

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Geometry	<b>Cluster:</b>	Graph points on the coordinate plane to solve real-world and mathematical problems.	<b>Grade level:</b>	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
No direct standard correlation.	5.G.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).	6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

<b>Student Friendly Language:</b>
I can use the x and y axis to locate and identify points on a coordinate plane. I can identify the origin on a coordinate plane.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● number line</li> <li>● perpendicular lines</li> <li>● x-axis</li> <li>● y-axis</li> <li>● coordinates</li> <li>● ordered pair of numbers</li> <li>● origin</li> <li>● intersection</li> </ul>	<p>each point on a coordinate plane has a specific set of ordered pair of numbers.</p> <p>the first number in an ordered pair points start at the origin (0,0 )and moves right or left of it on the x-axis.</p> <p>the second number in ordered pair points moves up or down on the y-axis.</p>	<p>Locate an ordered pair of numbers on a coordinate plane.</p> <p>Locate the numbers of the ordered pair by starting at the origin (0,0).</p> <p>Explain that the intersecting lines that form the coordinate plane are number lines</p>

<b>Key Vocabulary:</b>
number line, perpendicular lines, <u>x-axis</u> , <u>y-axis</u> , <u>coordinates</u> , origin, <u>ordered pair of numbers</u> , intersection
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Locate a specific location on a map using a coordinate plane.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
No direct standard correlation.	5.G.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.	6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

<b>Student Friendly Language:</b>
I can graph points in the first quadrant of a coordinate plane.
I can represent real world math problems by graphing points on a coordinate plane.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• ordered pair</li> <li>• coordinate</li> <li>• coordinate plane</li> <li>• quadrant I</li> </ul>	Places on maps can be located by using an ordered pair.	Plot ordered pairs in quadrant I of a coordinate grid.  Determine distances between two ordered pairs.

<b>Key Vocabulary:</b>
ordered pair coordinate quadrant 1
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Understanding ordered pairs helps in finding locations on maps.  The game of Battleship is played on a coordinate grid.  Designers, engineers, and architects may use coordinate grids to make scale drawings.

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Geometry	<b>Cluster:</b>	Classify two-dimensional figures into categories based on their properties	<b>Grade level:</b>	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.G.2 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. Recognize right triangles as a category, and identify right triangles.</p>	<p>5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>	<p>6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p>

<b>Student Friendly Language:</b>
I can understand and explain that two-dimensional figures can be categorized multiple ways based on their attributes.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Two-dimensional figures have attributes</li> </ul>	<p>two dimensional shapes can be in several categories based on their attributes.</p>	<p>Categorize two-dimensional figures</p> <p>Explain how attributes were used to categorize two-dimensional figures</p>

<b>Key Vocabulary:</b>
<p>attributes categories subcategories</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Building Making a birdhouse Artistic activities</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 10px;"></div> <p>4.G.2 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. Recognize right triangles as a category, and identify right triangles.</p>	<p>5.G.4 Classify two-dimensional figures in a hierarchy based on properties.</p>	<p>No direct standard correlation</p>

<b>Student Friendly Language:</b>
<p>I can classify two-dimensional shapes into groups and sub-groups based on their properties.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Hierarchy</li> <li>• Two-dimensional figures</li> <li>• Properties</li> </ul>	<p>the hierarchy (grouping/order) of two-dimensional figures is based on properties.</p> <p>properties belonging to a group of two-dimensional figures also belong to all sub-groups of that category. For example, all rectangles have four right angles and squares are rectangles so all squares have four right angles.</p>	<p>Recognize the hierarchy (order or grouping) of two-dimensional figures based on their properties.</p> <p>Analyze the properties of two-dimensional figures in order to place them into categories and/or sub-categories.</p> <p>Classify two-dimensional figures into a hierarchy.</p> <p>Explain and defend the reasons for the classifications in the two-dimensional hierarchy.</p>

<b>Key Vocabulary:</b>
<p>Classify      sort      two-dimensional figures      properties</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Construction of buildings</p> <p>We need to know how to classify a variety of things in everyday life.</p>