



## School District of Pickens County- Fifth Grade Curriculum Map, 2018-2019

This Curriculum Map tells teachers when standards/indicators should be assessed. This is not a teaching timeline or pacing guide. Many of the standards/indicators should be taught and revisited throughout the school year.

The South Carolina College and Career Standards and indicators listed **may always be assessed early**, but must be **reported by the end of the grading period specified**. For example, if a particular standard/indicator is listed within the 3rd nine weeks, a teacher may go ahead and assess this standard in the first or second nine weeks. However, it should be reported on the report card in the 3rd nine weeks. Standards that are reported over multiple quarters should be reported in such a fashion to notify parents of the student's progress on that specific standard.

Reading and math standards **shifts** that impact instruction:

### Reading

- Regular practice with complex texts and their academic language
- **Reading, writing**, and speaking grounded in evidence from texts, both literary and informational
  - A goal of **literary text 40%** and **informational text 60%**
- Building knowledge through content-rich nonfiction
- Routine engagement with inquiry to become curious, self-regulated, reflective learners.

**Fundamentals of Reading, Writing and Communication** in the standards outline processes students must use and integrate to become successful and proficient readers, writers, and communicators, regardless of their grade level or course placement. Teachers at all grade levels and in all disciplines should refer to the Fundamentals when determining what students use or neglect as they read, write, and communicate. Engagement increases as students take ownership of their learning through personal understanding and implementation of the reading, writing, and communication processes (SC-CCRS).

### Math

- Greater focus on fewer topics
- Development of **conceptual** understanding, **procedural** skills and **fluency**, and **application** with **equal** intensity

### 8 Mathematical Process Standards

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

## School District of Pickens County- Fifth Grade Curriculum Map, 2018-2019

Content Area	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Social Studies</b>	<b>Reconstruction and Westward Movement</b>	<b>Industrial Revolution</b>	<b>Great Depression to World War II</b>	<b>Cold War to Present</b>
<b>Standards</b>	5-1.1, 5-1.2, 5-1.3, 5-1.4, 5-2.1, 5-2.2, 5-2.3, 5-2.4	5-3.1, 5-3.2, 5-3.3, 5-3.4, 5-3.5, 5-3.6	5-4.1, 5-4.2, 5-4.3, 5-4.4, 5-4.5, 5-4.6, 5-4.7	5-5.1, 5-5.2, 5-5.3, 5-5.4, 5-6.1, 5-6.2, 5-6.3, 5-6.4, 5-6.5, 5-6.6
<b>ELA Standards</b>	<b>Reading: Literary Text, Informational Text and Communication</b>			
	<b>RL:</b> 4, 5.1, 13.1, 13.2, 13.3 <b>RI:</b> 4, 11.2, 12.1, 12.2, 12.3	<b>RL:</b> 4, 5.1, 6.1, 7.1, 7.2, 13.1, 13.2, 13.3 <b>RI:</b> 4, 5.1, 6.1, 7.1, 11.1, 11.2, 12.1, 12.2, 12.3,	<b>RL:</b> 4, 5.1, 6.1, 7.1, 7.2, 8.1, 9.1, 9.2, 11.1, 12.1, 12.2, 13.1, 13.2, 13.3 <b>RI:</b> 4, 5.1, 6.1, 7.1, 8.1, 8.2, 10.1, 11.1, 11.2, 12.1, 12.2, 12.3	<b>RL:</b> 4, 5.1, 6.1, 7.1, 7.2, 8.1, 9.1, 9.2, 11.1, 12.1, 12.2, 13.1, 13.2, 13.3 <b>RI:</b> 4, 5.1, 6.1, 7.1, 8.1, 8.2, 10.1, 11.1, 11.2, 12.1, 12.2, 12.3
	<b>Word Study: RL:</b> 3, 10.1, 10.2, 10.6 <b>RI:</b> 3, 9.1, 9.2			
	<b>Communication:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2			
	<b>Writing Process</b>	<b>Narrative</b>	<b>Informative/Explanatory</b>	<b>Argument, Review Traits</b>
	W: 3.1a-h, 5.1, 6.1a-d	W: 3.1, 4.1a-e, 5.1, 5.2a-b, 6.1a-d	W: 2.1a-m, 4.1a-e, 5.1, 5.2a-b, 6.1a-d	W: 1.1a-g, 4.1a-e, 5.1, 5.2a-b, 6.1a-d
<b>Inquiry-Based Literacy Standards:</b> 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3				
<b>Science</b>	<b>Relationships in Ecosystems</b>	<b>Landforms and Oceans</b>	<b>Forces and Motion</b>	<b>Matter and Mixtures</b>
<b>Standards</b>	5.L.4A.1, 5.L.4A.2, 5.L.4B.1, 5.L.4B.2, 5.L.4B.3, 5.L.4B.4	5.E.3A.1, 5.E.3A.2, 5.E.3B.1, 5.E.3B.2, 5.E.3B.3, 5.E.3B.4	5.P.5A.1, 5.P.5A.2, 5.P.5A.3, 5.P.5A.4, 5.P.5A.5	5.P.2A.1, 5.P.2B.1, 5.P.2B.2, 5.P.2B.3, 5.P.2B.4, 5.P.2B.5, 5.P.2B.6
<b>Science and Engineering Practices:</b> 5.S.1A.1-8, 5.S.1B.1				
<b>Math</b>	<b>Place Value, Decimals</b>	<b>Operations-Decimals and Fractions, Coordinates</b>	<b>Multiplication and Division Fractions, Measurement with Fractions</b>	<b>Perimeter, Area, Volume, 2D Figures</b>
<b>Standards</b>	5.NSBT.1, 5.NSBT.2, 5.NSBT.3, 5.NSBT.4, 5.NSBT.5, 5.NSBT.6, 5.NSBT.7	5.NSBT.7, 5.ATO.1, 5.ATO.2, 5.ATO.3, 5.NSF.1, 5.NSF.3, 5.G.1, 5.G.2	5.NSF.2, 5.NSF.4, 5.NSF.5, 5.NSF.6, 5.NSF.7, 5.NSF.8, 5.MDA.1, 5.MDA.2	5.MDA.3, 5.MDA.4, 5.G.3, 5.G.4