

Financial Fitness for Life: Steps to Financial Fitness Mathematics Curriculum Framework Correlation

Fifth Grade

| ↓ Frameworks / Lessons → | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| NUMBERS AND OPERATIONS | | | | | | | | | | | | | | | |
| Standard 1: Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems | | | | | | | | | | | | | | | |
| Rational Numbers | | | | | | | | | | | | | | | |
| NO.1.5.1 Use models and visual representations to develop the concepts of the following: fractions (parts of unit wholes, parts of a collection, locations on number lines, locations on ruler, divisions of whole numbers); ratios (part-to-part, part-to-whole); percent (part-to-100) | | | | | | | | | | | √ | | | | |
| NO.1.5.2 Develop understanding of decimal place value using models | | | | | | | | | | | √ | | | | |
| NO.1.5.3 Identify decimal and percent equivalents for benchmark fractions | | | | | | | | | | | √ | | | | |
| NO.1.5.5 Use models of benchmark fractions and their equivalent forms: to analyze the size of fractions; determine that simplification does not change the value of the fraction; to convert between mixed numbers and improper fractions | | | | | | | | | | | √ | | | | |
| Standard 3: Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates | | | | | | | | | | | | | | | |
| Computational Fluency | | | | | | | | | | | | | | | |
| NO.3.5.1 Develop and use a variety of algorithms with computational fluency to perform whole number operations using addition and subtraction (up to 5-digit numbers), multiplication (up to 3-digit x 2-digit), division (up to 2-digit divisor) interpreting remainders, including real world problems | | | | | | | | | | √ | √ | | | | √ |

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|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| NO.3.5.2 Develop and use algorithms: to add and subtract numbers containing decimals (up to thousandths place); to multiply decimals (hundredths x tenths); to divide decimals by whole number divisors; to add and subtract fractions with like denominators | | | | | | √ | √ | | | | √ | | | | |
| NO.3.5.3 Solve, with and without appropriate technology, two-step problems using a variety of methods and tools | | √ | √ | | √ | √ | √ | | | | | | | | |
| ALGEBRA | | | | | | | | | | | | | | | |
| Standard 5: Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols | | | | | | | | | | | | | | | |
| Expressions, Equations and Inequalities | | | | | | | | | | | | | | | |
| A.5.5.1 Model and solve simple equations by informal methods using manipulatives and appropriate technology | | √ | | | √ | | | | | | | | | | |
| A.5.5.2 Write expressions containing one variable (a letter representing an unknown quantity) using rules for addition and subtraction | | √ | | | | | | | | | | | | | |
| A.5.5.3 Select, write and evaluate algebraic expressions with one variable by substitution | | √ | | | | | | | | | | | | | |
| Standard 6: Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships | | | | | | | | | | | | | | | |
| Algebraic Models and Relationships | | | | | | | | | | | | | | | |
| A.6.5.1 Draw conclusions and make predictions, with and without appropriate technology, from models, tables and line graphs | | √ | | | | | | | | | | | | | |
| Standard 7: Analysis of Change: Students shall analyze change in various contexts | | | | | | | | | | | | | | | |
| Analyze Change | | | | | | | | | | | | | | | |

