

**North Carolina
Curricular Standards
Mathematics - Grade 5
Correlations with Gourmet Curriculum Press, Inc.®
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Number Sense, Numeration, and Numerical Operations				
Benchmark Number	Benchmark • Teaching Targets	Gourmet Resource	Tested	Taught
	Goal 1: The learner will understand and compute with rational numbers.			
1.1	<i>Use place value through millions in real-world situations including reading, writing, estimating, and comparing numbers in a variety of forms.</i>	Appetizers 1 A; 10; Main Dish Objectives 1 (Number Concepts) Lesson 1; 10 (Estimation) All lessons		
1.2	<i>Estimate products; multiply any whole number by a 2- or 3-digit factor.</i>	Appetizers 8 A, B, C, & D; 10 F; 11 A; Main Dish Objectives 8 (Multiplication) Lessons 1, 2, 3, & 4; 10 (Estimation) Lesson 6; 11 (Problem Solving) Lesson 1		
1.3	<i>Relate exponential notation to repeated multiplication.</i>	Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6		
1.4	<i>Estimate and solve division problems with 2- and 3-digit divisors; explain solution.</i>	Appetizers 9 A; 10 G; 11 A; Main Dish Objectives 9 (Division) Lesson 1; 10 (Estimation) Lesson 7; 11 (Problem Solving) Lesson 1		
1.5	<i>Use the order of operations to simplify numerical expressions.</i>	Appetizers 2 A; 11 A; 12 A; Main Dish Objectives 2 (Mathematical Relations) Lesson 1; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lesson 1		

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1.6	<i>Find multiples, common multiples, and least common multiple of numbers; explain.</i>	Appetizers 1 C; 6 E, F, and G; 7 C; Main Dish Objectives 1 (Number Concepts) Lesson 3; 6 (Addition) Lessons 5, 6, & 7; 7 (Subtraction) Lesson 3		
1.7	<i>Find the factors, common factors, and greatest common factor of numbers, explain.</i>	Appetizers 1 C; 6 E, F, & G; 7 C; Main Dish Objectives 1 (Number Concepts) Lesson 3; 6 (Addition) Lessons 5, 6, & 7; 7 (Subtraction) Lesson 3		
1.8	<i>Identify prime and composite numbers less than 100.</i>	Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6		
1.9	<i>Identify equivalent decimals and fractions at the symbolic level. Explain the equivalence</i>	Appetizers 1 B,C, & D; 6 D; Main Dish Objectives 1 (Number Concepts) Lessons 2, 3, & 4; 6 (Addition) Lesson 4		
1.10	<i>Compare and order numbers with decimals to the thousandths place; explain solution.</i>	Appetizers 1 B; 6 D; Main Dish Objectives 1 (Number Concepts) Lesson 2; 6 (Addition) Lesson 4		
1.11	<i>Compare and order fractions which are given with the same numerators of the same denominators; explain solution.</i>	Appetizers 1 C & D; Main Dish Objective 1 (Number Concepts) Lessons 3 & 4		
1.12	<i>Add and subtract fractions with like denominators.</i>	Appetizers 6 F; 7 C; Main Dish Objectives 6 (Addition) Lesson 6; 7 (Subtraction) Lesson 3		
1.13	<i>Multiply a fraction by a whole number.</i>			

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1.14	Use models and pictures to add and subtract fractions and mixed numbers with unlike denominators; record solutions.	Appetizers 6 F; 7 C; Main Dish Objectives 6 (Addition) Lesson 7; 7 (Subtraction) Lesson 3		
1.15	Estimate results and compute sums and differences with decimal numbers.	Appetizers 6 B & C; 7 B; Main Dish Objectives 6 (Addition) Lessons 2 & 3; 7 (Subtraction) Lesson 2		
1.16	Use models and pictures to multiply a whole number by a decimal number record and explain.	Appetizers 8 D; 11 A; Main Dish Objectives 8 (Multiplication) Lesson 4; 11 (Problem Solving) Lesson 1		
1.17	Determine if there is sufficient information to solve a problem; identify missing or extraneous data in problem-solving situations.	Appetizers 11 A; Main Dish Objective 11 (Problem Solving) Lesson 1		
1.18	Solve multi-step problems using an organized approach, and selecting additional strategies including <ul style="list-style-type: none"> • restate the problem • classify • lists • write a number sentence Verify and interpret results with respect to the original problem; use calculators as appropriate.	Appetizers 1 through 13; Main Dish Objectives 1 (Number Concepts) through 13 (Reasonableness)		

Spatial Sense, Measurement, and Geometry

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	<i>Goal 2: The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement.</i>			
2.1	<i>Use and make models to demonstrate formulas for the area and perimeter of squares and rectangles, to compare units of area within the same system, and to investigate and compare units of volume.</i>	Appetizers 4 D, E, & F; 11 B; Main Dish Objectives 4 (Measurement) Lessons 4, 5, & 6; 11 (Problem Solving) Lesson 2		
2.2	<i>Calculate the area and perimeter of rectangles and the perimeters of plane figures.</i>	Appetizers 4 D, E, & F; 11 B; Main Dish Objectives 4 (Measurement) Lessons 4, 5, & 6; 11 (Problem Solving) Lesson 2		
2.3	<i>Use concrete and pictorial representations and appropriate vocabulary to compare and classify polygons and polyhedra; create models of polyhedra (cubes, cylinders, cones, prisms, and pyramids).</i>	Appetizers 3 A & B; Main Dish Objective 3 (Geometry) Lessons 1 & 2		
2.4	<i>Use a compass to draw circles; identify and determine the relationships among the radius, diameter, chord, center, and circumference.</i>	Appetizers 4 F; 11 B; Main Dish Objectives 4 (Measurement) Lesson 6; 11 (Problem Solving) Lesson 2		
2.5	<i>Use a protractor to draw and measure acute, right, and obtuse angles; identify and label the vertex, rays, interior and exterior of an angle.</i>			
2.6	<i>Use a variety of quadrilaterals and triangles to draw conclusions about the sum of the measures of the interior angles; use appropriate technology.</i>			
2.7	<i>Model proportions by reducing or enlarging drawings using grids.</i>	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4		
2.8	<i>Investigate similar figures using rulers and protractors.</i>	Appetizers 4 A; Main Dish Objective 4 (Measurement) Lesson 1		

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2.9	Use an organized approach, appropriate strategies, and technology as needed to solve multi-step problems involving geometry, spatial visualization, and measurement (length, weight, time, capacity, temperature, perimeter, area, volume).	Appetizers 4 A, D, & E; 11 B and C; Main Dish Objectives 4 (Measurement) Lessons 1, 4, & 5; 11 (Problem Solving) Lessons 2 and 3		
2.10	Verify and interpret results with respect to the original problem; identify alternate strategies for solving a problem. Use calculators and computers as appropriate.	Appetizers 12 A; Main Dish Objective 12 (Mathematical Representation) Lesson 1		

Patterns, Relationships, and Functions

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	Goal 3: The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation.			
3.1	Investigate patterns that occur when changing numerators or denominators of fractions. Model with concrete materials and extend to calculator investigations.	Appetizers 1 C; 6 E, F, & G; Main Dish Objectives 1 (Number Concepts) Lesson 3; 6 (Addition) Lessons 5, 6, & 7		
3.2	Identify and use the rules for divisibility.			
3.3	Use patterns, relationships, and functions occurring in computation, geometry, graphs, and other applications to make generalizations and predict results.	All Appetizers; All Main Dish Objectives		
3.4	Use models to represent variables, expressions, and relationships.	Appetizers 12 A; Main Dish Objective 12 (Mathematical Representation) Lesson 1		
3.5	Use an organized approach and appropriate strategies including calculators to solve multi-step problems involving patterns, relationships, and functions.	Appetizers 2 A & B; Main Dish Objective 2 (Mathematical Relations) Lessons 1 & 2		

Data, Probability, and Statistics

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Goal 4: The learner will demonstrate an understanding and use of graphing, probability, and data analysis.				
4.1	<i>Interpret and construct line graphs.</i>	Appetizers 5 B; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2		
4.2	<i>Explain the kinds of decisions that need to be made in selecting and constructing appropriate graphs including pictograph, bar, line, plot, circle, and line graph.</i>	Appetizers 5 B; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2		
4.3	<i>Systematically collect, organize, display, and interpret data both orally and in writing using information from a variety of content areas.</i>	Appetizers 5 B; Main Dish Objective 10 (Estimation) Lesson 1		
4.4	<i>Compare increasingly complex displays of data, including multiple sets of data on the same graph, computer applications, and Venn diagrams.</i>	Appetizers 5 B; Main Dish Objective 5 (Probability/Statistics) Lesson 2		
4.5	<i>Determine the mean of a given set of data using a calculator when appropriate.</i>	Appetizers 5 E; Main Dish Objective 5 (Probability/Statistics) Lesson 5		
4.6	<i>Use the range, median, mean and mode to describe a set of data.</i>	Appetizers 5 E; Main Dish Objective 5 (Probability/Statistics) Lesson 5		
4.7	<i>Show all arrangements (permutations) and combinations of up to four items; list and explain all possible outcomes in a given situation.</i>	Appetizers 5 C & D; Main Dish Objectives 5 (Probability/Statistics) Lessons 3 & 4;		
4.8	<i>Compare experimental and theoretical (expected) results for a variety of simple experiments.</i>	Appetizers 5 A and B; Main Dish Objective 5 (Probability/Statistics) Lessons 1 and 2		
4.9	<i>Use an organized approach and appropriate strategies to solve multi-step problems involving graphing, probability, and statistics. Use calculators and computers as appropriate.</i>	Appetizers 5 B; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2		