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| **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). |
| **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. |
| **5.OA.3** | Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. |

Students will explore the four quadrants of the coordinate plane in relationship to graphing and mapping through various applications.  Ultimately, they will develop their own map of a specific location at Green Hope Elementary to aid a fellow classmate in a treasure hunt of their own creation. They will be expected to use appropriate vocabulary, labels, legends, and detailed clues to assist their partner in their treasure hunt.

Final Unit Evaluation

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| *Characteristic*  *of Gifted Students* | ***P*** *Needs Practice* | ***S***  *Satisfactory* | ***O***  *Outstanding* |
| *Uses systematic questioning, problem-solving and decision making skills to solve problems and dig deeper into topics* |  |  |  |
| *Communicates creative ideas fluently through writing and speaking with adequate support and elaboration.* |  |  |  |
| *Evaluates and builds upon unit concepts by asking deep questions and developing new ideas.* |  |  |  |
| *Exhibits task commitment through perseverance, self-motivation, and concentration* |  |  |  |
| *Is mentally and physically involved in the creation of products using a variety of resources in a unique way.* |  |  |  |
| *Develops quality products through a series of detailed steps that are accurate, neat, and pertain to real life.* |  |  |  |

Mapping and the Coordinate Plane