

**Indiana**  
**Curricular Standards**  
**Mathematics - Grade 5**  
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Benchmark Number	Benchmark • Teaching Targets	Gourmet Resource	Tested	Taught
	<b>Domain: Number Sense</b>			
	<i>Students compute with whole numbers*, decimals, and fractions and understand the relationship among decimals, fractions, and percents. They understand the relative magnitudes of numbers. They understand prime* and composite* numbers.</i>			
5.1.1	<ul style="list-style-type: none"> <li>Convert between numbers in words and numbers in figures, for numbers up to millions and decimals to thousandths.</li> </ul> <i>Example: Write the numbers 198.536 in words.</i>	Appetizers 1 A & B; Main Dish Objective 1 (Number Concepts) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.1.2	<ul style="list-style-type: none"> <li>Round whole numbers and decimals to any place value.</li> </ul> <i>Example: Is 7,683,559 closer to 7,600,000 or 7,700,000? Explain your answer.</i>	Appetizers 1 E; 10 F; Main Dish Objectives 1 (Number Concepts) Lesson 5; 10 (Estimation) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.1.3	<ul style="list-style-type: none"> <li>Arrange in numerical order and compare whole numbers or decimals to two decimal places by using the symbols for less than (&lt;), equals (=), and greater than (&gt;).</li> </ul> <i>Example: Write from smallest to largest: 0.5, 0.26, 0.08.</i>	Appetizers 1 A & B; Main Dish Objective 1 (Number Concepts) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.1.4	<ul style="list-style-type: none"> <li>Interpret percents as a part of a hundred. Find decimal and percent equivalents for common fractions and explain why they represent the same value.</li> </ul> <i>Example: Shade a 100-square grid to show 30%. What fraction is this?</i>	Appetizers 6 D; Main Dish Objective 6 (Addition) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		

\*whole numbers: 0, 1, 2, 3, etc.

\*prime number: number that can be evenly divided only by 1 and itself (e.g., 2, 3, 5, 7, 11)

\*composite number: not a prime number (e.g., 4, 6, 8, 9, 10)

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5.1.5	<ul style="list-style-type: none"> <li>Explain different interpretations of fractions: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.</li> </ul> <p><i>Example:</i> You have 5 whole straws and half a straw. Write the number that represents these objects.</p>	Appetizers 1 C & D; 6 E; Main Dish Objectives 1 (Number Concepts) Lessons 3 & 4; 6 (Addition) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.1.6	<ul style="list-style-type: none"> <li>Describe and identify prime and composite numbers.</li> </ul> <p><i>Example:</i> Which of the following numbers are prime: 3, 7, 12, 17, 18? Justify your choices.</p>	Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.1.7	<ul style="list-style-type: none"> <li>Identify on a number line the relative position of simple positive fractions, positive mixed numbers, and positive decimals.</li> </ul> <p><i>Example:</i> Find the positions on a number line of <math>1\frac{1}{4}</math> and 1.4.</p>	Appetizers 2 C; Main Dish Objective 2 (Mathematical Relations) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
<b>Domain: Computation</b>				
<i>Students solve problems involving multiplication and division of whole numbers and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.</i>				
5.2.1	<ul style="list-style-type: none"> <li>Solve problems involving multiplication and division of any whole numbers.</li> </ul> <p><i>Example:</i> <math>2,867 \times 34 = ?</math> Explain your method.</p>	Appetizers 8 B; 9 A; 11 A; Main Dish Objectives 8 (Multiplication) Lesson 2; 9 (Division) Lesson 1; 11 (Problem Solving) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.2.2	<ul style="list-style-type: none"> <li>Add and subtract fractions (including mixed numbers) with different denominators.</li> </ul> <p><i>Example:</i> <math>3\frac{4}{5} - 2\frac{2}{3} = ?</math></p>	Appetizers 6 F; 7 C; Main Dish Objectives 6 (Addition) Lesson 6; 7 (Subtraction) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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5.2.3	<ul style="list-style-type: none"> <li>Use models to show an understanding of multiplication and division of fractions.</li> </ul> <p><i>Example:</i> Draw a rectangle 5 squares long and 3 squares wide. Shade <math>\frac{4}{5}</math> of the rectangle, starting from the left. Shade <math>\frac{2}{3}</math> of the rectangle, starting from the top. Look at the fraction of the squares that you have double-shades and use that to show how to multiply <math>\frac{4}{5}</math> by <math>\frac{2}{3}</math>.</p>	Appetizers 8 E; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.2.4	<ul style="list-style-type: none"> <li>Multiply and divide fractions to solve problems.</li> </ul> <p><i>Example:</i> You have <math>3\frac{1}{2}</math> pizzas left over from a party. How many people can have <math>\frac{1}{4}</math> of a pizza each?</p>	Appetizers 8 E; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.2.5	<ul style="list-style-type: none"> <li>Add and subtract decimals and verify the reasonableness of the results.</li> </ul> <p><i>Example:</i> Compute <math>39.46 - 20.89</math> and check the answer by estimating.</p>	Appetizers 6 C; 7 B; 13 A & B; Main Dish Objectives 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 2; 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.2.6	<ul style="list-style-type: none"> <li>Use estimation to decide whether answers are reasonable in addition, subtraction, multiplication, and division problems.</li> </ul> <p><i>Example:</i> Your friend says that <math>2,867 \times 34 = 20,069</math>. Without solving, explain why you think the answer is wrong.</p>	Appetizers 10 A, B, C, D, F, & G; 13 A & B; Main Dish Objectives 10 (Estimation) Lessons 1, 2, 3, 4, 6, & 7; 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.2.7	<ul style="list-style-type: none"> <li>Use mental arithmetic to add or subtract simple decimals.</li> </ul> <p><i>Example:</i> Add 0.006 and 0.027 without using pencil and paper.</p>	Appetizers 6 C; 7 B; Interactive discussions; Main Dish Objectives 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<b>Domain: Algebra and Functions</b>			
	<i>Students use variables in simple expressions, compute the value of an expression for specific values of the variable, and plot and interpret the results. They use two-dimensional coordinate grids to represent points and graph lines.</i>			
5.3.1	<ul style="list-style-type: none"> <li>Use a variable to represent an unknown number.</li> </ul> <i>Example: When a certain number is multiplied by 3 and then 5 is added, the result is 29. Let <math>x</math> stand for the unknown number and write an equation for the relationship.</i>	Appetizers 12 A; Main Dish Objective 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.3.2	<ul style="list-style-type: none"> <li>Write simple algebraic expressions in one or two variables and evaluate them by substitution.</li> </ul> <i>Example: Find the value of <math>5x + 2</math> when <math>x = 3</math>.</i>			
5.3.3	<ul style="list-style-type: none"> <li>Use the distributive property* in numerical equations and expressions.</li> </ul> <i>Example: Rewrite <math>3(16 - 11)</math> by removing the parentheses.</i>	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.3.4	<ul style="list-style-type: none"> <li>Identify and graph ordered pairs of positive numbers.</li> </ul> <i>Example: Plot the points (3,1), (6,2), and (9,3). What do you notice?</i>	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.3.5	<ul style="list-style-type: none"> <li>Find ordered pairs (positive numbers only) that fit a linear equation, graph the ordered pairs, and draw the line they determine.</li> </ul> <i>Example: For <math>x = 1, 2, 3,</math> and <math>4,</math> find points that fit the equation <math>y = 2x + 1</math>. Plot those points on graph paper and join them with a straight line.</i>	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		

\*distributive property: e.g.,  $3 \times (5 + 2) = 3 \times 5 + 3 \times 2$

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5.3.6	<ul style="list-style-type: none"> <li>Understand that the length of a horizontal line segment on a coordinate plane equals the difference between the <math>x</math>-coordinates and that the length of a vertical line segment on a coordinate plane equals the difference between the <math>y</math>-coordinates.</li> </ul> <p><i>Example:</i> Find the distance between the points (2,5) and (7,5) and the distance between the points (2,1) and (2,5).</p>	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.3.7	<ul style="list-style-type: none"> <li>Use information taken from a graph or equation to answer questions about a problem situation.</li> </ul> <p><i>Example:</i> The speed (<math>v</math> feet per second) of a car <math>t</math> seconds after it starts is given by the formula <math>v = 12t</math>. Find the car's speed after 5 seconds.</p>	Appetizers 2 B; 5 C; Main Dish Objectives 2 (Mathematical Relations) Lesson 2; 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
<b>Domain: Geometry</b>				
<i>Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.</i>				
5.4.1	<ul style="list-style-type: none"> <li>Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, triangles, and circles by using appropriate tools (e.g., ruler, compass, protractor, appropriate technology, media tools).</li> </ul> <p><i>Example:</i> Draw a rectangle with sides 5 in and 3 in.</p>	Appetizers 3 A & D; Main Dish Objective 3 (Geometry) Lessons 1 & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.4.2	<ul style="list-style-type: none"> <li>Identify, describe, draw, and classify triangles as equilateral*, isosceles*, scalene*, right*, acute*, obtuse*, and equilateral*.</li> </ul> <p><i>Example:</i> Draw an isosceles right angle.</p>	Appetizers 3 E; Main Dish Objective 3 (Geometry) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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5.4.3	<ul style="list-style-type: none"> <li>Identify congruent* triangles and justify your decisions by referring to sides and angles.</li> </ul> <p><i>Example:</i> In a collection of triangles, pick out those that are the same shape and size and explain your decisions.</p>	Appetizers 3 D; 11 C; Main Dish Objectives 3 (Geometry) Lesson 4; 11 (Problem Solving) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.4.4	<ul style="list-style-type: none"> <li>Identify, describe, draw, and classify polygons*, such as pentagons and hexagons.</li> </ul> <p><i>Example:</i> In a collection of polygons, pick out those with the same number of sides.</p>	Appetizers 3 A & B; Main Dish Objective 3 (Geometry) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.4.5	<ul style="list-style-type: none"> <li>Identify and draw the radius and diameter of a circle and understand the relationship between the radius and diameter.</li> </ul> <p><i>Example:</i> On a circle, draw a radius and a diameter and describe the differences and similarities between the two.</p>	Appetizers 4 F; 11 B; Main Dish Objectives 4 (Measurement) Lesson 6; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.4.6	<ul style="list-style-type: none"> <li>Identify shapes that have reflectional and rotational symmetry*.</li> </ul> <p><i>Example:</i> What kinds of symmetries have the letter M, N, and O?</p>	Appetizers 3 C & D; Main Dish Objective 3 (Geometry) Lessons 3 & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.4.7	<ul style="list-style-type: none"> <li>Understand that <math>90^\circ</math>, <math>180^\circ</math>, <math>270^\circ</math>, and <math>360^\circ</math> are associated with <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>, and full turns, respectively.</li> </ul> <p><i>Example:</i> Face the front of the room. Turn through four right angles. Which way are you now facing?</p>			

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5.4.8	<ul style="list-style-type: none"> <li>Construct prisms* and pyramids using appropriate materials.</li> </ul> <i>Example: Make a square-based pyramid from construction paper.</i>	Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.4.9	<ul style="list-style-type: none"> <li>Given a picture of a three-dimensional object, build the object with blocks.</li> </ul> <i>Example: Given a picture of a house made of cubes and rectangular prisms, build the house.</i>			

\*equilateral triangle: all sides are congruent

\*isosceles triangle: at least two sides are congruent

\*scalene triangle: no sides are equal

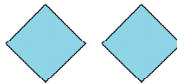
\*right triangle: one angle measures 90 degrees

\*acute triangle: all angles are less than 90 degrees

\*obtuse triangle: one angle is more than 90 degrees

\*equilateral triangle: all angles are of equal measure

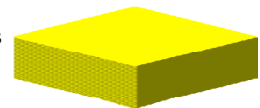
\*congruent: two figures that are the same shape and size



\*polygon: two-dimensional shape with straight sides (e.g., triangle, rectangle, pentagon)

\*reflectional and rotational symmetry: letter M has reflectional symmetry in a line down the middle; letter N has rotational symmetry around its center

\*prism: solid shape with fixed cross-section (right prism is a solid shape with two parallel faces that are polygons and other faces that are rectangles)



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	<b>Domain: Measurement</b>			
	<i>Students understand and compute the areas and volume of simple objects, as well as measuring weight, temperature, time, and money.</i>			
5.5.1	<ul style="list-style-type: none"> <li>Understand and apply the formulas for the area of a triangle, parallelogram, and trapezoid.</li> </ul> <p><i>Example: Find the area of a triangle with base 4 m and height 5 m.</i></p>	Appetizers 3 F; Main Dish Objective 3 (Geometry) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.5.2	<ul style="list-style-type: none"> <li>Solve problems involving perimeters and areas of rectangles, triangles, parallelograms, and trapezoids, using appropriate units.</li> </ul> <p><i>Example: A trapezoidal garden bed has parallel sides of lengths 14 m and 11 m and its width is 6 m. Find its area and the length of fencing needed to enclose it. Be sure to use correct units.</i></p>	Appetizers 4 D; Main Dish Objective 4 (Measurement) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.5.3	<ul style="list-style-type: none"> <li>Use formulas for the areas of rectangles and triangles to find the area of complex shapes by dividing them into basic shapes.</li> </ul> <p><i>Example: A square room of length 17 feet has a tiled fireplace area that is 6 feet long and 4 feet wide. You want to carpet the floor of the room, except the fireplace area. Find the area to be carpeted.</i></p>	Appetizers 4 D & F; Main Dish Objective 4 (Measurement) Lessons 4 & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.5.4	<ul style="list-style-type: none"> <li>Find the surface area and volume of rectangular solids using appropriate units.</li> </ul> <p><i>Example: Find the volume of a shoe box with length 30 cm, width 15 cm, and height 10 cm.</i></p>	Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.5.5	<ul style="list-style-type: none"> <li>Understand and use the smaller and larger units for measuring weight (ounce, gram, and ton) and their relationship to pounds and kilograms.</li> </ul> <p><i>Example: How many ounces are in a pound?</i></p>	Appetizers 4 B; Main Dish Objective 4 (Measurement) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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5.5.6	<ul style="list-style-type: none"> <li>Compare temperatures in Celsius and Fahrenheit, knowing that the freezing point of water is 0°C and 32°F and that the boiling point is 100°C and 212°F.</li> </ul> <p><i>Example:</i> What is the Fahrenheit equivalent of 50°C? Explain your answer.</p>			
5.5.7	<ul style="list-style-type: none"> <li>Add and subtract with money in decimal notation.</li> </ul> <p><i>Example:</i> You buy articles that cost \$3.45, \$6.99, and \$7.95. How much change will you receive from \$20.</p>	<b>Appetizers 6 B; 7 B;</b> <b>Main Dish Objectives 6 (Addition) Lesson 2; 7 (Subtraction) Lesson 2;</b> <b>Applications; Final Tests; Reasonableness Problems; Journal Topics</b>		
<b>Domain: Data Analysis and Probability</b>				
<i>Students collect, display, analyze, compare, and interpret data sets. They use the results of probability experiments to predict future events.</i>				
5.6.1	<ul style="list-style-type: none"> <li>Explain which types of displays are appropriate for various sets of data.</li> </ul> <p><i>Example:</i> Conduct a survey to find the favorite movies of the students in your class. Decide whether to use a bar, line, or picture graph to display the data. Explain your decision.</p>	<b>Appetizers 5 B; 12 B;</b> <b>Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2;</b> <b>Applications; Final Tests; Reasonableness Problems; Journal Topics</b>		
5.6.2	<ul style="list-style-type: none"> <li>Find the mean*, median*, mode*, and range* of a set of data and describe what each does, and does not, tell about the data set.</li> </ul> <p><i>Example:</i> Find the mean, median, and mode of a set of test results and describe how well each represents the data.</p>	<b>Appetizers 5 E; 8 C; 10 E; 13 C; Main Dish Objectives 5 (Probability/Statistics) Lesson 5; 8 (Multiplication) Lesson 3; 10 (Estimation) Lesson 5; 13 (Reasonableness) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics</b>		

\*mean: the average obtained by adding the values and dividing by the number of values

\*median: the value that divides a set of data written in order of size into two equal parts

\*mode: the most common value in a set of data

\*range: the difference between the largest and the smallest values

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5.6.3	<ul style="list-style-type: none"> <li>Understand that probability can take any value between 0 and 1, events that are not going to occur have probability 0, events certain to occur have probability 1, and more likely events have a higher probability than less likely events.</li> </ul> <p><i>Example:</i> What is the probability of rolling a 7 with a number cube?</p>	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.6.4	<ul style="list-style-type: none"> <li>Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4, <math>\frac{3}{4}</math>).</li> </ul> <p><i>Example:</i> What is the probability of rolling an odd number with a number cube?</p>	Appetizers 5 D; Main Dish Objective 5 (Probability/Statistics) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
<b>Domain: Problem Solving</b>				
<i>Students make decisions about how to approach problems and communicate their ideas.</i>				
5.7.1	<ul style="list-style-type: none"> <li>Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</li> </ul> <p><i>Example:</i> Solve the problem: “When you flip a coin 3 times, you can get 3 heads, 3 tails, 2 heads, and 1 tail, or 1 head and 2 tails. Find the probability of each of these combinations.” Notice that the case of 3 heads and the case of 3 tails are similar. Notice that the case of 2 heads and 1 tail and the case of 1 head and 2 tails are similar.</p>	Appetizers 5 C; 11 A; Main Dish Objectives 5 (Probability/Statistics) Lesson 3; 11 (Problem Solving) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.7.2	<ul style="list-style-type: none"> <li>Decide when and how to break a problem into simpler parts.</li> </ul> <p><i>Example:</i> In the first example, decide to look at the case of 3 heads and the case of 2 heads and 1 tail.</p>	Appetizers 5 B; 11 A; 12 A; Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<i>Students use strategies, skills, and concepts in finding and communicating solutions to problems.</i>			
5.7.3	<ul style="list-style-type: none"> <li>Apply strategies and results from simpler problems to solve more complex problems.</li> </ul> <p><i>Example: In the first example, decide to look at the case of 3 heads and the case of 2 heads and 1 tail.</i></p>	Appetizers 11 A; 12 A; Main Dish Objectives 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.7.4	<ul style="list-style-type: none"> <li>Express solutions clearly and logically by using the appropriate mathematical terms and notation.</li> </ul> <p><i>Example: In the first example, make a table or tree diagram to show another student what is happening.</i></p>	Appetizers 5 B & C; 11 A; 12 A; Main Dish Objectives 5 (Probability/Statistics) Lessons 2 & 3; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.7.5	<ul style="list-style-type: none"> <li>Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</li> </ul> <p><i>Example: You are buying a piece of plastic to cover the floor of your bedroom before you paint the room. How accurate should you be: to the nearest inch, foot, or yard? Explain your answer.</i></p>	Appetizers 13 A & B; Main Dish Objective 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.7.6	<ul style="list-style-type: none"> <li>Know and apply appropriate methods for estimating results of rational-number computations.</li> </ul> <p><i>Example: Will <math>7 \times 18</math> be smaller or larger than 100? Explain your answer.</i></p>	Appetizers 10 A, B, C, D, E, F, & G; Main Dish Objective 10 (Estimation) Lessons 1, 2, 3, 4, 5, 6, & 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.7.7	<ul style="list-style-type: none"> <li>Make precise calculations and check the validity of the results in the context of the problem.</li> </ul> <p><i>Example: A recipe calls for <math>\frac{3}{8}</math> of a cup of sugar. You plan to double the recipe for a party and you have only one cup of sugar in the house. Decide whether you have enough sugar and explain how you know.</i></p>	Appetizers 13 A & B; Main Dish Objective 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<i>Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.</i>			
5.7.8	<ul style="list-style-type: none"> <li><i>Decide whether a solution is reasonable in the context of the original situation.</i></li> </ul> <i>Example: In the first example about flipping a coin, check that your probabilities add to 1.</i>	Appetizers 13 A & B; Main Dish Objective 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.7.9	<ul style="list-style-type: none"> <li><i>Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.</i></li> </ul> <i>Example: Find the probability of each of the combinations when you flip a coin 4 times.</i>	Appetizers 5 A & C; 13 A & B; Main Dish Objectives 5 (Probability/Statistics) Lessons 1 & 3; 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		