

Unit Plan by Prioritized Standards

Content Area	Math
Grade/Course	5th grade
Unit of Study	Module 6
Duration of Unit	8 days

Insert Unit standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (address “supporting” standards in daily lesson plans)

MGSE5.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).

MGSE5.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.

MGSE5.OA.2 **Write simple expressions** that record calculations with numbers, and interpret numerical expressions without evaluating them.

MGSE5.OA.3 **Generate two numerical patterns using a given rule.** Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form and graph ordered pairs on a coordinate plane.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> ● Understand the first number of an ordered pair indicates how far to travel in the direction of the second axis ● Graph points in the first quadrant ● Write simple expressions ● Use a given rule to generate two numerical patterns 	<ul style="list-style-type: none"> ● Know that a pair of perpendicular lines, called axes, define a coordinate system ● Interpret coordinate values of points in the context of a situation ● An expression describes a situation; requires no evaluation ● A function table tells a story about the relationship between data 	$\frac{2}{3}$
Continued on page 2		

<p>Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)</p>	<p>Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)</p>
<ul style="list-style-type: none"> • On the coordinate plane, a point represents the two facets of information associated with an ordered pair. • Given two rules, students can generate two numerical patterns. Students create line graphs from the pattern. This explains a linear function and why straight lines are generated from the pattern • Expressions are written to describe a certain situation; does not require evaluation. 	<ul style="list-style-type: none"> • How does the coordinate system work? • What relationships can be determined by analyzing two sets of given rules? • How can a line graph help us determine relationships between two numerical patterns? • How can the coordinate system help you better understand other map systems? • How can I write an expression that demonstrates a situation or context? • How can an expression be written given a set value? • What is the difference between an equation and an expression?
<p>Essential Unit Vocabulary</p>	
<p>• Expression • Equation • axis/axes • coordinates • coordinate plane • coordinate system • first quadrant • horizontal • intersection of lines • line • ordered pairs • origin • point • rule • vertical • x-axis • x-coordinate • y-axis • y-coordinate</p>	
<p>Next step, create assessments and engaging learning experiences</p>	