1st Quarter

PRIMARY MATHEMATICS 5A (US Ed.) LEARNING TARGETS

Unit 1: Whole Numbers (Number Sense, Properties, and Operations)
Standard 1: *Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and numbers systems.*

Week	Objectives	Students' Performance Indicators	SA	TA
1	➢ Compare two multi-digit whole numbers and decimals (to thousandths) based on meanings of the digits in each place, use >, =, and < symbols to record the results of comparisons.	✓ I can say and read the counting numbers from 1 to 1,000,000.		
		✓ I can write the counting numbers from 1 to 1,000,000.		
		✓ I can order the counting numbers from 1 to 1,000,000.		
	➢ Show or explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place. ➢ Round multi-digit whole numbers to any place using place value understanding.	✓ I can use appropriate estimation strategies to find numbers to the nearest 10, the nearest 100, and the nearest 1000.		

Unit 1: Whole Numbers (Number Sense, Properties, and Operations)
Standard 1: *Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and numbers systems.*

	Performance Objectives	Performance Indicators	SA	TA
2	➢ Define and determine the least common multiple of two whole numbers.	✓ I can define least common multiple.		
		✓ I can determine the least common multiple of two whole numbers.		
	➢ Define and determine the greatest common factor of two whole numbers less than or equal to 200.	✓ I can define greatest common factor.		
		✓ I can determine the least common multiple of two whole numbers.		

Unit 1: Whole Numbers (Number Sense, Properties, and Operations)
Standard 3: *Demonstrate fluency in computations and make reasonable estimates.*

	Performance Objectives	Performance Indicators	SA	TA
2	➢ Multiply multi-digit whole numbers using the standard algorithm.	✓ I can multiply a whole number by 10 (tens).		
		✓ I can multiply a whole number by 100 (hundreds).		
		✓ I can multiply a whole number by 1000 (thousands).		

Unit 1: Whole Numbers (Number Sense, Properties, and Operations)
Standard 3: *Demonstrate fluency in computations and make reasonable estimates.*

Week	Performance Objectives	Performance Indicators	SA	TA
3	➢ Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; use whole-number exponents to denote powers of 10.	✓ I can use mental math strategies for addition.		
		✓ I can use mental math strategies for subtraction.		
		✓ I can use mental math strategies for multiplication.		
		✓ I can use mental math strategies for division.		
	➢ Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	✓ I can estimate the answer in the multiplication of a whole number by a two-digit number.		
		✓ I can estimate the answer in the division of a whole number by a two-digit number.		

Unit 1: Whole Numbers (Patterns, Functions, and Algebra)
Standard 12: *Demonstrate competency in representing and analyzing mathematical situations and structures using algebraic symbols.*

	Performance Objectives	Performance Indicators	SA	TA
4	➢ Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	✓ I can apply the order of operations to expressions involving the four operations: addition, subtraction, multiplication, and division, with or without parenthesis.		

Unit 2: Multiplication and Division by a 2-Digit Whole Number (Number Sense, Properties, and Operations)
Standard 2: *Demonstrate understanding of, and facility, accuracy and efficiency with, operations on numbers, their meanings and order, and how they relate to each other.*

	Performance Objectives	Performance Indicators	SA	TA
4	➢ Illustrate and explain whole number quotients of whole numbers with up to 4-digit dividends and 2-digit divisors by using equations, rectangular arrays, and/or area models.	✓ I can multiply a number of up to 4 digits by a 2-digit number.		
		✓ I can divide a number of up to 4 digits by a 2-digit number.		
		✓ I can estimate and adjust the quotient when dividing by a 2-digit number.		

Unit 3: Fractions (Part 1: Fractions and Division)
(Number Sense, Properties, and Operations)
Standard 1. *Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and numbers systems.*

Week	Performance Objectives	Performance Indicators	SA	TA
5	➢ Define, reduce, and compare fractions, like fractions, unlike fractions, equivalent fractions, mixed numbers, and improper fractions.	✓ I can define fractions, like fractions, unlike fractions, equivalent fractions, mixed numbers, and improper fractions.		
		✓ I can compare fractions, mixed numbers, and improper fractions.		
		✓ I can reduce fractions to their simplest form.		
	➢ Recognize and generate equivalent fractions of commonly used fractions, decimals, and percentages.	✓ I can give the equivalent fraction of a given fraction, decimals, and percentages.		

Unit 3: Fractions (Part 1: Fractions and Division)
(Number Sense, Properties, and Operations)
Standard 2: *Demonstrate understanding of, and facility, accuracy and efficiency with, operations on numbers, their meanings and order, and how they relate to each other.*

Week	Performance Objectives	Performance Indicators	SA	TA
6	➢ Interpret a fraction as division of the numerator by the denominator.	✓ I can relate fractions to divisions.		
	➢ Rewrite improper fractions as mixed numbers and vice versa.	✓ I can rewrite improper fractions as mixed numbers and vice versa.		

Unit 3: Fractions (Part 1: Fractions and Division)
(Number Sense, Properties, and Operations)
Standard 3: *Demonstrate fluency in computations and make reasonable estimates.*

	Performance Objectives	Performance Indicators	SA	TA
7	➢ Solve contextual and real-life word problems related to fractions.	✓ I can solve contextual and real-life word problems related to fractions.		

Unit 3: Fractions (Part 3: Addition and Subtraction of Fractions)
(Number Sense, Properties, and Operations)
Standard 3: *Demonstrate fluency in computations and make reasonable estimates.*

Week	Performance Objectives	Performance Indicators	SA	TA
8	➢ Add or subtract two unlike fractions by using the least common denominators (LCD) or least common multiple (LCM) of the denominators.	✓ I can identify the least common denominator or least common multiple of the denominators between two fractions or more fractions.		
		✓ I can add or subtract unlike fractions.		
	➢ Add or subtract like fractions.	✓ I can add or subtract like fractions.		
	➢ Add or subtract mixed numbers.	✓ I can add or subtract mixed numbers.		

	➢ Solve word problems involving addition and subtraction of fractions.	✓ Solve contextual and real-life word problems related to fractions.		

2nd Quarter
PRIMARY MATHEMATICS 5A (US Ed.)

Unit 3: Fractions (Part 4: Product of a Fraction and a Whole Number)
(Number Sense, Properties, and Operations)
Standard 3: *Demonstrate fluency in computations and make reasonable estimates.*

Week	Performance Objectives	Performance Indicators	SA	TA
1	➢ Apply and extend previous understanding of multiplication to multiply a whole number by a fraction.	✓ I can find the product of two fractions or a fraction and a whole number.		
		✓ I can find the quotient of two fractions or a fraction and a whole number.		
	➢ Solve real-world problems involving multiplication of fractions and mixed numbers.	✓ I can solve real-world problems involving multiplication of fractions and mixed numbers.		

Unit 3: Fractions (Part 4: Product of Fractions)
(Number Sense, Properties, and Operations)
Standard 2: *Demonstrate understanding of, and facility, accuracy and efficiency with, operations on numbers, their meanings and order, and how they relate to each other.*

	Performance Objectives	Performance Indicators	SA	TA
2	➢ Apply and extend previous understanding of multiplication to interpret the product (a/b) x q as a part of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a x q ÷ b.	✓ I can find the product of two fractions or a fraction and a whole number.		
		✓ I can find the quotient of two fractions or a fraction and a whole number.		
		✓ I can convert fractional measures. (Integrated with measurement conversion)		
		✓ I can solve contextual and real-life word problems related to fractions.		
	➢ Interpret multiplication as scaling (resizing) by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	✓ I can find the product of two fractions or a fraction and a whole number.		
		✓ I can find the quotient of two fractions or a fraction and a whole number.		
		✓ I can convert fractional measures. (Integrated with measurement conversion)		

	➢ Interpret multiplication as scaling (resizing) by explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.	✓ I can solve real-world problems involving multiplication of fractions and mixed numbers.		

Unit 3: Fractions (Part 5: Product of Fractions)
(Number Sense, Properties, and Operations)
Standard 3: *Demonstrate fluency in computations and make reasonable estimates.*

Week	Performance Objectives	Performance Indicators	SA	TA
3	➢ Apply and extend previous understanding of multiplication to multiply a whole number by a fraction.	✓ I can find the product of two fractions or a fraction and a whole number.		
	➢ Solve real-world problems involving multiplication of fractions and mixed numbers.	✓ I can solve real-world problems involving multiplication of fractions and mixed numbers.		
	➢ Solve real-world problems involving multiplication of fractions and mixed numbers.	✓ I can solve real-world problems involving multiplication of fractions and mixed numbers.		

Unit 3: Fractions (Part 6: Dividing a Fraction by a Whole Number)
(Number Sense, Properties, and Operations)
Standard 3: *Demonstrate fluency in computations and make reasonable estimates.*

	Performance Objectives	Performance Indicators	SA	TA
4	➢ Apply and extend previous understanding of division of whole numbers leading to answers in the form of fractions or mixed numbers.	✓ I can find the quotient of two fractions or a fraction and a whole number.		
	➢ Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers	✓ I can solve contextual and real-life word problems related to fractions.		
		✓ I can find measurement as a fraction of another. (Integrated with measurement conversion)		

Unit 4: Area of Triangles
Standard 5: *Demonstrate competency in applying appropriate principles, techniques, tools, and formulas in determining measurements.*

	Performance Objectives	Performance Indicators	SA	TA
5	➢ Define formula.	✓ I can define formula.		
	➢ Derive the formula for the area of a triangle.	✓ I can count unit squares to find area using manipulative materials and graphing grid.		
		✓ I know the formula for the area of a triangle.		
	➢ Find the area of figures that contain triangles.	✓ I can determine the height of a triangle given different sides for the base.		

Unit 5: Ratio (Part 1: Finding Ratio)
(Number Sense, Properties, and Operations)
Standard 1. *Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and numbers systems.*

Week	Performance Objectives	Performance Indicators	SA	TA
6	➢ Determine the unit rate a/b associated with a ratio a: with b ≠ 0.	✓ I can explain what unit rate is. (For example, if you buy 5 oranges for $4.50, what is the unit rate or unit price? $4.50 ÷ 5 = $0.90		

Unit 5: Ratio (Part 2: Equivalent Ratios)
(Number Sense, Properties, and Operations)
Standard 1. *Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and numbers systems.*

	Performance Objectives	Performance Indicators	SA	TA
6	➢ Define equivalent ratio.	✓ I can define equivalent ratio.		
	➢ Find equivalent ratio and express it in simplest form.	✓ I can find the equivalent ratios of a given sample and express it in simplest form.		

Unit 5: Ratio (Part 3: Comparing Three Quantities)
(Number Sense, Properties, and Operations)
Standard 1. *Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and numbers systems.*

	Performance Objectives	Performance Indicators	SA	TA
7	➢ Use a comparison model to represent a ratio of two or more quantities.	✓ I can compare the ratio of two or more quantities.		

Standard 3: *Demonstrate fluency in computations and make reasonable estimates.*

	Performance Objectives	Performance Indicators	SA	TA
7	➢ Solve word problems/contextual problems involving the ratios of two or more quantities.	✓ I can solve contextual and real-life word problems involving the ratios of two or more quantities.		

Unit 6: Angles (Part 1: Measuring Angles)
(Spatial Sense and Geometry)
Standard 7: ***Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.***

	Performance Objectives	Performance Indicators	SA	TA
8	➢ Define angles.	✓ I can define angles.		
	➢ Classify two-dimensional figures in a hierarchy based on properties.	✓ I can estimate and measure angles in degrees.		

Unit 6: Angles (Part 2: Find Unknown Angles)
(Spatial Sense and Geometry)
Standard 7: ***Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.***

Week	Performance Objectives	Performance Indicators	SA	TA
8	➢ Identify which attributes that belong to a category of two-dimensional figures also belong to all subcategories of that category.	✓ I can determine the angle between various points on the compass.		
		✓ I can find unknown angles using angle properties of intersecting lines.		

3rd Quarter
PRIMARY MATHEMATICS 5B (US Ed.)

Unit 1: Decimals (Parts 1-4)
(Number Sense, Properties, and Operations)
Standard 3: *Demonstrate fluency in computations and make reasonable estimates.*

	Performance Objectives	Performance Indicators	SA	TA
1	➢ Multiply decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations; relate the strategy to a written method and explain the reasoning used.	✓ I can multiply a decimal number by a 2-digit whole number.		
		✓ I can multiply a decimal by tens, hundreds, or thousands.		
	➢ Divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations; relate the strategy to a written method and explain the reasoning used.	✓ I can divide a decimal by a 1-digit whole number and round the quotient to 2 decimal places.		
		✓ I can divide a decimal by tens, hundreds, or thousands.		
		✓ I can round decimals up to thousandths place.		

Unit 1: Decimals (Parts 5)
(Unit Systems and Measurement)
Standard 4: ***Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects.***

	Performance Objectives	Performance Indicators	SA	TA
2	➢ Convert among different-sized standard measurement units within a given measurement system (e.g. convert 5 cm to 0.05 m): a. distance b. mass; and c. volume.	✓ I can convert US Customary Units to a smaller or to a compound unit or to a larger measurement unit where the answer is a whole or decimal number.		
		✓ Convert metric units to a smaller or to a compound unit or to a larger measurement unit where the answer is a whole or decimal number.		

	➢ Use the unit-conversions in solving multi=step, real-world problems.	✓ I can use the unit-conversions in solving multi-step, real-world problems (including *metric measure of temperature).*		

Unit 2: Percentage (Number Sense, Properties, and Operations)
Standard 1. *Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and numbers systems.*

Week	Performance Objectives	Performance Indicators	SA	TA
3	➢ Define and express a percent of a quantity or of a whole as a rate per 100.	✓ I can define, express, and interpret percentage of a whole.		
	➢ Express a fraction with a denominator of 1o or 100 as a percentage.	✓ I can rewrite or express percentages as decimals and fractions, and vice versa.		
	➢ Express a percentage as a fraction in its simplest form.	✓ I can find the value for a percentage part when given the value for the whole		
		✓ Express a percentage as a fraction in its simplest form.		
	➢ Recognize and generate equivalent forms of commonly used fractions of commonly used fractions, decimals, and percentages.	✓ I can recognize and generate equivalent forms of commonly used fractions of commonly used fractions, decimals, and percentages.		

Unit 3: Average (Patterns, Functions, and Algebra)
Standard 12: *Demonstrate competency in representing and analyzing mathematical situations and structures using algebraic symbols.*

	Performance Objectives	Performance Indicators	SA	TA
4	➢ Write simple expressions that record calculations with numbers.	✓ I can find the average when given the total and the number of items.		

Unit 3: Average (Unit Systems and Measurement)
Standard 4: ***Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects.***

	Performance Objectives	Performance Indicators	SA	TA
4	➢ Solve contextual problems of up to 3-steps that involve averages, rate, and the measurement in compound units.	✓ I can use the bar model to illustrate how to solve contextual problems.		

Unit 3: Average (Data, Statistical Analysis, and Probability)
Standard 9: ***Demonstrate competency in selecting and using appropriate statistical methods to collect, organize, analyze, and display data.***

	Performance Objectives	Performance Indicators	SA	TA
5	➢ Understand the concept of average(mean), and find the average of a set of data.	✓ I can solve for mean/average of a given data.		

Unit 4: Rate (Unit Systems and Measurement)
Standard 4: ***Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects.***

Week	Performance Objectives	Performance Indicators	SA	TA
6	➢ Convert among different-sized standard measurement units within a given measurement system (e.g. convert 5 cm to 0.05 m): a. distance b. mass; and c. volume.	✓ I understand the concept of rate.		
		✓ I can find the rate for two linked quantities.		
	➢ Solve the unit-conversions in solving multi=step, real-world problems.	✓ I can use the unit-conversions in solving multi-step, real-world problems (including *metric measure of temperature).*		
	➢ Use the four operations to solve word problems involving money: a. Convert among different-sized money units. b. Combine bills and coins to make change and solve addition and subtraction problems in situational contexts. c. Use money conversions in solving multi-step, real world problems.	✓ I can use the four operations to solve word problems involving money:		
		✓ I can convert among different-sized money units.		
		✓ I can combine bills and coins to make change and solve addition and subtraction problems in situational contexts.		
		✓ Use money conversions in solving multi-step, real world problems.		
	➢ Solve contextual problems of up to 3-steps that involve averages, rate, and the measurement in compound units.	✓ I can solve contextual problems of up to 3-steps that involve averages, rate, and the measurement in compound units.		

Unit 5: Graphs (Data, Statistical Analysis, and Probability)
Standard 6*: Demonstrate in understanding in using coordinate geometry and other representational systems to specify locations, describe spatial relationships, and develop spatial reasoning.*

	Performance Objectives	Performance Indicators	SA	TA
7	➢ Use the *Coordinate System* to describe and represent the relationship between two quantities or variables.	✓ I can describe and represent the relationship between two quantities or variables using the *Coordinate System.*		
	➢ Define a coordinate system using a pair of perpendicular number lines, called axes.	✓ I can use a pair of perpendicular number lines, called axes to define coordinate system.		
	➢ Define a given point in a plane located by using an ordered pair of numbers, called its coordinates.	✓ I can use coordinates to define a given point in a plane.		
8	➢ Explain the numbers in an ordered pair in relation to the distance traveled from the origin.	✓ I can explain the numbers in an ordered pair in relation to the distance traveled from the origin.		
	➢ Define the names of the two axes and the coordinates corresponding to them (e.g. x-axis and x-coordinate, y-axis and y-coordinate).	✓ I can define the names of the two axes and the coordinates corresponding to them (e.g. x-axis and x-coordinate, y-axis and y-coordinate).		

Unit 5: Graphs (Data, Statistical Analysis, and Probability)
Standard 6: ***Demonstrate in understanding in using coordinate geometry and other representational systems to specify locations, describe spatial relationships, and develop spatial reasoning.***

Week	Performance Objectives	Performance Indicators	SA	TA
8	➢ Form ordered pairs consisting of corresponding terms from two numerical patterns and graph ordered pairs on a coordinate plane.	✓ I can form ordered pairs consisting of corresponding terms from two numerical patterns.		
		✓ I can graph ordered pairs on a coordinate plane.		
	➢ 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.	✓ I can solve problems using data presented in line graph and conversion graph.		
		✓ I can read and interpret different types of graphs.		

Standard 8: ***Demonstrate understanding in formulating questions that can be addressed with data, and develop and evaluate inferences and predictions that are based on data.***

	Performance Objectives	Performance Indicators	SA	TA
8	➢ Interpret different types of graphs, tables, and charts.	✓ I can read and interpret different types of graphs.		

4th Quarter
PRIMARY MATHEMATICS 5B (US Ed.)

Unit 6: Triangles (Part 1: Sum of Angles of a Triangle)
(Spatial Sense and Geometry)
Standard 7: ***Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.***

Week	Performance Objectives	Performance Indicators	SA	TA
1	➢ Find an unknown angle of a triangle given the other two angles.	✓ I can find the unknown angle of a triangle given the other two angles.		
	➢ Classify two-dimensional figures in a hierarchy based on properties.	✓ I can classify two-dimensional figures.		
	➢ Identify which attributes that belong to a category of two-dimensional figures also belong to all subcategories of that category.	✓ I can identify the angle properties of a triangle.		

Unit 6: Triangles (Part 2: Isosceles and Equilateral Triangles)
(Spatial Sense and Geometry)

Standard 7: ***Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.***

Week	Performance Objectives	Performance Indicators	SA	TA
2	➢ Describe right, isosceles, and equilateral triangles.	✓ I know the characteristics and properties of triangles.		

Unit 6: Triangles (Part 3: Drawing Triangles)
(Spatial Sense and Geometry)

Standard 7: ***Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.***

Week	Performance Objectives	Performance Indicators	SA	TA
3	➢ Construct a triangle when given the measurement of two angles and the included side, or of two sides and the included angle.	I can draw or construct a triangle when given angle measurement and side length.		

Unit 7: Four-Sided Figures (Part 1: Parallelograms, Rhombuses, and Trapezoids)
(Spatial Sense and Geometry)

Standard 7: ***Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.***

	Performance Objectives	Performance Indicators	SA	TA
4	➢ Classify two-dimensional figures in a hierarchy based on properties.	✓ I can describe and use the properties of parallelograms, rhombuses, and trapezoids.		
	➢ Identify which attributes that belong to category of two-dimensional figures also belong to all subcategories of the category.	✓ Find unknown angles in problems that involve quadrilaterals and triangles.		

Unit 7: Four-Sided Figures (Part 2: Drawing Parallelograms and Rhombuses)
(Spatial Sense and Geometry)

Standard 7: ***Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.***

	Performance Objectives	Performance Indicators	SA	TA
5	➢ Construct a rectangle, parallelogram and/or rhombus when given the measurement of length, width, two adjacent sides and one angle, or one side and one angle.	✓ I can construct a rectangle with a given length and width.		
		✓ I can construct a parallelogram when given the measurement of two adjacent sides and one angle.		
		✓ I can construct a rhombus when given the measurement of one side and one angle.		

Unit 8: Tessellations (Tiling Patterns)
(Spatial Sense and Geometry)

Standard 7: ***Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.***

Week	Performance Objectives	Performance Indicators	SA	TA
6	➢ Identify the shape used in a tessellation, and determine whether a shape can tessellate.	✓ I can identify which shapes can tessellate.		
		✓ different tessellations with a given shape on dot paper or other materials.		
	➢ Make or continue different tessellations with a given shape on dot paper or other materials.	✓ I can make or continue different tessellations with a given shape on dot paper or other materials.		

Unit 9: Volume (Part 1: Cubes and Cuboids)
(Unit Systems and Measurement)

Standard 4: ***Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects.***

	Performance Objectives	Performance Indicators	SA	TA
7	➢ Recognize volume as an attribute of solid figures and understand concepts of volume measurement: *A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.*	✓ I can find one dimension of a cuboid when given its volume and the other two dimensions.		
	➢ Measure volumes by counting unit cubes, using cubic *cm*, cubic *in*, cubic *ft*, and improvised units.	✓ I can solve word problems of up to 2 steps involving the volume of cuboids or cubes and the volume of liquids.		

Unit 9: Volume (Part 1: Find the Volume of a Solid)
(Spatial Sense and Geometry)

Standard 5: *Demonstrate competency in applying appropriate principles, techniques, tools, and formulas in determining measurements.*

	Performance Objectives	Performance Indicators	SA	TA
8	➢ Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	✓ I can find volume of an irregular solid.		
	➢ Solve word problems of up to 2 steps involving the volume of cuboids or cubes and the volume of liquids, and also involving displacement of water by solids.	✓ Solve word problems involving displacement of water by solids.		
	➢	✓		
	➢	✓		