5th Grade Math Curriculum Revisions
2017-18

Revised order of prior math units:

Unit 1 Place Value
Unit 3 Adding and Subtracting Decimals
Unit 6 Multiplication and Division of whole numbers
            and Expressions
Unit 4 Dividing and Multiplying Fractions
Unit 5 Adding and Subtracting Fractions
Unit 7 Multiplying and Dividing Decimals
Unit 2 Measurement
Unit 8 Volume
Unit 9 Graphing Coordinate plane
Unit 10 2-D Shapes

- Metric measurement can be introduced in Unit 1, but can go more in depth in Unit 2.
- Unit 2- Measurement (metric and customary) was moved down until later in the year so students can have more experience with multiplying and dividing. Converting allows for more context and application of operations.
- Unit 6-Multiplying and Dividing Whole Numbers was moved to earlier in the year because it's a foundational concept that can addressed throughout the year.
- Technology resources and apps (check links) have been added to the Curriculum Map that can be used within each unit.
- Essential Questions have been added for each unit to help guide instruction and student understanding of concepts.
- Specific page numbers were included for Number Talks.
- 2016-2017 performance tasks have been included as optional resources.
- The 2 performance tasks are mandatory. Administer EOT 1 PT after unit 4 and administer EOT 2 PT after unit 6.

This curriculum map was developed with the understanding that every teacher is acquiring knowledge of CGI and California Content Standards. The ultimate driving force behind any math instruction should be the California Content Standards. A variety of resources have been provided that could be used as tools to facilitate implementation of the standards. You have the freedom to pick and choose from the resources provided. **Be sure to preview each assessment and performance task before teaching the units. Units must be taught in the order of the pacing guide. All the unit assessments scores must be entered into Illuminate**. The following are the main components and updates for the 2016-17 school year.

- ## Getting Started
  In the first weeks of school, you will want to establish the basis for your math instruction, classroom organization, and student expectations. The goal is to promote and increase the Levels of Discourse and raise the level of students' thinking as evidenced by their explanations (using both numbers and writing) Also, some ideas have been given for planning, scheduling, and organizing curriculum and student evaluation tools.

- ## Houghton Mifflin-Harcourt Expressions
  Expressions has been adopted by the Downey Unified School District. It is meant to be a resource to teach the standards, in addition to all other resources included within the curriculum map. **CGI is still the primary model to be used in all classrooms.**

- ## Spiral Review
  It is necessary to revisit previously taught material and show how all concepts are connected across Domains in order for students to retain knowledge of concepts and strategies and make lasting connections. Teachers should be mindful to incorporate Spiral Review within all units. As students are working through word problems in classrooms, teachers should think to incorporate problems from content covered earlier in the year.

- ## Essential Questions
  Essential questions have been created for each unit to help guide students' understandings. These would be good for students to use to help monitor their own learning throughout the unit/year.

- ## Unit Assessments
  Unit assessments were reviewed and modified. Assessments can be administered online with student log-in through the website:

  https://downey.illuminatehc.com

  The goal would be to take the assessments online using labs, laptops, or ipads. Copies of the assessments will still be provided for students to either use during the test and/or to communicate with parents about the content and performance of their student.

  As a district that is data driven, PLCs at each site can benefit from looking at the scores within their classrooms and across the grade level. Assessments can also be hand-scored or scanned using bubble sheets. These common assessments are to be used by teachers, regardless of method of administering and scoring, in order to ensure that all teachers are working toward teaching standards. Data should be discussed and shared within PLC's to drive instruction.

- Performance Bands for Unit Assessments

In order to match the levels of CAAASP/Smarter Balanced, the percentages for the performance bands were altered starting in the 2016-17 school year. Remember that the rigor of the tests and depth of knowledge is greater, so this is a shift in what past grading practices may have looked like.

Exceeds Standard	81%
Meets Standard	62%
Approaching Standard	49%
Below Standard	Below 49%

- Performance Tasks and Interims

The Performance Tasks were reviewed and modified. As a replacement to the Smarter Balanced Interim Assessments, there is an EOT1 Performance Task that should be administered after unit 4 and an EOT 2 Performance Task that should be administered after unit 6. All of the performance tasks are highly recommended, but these performance tasks are mandatory. PLCs should use common planning time to discuss the results and plan for next steps.

For additional performance tasks, refer to the curriculum folder in Google Drive.

- Shared Resource Folder

Each unit will have a Shared Resources Folder. As you are planning with your team and come across great lessons, ideas, and resources...place them in the folder for all to access. Name your resource starting with standard, then activity. For example:

5.NBT.A.1 Place Value