THE SIMPLIFIED MATH CURRICULUM

TEXAS ESSENTIAL KNOWLEDGE & SKILLS UNIT ALIGNMENT

Grades 2nd – 5th

Numbers and Operations

STANDARDS		UNIT / NOTES
2.2A	Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones	Unit 1 **Partially Covered** Focus on Numbers within 1,000
2.2B	Use standard, word, and expanded forms to represent numbers up to 1,200	Unit 1 **Partially Covered** Focus on Numbers within 1,000
2.2C	Generate a number that is greater than or less than a given whole number up to 1,200	Unit 1 **Partially Covered** Focus on Numbers within 1,000
2.2D	Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>,<, or =)	Unit 1 **Partially Covered** Focus on Numbers within 1,000
2.2E	Locate the position of a given whole number on an open number line.	**Not Covered**
2.2F	Name the whole number that corresponds to a specific point on a number line.	**Not Covered**

THE SIMPLIFIED **MATH** CURRICULUM

Numbers and Operations (Fractional Units)

STANDARDS		UNIT / NOTES
2.3A	Partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.	Unit 8 **Partially Covered** Covers halves and fourths not eighths.
2.3B	Explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.	**Not Covered** Covered in 3rd Grade
2.3C	Use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole.	**Not Covered** Covered in 3rd Grade
2.3D	Identify examples and non-examples of halves, fourths, and eighths.	Unit 8 **Partially Covered** Covers halves and fourths not eighths.

Numbers and Operations (Whole Number Computation)

STANDARDS		UNIT / NOTES
2.4A	Recall basic facts to add and subtract within 20 with automaticity.	Unit 2 **Fully Covered**
2.4B	Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	Units 3 & 4 **Fully Covered**
2.4C	Solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.	Units 3 & 4 **Partially Covered** Focus on one-step & two-step problems within 100. One-step problems within 1,000

The Simplified Math Curriculum™

Numbers and Operations (Whole Number Computation)

	STANDARDS	UNIT / NOTES
2.4D	Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.	Units 3 & 4 **Fully Covered**

Numbers and Operations (Money)

	STANDARDS	UNIT / NOTES
2.5A	Determine the value of a collection of coins up to one dollar.	Unit 5 **Fully Covered**
2.5B	Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.	Unit 1 **Fully Covered**

Numbers and Operations (Repeated Addition & Subtraction)

	STANDARDS	UNIT / NOTES
2.6A	Model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined.	Unit 10 **Partially Covered** Focuses on using repeated addition to model multiplication.
2.6B	Model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.	**Not Covered** Covered in 3rd Grade

Algebraic Reasoning

STANDARDS		UNIT / NOTES
2.7A	Determine whether a number up to 40 is even or odd using pairings of objects to represent the number.	Unit 10 **Partially Covered** *Focus on Numbers within 20*
2.7B	Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.	Unit 4 **Partially Covered** *Focus on Numbers within 1000*
2.7C	Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	Unit 3 **Fully Covered**

Geometry and Measurement (2 and 3-D Shapes)

STANDARDS		UNIT / NOTES
2.8A	Create two-dimensional shapes based on given attributes, including number of sides and vertices.	Unit 8 **Fully Covered**
2.8B	Classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language.	Unit 8 **Partially Covered** *Focus on 2-D figures not 3-D figures*
2.8C	Classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices.	Unit 8 **Fully Covered**
2.8D	Compose two-dimensional shapes and three-dimensional solids with given properties or attributes.	Unit 8 **Partially Covered** *Focus on 2-D figures not 3-D figures*
2.8E	Decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.	**Not Covered**

Geometry and Measurement (Length, Area, and Time)

STANDARDS		UNIT / NOTES
2.9A	Find the length of objects using concrete models for standard units of length.	Unit 7 **Fully Covered**
2.9B	Describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object.	Unit 7 **Fully Covered**
2.9C	Represent whole numbers as distances from any given location on a number line.	Unit 3 **Fully Covered**
2.9D	Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes.	Unit 7 **Fully Covered**
2.9E	Determine a solution to a problem involving length, including estimating lengths.	Unit 7 **Fully Covered**
2.9F	Use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit.	**Not Covered** Covered in 3rd Grade
2.9G	Read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	Unit 6 **Fully Covered**

Data Analysis

	STANDARDS	UNIT / NOTES
2.10A	Explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category.	Unit 9 **Fully Covered**
2.10B	Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more.	Unit 9 **Fully Covered**
2.10C	Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.	Unit 9 **Fully Covered**
2.10D	Draw conclusions and make predictions from information in a graph.	Unit 9 **Fully Covered**

Personal Financial Literacy

2.11A	Calculate how money saved can accumulate into a larger amount over time.	**Not Covered**
2.11B	Explain that saving is an alternative to spending.	**Not Covered**
2.11C	Distinguish between a deposit and a withdrawal.	**Not Covered**
2.11D	Identify examples of borrowing and distinguish between responsible and irresponsible borrowing.	**Not Covered**

Personal Financial Literacy

	STANDARDS	UNIT / NOTES
2.11E	Identify examples of lending and use concepts of benefits and costs to evaluate lending decisions.	**Not Covered**
2.11F	Differentiate between producers and consumers and calculate the cost to produce a simple item.	**Not Covered**

Numbers and Operations

	STANDARDS	UNIT / NOTES
3.2A	Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.	Unit 1 **Partially Covered** Focus on Numbers within 1,000
3.2B	Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.	Unit 1 **Partially Covered** Focus on Numbers within 1,000
3.2C	Represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers.	Unit 1 **Partially Covered** Focus on Numbers within 1,000
3.2D	Compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.	**Not Covered** Covered in 4th Grade

Numbers and Operations (Fractions)

3.3A	Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.	Unit 7 **Partially Covered** Focus on numbers lines not strip diagrams.
3.3B	Determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.	Unit 7 **Fully Covered**
3.3C	Explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number.	Unit 7 **Fully Covered**

The Simplified Math Curriculum™

THE SIMPLIFIED MATH CURRICULUM

Numbers and Operations (Fractions)

	STANDARDS	UNIT / NOTES
3.3D	Compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts 1/b.	Unit 7 **Fully Covered**
3.3E	Solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.	Unit 7 **Partially Covered** Covers objects and not sets
3.3F	Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.	Unit 7 **Fully Covered**
3.3G	Explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.	Unit 7 **Fully Covered**
3.3H	Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.	Unit 7 **Fully Covered**

Numbers and Operations (Whole Number Computation)

3.4A	Solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.	Units 2 and 6 **Fully Covered**
3.4B	Round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems.	Unit 1 **Partially Covered** Doesn't include addition and subtraction problems

THE SIMPLIFIED MATH CURRICULUM

Numbers and Operations (Whole Number Computation)

STANDARDS		UNIT / NOTES
3.4C	Determine the value of a collection of coins and bills.	**Not Covered** Covered in 2nd Grade
3.4D	Determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10.	Units 3 and 4 **Fully Covered**
3.4E	Represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting.	Units 3 and 4 **Fully Covered**
3.4F	Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.	Units 3 and 4 **Fully Covered**
3.4G	Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.	**Not Covered** Covered in 4th Grade
3.4H	Determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally.	Unit 3 **Fully Covered**
3.4I	Determine if a number is even or odd using divisibility rules.	Unit 6 **Fully Covered**

THIRD GRADE

Numbers and Operations (Whole Number Computation)

	STANDARDS	UNIT / NOTES
3.4J	Determine a quotient using the relationship between multiplication and division.	Unit 3 **Fully Covered**
3.4K	Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.	Units 3 and 6 **Fully Covered**

Algebraic Reasoning

3.5A	Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.	Units 2 and 6 **Fully Covered**
3.5B	Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.	Units 3 and 6 **Fully Covered**
3.5C	Describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24.	**Not Covered** Covered in 4th Grade
3.5D	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product.	Unit 3 **Fully Covered**

Algebraic Reasoning

STANDARDS		UNIT / NOTES
3.5.E	Represent real-world relationships using number pairs in a table and verbal descriptions.	**Not Covered**

Geometry and Measurement

STANDARDS		UNIT / NOTES
3.6A	Classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language.	Unit 8 **Partially Covered** Covers 2-D shapes not 3-D
3.6B	Use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories.	Unit 8 **Fully Covered**
3.6C	Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.	Unit 5 **Fully Covered**
3.6D	Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area.	Unit 5 **Fully Covered**
3.6E	Decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape.	**Not Covered**

Geometry and Measurement

	STANDARDS	UNIT / NOTES
3.7A	Represent fractions of halves, fourths, and eighths as distances from zero on a number line.	Unit 7 **Fully Covered**
3.7B	Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.	Unit 5 **Fully Covered**
3.7C	Determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes.	Unit 9 **Fully Covered**
3.7D	Determine when it is appropriate to use measurements of liquid volume (capacity) or weight.	Unit 10 **Fully Covered**
3.7E	Determine liquid volume (capacity) or weight using appropriate units and tools.	Unit 10 **Fully Covered**

Data Analysis

	STANDARDS	UNIT / NOTES
3.8A	Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.	Unit 11 **Partially Covered** Covers frequency tables, pictographs, & bar graphs
3.8B	Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.	Unit 11 **Partially Covered** Covers frequency tables, pictographs, & bar graphs

Personal Financial Literacy

	STANDARDS	UNIT / NOTES
3.9A	Explain the connection between human capital/labor and income.	**Not Covered**
3.9B	Describe the relationship between the availability or scarcity of resources and how that impacts cost.	**Not Covered**
3.9C	Identify the costs and benefits of planned and unplanned spending decisions.	**Not Covered**
3.9D	Explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest.	**Not Covered**
3.9E	List reasons to save and explain the benefit of a savings plan, including for college.	**Not Covered**
3.9F	Identify decisions involving income, spending, saving, credit, and charitable giving.	**Not Covered**

THE SIMPLIFIED MATH CURRICULUM

Numbers and Operations

	STANDARDS	UNIT / NOTES
4.2.A	interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left	Unit 1 **Fully Covered**
4.2.B	represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	Unit 1 **Partially Covered** Includes numbers through the millions place. No decimals.
4.2.C	compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =	Unit 1 **Partially Covered** Includes numbers through the millions place.
4.2.D	round whole numbers to a given place value through the hundred thousands place	Unit 1 **Fully Covered**
4.2.E	represent decimals, including tenths and hundredths, using concrete and visual models and money	Unit 9 **Fully Covered**
4.2.F	compare and order decimals using concrete and visual models to the hundredths	Unit 9 **Fully Covered**
4.2.G	relate decimals to fractions that name tenths and hundredths	Unit 9 **Fully Covered**
4.2.H	determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line	Unit 9 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

Numbers and Operations

	STANDARDS	UNIT / NOTES
4.3.A	represent a fraction a/b as a sum of fractions 1/b, where a and b are whole numbers and b > 0, including when a > b	Unit 7 **Fully Covered**
4.3.B	decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations	Unit 7 **Fully Covered**
4.3.C	determine if two given fractions are equivalent using a variety of methods	Unit 6 **Fully Covered**
4.3.D	compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <	Unit 6 **Fully Covered**
4.3.E	represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations	Unit 7 **Fully Covered**
4.3.F	evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole	Unit 7 **Fully Covered**
4.3.G	represent fractions and decimals to the tenths or hundredths as distances from zero on a number line	Unit 9 **Fully Covered**

FOURTH GRADE

Numbers and Operations

STANDARDS		UNIT / NOTES
4.4.A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm;	Unit 2 **Partially Covered** Decimals are included in 5th grade.
4.4.B	determine products of a number and 10 or 100 using properties of operations and place value understandings	Unit 1 **Fully Covered**
4.4.C	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15	Unit 3 **Fully Covered**
4.4.D	use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties	Unit 3 **Partially Covered** Standard Algorithm is introduced in 5th Grade
4.4.E	represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations	Unit 4 **Fully Covered**
4.4.F	use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor	Unit 4 **Partially Covered** Standard Algorithm is not covered for division.
4.4.G	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers	Unit 2/3/4 **Fully Covered**
4.4.H	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	Unit 4 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

Algebraic Reasoning

STANDARDS		UNIT / NOTES
4.5.A	represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity	Unit 2/4/11 **Fully Covered**
4.5.B	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence	Unit 5 **Partially Covered** Tables are not used
4.5.C	use models to determine the formulas for the perimeter of a rectangle (l + w + l + w or 2l + 2w), including the special form for perimeter of a square (4s) and the area of a rectangle (l x w)	Unit 11 **Fully Covered**
4.5.D	solve problems related to perimeter and area of rectangles where dimensions are whole numbers	Unit 11 **Fully Covered**

Geometry and Measurement

STANDARDS		UNIT / NOTES
4.6.A	identify points, lines, line segments, rays, angles, and perpendicular and parallel lines	Unit 10 **Fully Covered**
4.6.B	identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure	Unit 10 **Fully Covered**
4.6.C	apply knowledge of right angles to identify acute, right, and obtuse triangles	Unit 10 **Fully Covered**
4.6.D	classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.	Unit 10 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

Geometry and Measurement

	STANDARDS	UNIT / NOTES
4.7.A	illustrate the measure of an angle as the part of a circle whose center is at the vertex of the angle that is "cut out" by the rays of the angle. Angle measures are limited to whole numbers	Unit 10 **Fully Covered**
4.7.B	illustrate degrees as the units used to measure an angle, where 1/360 of any circle is one degree and an angle that "cuts" n/360 out of any circle whose center is at the angle's vertex has a measure of n degrees. Angle measures are limited to whole numbers	Unit 10 **Fully Covered**
4.7.C	determine the approximate measures of angles in degrees to the nearest whole number using a protractor	Unit 10 **Fully Covered**
4.7.D	draw an angle with a given measure	Unit 10 **Fully Covered**
4.7.E	determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures	Unit 10 **Fully Covered**
4.8.A	identify relative sizes of measurement units within the customary and metric systems	Unit 11 **Fully Covered**
4.8.B	convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table	Unit 11 **Fully Covered**
4.8.C	solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate	Unit 11 **Fully Covered**

Data Analysis

STANDARDS		UNIT / NOTES
4.9.A	represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions	Unit 11 **Partially Covered** Covers frequency tables and dot plots
4.9.B	solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot	Unit 11 **Partially Covered** Covers frequency tables and dot plots

Personal Financial Literacy

STANDARDS		UNIT / NOTES
4.10.A	distinguish between fixed and variable expenses	**Not Covered**
4.10.B	calculate profit in a given situation	**Not Covered**
4.10.C	compare the advantages and disadvantages of various savings options	**Not Covered**
4.10.D	describe how to allocate a weekly allowance among spending; saving, including for college; and sharing	**Not Covered**
4.10.E	describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending	**Not Covered**

FIFTH GRADE

Numbers and Operations

	STANDARDS	UNIT / NOTES
5.2.A	represent the value of the digit in decimals through the thousandths using expanded notation and numerals	Unit 3 **Fully Covered**
5.2.B	compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =	Unit 3 **Fully Covered**
5.2.C	round decimals to tenths or hundredths	Unit 3 **Fully Covered**
5.3.A	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	Unit 2/4 **Fully Covered**
5.3.B	multiply with fluency a three-digit number by a two-digit number using the standard algorithm	Unit 2 **Fully Covered**
5.3.C	solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm	Unit 2 **Partially Covered** Standard algorithm not introduced for division
5.3.D	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models	Unit 4 **Fully Covered**
5.3.E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers	Unit 4 **Fully Covered**

THE SIMPLIFIED **MATH** CURRICULUM

Numbers and Operations

	STANDARDS	UNIT / NOTES
5.3.F	represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models	Unit 4 **Fully Covered**
5.3.G	solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm	Unit 4 **Partially Covered** Standard algorithm not introduced for division
5.3.H	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations	Unit 5 **Fully Covered**
5.3.I	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models	Unit 6 **Partially Covered** Also included multiplying 2 fractions.
5.3.J	represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as 1/3 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models	Unit 6 **Fully Covered**
5.3.K	add and subtract positive rational numbers fluently	Warm-Ups **Fully Covered**
5.3.L	divide whole numbers by unit fractions and unit fractions by whole numbers	Unit 6 **Fully Covered**

THE SIMPLIFIED **MATH** CURRICULUM

Algebraic Reasoning

STANDARDS		UNIT / NOTES
5.4.A	identify prime and composite numbers	**Not Covered** This standard is covered in Unit 5 in 4th Grade
5.4.B	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity	Unit 2 **Fully Covered**
5.4.C	generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph	Unit 7 **Fully Covered**
5.4.D	recognize the difference between additive and multiplicative numerical patterns given in a table or graph	Unit 7 **Fully Covered**
5.4.E	describe the meaning of parentheses and brackets in a numeric expression	Unit 1 **Fully Covered**
5.4.F	simplify numerical expressions that do not involve exponents, including up to two levels of grouping	Unit 1 **Fully Covered**
5.4.G	use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube (V = l x w x h, V = s x s x s, and V = Bh)	Unit 10 **Fully Covered**
5.4.H	represent and solve problems related to perimeter and/or area and related to volume	Unit 6/10 **Fully Covered**

Geometry and Measurement

STANDARDS		UNIT / NOTES
5.5	classify two dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties	Unit 8 **Fully Covered**
5.6.A	recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible	Unit 10 **Fully Covered**
5.6.B	determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base	Unit 10 **Fully Covered**
5.7	solve problems by calculating conversions within a measurement system, customary or metric	Unit 9 **Fully Covered**
5.8.A	describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin	Unit 7 **Fully Covered**
5.8.B	describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane	Unit 7 **Fully Covered**
5.8.C	graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table	Unit 7 **Fully Covered**

Data Analysis

	STANDARDS	UNIT / NOTES
5.9.A	represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and leaf plots	Unit 9 **Partially Covered** Covers frequency tables and dot plots
5.9.B	represent discrete paired data on a scatterplot	**Not Covered**
5.9.C	solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot	Unit 9 **Partially Covered** Covers frequency tables and dot plots

Personal Financial Literacy

5.10.A	define income tax, payroll tax, sales tax, and property tax	**Not Covered**
5.10.B	explain the difference between gross income and net income	**Not Covered**
5.10.C	identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments	**Not Covered**
5.10.D	develop a system for keeping and using financial records	**Not Covered**
5.10.E	describe actions that might be taken to balance a budget when expenses exceed income	**Not Covered**
5.10.F	balance a simple budget.	**Not Covered**