

**Riverdeep Destination Math**  
**Aligned to Alaska Math Grade Level Expectations**  
**March 2007**



| Alaska Math<br>Academic Content Standards  | Destination Math  |
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| <b>FIFTH GRADE</b>   |   |
| <b>Content Standard A: Mathematical facts, concepts, principles, and theories</b>  |   |
| <b>Numeration: Understand and use numeration</b>   |   |
| <b>Understanding Numbers: The student demonstrates conceptual understanding of whole numbers to millions by</b>  |   |
| [5] N-1 reading, writing, ordering, or counting (M1.2.1)   | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Numbers and Number Sense Unit: Large and Small Numbers Session: Whole Numbers to One Million</li> <li>Module: Numbers and Number Sense Unit: Large and Small Numbers Session: Ordering and Rounding Whole Numbers</li> <li>Module: Numbers and Number Sense Unit: Large and Small Numbers Session: Negative Whole Numbers</li> </ul>  |
| [5] N-2 identifying place value positions from tenths to millions (M1.2.2)   | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Numbers and Number Sense Unit: Large and Small Numbers Session: Whole Numbers to One Million</li> <li>Module: Numbers and Number Sense Unit: Large and Small Numbers Session: Ordering and Rounding Whole Numbers</li> <li>Module: Decimals Unit: Introduction Session: Tenths, Hundredths, and Thousandths</li> </ul>  |
| [5] N-3 converting between whole numbers written in expanded notation and standard form (M1.2.4)   | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Numbers and Number Sense Unit: Large and Small Numbers Session: Whole Numbers to One Million</li> <li>Module: Decimals Unit: Introduction Session: Tenths, Hundredths, and Thousandths</li> </ul>   |
| <b>Understanding Numbers: The student demonstrates conceptual understanding of positive fractions with denominators 1 through 12 and 100 with proper and mixed numbers and benchmark percents (10%, 25%, 50%, 75%, 100%) by modeling, identifying, describing with explanations, or illustrating</b> |   |
| [5] N-4 equal parts of a whole, a region, or a set (M1.2.4)  | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Fractions Unit: Proper and Improper Fractions Session: Proper Fractions</li> <li>Module: Fractions Unit: Addition and Subtraction Session: Working with Unlike Denominators</li> <li>Module: Decimals Unit: Introduction Session: Ratios, Decimals, and Percents</li> </ul>   |
| [5] N-5 equivalent fractions or mixed numbers (M1.2.4 & M3.2.5)  | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Fractions Unit: Proper and Improper Fractions Session: Improper Fractions</li> <li>Module: Fractions Unit: Proper and Improper Fractions Session: Equivalent Fractions</li> <li>Module: Fractions Unit: Proper and Improper Fractions Session: Ordering and Rounding Fractions</li> <li>Module: Fractions Unit: Addition and Subtraction Session: Sums involving Like Denominators</li> <li>Module: Fractions Unit: Addition and Subtraction Session: Differences involving Like Denominators</li> <li>Module: Fractions Unit: Addition and Subtraction Session:</li> </ul> |

1 \*Destination Math does not align to all standards. Those standards are not shown on this document. This document is a correlation of Destination Math, to the Alaska Grade Level Expectations 2006.

**Riverdeep Destination Math**  
**Aligned to Alaska Math Grade Level Expectations**  
**March 2007**

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|   | <p>Working with Unlike Denominators</p> <ul style="list-style-type: none"> <li>• Module: Fractions Unit: Multiplication and Division Session: Finding Products</li> <li>• Module: Fractions Unit: Multiplication and Division Session: Quotients and Remainders</li> </ul>   |
| <b>Understanding Meaning of Operations: The student demonstrates conceptual understanding of mathematical operations by</b>   |  |
| [5] N-6 using models, explanations, number lines, or real-life situations describing or illustrating the process of division and its relationship to subtraction or to multiplication (M1.2.3)            | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Introduction to Long Division</li> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Two-Digit Divisors</li> <li>• Module: Fractions Unit: Multiplication and Division Session: Quotients and Remainders</li> <li>• Module: Decimals Unit: Multiplication and Division Session: Dividing Decimals by Whole Numbers</li> </ul>   |
| [5] N-7 using models, explanations, number lines, or real-life situations describing or illustrating the process of adding and subtracting proper fractions or mixed numbers (like denominators) (M1.2.5) | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>• Module: Fractions Unit: Addition and Subtraction Session: Sums involving Like Denominators</li> <li>• Module: Fractions Unit: Addition and Subtraction Session: Differences involving Like Denominators</li> <li>• Module: Decimals Unit: Addition and Subtraction Session: Adding Decimals</li> </ul>  |
| [5] N-8 using models, explanations, number lines, or real-life situations describing or illustrating the process of adding or subtracting decimals that represent money (M1.2.5)                          | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>• Module: Decimals Unit: Addition and Subtraction Session: Adding Decimals</li> <li>• Module: Decimals Unit: Addition and Subtraction Session: Subtracting Decimals</li> </ul>  |
| <b>Number Theory: The student demonstrates conceptual understanding of number theory by</b>   |  |
| [5] N-9 describing or illustrating commutative or identity properties of addition or multiplication using models or explanations (M1.2.7)   | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>• Module: Numbers and Number Sense Unit: Numbers as Factors Session: Finding Factors</li> <li>• Module: Numbers and Number Sense Unit: Numbers as Factors Session: Prime and Composite Numbers</li> <li>• Module: Operations with Numbers Unit: Addition and Subtraction of Whole Numbers Session: Whole Number Sums</li> <li>• Module: Operations with Numbers Unit: The Integers Session: Differences Between Integers</li> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Two-Digit Multipliers</li> <li>• Module: Fractions Unit: Proper and Improper Fractions Session: Equivalent Fractions</li> </ul> |
| [5] N-10 identifying or listing factors and multiples common to a pair or set of numbers (M1.2.6)   | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>• Module: Numbers and Number Sense Unit: Numbers as Factors Session: Finding Factors</li> <li>• Module: Numbers and Number Sense Unit: Numbers as Factors Session: Prime and Composite Numbers</li> <li>• Module: Numbers and Number Sense Unit: Numbers as Factors Session: Identifying Common Factors</li> <li>• Module: Fractions Unit: Proper and Improper Fractions Session: Equivalent Fractions</li> <li>• Module: Fractions Unit: Addition and Subtraction Session:</li> </ul>  |

**Riverdeep Destination Math**  
**Aligned to Alaska Math Grade Level Expectations**  
**March 2007**

|   |  |
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|   | <ul style="list-style-type: none"> <li>Working with Unlike Denominators</li> <li>• Module: Fractions Unit: Proper and Improper Fractions Session: Ordering and Rounding Fractions</li> <li>• Module: Fractions Unit: Multiplication and Division Session: Quotients and Remainders</li> </ul>  |
| <b>Estimation and Computation: Perform basic arithmetic functions, make reasoned estimates, and select and use appropriate methods or tools</b>   |  |
| <b>Estimation: The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by</b>   |  |
| <p>[5] E&amp;C-1 identifying or using a variety of strategies (e.g., rounding to appropriate place value, multiplying by powers of ten, using front-end estimation to estimate the results of addition or subtraction computations from tenths to 100,000, including money, or simple multiplication or division (M3.2.1)</p> | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>• Module: Operations with Numbers Unit: Addition and Subtraction of Whole Numbers Session: Whole Number Sums</li> <li>• Module: Operations with Numbers Unit: Addition and Subtraction of Whole Numbers Session: Differences Between Large Numbers</li> <li>• Module: Operations with Numbers Unit: The Integers Session: Differences Between Integers</li> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Two-Digit Multipliers</li> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Introduction to Long Division</li> <li>• Module: Fractions Unit: Addition and Subtraction Session: Differences involving Like Denominators</li> <li>• Module: Fractions Unit: Addition and Subtraction Session: Working with Unlike Denominators</li> <li>• Module: Fractions Unit: Multiplication and Division Session: Finding Products</li> <li>• Module: Fractions Unit: Multiplication and Division Session: Quotients and Remainders</li> <li>• Module: Decimals Unit: Addition and Subtraction Session: Adding Decimals</li> <li>• Module: Decimals Unit: Addition and Subtraction Session: Subtracting Decimals</li> <li>• Module: Decimals Unit: Multiplication and Division Session: Multiplying Decimals</li> <li>• Module: Decimals Unit: Multiplication and Division Session: Dividing Decimals by Whole Numbers</li> </ul> |
| <b>Computation: The student accurately solves problems (including real-world situations) involving</b>  |  |
| <p>[5] E&amp;C-2 recalling basic multiplication facts, products to 144, and corresponding division facts efficiently (M3.2.2)</p>   | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>• Module: Numbers and Number Sense Unit: Numbers as Factors Session: Finding Factors</li> <li>• Module: Numbers and Number Sense Unit: Numbers as Factors Session: Prime and Composite Numbers</li> <li>• Module: Numbers and Number Sense Unit: Numbers as Factors Session: Identifying Common Factors</li> <li>• Module: Fractions Unit: Addition and Subtraction Session: Working with Unlike Denominators</li> <li>• Module: Fractions Unit: Multiplication and Division Session: Finding Products</li> <li>• Module: Fractions Unit: Multiplication and Division Session: Quotients and Remainders</li> </ul>  |
| <p>[5] E&amp;C-3 adding or subtracting four digit</p>   | <p><b>Course III:</b></p>  |

**Riverdeep Destination Math**  
**Aligned to Alaska Math Grade Level Expectations**  
**March 2007**

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| whole numbers, fractions with like denominators to 12, or decimals involving money (M3.2.3)  | <ul style="list-style-type: none"> <li>Module: Operations with Numbers Unit: Addition and Subtraction of Whole Numbers Session: Whole Number Sums</li> <li>Module: Operations with Numbers Unit: Addition and Subtraction of Whole Numbers Session: Differences Between Large Numbers</li> <li>Module: Fractions Unit: Addition and Subtraction Session: Sums involving Like Denominators</li> <li>Module: Fractions Unit: Addition and Subtraction Session: Differences involving Like Denominators</li> </ul> |
| [5] E&C-4 multiplying two-digit whole numbers by two-digit numbers or dividing three-digit whole numbers by single-digit numbers (M3.2.4)  | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Two-Digit Multipliers</li> <li>Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Introduction to Long Division</li> </ul>  |
| <b>Functions and Relationships: Represent, analyze, and use patterns, relations, and functions</b>   |   |
| <b>Describing Patterns and Functions: The student demonstrates conceptual understanding of functions, patterns, or sequences by</b>  |   |
| [5] F&R-1 extending patterns that use addition, subtraction, multiplication, division or symbols, up to 10 terms, represented by models (function machines), tables, sequences, or in problem situations (M4.2.1)                            | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>Module: Numbers and Number Sense Unit: Numbers as Factors Session: Finding Factors</li> </ul>  |
| [5] F&R-2 using rules to express the generalization of a pattern using words, lists, or tables (M4.2.4)  | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>Module: Numbers and Number Sense Unit: Numbers as Factors Session: Finding Factors</li> </ul>  |
| [5] F&R-4 using manipulatives, including a calculator, as tools when describing, extending, or representing a number sequence (M4.2.1 & M4.2.3)  | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>Module: Numbers and Number Sense Unit: Numbers as Factors Session: Finding Factors</li> </ul>  |
| <b>Modeling and Solving Equations and Inequalities: The student demonstrate algebraic thinking by</b>  |   |
| [5] F&R-5 using an open number sentence (addition, subtraction, multiplication, or division) to solve for an unknown represented by a box or circle (e.g., $256 \div =8$ , $\div 8=56$ , $36 \div 3=$ ) (M4.2.5)                             | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Introduction to Long Division</li> <li>Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Two-Digit Divisors</li> <li>Module: Decimals Unit: Multiplication and Division Session: Dividing Decimals by Whole Numbers</li> </ul>   |
| <b>Geometry: Construct, transform, and analyze geometric figures.</b>  |   |
| <b>Geometric Relationships: The student demonstrates an understanding of geometric relationships by</b>  |   |
| [5] G-1 using the attributes and properties of angles and the number, length, and orientation of sides to identify or compare triangles (scalene, isosceles, or equilateral) or quadrilaterals (parallelograms, trapezoids, rhombi) (M5.2.1) | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>Module: Geometry Unit: Measurement Session: Triangles</li> <li>Module: Geometry Unit: Measurement Session: Parallelograms and Trapezoids</li> </ul>  |
| <b>Similarity, Congruence, Symmetry, and Transformation of Shapes: The student demonstrates conceptual understanding of similarity, congruence, symmetry, or transformations of shapes by</b>  |   |
| [5] G- 3 illustrating or identifying the results of transformation (slides, turns, or flips of polygons) (e.g., pictures of cultural art,  | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>Module: Geometry Unit: Coordinate Geometry and Algebra Session: Symmetry and Transformations</li> </ul>  |

**Riverdeep Destination Math**  
**Aligned to Alaska Math Grade Level Expectations**  
**March 2007**

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| fabric designs, architecture, logos) (M5.2.5)   |  |
| [5] G-4 identifying, creating, or drawing geometric figures that are congruent, similar, or symmetrical (M5.2.3)  | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Geometry Unit: Measurement Session: Parallelograms and Trapezoids</li> <li>Module: Geometry Unit: Coordinate Geometry and Algebra Session: Symmetry and Transformations</li> </ul>   |
| [5] G-5 modeling designs (e.g., tessellations) that contain a series of slides, flips, and/or turns (M5.2.5)  | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Geometry Unit: Coordinate Geometry and Algebra Session: Symmetry and Transformations</li> </ul>  |
| <b>Perimeter, Area, Volume, and Surface Area: The student solves problems (including real world situations) using perimeter or area by</b>  |  |
| [5] G-6 estimating or determining area or perimeter of rectangles using a key, ruler, or given measures (M5.2.4)  | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Geometry Unit: Measurement Session: Rectangles and Squares</li> <li>Module: Geometry Unit: Coordinate Geometry and Algebra Session: The Coordinate Plane</li> </ul>  |
| <b>Position and Direction: The student demonstrates understanding of position and direction by</b>  |  |
| [5] G-8 locating points of given coordinates on a grid or identifying coordinates for a given point (e.g., items on a treasure map) (M5.2.6)  | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Geometry Unit: Coordinate Geometry and Algebra Session: The Coordinate Plane</li> </ul>  |
| <b>Construction: The student demonstrates a conceptual understanding of geometric drawings or constructions by</b>  |  |
| [5] G-9 identifying or drawing perpendicular line segments or midpoints (M5.2.7)  | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Geometry Unit: Measurement Session: Rectangles and Squares</li> </ul>  |
| <b>Statistics and Probability: Formulate questions, gather and interpret data, and make predictions</b>   |  |
| <b>Data Display: The student demonstrates an ability to classify and organize data by</b>   |  |
| [5] S&P-1 designing an investigation and collecting, organizing, or displaying, using appropriate scale, data in real-world problems (e.g., social studies, friends, or school), using bar graphs, tables, charts, diagrams, or line graphs with whole numbers up to 50 (M6.2.1 & M6.2.2) | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Data Analysis and Probability Unit: Modeling and Displaying Events Session: Displaying and Analyzing Data</li> </ul>   |
| <b>Analysis and Central Tendency: The student demonstrates an ability to analyze data (comparing, explaining, interpreting, evaluating; or drawing or justifying conclusions) by</b>  |  |
| [5] S&P-2 using information from a variety of displays (tables, bar graphs, line graphs, or Venn diagrams) (M6.2.2)   | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Numbers and Number Sense Unit: Numbers as Factors Session: Identifying Common Factors</li> <li>Module: Decimals Unit: Introduction Session: Ordering and Rounding</li> <li>Module: Decimals Unit: Introduction Session: Ratios, Decimals, and Percents</li> <li>Module: Data Analysis and Probability Unit: Modeling and Displaying Events Session: Displaying and Analyzing Data</li> </ul> |
| [5] S&P-3 using mode, median, or range with up to 10 pieces of data with a value of 10 or less each (M6.2.3)  | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Data Analysis and Probability Unit: Modeling and Displaying Events Session: Displaying and Analyzing Data</li> </ul>   |
| <b>Probability: The student demonstrates a conceptual understanding of probability and counting techniques by</b>   |  |
| [5] S&P-4 predicting or explaining the probability of all possible outcomes in an   | <b>Course III:</b> <ul style="list-style-type: none"> <li>Module: Data Analysis and Probability Unit: Modeling and</li> </ul>  |

**Riverdeep Destination Math**  
**Aligned to Alaska Math Grade Level Expectations**  
**March 2007**

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| experiment using ratios or fractions to describe the probability (M6.2.4)  | Displaying Events Session: Looking at Chance  |
| <b>Content Standards B, C, D, and E: Process skills and abilities</b>  |   |
| <b>Applying conceptual knowledge and skills as designated in all strands of Content Standard A by problem solving, communicating, reasoning, and making connections</b>  |   |
| <b>Problem Solving: Understand and be able to select and use a variety of problem-solving strategies: The student demonstrates an ability to problem solve by</b>  |   |
| [5] PS-1 selecting and applying an appropriate strategy (e.g., tables, charts, lists, or graphs; guess and check; extended patterns; make a model) to solve a variety of problems and verify the results (M7.2.2)  | <b>Course III:</b> <ul style="list-style-type: none"> <li>• Module: Numbers and Number Sense Unit: Numbers as Factors Session: Identifying Common Factors</li> <li>• Module: Decimals Unit: Introduction Session: Ordering and Rounding</li> <li>• Module: Decimals Unit: Introduction Session: Ratios, Decimals, and Percents</li> <li>• Module: Data Analysis and Probability Unit: Modeling and Displaying Events Session: Displaying and Analyzing Data</li> </ul>  |
| [5] PS-2 explaining and verifying results of an original problem and applying what was learned to new situations (M7.2.3)  | <b>Course III:</b> <ul style="list-style-type: none"> <li>• Module: Operations with Numbers Unit: Addition and Subtraction of Whole Numbers Session: Whole Number Sums</li> <li>• Module: Operations with Numbers Unit: Addition and Subtraction of Whole Numbers Session: Differences Between Large Numbers</li> <li>• Module: Operations with Numbers Unit: The Integers Session: Integer Sums</li> <li>• Module: Operations with Numbers Unit: The Integers Session: Differences Between Integers</li> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Two-Digit Multipliers</li> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Introduction to Long Division</li> <li>• Module: Fractions Unit: Addition and Subtraction Session: Differences involving Like Denominators</li> <li>• Module: Decimals Unit: Addition and Subtraction Session: Adding Decimals</li> <li>• Module: Decimals Unit: Addition and Subtraction Session: Subtracting Decimals</li> <li>• Module: Decimals Unit: Multiplication and Division Session: Multiplying Decimals</li> <li>• Module: Decimals Unit: Multiplication and Division Session: Dividing Decimals by Whole Numbers</li> </ul> |
| <b>Communication: Form and use appropriate methods to define and explain mathematical relationships: The student communicates his or her mathematical thinking by</b>  |   |
| [5] PS-3 representing problems using mathematical language including concrete, pictorial, and/or symbolic representation; or organizing and communicating mathematical problem solving strategies and solutions using mathematical language (M8.2.1, M8.2.2, & M8.2.3) | <b>Course III:</b> <ul style="list-style-type: none"> <li>• Module: Operations with Numbers Unit: Addition and Subtraction of Whole Numbers Session: Whole Number Sums</li> <li>• Module: Operations with Numbers Unit: Addition and Subtraction of Whole Numbers Session: Differences Between Large Numbers</li> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Two-Digit Multipliers</li> <li>• Module: Operations with Numbers Unit: Multiplication and</li> </ul>  |

**Riverdeep Destination Math**  
**Aligned to Alaska Math Grade Level Expectations**  
**March 2007**

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|  | <p>Division of Whole Numbers Session: Introduction to Long Division</p> <ul style="list-style-type: none"> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Two-Digit Divisors</li> <li>• Module: Fractions Unit: Addition and Subtraction Session: Sums involving Like Denominators</li> <li>• Module: Fractions Unit: Addition and Subtraction Session: Differences involving Like Denominators</li> <li>• Module: Fractions Unit: Addition and Subtraction Session: Working with Unlike Denominators</li> <li>• Module: Fractions Unit: Multiplication and Division Session: Finding Products</li> <li>• Module: Fractions Unit: Multiplication and Division Session: Quotients and Remainders</li> <li>• Module: Decimals Unit: Addition and Subtraction Session: Adding Decimals</li> <li>• Module: Decimals Unit: Addition and Subtraction Session: Subtracting Decimals</li> <li>• Module: Decimals Unit: Multiplication and Division Session: Multiplying Decimals</li> <li>• Module: Decimals Unit: Multiplication and Division Session: Dividing Decimals by Whole Numbers</li> </ul>   |
| <p><b>Reasoning: Use logic and reason to solve mathematical problems: The student demonstrates an ability to use logic and reason by</b></p>   |  |
| <p>[5] PS-4 drawing logical conclusions about mathematical situations (given a rule or generalization, determine whether the example fits); or justifying answers and mathematical strategies as reasonable (M9.2.1, M9.2.2, &amp; M9.2.3)</p> | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>• Module: Operations with Numbers Unit: Addition and Subtraction of Whole Numbers Session: Whole Number Sums</li> <li>• Module: Operations with Numbers Unit: Addition and Subtraction of Whole Numbers Session: Differences Between Large Numbers</li> <li>• Module: Operations with Numbers Unit: The Integers Session: Integer Sums</li> <li>• Module: Operations with Numbers Unit: The Integers Session: Differences Between Integers</li> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Two-Digit Multipliers</li> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Introduction to Long Division</li> <li>• Module: Fractions Unit: Addition and Subtraction Session: Differences involving Like Denominators</li> <li>• Module: Decimals Unit: Addition and Subtraction Session: Adding Decimals</li> <li>• Module: Decimals Unit: Addition and Subtraction Session: Subtracting Decimals</li> <li>• Module: Decimals Unit: Multiplication and Division Session: Multiplying Decimals</li> <li>• Module: Decimals Unit: Multiplication and Division Session: Dividing Decimals by Whole Numbers</li> </ul> |
| <p><b>Connections: Apply mathematical concepts and processes to situations within and outside of school. The student understands and applies mathematical skills and processes across the content strands by</b></p>                           |  |
| <p>[5] PS-5 using real-world contexts such as social studies, friends, and school (M10.2.1)</p>  | <p><b>Course III:</b></p> <ul style="list-style-type: none"> <li>• Module: Operations with Numbers Unit: Addition and</li> </ul>   |

**Riverdeep *Destination Math***  
**Aligned to Alaska Math Grade Level Expectations**  
**March 2007**

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| <p>&amp; M10.2.2)</p> | <p>Subtraction of Whole Numbers Session: Whole Number Sums</p> <ul style="list-style-type: none"> <li>• Module: Operations with Numbers Unit: Addition and Subtraction of Whole Numbers Session: Differences Between Large Numbers</li> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Two-Digit Multipliers</li> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Introduction to Long Division</li> <li>• Module: Operations with Numbers Unit: Multiplication and Division of Whole Numbers Session: Two-Digit Divisors</li> <li>• Module: Fractions Unit: Addition and Subtraction Session: Sums involving Like Denominators</li> <li>• Module: Fractions Unit: Addition and Subtraction Session: Differences involving Like Denominators</li> <li>• Module: Decimals Unit: Addition and Subtraction Session: Subtracting Decimals</li> <li>• Module: Decimals Unit: Multiplication and Division Session: Multiplying Decimals</li> <li>• Module: Decimals Unit: Multiplication and Division Session: Dividing Decimals by Whole Numbers</li> <li>• Module: Geometry Unit: Measurement Session: Triangles</li> <li>• Module: Geometry Unit: Measurement Session: Parallelograms and Trapezoids</li> </ul> |
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