

**5th Grade Curriculum Map
1st 9 Weeks**

ELA	Science/ Social Studies	Math
<p align="center">Narrative Writing</p> <p>Writing Prompts:</p> <p>1. Runaway Slave Journal Entries</p> <p>2. What would I do with 3 wishes?</p> <p>ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student</p> <p>a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.</p> <p>b. Writes texts of a length appropriate to address the topic or tell the story.</p> <p>c. Uses traditional structures for conveying information.</p> <p>d. Uses appropriate structures to ensure coherence.</p> <p>ELA5W2 The student demonstrates competence in a variety of genres.</p> <p>The student produces a narrative that:</p> <p>a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.</p> <p>b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.</p> <p>c. Creates an organizing structure.</p> <p>d. Includes sensory details and concrete language to develop plot and character.</p> <p>e. Excludes extraneous details and inconsistencies.</p> <p>f. Develops complex characters through actions describing the motivation of characters and character conversation.</p> <p>g. Uses a range of appropriate narrative strategies such</p>	<p align="center">Rockin' & Rollin' (IB) (6 weeks) See attached IB materials FOSS KIT</p> <p align="center">Pre and Post Common Assessment</p> <p>SSE1 Students will identify surface features of the Earth caused by constructive and destructive processes.</p> <p>a. Identify surface features caused by constructive processes.</p> <ul style="list-style-type: none"> • Deposition (deltas, sand dunes, etc.) • Earthquakes • Volcanoes • Faults <p>b. Identify and find examples of surface features caused by destructive processes.</p> <ul style="list-style-type: none"> • Erosion (water—rivers and oceans, wind)- Streaming Table • Weathering • Impact of organisms • Earthquake • Volcano <ul style="list-style-type: none"> • Erosion lab • Tectonic Plate- Popsicle Lab • “What forces act on the crust?” (see attached) <p>c. Relate the role of technology and human intervention in the control of constructive and destructive processes.</p> <p>Examples include, but are not limited t</p> <ul style="list-style-type: none"> • Flood control (dams, levees, storm drain management, etc.) • Beach reclamation (Georgia coastal islands) <p>SS5G1 The student will locate important places in the United States.</p> <p>a. Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt Lake, and the Mojave Desert.</p> <p>ELA5R1 The student demonstrates comprehension and</p>	<p align="center">Unit 1: Groovy Graphing (3 weeks)</p> <p align="center">Pre and Post Common Assessments</p> <p>How is data collected?</p> <p>How do I conduct an experiment or survey?</p> <p>How do I determine who should take my survey and what my survey should be about? What is a sample?</p> <p>How do I determine the most appropriate graph to use?</p> <p>Are there patterns in a set of data?</p> <p>How do graphs help to explain real-world situations?</p> <p>See attached Terms/ Websites (Multiple websites in Framework unit)</p> <p>M5D1. Students will analyze graphs.</p> <p>a. Analyze data presented in a graph.</p> <ul style="list-style-type: none"> • State Frameworks- What’s the Story? • State Frameworks- Building Houses <p>http://www.geogebra.org</p> <p>b. Compare and contrast multiple graphic representations (circle graphs, line graphs, bar graphs, etc.) for a single set of data and discuss the advantages/disadvantages of each.</p> <ul style="list-style-type: none"> • State Frameworks-Weathering the Data • State Frameworks- Lose Marbles • State Frameworks- Candy Bars