GRADE 5 – QUARTER 1

CONTENT DOMAIN	CONTENT STANDARDS *The learners should have knowledge and understanding of …*	LEARNING COMPETENCIES *The learners …*
Measurement and Geometry (MG)	1. 12- and 24-hour time, and world time zones.	1. describe a 12- and 24-hour clock system. 2. convert 12-hour time to 24-hour time, and vice-versa. 3. solve problems involving 12- and 24-hour time. 4. compare the time in different world time zones to the time in the Philippines using a world time zone map. 5. solve problems on comparing the time in different world time zones to the time in the Philippines.
Number and Algebra (NA)	2. the GMDAS rules for operations with numbers. 3. multiplication of fractions.	6. perform three or more different operations by applying the GMDAS rules. 7. multiply fractions using models. 8. multiply a fraction by a fraction. 9. solve multi-step problems involving multiplication of fractions that may or may not also involve addition or subtraction of fractions.
Measurement and Geometry (MG)	4. area of a parallelogram, triangle, and trapezoid.	10. identify the height of a parallelogram, triangle, and trapezoid, in different orientations. 11. find the area of a parallelogram, triangle, and trapezoid, in sq. cm or sq. m, using formulas. 12. estimate the areas of triangles and quadrilaterals (parallelogram, rhombus, trapezoid) using grids.

Performance Standards

By the end of the quarter, the learners are able to …

- use 12- and 24- hour time. (MG)
- compare the time in world time zones with the time in the Philippines. (MG)
- use the GMDAS rules for 3 or more different operations. (NA)
- multiply fractions. (NA)
- determine the area of a parallelogram, triangle, and trapezoid. (MG)

GRADE 5 – QUARTER 2

CONTENT DOMAIN	CONTENT STANDARDS *The learners should have knowledge and understanding of …*	LEARNING COMPETENCIES *The learners …*
Number and Algebra (NA)	1. division of fractions. 2. decimal numbers with decimal parts up to ten thousandths. 3. addition and subtraction of decimal numbers. 4. divisibility rules. 5. prime and composite numbers.	1. divide fractions using models. 2. divide a fraction by a fraction. 3. solve multi-step problems involving division of fractions that may or may not involve the other operations with fractions. 4. determine a. the place value to thousandths of a digit in a given decimal number, b. the value of a digit, and c. the digit of a number, given its place value. 5. read and write decimal numbers with decimal parts to thousandths. 6. convert terminating decimals to fractions, and vice versa. 7. compare and order decimal numbers with decimal parts to thousandths. 8. round decimal numbers to the nearest thousandths. 9. add and subtract decimal numbers with decimal parts of up to 3 decimal places. 10. solve multi-step problems involving addition and/or subtraction of decimals, including problems involving money. 11. use divisibility rules to find common factors of numbers: a. divisibility rules for 2, 5, and 10, b. divisibility rules for 3, 6, and 9, and c. divisibility rules for 4, 8, 11, and 12. 12. distinguish prime numbers from composite numbers using the Sieve of Eratosthenes.

Performance Standards

By the end of the quarter, the learners are able to …

- divide fractions. (NA)
- compare, order, and round decimals to the nearest one thousandth. (NA)
- add and subtract decimal numbers. (NA)
- use divisibility rules. (NA)
- distinguish prime numbers from composite numbers. (NA)

GRADE 5 – QUARTER 3

CONTENT DOMAIN	CONTENT STANDARDS *The learners should have knowledge and understanding of ...*	LEARNING COMPETENCIES *The learners ...*
Data and Probability (DP)	1. double bar graphs and double line graphs. 2. theoretical probability.	1. collects bivariate data from interview, questionnaire, and other appropriate sources. 2. identify the appropriate graph (bar graph or line graph) to represent a given set of data. 3. construct double bar graphs and double line graphs. 4. interpret data presented in a double bar graph or a double line graph. 5. draw conclusions or make inferences based on data presented in a double bar graph or a double line graph. 6. solve problems using data presented in a double bar graph or a double line graph. 7. describe probability as a measure of the chance of an event occurring. 8. calculate the theoretical probability of a simple event by listing all possible outcomes.
Number and Algebra (NA)	3. multiplication and division of decimal numbers.	9. estimate each of two decimal numbers to the nearest whole number to estimate their product. 10. multiply decimal numbers with decimal parts of up to 2 decimal places. 11. solve multi-step problems involving multiplication of decimals that may or may not also involve addition or subtraction of decimals, including problems involving money. 12. estimate the quotient when dividing two decimal numbers by estimating the dividend and divisor to the nearest whole number. 13. divide: a. 1- to 2-digit whole numbers resulting in a terminating decimal quotient (e.g., 4 ÷ 5 = 0.8), and b. a decimal of up to 2 decimal places by a 1- to 2-digit whole number, resulting in a terminating decimal quotient of up to 3 decimal places.

Performance Standards

By the end of the quarter, the learners are able to …

- identify, construct, and interpret double bar graphs and double line graphs. (DP)
- draw conclusions and make inferences from data represented in double bar graphs and double line graphs. (DP)
- calculate theoretical probability. (DP)
- multiply and divide decimal numbers. (NA)

GRADE 5 – QUARTER 4

CONTENT DOMAIN	CONTENT STANDARDS *The learners should have knowledge and understanding of …*	LEARNING COMPETENCIES *The learners …*
Number and Algebra (NA)	1. GMDAS rules when performing three or more operations with fractions and decimals.	1. solve multi-step problems involving division of decimals that may or may not also involve the other operations with decimals, including problems involving money. 2. perform three or more different operations with fractions and decimals by applying the GMDAS rules.
Measurement and Geometry (MG)	2. prisms and pyramids. 3. surface area of solid figures. 4. cubes and rectangular prisms. 5. resulting image after rotation	3. illustrate different solid figures using concrete and pictorial models. 4. relate plane figures to solid figures using concrete and pictorial models. 5. describe and differentiate prisms and pyramids using their vertices, faces, and/or edges. 6. illustrate and describe solid figures and their nets. 7. make models of solid figures. 8. illustrate and find the surface area of solid figures. 9. solve problems involving the surface area of solid figures. 10. describe and distinguish cubes and rectangular prisms. 11. estimate the volume of a cube and of a rectangular prism using non-standard units of measurement. 12. draw the image of an object after applying rotation about a point given an angle of rotation, clockwise or counterclockwise.

Performance Standards

By the end of the quarter, the learners are able to …

- apply the GMDAS rules with operations with fractions and decimals. (NA)
- illustrate and describe solid figures and their nets. (MG)
- determine the surface area of solid figures. (MG)
- distinguish between cubes and rectangular prisms, and estimate their volumes. (MG)
- draw the image of an object after applying rotation about a point (MG)