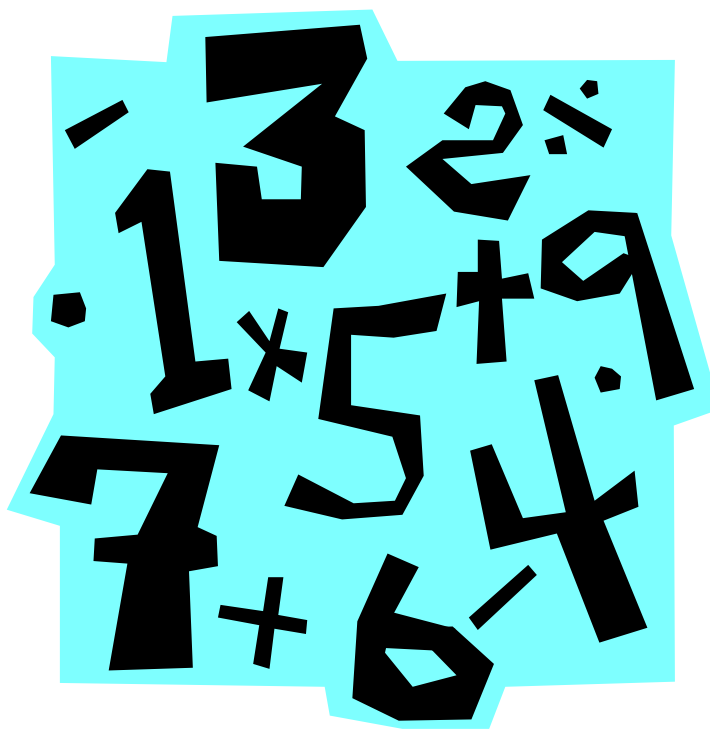


Grade 5 Mathematics

Correlation
between
1996 Curriculum
and
2008 Curriculum





NUMBER

1996 Curriculum	2008 Curriculum
<p>Uses estimation strategies for determining quantities up to 100 000 (N-I.1.5)</p>	<p>5.N.2. Apply estimation strategies, including</p> <ul style="list-style-type: none"> • front-end rounding • compensation • compatible numbers <p>in problem-solving contexts. [C, CN, ME, PS, R, V]</p>
<p>Reads and writes numerals and number words to 100 000 Read and writes numerals and number words to hundredths (N-I.2.5)</p>	<p>5.N.1. Represent and describe whole numbers to 1 000 000. [C, CN, T, V]</p>
<p>Demonstrates concretely, pictorially, and symbolically an understanding of place value from hundredths Compares and orders whole numbers Rounds numbers to the nearest 10 000 (N-I.3.5)</p>	<p>5.N.2. Apply estimation strategies, including</p> <ul style="list-style-type: none"> • front-end rounding • compensation • compatible numbers <p>in problem-solving contexts. [C, CN, ME, PS, R, V]</p> <p>5.N.8. Describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially, and symbolically. [C, CN, R, V]</p>
<p>Recognises, models, and describes multiples, factors, composites, and primes, using numbers 1-50 (N-I.4.50)</p>	
<p>Represents and describes proper fractions, and decimals to hundredths, concretely, pictorially, and symbolically (N-II.1.5)</p>	<p>5.N.7. Demonstrate an understanding of fractions by using concrete and pictorial representations to</p> <ul style="list-style-type: none"> • create sets of equivalent fractions • compare fractions with like and unlike denominators <p>[C, CN, PS, R, V]</p> <p>5.N.8. Describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially, and symbolically. [C, CN, R, V]</p>

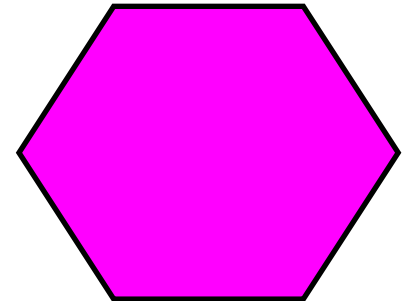
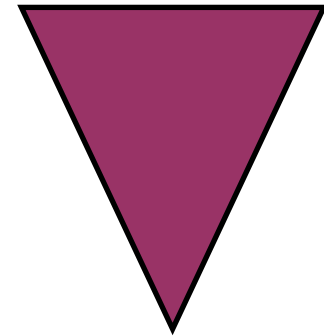
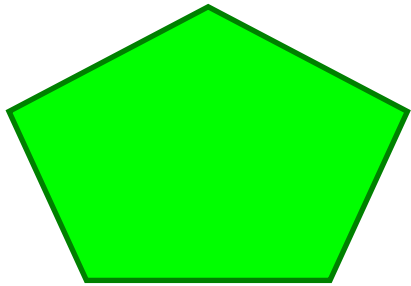
1996 Curriculum	2008 Curriculum
<p>Represents and describes equivalent fractions Connects proper fractions to decimals, concretely, pictorially, and symbolically (N-II.2.5)</p>	<p>5.N.7. Demonstrate an understanding of fractions by using concrete and pictorial representations to</p> <ul style="list-style-type: none"> • create sets of equivalent fractions • compare fractions with like and unlike denominators <p>[C, CN, PS, R, V]</p> <p>5.N.9. Relate decimals to fractions (tenths, hundredths, thousandths). [CN, R, V]</p>
<p>Compares and orders proper fractions, and decimals to hundredths (N-II.3.5)</p>	<p>5.N.10. Compare and order decimals (tenths, hundredths, thousandths) by using</p> <ul style="list-style-type: none"> • benchmarks • place value • equivalent decimals <p>[CN, R, V]</p>
<p>Uses estimation, mental calculation, and computation in problem-solving contexts, to add and subtract whole numbers and decimals to hundredths, using manipulatives, diagrams, and symbols (N-V.1.5)</p>	<p>5.N.2. Apply estimation strategies including</p> <ul style="list-style-type: none"> • front-end rounding • compensation • compatible numbers <p>in problem-solving contexts. [C, CN, ME, PS, R, V]</p> <p>5.N.11. Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths). [C, CN, PS, R, V]</p>

1996 Curriculum	2008 Curriculum
<p>Uses (and masters) basic facts, estimation, mental calculation, computation, and verification for whole number products (3 digit by 2 digit) and quotients (3 digit by 1 digit)</p> <p>Uses manipulatives, diagrams, and symbols to multiply and divide decimals to hundredths in problem-solving contexts, using single-digit, whole number multipliers, and divisors (N-V.2.5)</p>	<p>5.N.3. Determine multiplication facts (to 81) and related division facts. [C, CN, ME, R, V]</p> <p>5.N.4. Apply mental mathematics strategies for multiplication, such as</p> <ul style="list-style-type: none"> • annexing then adding zeroes • halving and doubling • using the distributive property. <p>[C, ME, R]</p> <p>5.N.5. Demonstrate an understanding of multiplication (2-digit numerals by 2-digit numerals) to solve problems. [C, CN, PS, V]</p> <p>5.N.6. Demonstrate an understanding of division (3-digit numerals by 1-digit numerals) with and without concrete materials, and interpret remainders to solve problems. [C, CN, PS]</p>
<p>Solves problems involving multiple steps and multiple operations, and accepts that other methods may be equally valid (N-V.5.5)</p>	

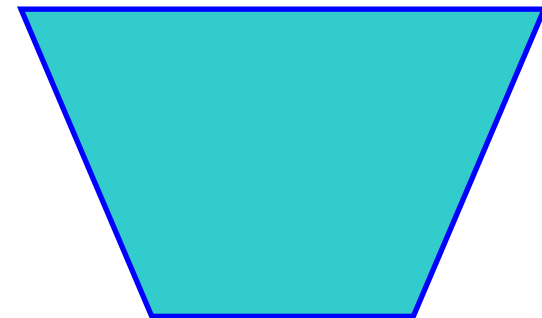


Patterns and Relations

1996 Curriculum	2008 Curriculum
Constructs and extends patterns in 2 and 3 dimensions (concretely and pictorially). (PR-I.1.5)	
Describes how a pattern grows, using everyday language in spoken and written form. (PR-I.2.5)	5.PR.1.Determine the pattern rule to make predictions about subsequent elements. [C, CN, PS, R, V]
Develops charts to record and reveal patterns, and predicts and justifies pattern extensions. (PR-I.3.5)	5.PR.1.Determine the pattern rule to make predictions about subsequent elements. [C, CN, PS, R, V]
Generates and extends number patterns from a problem-solving context. (PR-I.4.5)	5.PR.1.Determine the pattern rule to make predictions about subsequent elements. [C, CN, PS, R, V]
	5.PR.2.Solve problems involving single-variable (expressed as symbols or letters), one-step equations with whole-number coefficients and whole-number solutions. [C, CN, PS, R]



Shape and Space



1996 Curriculum	2008 Curriculum
<p>Evaluates the appropriateness of units and measuring tools in practical contexts. Estimates and measures the perimeter of irregular shapes. Recognises and explains the meaning of length, width, height, depth, thickness, perimeter and circumference. (SS-I.1.5)</p>	
<p>Estimates and measures the area of irregular shapes by dividing them into parts. (SS-II.1.5)</p>	
<p>Estimates and determines the surface area of a right rectangular prism without using a formula. (SS-II.1.6)</p>	
<p>Relates perimeter and area of rectangles, using manipulatives and diagrams. Estimates and measures the effect of changing one or more dimensions of a rectangle on its perimeter or area. (SS-II.3.5)</p>	<p>5.SS.1. Design and construct different rectangles given either perimeter or area, or both (whole numbers), and draw conclusions. [C, CN, PS, R, V]</p>
<p>Estimates, measures, records, and orders containers by volume, using cm^3. (SS-III.1.5)</p>	<p>5.SS.3. Demonstrate an understanding of volume by</p> <ul style="list-style-type: none"> • selecting and justifying referents for cm^3 or m^3 units • estimating volume by using referents for cm^3 or m^3 • measuring and recording volume (cm^3 or m^3) • constructing rectangular prisms for a given volume <p>[C, CN, ME, PS, R, V]</p>
<p>Constructs objects of a specific volume expressed in cm^3. (SS-III.2.5)</p>	<p>5.SS.3. Demonstrate an understanding of volume by:</p> <ul style="list-style-type: none"> • selecting and justifying referents for cm^3 or m^3 units • estimating volume by using referents for cm^3 or m^3 • measuring and recording volume (cm^3 or m^3) • constructing rectangular prisms for a given volume <p>[C, CN, ME, PS, R, V]</p>
<p>Relates cm^3 to mL, using concrete materials. (SS-III.3.5)</p>	
<p>Solves problems involving mass (weight) using g, kg, and t. (SS-IV.1.5)</p>	

1996 Curriculum	2008 Curriculum
<p>Reads and writes time on an analogue clock to the nearest minute. Reads and writes time on a 24-hour clock. Reads and writes SI notation for recording date and time. (SS-VI.1.5)</p>	
<p>Builds, represents, and describes geometric objects and shapes. (SS-VII.1.5)</p>	
<p>Completes the drawing of a 3-D object, on grid paper, given the front face. Determines, experimentally, the relationship among vertices, faces, and edges for 3-D solids with plane faces. (SS-VII.2.5)</p>	
<p>Builds, represents and describes geometric shapes. Covers a given 2-D shape with tangram pieces. (SS-VIII.1.5)</p>	
<p>Identifies and names polygons according to the number of sides, angles, and vertices. Determines, experimentally, the minimum information needed to draw a given 2-D shape (SS-VIII.2.5)</p>	
<p>Constructs, analyses, and classifies triangles according to the measures of the sides. (SS-IX.2.5)</p>	
<p>Plots whole number-ordered pairs in the first quadrant with intervals of 1, 2, 5 or 10. Identifies a point in the first quadrant, using ordered pairs. (SS-X.1.5)</p>	
<p>Recognises motion as a slide (translation), turn (rotation), or flip (reflection). Creates tessellations using regular polygons. Covers a surface using one or more tessellating shapes. (SS-X.2.5)</p>	<p>5.SS.7. Perform a single transformation (translation, rotation, or reflection) of a 2-D shape and draw and describe the image. [C, CN, T, V]</p> <p>5.SS.8. Identify a single transformation (translation, rotation, or reflection) of 2-D shapes. [C, T, V]</p>

1996 Curriculum	2008 Curriculum
Identifies planes of symmetry by cutting 3-D solids. Recognises tessellations created with regular and irregular shapes in the environment. (SS-X.3.5)	
	5.SS.2. Demonstrate an understanding of measuring length (mm) by <ul style="list-style-type: none"> • selecting and justifying referents for the unit mm • modelling and describing the relationship between mm and cm units, and between mm and m units. [C, CN, ME, PS, R, V]
	5.SS.4. Demonstrate an understanding of capacity by <ul style="list-style-type: none"> • describing the relationship between mL and L • selecting and justifying referents for mL or L units • estimating capacity by using referents for mL or L • measuring and recording capacity (mL or L) [C, CN, ME, PS, R, V]
	5.SS.5. Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are <ul style="list-style-type: none"> • parallel • intersecting • perpendicular • vertical • horizontal [C, CN, R, T, V]
	5.SS.6. Identify and sort quadrilaterals, including: <ul style="list-style-type: none"> • rectangles • squares • trapezoids • parallelograms • rhombuses according to their attributes. [C, R, V]

Statistics and Probability



1996 Curriculum	2008 Curriculum
Identifies and develops a question to generate appropriate data, and predicts results. (SP-I.1.5)	
Distinguishes between a total population and a sample of that population. (SP-I.2.5)	
Uses a variety of methods to collect and record data. (SP-II.1.5)	
Discusses the reasonableness of data and results. (SP-II.2.5)	
Creates classifications and ranges for grouping data. (SP-III.1.5)	
Displays data by hand or by computer in a variety of ways, including <ul style="list-style-type: none"> • ordered list of data • frequency diagrams/tables • line plots • broken-line graphs (SP-III.2.5)	
Evaluates the graphic presentation of the data to ensure clear representation of the results (e.g., title, legend, axis labels). (SP-IV.1.5)	
Makes inferences to generate a conclusion about the data. (SP-IV.2.5)	

1996 Curriculum	2008 Curriculum
<p>Describes events, using the vocabulary of probability: <i>best/worst chance; probable/improbable; always/more likely/equally likely/less likely/never.</i> (SP-V.1.5)</p>	<p>5.SP.3. Describe the likelihood of a single outcome occurring, using words such as</p> <ul style="list-style-type: none"> • impossible • possible • certain <p>[C, CN, PS, R]</p> <p>5.SP.4. Compare the likelihood of two possible outcomes occurring, using words such as</p> <ul style="list-style-type: none"> • less likely • equally likely • more likely <p>[C, CN, PS, R]</p>
<p>Conducts probability experiments, explains results using the language of probability, and demonstrates that results are not influenced by such factors as age, experience, or skill of participants. (SP-V.2.5)</p>	
<p>Lists all possible outcomes of an experiment involving a single event. (SP-V.3.5)</p>	
	<p>5.SP.1. Differentiate between first-hand and second-hand data. [C, R, T, V]</p>
	<p>5.SP.2. Construct and interpret double bar graphs to draw conclusions. [C, PS, R, T, V]</p>