

# Altamaha Instructional Programs FY'25

## Resources used to Teach Standards

| Grade: 5 <sup>th</sup> |                                                                                                                                      | Year: 2024-2025                                                                                                                 |                                                                                                                                                                                      |                                                                                                                                                                                           | HR Teachers: Krista Carter & Kim Sharpe |  |  |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--|--|
|                        | ELA ( <i>Reading, Spelling, Language, &amp; Writing</i> )<br><a href="https://georgiastandards.org">https://georgiastandards.org</a> | Math<br><a href="https://inspire.gadoe.org/course/27.01600/0">https://inspire.gadoe.org/course/27.01600/0</a>                   | Science<br><a href="https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-5.aspx">https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-5.aspx</a> | Social Studies<br><a href="https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies.aspx">https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies.aspx</a> |                                         |  |  |
| <b>Tier I</b>          | Into Reading<br>Waggle<br>Read Works                                                                                                 | State Curriculum Units<br>Success Maker (Savvas)                                                                                | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>Generation Genuis                                                                                          | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>BrainPOP                                                                                                        |                                         |  |  |
| <b>EIP</b>             | Saxon<br>Phonics<br>Foundations<br>Wilson                                                                                            | iLearn-5 days a week<br>15 minutes = 75 minutes<br>Do the Math<br>Number Talks<br>Math interactive notebooks                    | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>Generation Genuis                                                                                          | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>BrainPOP                                                                                                        |                                         |  |  |
| <b>Tier II</b>         | Foundations<br>Just Words                                                                                                            | iLearn 5 days a week-<br>20 minutes = 100 minutes<br>Address Flags<br>Do the Math<br>Number Talks<br>Math interactive notebooks | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>Generation Genuis                                                                                          | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>BrainPOP                                                                                                        |                                         |  |  |
| <b>Tier III</b>        | Foundations<br>Wilson                                                                                                                | iLearn-5 days a week-<br>20 minutes = 100 minutes<br>Address Flags<br>Do the Math<br>Number Talks<br>Math interactive notebooks | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>Generation Genuis                                                                                          | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>BrainPOP                                                                                                        |                                         |  |  |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                     |                                                                                                                      |                                                                                    |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>SWD</b>               | Wilson & Reading Eggs                                                                                                                                                                                                                                                                                                                                                                                                                                                       | iLearn<br>Do the Math<br>Number Talks<br>Math interactive notebooks | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>Generation Genuis                          | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>BrainPOP |
| <b>ESOL</b>              | Amira<br>Little Sponges<br>Scholastic<br>W. O. R. D.                                                                                                                                                                                                                                                                                                                                                                                                                        | Savvas                                                              | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>Generation Genuis                          | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>BrainPOP |
| <b>Gifted / Advanced</b> | <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Gifted%20Education/Gifted%20Education%20Print%20Ready%20Program%20Standards%20for%20Gifted%20Learners.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Gifted%20Education/Gifted%20Education%20Print%20Ready%20Program%20Standards%20for%20Gifted%20Learners.pdf</a><br>Novel Studies<br>Reading and Writing | M3 Math Units                                                       | EIE Units for Science<br>Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>Generation Genuis | Studies Weekly<br>Trade books<br>Guided notes<br>Interactive notebooks<br>BrainPOP |

5<sup>TH</sup> Grade Reading/Language/Writing Curriculum Overview Standards-Year at a Glance  
2024-2025

Resources Used: Into Reading-Houghton Mifflin/Harcourt, TPT Resources, Read Works, Waggle  
<https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-5-Standards.pdf>

| Standard           | Description                                                                                                                                                                                                       | Grading Period Taught                                                 |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>ELAGSE5RL1</b>  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                             | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| <b>ELAGSE5RL2</b>  | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup>                   |
| <b>ELAGSE5RL3</b>  | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).                                                    | 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup>                   |
| <b>ELAGSE5RL4</b>  | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.                                                                               | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| <b>ELAGSE5RL5</b>  | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.                                                                        | 1 <sup>st</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup>                   |
| <b>ELAGSE5RL6</b>  | Describe how a narrator's or speaker's point of view influences how events are described.                                                                                                                         | 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup>                   |
| <b>ELAGSE5RL7</b>  | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).                                  | 1 <sup>st</sup> , 4 <sup>th</sup>                                     |
| <b>ELAGSE5RL8</b>  | (Not applicable to literature).                                                                                                                                                                                   |                                                                       |
| <b>ELAGSE5RL9</b>  | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.                                                                          | 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup>                   |
| <b>ELAGSE5RL10</b> | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.                             | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| <b>ELAGSE5RI1</b>  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                             | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| <b>ELAGSE5RI2</b>  | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                 | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |

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| Standard           | Description                                                                                                                                                                                                                                                                                                                                    | Grading Period Taught                                                 |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>ELAGSE5RI3</b>  | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                                                                                                                                                | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| <b>ELAGSE5RI4</b>  | Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.                                                                                                                                                                                                         | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| <b>ELAGSE5RI5</b>  | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.                                                                                                                                                                     | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| <b>ELAGSE5RI6</b>  | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.                                                                                                                                                                                                       | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| <b>ELAGSE5RI7</b>  | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.                                                                                                                                                                             | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| <b>ELAGSE5RI8</b>  | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).                                                                                                                                                                                        | 2 <sup>nd</sup> , 3 <sup>rd</sup>                                     |
| <b>ELAGSE5RI9</b>  | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.                                                                                                                                                                                                                         | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| <b>ELAGSE5RI10</b> | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.                                                                                                                        | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| <b>ELA5L1</b>      | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.<br>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.<br>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects. | 1 <sup>st</sup> , 2 <sup>nd</sup>                                     |

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| Standard      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Grading Period Taught             |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
|               | c. Use verb tense and aspect to convey various times, sequences, states, and conditions.<br>d. Recognize and correct inappropriate shifts in verb tense and aspect.*<br>e. Use correlative conjunctions (e.g., either/or, neither/nor).                                                                                                                                                                                                                                                                                                                                                                                                                   |                                   |
| <b>ELA5L2</b> | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation to separate items in a series.*<br>b. Use a comma to separate an introductory element from the rest of the sentence.<br>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).<br>d. Use underlining, quotation marks, or italics to indicate titles of works.<br>e. Spell grade-appropriate words correctly, consulting references as needed. | 2 <sup>nd</sup> , 3 <sup>rd</sup> |
| <b>ELA5L3</b> | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*<br>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.                                                                                                                                                                                                                                                                                                                                            | Ongoing all year                  |
| <b>ELA5L4</b> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.<br>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).                                                                                                                                                                                                             | Ongoing all year                  |

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| Standard         | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Grading Period Taught |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|                  | c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.                                                                                                                                                                                                                                                                                                                                   |                       |
| <b>ELA5L5</b>    | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figurative language, including similes and metaphors, in context.<br>b. Recognize and explain the meaning of common idioms, adages, and proverbs.<br>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.                                                                                                                                 | 3 <sup>rd</sup>       |
| <b>ELA5L6</b>    | Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).                                                                                                                                                                                                                                                                     | Ongoing all year      |
| <b>ELAGSE5W1</b> | Write <b>opinion</b> pieces on topics or texts, supporting a point of view with reasons.<br>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.<br>b. Provide logically ordered reasons that are supported by facts and details.<br>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).<br>d. Provide a concluding statement or section related to the opinion presented. | 2 <sup>nd</sup>       |

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| Standard         | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Grading Period Taught                                             |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>ELAGSE5W2</b> | <p>Write <b>informative/explanatory</b> texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> | Ongoing (being taught with science and social studies standards). |
| <b>ELAGSE5W3</b> | <p>Write <b>narratives</b> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>                                                                                                                                   | 1 <sup>st</sup> , 3 <sup>rd</sup>                                 |

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| Standard         | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Grading Period Taught |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|                  | e. Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       |
| <b>ELAGSE5W4</b> | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in Standards 1–3 above.)                                                                                                                                                                                                                                                                                                                                              | Ongoing               |
| <b>ELAGSE5W5</b> | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)                                                                                                                                                                                                                                                                                                                     | Ongoing               |
| <b>ELAGSE5W6</b> | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.                                                                                                                                                                                                                                                                               | Ongoing               |
| <b>ELAGSE5W7</b> | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 <sup>st</sup>       |
| <b>ELAGSE5W8</b> | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.                                                                                                                                                                                                                                                                                                                                                    | Ongoing               |
| <b>ELAGSE5W9</b> | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply grade 5 Reading Standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").<br>b. Apply grade 5 Reading Standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]). | Ongoing               |

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| Standard          | Description                                                                                                                                                                                                           | Grading Period Taught |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>ELAGSE5W10</b> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Ongoing               |

## Applying County Schools Grade 5 Math Curriculum Map 2024-2025

| Unit Name                    | Unit 1<br>Building Conceptual Understanding of Multiplication and Division with Whole Numbers                                                                                                                                                                                                                                                                                                    | Unit 2<br>Place Value and Working with Decimals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Unit 3<br>Building Fraction Understanding                                                                                                                                                                                                                                                                                                                                                                                                     | Unit 4<br>Making Sense of Fraction Multiplication and Division                                                                                                                                                                                                                                                                                                                                                                                                                                                | Unit 5<br>Investigating Volume of Solid Figures                                                                                                                                                                                                                                                                                                                                    | Unit 6<br>Exploring Geometry and the Coordinate Plane                                                                                                                                                                                                                                                                                       | Unit 7<br>Culminating Capstone Unit                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Time Frame                   | 3 - 4 weeks                                                                                                                                                                                                                                                                                                                                                                                      | 8-10 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4-5 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3-4 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2 - 3 weeks                                                                                                                                                                                                                                                                                                                                                                        | 3 - 4 weeks                                                                                                                                                                                                                                                                                                                                 | 1 - 2 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Standards                    | 5.NR.2.1<br>5.NR.2.2<br>5.NR.5.1<br>5.MDR.7.2<br>5.MP.1-8                                                                                                                                                                                                                                                                                                                                        | 5.NR.1.1<br>5.NR.1.2<br>5.NR.4.1<br>5.NR.4.2<br>5.NR.4.3<br>5.NR.4.4<br>5.MDR.7.1<br>5.MDR.7.2<br>5.MDR.7.3<br>5.MDR.7.4<br>5.MP.1-8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 5.NR.3.2<br>5.NR.3.3<br>5.MDR.7.2<br>5.MP.1-8                                                                                                                                                                                                                                                                                                                                                                                                 | 5.NR.3.1<br>5.NR.3.4<br>5.NR.3.5<br>5.NR.3.6<br>5.MP.1-8                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5.NR.5.1<br>5.GSR.8.3<br>5.GSR.8.4<br>5.MP.1-8                                                                                                                                                                                                                                                                                                                                     | 5.PAR.6.1<br>5.PAR.6.2<br>5.GSR.8.1<br>5.GSR.8.2<br>5.MP.1-8                                                                                                                                                                                                                                                                                | ALL STANDARDS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                              | The <a href="#">Framework for Statistical Reasoning</a> and the <a href="#">Mathematical Modeling Framework</a> should be taught throughout the units. The <a href="#">K-12 Mathematical Practices</a> should be evidenced at some point throughout each unit depending on the tasks that are explored. It is important to note that MPs 1, 3 and 6 should support the learning in every lesson. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Content Specific Information | <ul style="list-style-type: none"><li>● Multiply &amp; divide multi-digit whole numbers using place value understanding, properties of operations, and the relationship between multiplication and division.</li><li>● Use strategies to multiply multi-digit whole numbers &amp; partial quotient algorithms to divide whole numbers up to four-digits by two-digits</li></ul>                  | <ul style="list-style-type: none"><li>● Explore and explain patterns when multiplying &amp; dividing by powers of 10</li><li>● Change units to related units within the same measurement system by multiplying or dividing using conversion factors</li><li>● Use line plots to display a data set of measurements</li><li>● Use operations to solve problems based on a line plot</li><li>● Select appropriate units, strategies, and tools for solving problems that involve estimating &amp; measuring volume</li><li>● Ask &amp; answer statistical questions using the statistical reasoning framework</li><li>● Extend understanding of the place value of</li></ul> | <ul style="list-style-type: none"><li>● Compare &amp; order fractions</li><li>● Add &amp; subtract fractions with unlike denominators</li><li>● Use reasoning for generating equivalent fractions.</li><li>● Extend understanding of linear representations &amp; use number lines to solve problems with dot plots showing measurements</li><li>● Ask &amp; answer statistical questions using the statistical reasoning framework</li></ul> | <ul style="list-style-type: none"><li>● Interpret a fraction as a quotient &amp; use understanding of whole number multiplication to multiply a whole number and a fraction</li><li>● Solve problems involving division of whole numbers with answers that are fractions</li><li>● Understand fractions as the division of the numerator by the denominator</li><li>● Solve problems that involve the multiplication of a whole number by a fraction or mixed number using properties of operations</li></ul> | <ul style="list-style-type: none"><li>● Recognize volume as a measurable attribute of solid figures</li><li>● Build on understandings of area and multiplication</li><li>● Make sense of volume by building objects and counting cubes</li><li>● Analyze images of prisms constructed of unit cubes to find their volume</li><li>● Write expressions to represent volume</li></ul> | <ul style="list-style-type: none"><li>● Introduction to the structure of the coordinate grid</li><li>● Build on understanding of shapes by classifying polygons based on their properties</li><li>● Generate two different numerical patterns, &amp; identify relationships between the corresponding terms within those patterns</li></ul> | The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving question. (e.g., Students can present their solution(s), findings, project, or answer to the driving question to a larger audience during the culminating capstone unit.) |

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|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------|-----------------|-----------------------------------------------------|---------------|
|                                                              |                                                                                                                                                                                                            | <p>numbers to include decimals through the thousandths place</p> <ul style="list-style-type: none"><li>• Use their understanding of place value to locate, compare, &amp; order decimals to the thousandths place</li><li>• Use place-value reasoning to round decimals to the tenths and hundredths places.</li><li>• Extend understanding of whole number operations work to add &amp; subtract decimals utilizing familiar representations, strategies based on place value and properties of operations.</li></ul> |                                                       |                                   |                 |                                                     |               |
| <b>Additional Resources for Instruction &amp; Assessment</b> | Savvas Topic 3<br>Savvas Topic 5<br>Savvas Topic 13                                                                                                                                                        | Savvas Topic 2<br>Savvas Topic 3<br>Savvas Topic 4<br>Savvas Topic 6<br><br>Savvas Topic 8<br>Savvas Topic 9<br>Savvas Topic 13                                                                                                                                                                                                                                                                                                                                                                                        | Savvas Topic 14<br>Savvas Topic 15<br>Savvas Topic 16 | Savvas Topic 7<br>Savvas Topic 13 | Savvas Topic 11 | Savvas Topic 1<br>Savvas Topic 6<br>Savvas Topic 12 | All Resources |
| <b>Differentiation For Tiered Learners</b>                   | Appling County School teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                       |                                   |                 |                                                     |               |

| 1st nine weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2nd nine weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3rd nine weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4th nine weeks                 |
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| <p>Earth and Space Science<br/>S5E1. Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.</p> <p>a. Construct an argument supported by scientific evidence to identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms).</p> <p>b. Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.</p> <p>c. Ask questions to obtain information on how technology is used to limit and/or predict the</p> | <p>Life Science<br/>S5L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.</p> <p>a. Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources.</p> <p>b. Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources.</p> <p>S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.</p> | <p>Physical Science<br/>S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.</p> <p>a. Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials.</p> <p>b. Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently.</p> <p>c. Plan and carry out an investigation to determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced).</p> | <p>Review of all standards</p> |

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| <p>impact of constructive and destructive processes.<br/>(Clarification statement: Examples could include seismological studies, flood forecasting<br/>(GIS maps), engineering/construction methods and materials, and infrared/satellite imagery.)</p> | <p>a. Ask questions to compare and contrast instincts and learned behaviors.<br/>b. Ask questions to compare and contrast inherited and acquired physical traits.<br/>(Clarification statement: Punnett squares and genetics are taught in future grades.)<br/>S5L3. Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.<br/>a. Gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.<br/>b. Develop a model to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus).<br/>c. Construct an explanation that differentiates between the structure of plant and animal cells.<br/>S5L4. Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.</p> | <p>S5P2. Obtain, evaluate, and communicate information to investigate electricity.<br/>a. Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity.<br/>b. Design a complete, simple electric circuit, and explain all necessary components.<br/>c. Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity.<br/>S5P3. Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.<br/>a. Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet.<br/>(Clarification statement: Function is limited to understanding temporary and permanent magnetism.)<br/>Science Georgia Standards of Excellence<br/>Georgia Department of Education</p> |  |
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|  | <p>(Clarification statement: Possible microorganisms could include Tardigrades, Lactobacillus, Probiotics, Rotifers, Salmonella, Clostridium botulinum (Botox), E-coli, Algae, etc. Students are not expected to know these specific microorganisms. The list is provided to give teachers examples.)</p> <p>a. Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.</p> <p>b. Construct an argument using scientific evidence to support a claim that some microorganisms are harmful.</p> | <p>March 31, 2016 • Page 3 of 3</p> <p>b. Plan and carry out an investigation to observe the interaction between a magnetic field and a magnetic object.</p> <p>(Clarification statement: The interaction should include placing materials of various types (wood, paper, glass, metal, and rocks) and thickness between the magnet and the magnetic object.)</p> |  |
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## 2024-2025- 5<sup>th</sup> Grade Social Studies- Curriculum Overview

| 1 <sup>st</sup> nine weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2 <sup>nd</sup> nine weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3 <sup>rd</sup> & 4 <sup>th</sup> nine weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Geography</b><br><b>Cattle Trails</b><br><b>Inventors</b><br><b>Immigration</b><br>SS5G1 Locate important places in the United States. a. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.<br>SS5G2 Explain the reasons for the spatial patterns of economic activities. a. Locate primary agricultural and industrial locations between the end of the Civil War and 1900 and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Pittsburgh's rapid growth | <b>September 11</b><br><b>Expanding Role</b><br><b>Inventors</b><br><b>WW1</b><br>SS5H1 Describe how life changed in America at the turn of the century. a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail. b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity). c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; | <b>Roaring Twenties</b><br><b>Great Depression</b><br><b>New Deal &amp; 1930's</b><br><b>WW2</b><br><b>Cold War</b><br>SS5H2 Describe U.S. involvement in World War I and post-World War I America. a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919. b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston |

## 2024-2025- 5<sup>th</sup> Grade Social Studies- Curriculum Overview

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| <p>in the late nineteenth century). b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century). SS5H1 Describe how life changed in America at the turn of the century. a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail. b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander</p> | <p>include the Spanish-American War and the building of the Panama Canal. d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled. SS5H2 Describe U.S. involvement in World War I and post-World War I America. a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919. b. Describe the cultural developments and individual</p> | <p>Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh). SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans. a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens. b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority. c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens. SS5H4 Explain America's involvement in World War II. a. Describe German aggression</p> |
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## 2024-2025- 5<sup>th</sup> Grade Social Studies- Curriculum Overview

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| Graham Bell (communication), and Thomas Edison (electricity). c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal. d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled. | contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh). | in Europe and Japanese aggression in Asia. b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki. d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler. e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include "Rosie the Riveter" and the Tuskegee Airmen. f. Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations. SS5H5 Discuss the origins and consequences of the Cold War. a. Explain the origin and |
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|  |  | meaning of the term “Iron Curtain.” b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization. c. Identify Joseph McCarthy and Nikita Khrushchev. d. Discuss the importance of the Cuban Missile Crisis and the Vietnam W |
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Social studies pacing guide