**R**
2.2	Find the **sum or difference** of two whole numbers up to three digits long with regrouping. *(4)*	**A**
Measurement and Geometry (22% CST)		
1.4a	Know relationships of time. (e.g. days in a month, weeks in a year.) (2)	**A**
1.4b	Tell time to the nearest quarter hour. (e.g. minutes in hour). (2)	**A**
1.5	Determine the duration of intervals of time in hours (e.g. 11:00 am to 4:00 pm)	**A**
2.3	Use mental arithmetic to find the sum of two two-digit numbers.	**X**
Algebra and Functions (9% CST)		
1.2	Relate problem situations to number sentences involving **addition and subtraction** with and without regrouping. (1)	**A**
Benchmark 3 - December 15 - February 8		
Number Sense (58% CST)		
1.1	Count, read, and write whole numbers to 1000 and identify the place value for each digit. (3)	**R**
1.2	Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000). *(1)*	**R**
1.3	Order and compare whole numbers to 1000 by using the symbols <, =, >. (4)	**R**
2.1	Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 - 6 = 8) to solve problems and check solutions. *(2 1/2)*	**R**
3.1	Use repeated addition, arrays, and counting by multiples to do multiplication. *(2)*	**A**
3.2	Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division. *(3)*	**A**

Grade 2 Math Pacing Guide 11-12 Campbell Union SD

A= Standard should be taught and will be assessed on the Benchmark
R= Standard is reviewed and assessed again
X= Standard should be taught but will not be assessed on the Benchmark

3.3	Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory. *(3)*	**A**
Measurement and Geometry (22% CST)		
2.1	Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices. (3)	**A**
2.2	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle). (3)	**A**
Benchmark 4 - February 16 - April 2		
Number Sense (58% CST)		
2.1	Understand and use the inverse relationship between **addition and subtraction** (e.g., an opposite number sentence for 8 + 6 = 14 is 14 - 6 = 8) to solve problems and check solutions. *(2 1/2)*	**R**
2.2	Find the **sum or differenc**e of two whole numbers up to three digits long with regrouping. *(4)*	**R**
4.1	Recognize, name, and compare unit fractions from 1/12 to 1/2. (*3)*	**A**
4.2	Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls). *(3)*	**A**
4.3	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one. *(3)*	**A**
5.1	Solve problems using combinations of coins and bills. *(3)*	**A**
5.2	Know and use the decimal notation and the dollar and cent symbols for money. *(3)*	**A**
6.1	Recognize when an estimate is reasonable in measurements (e.g., closest inch). (1/2)	**A**
Algebra and Functions (9% CST)		
1.2	Relate problem situations to number sentences involving **addition and subtraction** with and without regrouping. (1)	**R**
Measurement and Geometry (22% CST)		
1.1	Measure the length of objects by iterating (repeating) a nonstandard or standard unit. (1)	**A**
1.3	Measure the length of an object to the nearest inch and/ or centimeter. (1)	**A**
1.2	Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.	**X**

Numbers after standards represent the number of items on the CST. Fractions indicate rotated standards. (1/2= rotated every two years)

Grade 3 Math Pacing Guide 11-12

A= Standard taught and assessed
R=Standard reviewed and assessed
X=Standard taught but not assessed

Benchmark 1 - August 22- October 5		
Number Sense (49% CST)		
1.1	Count, read, and write whole numbers to 10,000. (1/2)	**A**
1.2	Compare and order whole numbers to 10,000.	**A**
1.3	Identify the place value for each digit in numbers to 10,000.	**A**
1.5	Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6). (3)	**A**
2.1	Find the sum of two whole numbers between 0 and 10,000. (4)	**A**
2.1	Find the difference of two whole numbers between 0 and 10,000. (4) (no zeros w/ one regrouping)	**A**
Benchmark 2 - October 13 - December7		
Number Sense (49% CST)		
1.2	Compare and order whole numbers to 10,000. (1)	**R**
1.3	Identify the place value for each digit in numbers to 10,000. (3)	**R**
1.5	Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6). (3)	**R**
2.1	Find the difference of two whole numbers between 0 and 10,000.(4) (multiple regroupings no zeros). (4)	**A**
2.4	Solve simple problems involving multiplication by one-digit numbers. (e.g. relating arrays to single digit multiplication problems) (5)	**X**
Algebra and Functions (18% CST)		
2.2	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4). (1)	**A**
Measurement and Geometry (25% CST)		
1.2	Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them. (3)	**A**
1.3	Find the perimeter of a polygon with integer sides. (3)	**A**
2.1	Identify, describe, and classify polygons (including pentagons, hexagons, and octagons). (2)	**A**
Benchmark 3 - December 15 - February 8		
Number Sense (49% CST)		
2.1	Find the difference of two whole numbers between 0 and 10,000. (4)	**A**
2.2	Memorize to automaticity the multiplication table for numbers between 1 and 10. (1)	**X**
2.3	Use the inverse relationship of multiplication and division to compute and check results. (3)	**A**
2.4	Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 x 3 = __). (5)	**A**
2.6	Understand the special properties of 0 and 1 in multiplication and division. (1)	**A**
3.3	Solve problems involving addition and subtraction of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors. (4)	**A**
Algebra and Functions (18% CST)		
1.5	Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? and if 5 x 7 x 3 = 105, then what is 7 x 3 x 5?). (1)	**A**
2.1	Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit). (3)	**A**
2.2	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4). (1)	**A**

Grade 3 Math Pacing Guide 11-12

A= Standard taught and assessed
R=Standard reviewed and assessed
X=Standard taught but not assessed

Benchmark 4 - February 16 - April 2		
Number Sense (49% CST)		
2.5	Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 ÷ 5 = __). (1)	**A**
3.1	Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context. (1)	**A**
3.2	Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2). (2)	**A**
3.3	Solve problems involving multiplication and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors. (4)	**A**
3.4	Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is 1/2 of a dollar, 75 cents is 3/4 of a dollar). (1)	**A**
2.2	Memorize to automaticity the multiplication table for numbers between 1 and 10. (2)	**X**
Algebra and Functions (18% CST)		
1.1	Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities. (4)	**A**
1.2	Solve problems involving numeric equations or inequalities. (1)	**A**
1.3	Select appropriate operational and relational symbols to make an expression true (e.g., if 4 __ 3 = 12, what operational symbol goes in the blank?). (1)	**A**
Measurement and Geometry (25% CST)		
2.2	Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle). (2)	**A**
2.3	Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square). (2)	**A**
2.4	Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle. (2/3)	**A**
Statistics, Data Analysis, and Probability (8% CST)		
1.1	Identify whether common events are certain, likely, unlikely, or improbable. (1)	**X**
1.2	Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times. (2)	**A**
1.3	Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot). (2)	**A**
Mathematical Reasoning (Embedded)		
1	Students make decisions about how to approach problems.	**X**
1.2	Determine when and how to break a problem into simpler parts.	**X**
2	Students use strategies, skills, and concepts in finding solutions.	**X**
2.1	Use estimation to verify the reasonableness of calculated results.	**X**
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	**X**
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	**X**

Note: Mathematical reasoning is embedded throughout

Numbers after standards represent the number of items on the CST. Fractions indicate rotated standards. (1/2= rotated every two years)

Grade 4 Math Pacing 11-12

A= Standard should be taught and will be assessed on the Benchmark
X= Standard should be taught but will not be assessed on the Benchmark

Benchmark 1 - August 22 - October 5		
Number Sense (48% CST)		
1.1	Read and write whole numbers in the millions. (3) Ch. 1	**A**
1.2a	Order and compare whole numbers. (2) Ch. 2	**A**
1.3	Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand. (2) Ch.2	**A**
1.4	Decide when a rounded solution is called for and explain why such a soluton may be appropriate. Ch. 2	**X**
3.1	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers. (3) Ch. 3 & 4	**A**
3.2a	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a single digit number . (3) Ch 10	**X**
Algebra and Functions (28% CST)		
1.2a	Interpret and evaluate mathematical expressions that now use parentheses (addition and subtraction). (5) Ch. 5-6	**A**
1.2b	Interpret and evaluate mathematical expressions that now use parentheses. (multiplication, division, addition, subtraction). (5) Ch 5-7	**X**
1.3a	Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations (addition and subtraction). (3)	**A**
1.4	Use and interpret formulas (e.g., area = length x width or $A = lw$) to answer questions about quantities and their relationships. (1) Ch. 27	**A**
2.1	Know and understand that equals added to equals are equal. (3) Ch. 5 &8	**A**
Benchmark 2 - October 13 - December 7		
Number Sense (48% CST)		
3.2	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results. (3) Ch 10	**A**
3.3	Solve problems involving multiplication of multidigit numbers by two-digit numbers. (3) Ch 11-14	**A**
3.4	Solve problems involving division of multidigit numbers by one-digit numbers. (3) Ch 6	**X**
4.1	Understand that many whole numbers break down in different ways (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3). (1/2)	**X**
4.2	Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers. (2) Ch 14	**A**
Algebra and Functions (28% CST)		
1.1	Use letters, boxes, or other symbols to stand for any number in simple expressions or equations. (1) Ch 8-9	**A**
1.2b	Interpret and evaluate mathematical expressions that now use parentheses. (multiplication, division, addition, subtraction). (5) Ch 5-7	**A**
1.3b	Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations (multiplication, division, addition, subtraction). (3) Ch 5-7	**A**
1.5	Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given. (2) Ch 9	**A**
2.2	Know and understand that equals multiplied by equals are equal. (3) Ch 7-8	**A**
Statistics, Data Analysis, and Probability (6% CST)		
1.1	Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts. (1) Ch 23-24	**X**
Benchmark 3 - December 16 - February 8		
Number Sense (48% CST)		
1.2b	Order and compare decimals to two decimal places. (2) Ch.2	**A**
1.5	Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0). (1/2) Ch. 17	**X**
1.6	Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 or .50; 7/4 = 1 3/4 = 1.75). (1/2) Ch. 17	**X**
1.7	Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line. (1) Ch. 17	**A**
1.9	Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places. (3) Ch. 18	**A**
2.1	Estimate and compute the sum or difference of whole numbers and positive decimals to two places. (1) Ch. 19	**A**

Grade 4 Math Pacing 11-12

A= Standard should be taught and will be assessed on the Benchmark
X= Standard should be taught but will not be assessed on the Benchmark

2.2	Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer. (1/2) Ch. 19	**X**
3.4	Solve problems involving division of multidigit numbers by one-digit numbers. (3) Ch. 6	**A**
Statistics, Data Analysis, and Probability (6% CST)		
1.2	Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets. (2/3) Ch. 23	**A**
2.1	Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams). (2/3) Ch. 24	**A**
2.2	Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3 /4). (2/3) Ch. 24	**X**
Benchmark 4 - February 16 - April 2		
Number Sense (48% CST)		
1.8	Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing"). (3) Ch. 16	**A**
Algebra and Functions (28% CST)		
1.4	Use and interpret formulas (e.g., area = length x width or $A = lw$) to answer questions about quantities and their relationships. (1) Ch. 27	**A**
Statistics, Data Analysis, and Probability (6% CST)		
1.3	Interpret one-and two-variable data graphs to answer questions about a situation. (1) Ch. 23	**A**
Measurement and Geometry (18% CST)		
1.1	Measure the area of rectangular shapes by using appropriate units such as squar centimeter (cm2), square meter (m2), square kilometer (km2), square inch (in2), square yard (yd2) or square mile (mi2). (1/2) Ch. 25	**X**
1.2	Recognize that retangles that have the same area can have different perimeters. (1/2) Ch. 25	**X**
1.3	Understand that rectangles that have the same perimeter can have different areas. (1/2) Ch. 27	**X**
1.4	Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes. (1/2) Ch. 27	**A**
2.1	Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation y=3x and connect them by using a straight line). (2) Ch. 21 &22	**A**
2.2	Understand that the length of a horizontal line segment equals the difference of the x-coordinates. (2) Ch. 21-25	**A**
2.3	Understand that the length of a vertical line segment equals the difference of the y-coordinates (2) Ch. 21-25	**A**
3.1	Identify lines that are parallel and perpendicular. (1) Ch. 25	**A**
3.2	Identify the radius and diameter of a circle. (1) Ch. 25	**X**
3.3	Identify congruent figures. (1/3) Ch. 26	**A**
3.4	Identify figures that have bilateral and rotational symmetry. (1/3) Ch. 26	**X**
3.5	Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1/4, 1/2, 3/4, and full turns. (1/3) Ch. 25	**X**
3.6	Visualize, describe, and make models of geometric solids in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid when cut and folded, Know the definitions of different triangles . (1/3) Ch.28	**X**
3.7	Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes. (1/3) Ch. 25	**X**
3.8	Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid). (1/3) Ch. 25	**X**

Numbers after standards represent the number of items on the CST. Fractions indicate rotated standards.
(1/2= rotated every two years)

Grade 5 Math Pacing Guide 11-12

A= Standard should be taught and will be assessed on the Benchmark
X= Standard should be taught but will not be assessed on the Benchmark

Benchmark 1 - August 22 - October 5		
Number Sense (45% CST)		
1.1	Estimate, round, and manipulate very large (e.g., millions) numbers and very small (e.g thousandths) numbers. (1) Ch.3	**A**
1.3	Understand and compute positive integer powers of nonnegative integers, compute examples as repeated mulitplication. (1)	**A**
1.4	Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., 24 = 2 x 2 x 2 x 3 = 2^3 x 3). (3) Ch. 1	**A**
1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negatice intergers. (2) Ch. 2	**A**
2.3a	Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions (like and unlike denominators of 20 or less), and express answers in the simplest form. (5) Ch. 7	**A**
Algebra and Functions (26% CST)		
1.2	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution. (6) Ch. 5	**A**
1.3	Know and use the distributive property in equations and expressions with variables. (1) Ch. 6	**A**
Benchmark 2 - October 13 - December 7		
Number Sense (45% CST)		
2.1a	Add and subtract decimals. (7) Ch. 12	**A**
2.3b	Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form. (5) Ch. 8 &9	**A**
2.4	Understand the concept of multiplication and division of fractions. (1) Ch. 10	**A**
2.5	Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems. (1) Ch. 11	**A**
Benchmark 3 - December 15 - February 8		
Number Sense (45% CST)		
1.2	Interpret percents as a part of a hundred and compute a given percent of a whole number; Find decimal and percent equivalents for common fractions and explain why they represent the same value. (5)Ch 23	**A**
2.1 b	Multiply, and divide with decimals. (7) Ch. 13 & 14	**A**
2.2	Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors. (3) Ch. 15	**A**
Statistics, Data Analysis, and Probability (6% CST)		
1.1	Know the concepts of mean, median, and mode; compute and compare simple examples. (1/3) Ch. 16	**A**
1.2	Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets. (1/3)	**X**
1.3	Use fractions and percentages to compare data sets of different sizes. (1/3) Ch. 24	**A**
1.4	Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph. (2 1/2) Ch. 17	**A**
1.5	Know how to write ordered pairs correctly; for example, (*x, y*). (1/2) Ch. 17	**A**

Grade 5 Math Pacing Guide 11-12

A= Standard should be taught and will be assessed on the Benchmark
X= Standard should be taught but will not be assessed on the Benchmark

Benchmark 4 - February 16 - April 2		
Number Sense (45% CST)		
2.1	Add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results. (7) Ch. 25 & 26	**A**
Algebra and Functions (26% CST)		
1.1	Use information taken from a graph or equation to answer questions about a problem situation. (1)Ch. 28	**A**
1.4	Identify and graph ordered pairs in the four quadrants of the coordinate plane. (4)Ch. 27	**A**
1.5	Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid. (5) Ch. 27 & 28	**A**
Measurement and Geometry (23% CST)		
1.1	Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram). (2 1/2) Ch. 21	**A**
1.2	Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects. (1/2) Ch. 22	**A**
1.3	Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm^3], cubic meter [m^3], cubic inch [in^3], cubic yard [yd^3]) to compute the volume of rectangular solids. (3) Ch. 22	**A**
1.4	Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume). (1) Ch. 22	**A**
2.1	Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software). (3) Ch. 18	**A**
2.2	Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems. (4) Ch. 19	**A**
2.3	Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids. (1) Ch. 20	**X**

Numbers after standards represent the number of items on the CST. Fractions indicate rotated standards. (1/2= rotated every two years)