# CAR Unit Template

## Unit Title: Mathematics – The Coordinate System and Classifying Two-Dimensional Figures – Unit 4 –Module A

**Grade level: Grade 5**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

 **5.G.A.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).

 **5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

 **5.OA.B.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

 **5.O.A.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

 **5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT****We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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| **5.G.A.1 - WALT** a coordinate system is defined by a pair of perpendicular lines called axes with the intersection of the lines, the origin, occurring at 0 on each line |  |  |  |  |
| **5.G.A.1 - WALT** a given point in the coordinate plane is located using an ordered pair of numbers called coordinates |  |  |  |  |
| **5.G.A.1 - WALT** the first number in an ordered pair indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis. |  |  |  |  |
| **5.G.A.1 - WALT** the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate) |  |  |  |  |
| **5.G.A.2 - WALT** represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane |  |  |  |  |
| **5.G.A.2 - WALT** interpret coordinate values of points in the context of the real world and mathematical problems |  |  |  |  |
| **5.OA.B.3 – WALT** generate two numerical patterns using two given rules and identify relationships between corresponding terms in the patterns |  |  |  |  |
| **5.OA.B.3 – WALT** form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane |  |  |  |  |
| **5.O.A.1 – WALT** evaluate numerical expressions with parentheses, brackets, and braces, including expressions containing fractions and decimals)  |  |  |  |  |
| **5.O.A.1 – WALT** use parentheses, brackets, or braces to group parts of a numerical expression |  |  |  |  |
| **5.OA.A.2 – WALT** write simple numerical expressions from a description that record calculations with numbers |  |  |  |  |
| **5.OA.A.2 – WALT** interpret numerical expressions to compare their values without evaluating them |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**  |
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Benchmark Assessment 2

| **Benchmark Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Summative Assessments (add rows as needed)

| **Summative Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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