Subject	1st Nine-Weeks	2nd Nine-Weeks	3rd Nine-Weeks	4th Nine-Weeks
Social Studies	Reconstruction and Westward Movement	Industrial Revolution to the Beginning of Great Depression (Roaring Twenties, WWI) **Recommendations:** • Assembly line – Amount of product produced per hour, per day, etc. as well as the wages earned during the progressive movement • Tie in the coordinate system with the transcontinental railroad • Using the coordinate grid to map out the important battles of WWI, Spanish American War, Panama Canal, Philippines, Guam, etc. • Compare decimals when discussing the cost of the war (including what each soldier was carrying multiplied by how many soldiers there were).	Great Depression to World War II **Recommendations:** • Stock Market crash can be tied to math (Stock Market simulation) • When creating the Eco-columns for the ecosystems unit, use multiplying fractions when measuring the soil, rocks, water, (4 x ¼ cups, etc.) • Populations/Communities: What part of the community is each population of plant/animal (fractions – linking to division). • Relate the relationship between two numerical patterns with the prices of the goods during the great depression, as well as, comparing unemployment rates before and after the war.	Cold War-Present **Recommendations:** • Discuss the design of the twin towers and how the design effected the destruction during 9-11. • Use the 2D figures to design a memorial for those who died during any of the wars covered during this quarter.
ELA Reading	Reading Literature Fiction, Figurative Language	Reading Informational Text (Non-fiction)	Informational text (Non-Fiction)	Reading Literature, Poetry
Writing	Narrative and Persuasive Writing **Recommendations:** Narrative Writing: • Point of view between plantation owners and former slaves. Paper should cite the Reconstruction Amendments. • Westward Bound Journals- students keep a journal as if they are the pioneer moving westward. Persuasive Writing: (optional-persuasive writing not to be assessed until 3rd quarter) • Persuade someone to move out west/not move west. Cite Homestead Act, sod vs. log	Informational/Explanatory/Persuasive Writing: **Recommendations:** • What was the best invention? Students should state their case as to reasons. • "How to" paper using sequence of events (from novel, science texts, etc.) • Biography of inventors (brochure, digital presentation, research paper) • Summarize New Deal programs * For assessment purposes Informative	Argument/Opinion/Persuasive Writing Persuasive Writing: **Recommendations:** • Atomic bomb debate • Hoover vs. Roosevelt's plan for relief, recovery, and reform • Opinion piece on Holocaust or Japanese American Internment • Compare/contrast concentration camps to internment camps • Compare WWI with WWII (number of casualties, African American soldiers, # of women working, etc.)	Drama and Memoir/Persuasive Writing

	homes. • Create a digital presentation convincing someone to move out west. Include works cited page at end of presentation. *Begin teaching Greek and Latin and vocabulary- will not be assessed until 3 and 4th Quarter. *For assessment purposes narrative overlaps information first and second quarter.	overlaps argument 2nd & 3rd quarter.	* For assessment purposes Informative and Argument overlap 3rd quarter	

Science	Mixtures & Solutions
	Recommendations:
	
	• Introduce limiting factors with the destruction of the buffalo population
		Landforms & Oceans	Ecosystems	Motion & Design
				Recommendations:
				• When building the vehicle within the Science unit, measure each piece and convert between metric and customary units.
				• Measure the distance that the vehicle travels and converting that distance between metric and customary units
				• Using a price sheet that shows the price per piece, calculate the price of your car.
				    • Build a car to a budget using the price sheet.
				    • Compete to see who can build the most cost efficient vehicle, which can carry an object, with a minimum number of pieces, which can travel the farthest distance.
				• Use a coordinate grid to make a blueprint of the vehicle. (Connect this to 2-D shapes).
				• Use the line plot to compare the distance the vehicles within the class traveled –

				measuring to each unit fraction.
Math	NSBT.1: Place Value NSBT.3: Compare decimals to thousandths NSBT.4: Round decimals to the thousandths NSBT.5: Multiply multi-digit whole numbers MDA.3, MDA.4: Perimeter, Area, and Volume with whole numbers **Recommendations:** • While measuring the amount/volume of any solid or liquid being used in the experiments, review place value and partial amounts (decimals). • Connect volume in the experiments with math (both solids and liquids). • While working on multiplication with whole numbers and decimals, discuss area and how the area model in multiplication is the same as finding the area. • Connect Perimeter, Area, and Volume to the westward movement while creating sod houses and log cabins. • Perimeter and area of crops and buffalo	G.1: Coordinate System G.2: Plot points in first quadrant NSBT.7: Add, subtract, and multiply decimals NSBT.6: Dividing whole numbers NSBT.7: Dividing decimals NSF.3: Relationship to fractions NSF.1, NSF.2: Real-world problems adding/subtracting fractions with unlike denominators **Recommendations:** • With the coordinate system, you can connect it to Science and S.S. using maps of the ocean floor and maps with westward expansion. • Connect prices (decimals) with the inventions created during this time period in S.S. • Connect math (real-world problems) with S.S. in immigration (number of immigrants per day, per hour, etc.)	NSF.4: Multiply a fraction or whole number by a fraction NSF.5: Justify the reasonableness of a product when multiplying with fractions NSF.6: Solve real-world problems involving multiplication of a fraction by a fraction NSF.7: Divide unit fractions and whole numbers NSF.8: Solve real-world problems involving division of unit fractions and whole numbers NSBT.2: Use whole number exponents to explain patterns of the number of zeroes ATO.3: Investigate the relationship between two numerical patterns **Recommendations:** • Incorporate the Science and S.S. units within your problematic tasks (showing the real-world aspects)	ATO.1: Evaluate numerical expressions using parentheses, brackets, braces. ATO.2: Translate verbal phrases into numerical expressions and vice versa. MDA.1: Convert measurements within a single system of measurement: customary or metric. G.3: Understand attributes belonging to a category of 2-D figures G.4: Classify 2-D figures in a hierarchy based on their attributes MDA.2: Create a line plot consisting of unit fractions

5ᵗʰ Grade
Points to Remember

Quarter 1:

Science: Mixtures and Solutions

Math:
NSBT.1: Place Value
NSBT.3: Compare decimals to thousandths
NSBT.4: Round decimals to the thousandths
NSBT.5: Multiply multi-digit whole numbers
MDA.3, MDA.4: Perimeter, Area, and Volume with whole numbers

Social Studies: Reconstruction and Westward Movement

ELA: Reading Literature Fiction, Figurative Language, and Narrative and Persuasive Writing(optional-persuasive writing not to be assessed until 3rd quarter)
Narrative Writing:
- Point of view between plantation owners and former slaves. Paper should cite the Reconstruction Amendments.
- Westward Bound Journals-students keep a journal as if they are the pioneer moving westward.

Persuasive Writing:
- Persuade someone to move out west/not move west. Cite Homestead Act, sod vs. log homes.
- Create a digital presentation convincing someone to move out west. Include works cited page at end of presentation.

Recommendations:

- While measuring the amount/volume of any solid or liquid being used in the experiments, review place value and partial amounts (decimals).
- Connect volume in the experiments with math (both solids and liquids).
- While working on multiplication with whole numbers and decimals, discuss area and how the area model in multiplication is the same as finding the area.
- Connect Perimeter, Area, and Volume to the westward movement while creating sod houses and log cabins.
- Perimeter and area of crops and buffalo
- Introduce limiting factors with the destruction of the buffalo population
- Begin teaching Greek and Latin and vocabulary- will not be assessed until 3 and 4th Quarter.
- For assessment purposes narrative overlaps information first and second quarter.

Quarter 2:

Science: Landforms and Oceans

Math:
G.1: Coordinate System
G.2: Plot points in first quadrant
NSBT.7: Add, subtract, and multiply decimals
NSBT.6: Dividing whole numbers
NSBT.7: Dividing decimals
NSF.3: Relationship to fractions
NSF.1, NSF.2: Real-world problems adding/subtracting fractions with unlike denominators

Social Studies: Industrial Revolution to the Beginning of Great Depression (Roaring Twenties, WWI)

ELA: Reading Informational Text (Non-fiction),
Informational/Explanatory/Persuasive Writing.
Informational/Explanatory Writing:
- What was the best invention? Students should state their case as to reasons.
- "How to" paper using sequence of events (from novel, science texts, etc.)
- Biography of inventors (brochure, digital presentation, research paper)
- Summarize New Deal programs

Recommendations:

- With the coordinate system, you can connect it to Science and S.S. using maps of the ocean floor and maps with westward expansion.
- Connect prices (decimals) with the inventions created during this time period in S.S.
- Connect math (real-world problems) with S.S. in immigration (number of immigrants per day, per hour, etc.)
- Assembly line – Amount of product produced per hour, per day, etc. as well as the wages earned during the progressive movement
- Tie in the coordinate system with the transcontinental railroad
- Using the coordinate grid to map out the important battles of WWI, Spanish American War, Panama Canal, Philippines, Guam, etc.
- Compare decimals when discussing the cost of the war (including what each soldier was carrying multiplied by how many soldiers there were).
- For assessment purposes Informative overlaps argument second and third quarter.

Quarter 3:

Science: Ecosystems

Math:
NSF.4: Multiply a fraction or whole number by a fraction
NSF.5: Justify the reasonableness of a product when multiplying with fractions
NSF.6: Solve real-world problems involving multiplication of a fraction by a fraction
NSF.7: Divide unit fractions and whole numbers
NSF.8: Solve real-world problems involving division of unit fractions and whole numbers
NSBT.2: Use whole number exponents to explain patterns of the number of zeroes
ATO.3: Investigate the relationship between two numerical patterns

Socials Studies: Great Depression to World War II

ELA: Informational text (Non-Fiction), Argument/Opinion/Persuasive Writing
Persuasive Writing:
 • Atomic bomb debate
 • Hoover vs. Roosevelt's plan for relief, recovery, and reform
 • Opinion piece on Holocaust or Japanese American Internment
 • Compare/contrast concentration camps to internment camps

Recommendations:
 • Stock Market crash can be tied to math (Stock Market simulation)
 • When creating the Eco-columns for the ecosystems unit, use multiplying fractions when measuring the soil, rocks, water, (4 x ¼ cups, etc.)
 • Populations/Communities: What part of the community is each population of plant/animal (fractions – linking to division).
 • Relate the relationship between two numerical patterns with the prices of the goods during the great depression, as well as, comparing unemployment rates before and after the war.
 • Incorporate the Science and S.S. units within your problematic tasks (showing the real-world aspects)
 • Compare WWI with WWII (number of casualties, African American soldiers, # of women working, etc.)
 • For assessment purposes Informative and Argument overlap 3rd quarter.

Quarter 4:

Science: Motion and Design

Math:
ATO.1: Evaluate numerical expressions using parentheses, brackets, braces.
ATO.2: Translate verbal phrases into numerical expressions and vice versa.
MDA.1: Convert measurements within a single system of measurement: customary or metric.
G.3: Understand attributes belonging to a category of 2-D figures
G.4: Classify 2-D figures in a hierarchy based on their attributes
MDA.2: Create a line plot consisting of unit fractions

Social Studies: Cold War to the Present

ELA: Reading Literature, Poetry, Drama and Memoir/Persuasive Writing

Recommendations:
- When building the vehicle within the Science unit, measure each piece and convert between metric and customary units.
- Measure the distance that the vehicle travels and converting that distance between metric and customary units
- Using a price sheet that shows the price per piece, calculate the price of your car.
  - Build a car to a budget using the price sheet.
  - Compete to see who can build the most cost efficient vehicle, which can carry an object, with a minimum number of pieces, which can travel the farthest distance.
- Use a coordinate grid to make a blueprint of the vehicle. (Connect this to 2-D shapes).
- Use the line plot to compare the distance the vehicles within the class traveled – measuring to each unit fraction.
- Discuss the design of the twin towers and how the design effected the destruction during 9-11.
- Use the 2D figures to design a memorial for those who died during any of the wars covered during this quarter.

Rock Hill Schools 5th Grade Curriculum Map

Date	August 18 - October 16	October 19 - December 18	January 5 - March 11	March 15 - June 2	
Concepts	Reconstruction & Westward Movement	Industrial Revolution to Roaring Twenties	Great Depression to World War II	Cold War to Present	
Standards	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	
ELA Reading	Figurative Language, Reading Literature Fiction	Reading Informational Text Information, Non-Print Informational, Non-Fiction		Poetry, Drama, Communication	
Standards	RL9.1, RL5.1, RL6.1, RL7.1, RL8.1, RL9.2, RL10.6, RL12.1, RL12.2, RL13.1, RL13.2, RL13.3, W4.1, W5.1, W5.2, W6.1, C1.5, C4.2	RI5.1, RI6.1, RI7.1, RI8.1, RI8.2, RI9.1,RI9.2, RI10.1, RI11.1, RI11.2, RI12.1, RI12.2, RI12.3, RL7.2, RL10.1, RL10.2, RL11.1, W4.1, W5.1, W5.2, W6.1, C2.1		RL7.1, RL 9.1, RL10.1, RL10.6, RL12.1, RL12.2, RL13.1, RL13.2, RL13.3, RI8.1, RI9.1, W1.1, W4.1, W5.1, W6.1. C1.1, C1.2, C1.3, C1.4, C1.5, C2.2, C3.1, C3.2, C4.1, C4.3, C5.1	
ELA Writing	Narrative	Informational/Explanatory	Argument/Opinion	Alternative Additional Units of Integration	
Standards	W3.1, a, b, c, d, e, f, g, h	W2.1, a, b, c, d, e, f, g, h, I, j, k, l, m	W1.1, a, b, c, d, e, f, g		
	Inquiry-based Literacy Standards (I) - 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3				
Concepts	Mixtures & Solutions	Landforms & Oceans	Ecosystems	Motion & Design	
Standards	5.P.2, 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, 5-4.8, 5-4.1	5.E.3, 5.E.3A.1, 5.E.3A.2, 5.E.3B.1, 5.E.3B.2, 5.E.3B.3, 5.E.3B.4, 5-3.5	5.L.4, 5.L.4A.1, 5.L.4A.2, 5.L.4B.1, 5.L.4B.2, 5.L.4B.3, 5.L.4B.4, 5-2.1	5.P.5, 5.P.5A.1, 5.P.5A.2, 5.P.5A.3, 5.P.5A.4, 5.P.5A.5	
Concepts	Place Value, Comparing Decimals, Rounding Decimals, Multiplying Whole Numbers, Perimeter, Area, and Volume with Whole Numbers	Coordinate Grid System, Add, Subtract, and Multiply Decimals, Dividing Whole Numbers and Decimals, Relationship Between Divison and Fractions, Adding and Subtracting Fractions with Unlike Denominators	Multiplying and Dividing Fractions, Exponents, Numerical Patterns	2-D figures, Line Plot ,Conversion, Evaluating Expressions, Numerical Expressions	
Standards	5.NSBT.1, 5.NSBT.3, 5.NSBT.4, 5.NSBT.5, 5.MDA.3, 5.MDA.4	5.G.1, 5.G.2, 5.NSBT.6, 5.NSBT.7, 5.NSF.3, 5.NSF.1, 5.NSF.2	5.NSF.4, 5.NSF.5, 5.NSF.6, 5.NSF.7, 5.NSF.8, 5.NSBT.2, 5.ATO.3	5.ATO.1, 5.ATO.2, 5.MDA.1, 5.G.3, 5.G.4, 5.MDA.2	
	South Carolina College and Career Ready Mathematical Process Standards 1-7				
	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks	

STATE TESTING

Power Standards	SC-CCR	Q1	Q2	Q3	Q4	SC-CCR	Parent Friendly Standards	Common Core
ELA								
I can read and understand 5th grade fiction.	5-RL.5.1	X	X			Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.	I can accurately quote from a text.	RL.5.1
	5-RL.6.1	X	X			Determine and analyze the development of a theme within a text; summarize using key details.	I can find the theme in a story.	RL.5.2
	5-RL.7.1	X			X	Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.	I can tell how visuals add to a story.	RL.5.7
	5-RL.7.2		X	X		Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.	I can compare and contrast stories from the same genre.	RL.5.9
	5-RL.8.1	X	X			Cite evidence within text to: a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and, b. explain the influence of cultural, historical, social, and political context on characters, setting, and plot development.	I can compare and contrast characters, setting, or events.	RL.5.3
	5-RL.11.1		X			Explain how the author's choice of the point of view of a narrator or character impacts content, meaning, and how events are described.	I can tell how a narrator's or speaker's point of view influences a story.	RL.5.6
	5-RL.12.1	X			X	Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.	I can understand the structures of stories, plays and poems.	RL.5.5
	5-RL.12.2	X	X	X	X	Compare how different crafted text structures contribute to meaning and impact the reader.	I can compare text structures in literature.	
	5-RL.13.1	X	X	X	X	Engage in whole and small group reading with purpose and understanding.	I can read for different purposes.	RL.5.10
	5-RL.13.2	X	X	X	X	Read independently for sustained periods of time to build stamina.	I can read and understand literature such as stories, dramas and poetry.	RL.5.10
	5-RL.13.3	X	X	X	X	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	I can think deeply about texts and respond to them.	RL.5.10

Category	Standard	1	2	3	4	Description	"I can" Statement	Code
I can figure out what words mean and use them in different situations.	5-RL.9.1	X			X	Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.	I can explain the meaning of idioms, adages and proverbs.	L.5.5 b
	5-RL.9.2	x	x			Analyze and cite examples of how the author's choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.	I can explain how explain how the author's choice of words impacts the story.	
	5-RL.10.1			X	X	Use cause and effect relationships and comparisons to determine the meaning of words or phrases.	I can determine the meaning of words and phrases.	L.5.4 a
	5-RL.10.2			X		Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	I can understand new words using Greek and Latin roots.	L.5.4b
	5-RI.9.2			X		Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	I can understand new words using Greek and Latin roots.	L.5.4 b
	5-RL.10.6	x	X	X	X	Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.	I can use transition words such as however, although, nevertheless, similarly, moreover, and in addition correctly.	L.5.6
I can figure out what words mean and use them in different situations.	5-RI 9.1	x	x	x	x	Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase.	I can use strategies to determine the meaning of words.	
	5-RI.5.1		X	X		Quote accurately from a text to analyze meaning in and beyond the text.	I can accurately quote from a text.	RI.5.1
	5-RI.6.1		X	X		Summarize a text with two or more central ideas; cite key supporting details.	I can find the main idea and how it is supported by details.	RI.5.2
	5-RI.7.1		X	X		Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	I can compare and contrast texts w/ different points of view.	RI.5.6

	5-RI 8.1	x	x	x	x	Analyze how the author uses words and phrases to shape and clarify meaning.	I can understand the author's use of words to clarify meaning.	
	5-RI.8.2		X	X		Apply knowledge of text features in multiple sources to gain meaning or solve a problem.	I can use texts to locate an answer or solve the problem.	RI.5.7
I can read and understand 5th grade nonfiction.	5-RI.10.1		x	x		Compare and contrast a primary and secondary account of the same event or topic.	I can compare and contrast different accounts of the same event.	
	5-RI.11.1		X	X		Apply knowledge of text structures across multiple texts to locate information and gain meaning.	I can compare and contrast texts.	RI.5.5
	5-RI.11.2		X	X		Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.	I can explain how the author supports an idea with reasons and evidence.	RI.5.8
	5-RI.12.1		X	X		Engage in whole and small group reading with purpose and understanding.	I can read and understand informational text.	RI.5.10
	5-RI.12.2.		X	X		Read independently for sustained periods of time.	I can read and understand informational text.	RI.5.10
	5-RI.12.3		X	X		Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	I can read and understand informational text.	RI.5.10
	5-W.1.1			X	X	x	Write arguments that: a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose; b. use information from multiple print and multimedia sources; c. provide logically ordered reasons supported by relevant facts and details; d. use transitional words, phrases, and clauses to connect claim and reasons; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and g. provide a concluding statement or section related to the claim presented.	I can write an opinion piece.	W.5.1

	5-W.2.1		X	x		Write informative/explanatory texts that: a. introduce a topic clearly; b. use relevant information from multiple print and multimedia sources; c. provide a general observation and focus; d. group related information logically; e. use credible sources; f. include formatting, illustrations, and multimedia to aid comprehension; g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism; j. link ideas within and across categories of information using words, phrases, and clauses; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. develop a style and tone authentic to the purpose; and m. provide a concluding statement or section related to the information or explanation presented.	I can write clearly to explain a topic or convey an idea.	W.5.2
I can plan, organize and produce different kinds of 5th grade writing.								

	5-W.3.1	X	X			Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words, phrases, and clauses to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events.	I can write for different purposes, audiences, and topics.	W.5.4
I can use what I know about grammar when I write and speak.	5-W.4.1	X	X	X	X	When writing: a. show knowledge of the function of conjunctions, prepositions, and interjections; b. form and use the perfect verb tenses; c. use verb tense to convey various times, sequences, states, and conditions; d. recognize and use appropriate continuity or shifts in verb tense; and e. use correlative conjunctions.	I can use proper English when I write and speak.	L.5.1
	5-W.5.1	x	x	x	x	Apply correct usage of capitalization.	I can capitalize correctly.	
	5-W.5.2		X	x		Use: a. apostrophes and quotation marks; and b. commas for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	I can use correct standard English grammar.	L.5.2

I can participate in shared research with others to gather information for a writing project.	5-W.6.1	X	X	x	X	Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.	I can write in the content areas over a peried of time.	W.5.10
I can participate in conversations within small and large groups.	5-C.1.1				X	Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.	I can come to discussions prepared to share my ideas.	SL.5.1 a
	5-C.1.2				X	Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.	I can pose and respond to questions in a discussion.	SL.5.1 c
	5-C.1.3				X	Apply effective communication techniques and the use of formal or informal voice based on audience and setting.	I can follow rules for discussions and complete my role.	SL.5.1 b
	5-C.1.4			x		Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.	I can engage effectively in discussions.	SL.5.1
	5-C.1.5	X			X	Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.	I can pose and respond to questions in a discussion.	SL.5.1 d
	5-C.2.1			x		Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.	I can review key ideas and draw conclusions after a discussion.	SL.5.4
	5-C.3.2			x		Create presentations that integrate visual displays and other multimedia to enrich the presentation.	I can create visual presentations.	SL.5.5
	5-C.4.1				X	Identify a speaker's claim and determine the effectiveness of how each point is presented to support the claim.	I can summarize the points a speaker makes.	SL.5.3
	5-C 4.2	x				Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	I can identify the speaker's text structure.	

	5-C 4.3				x	Identify how and why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.	I can analyze an oral presentation.	
	5-C 5.1				x	Set a purpose, integrate craft techniques, and maintain a clear focus in presentations.	I can give a clear presentation.	
	5-C.5.2				X	Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.	I can express a message to an audience.	
I can use a variety of media and formats.	5 C.2.2				X	Analyze the credibility of information presented in diverse media and formats.	I can understand the accuracy of information.	
	5-C 3.1				X	Compare and contrast how ideas and topics are depicted in a variety of media and formats.	I can compare and contrast topics in variety of formats.	
Math								
I can use the four operations with whole numbers to solve problems.	5.ATO.1				x	5.ATO.1 - Evaluate numerical expressions involving grouping symbols (i.e. parentheses, brackets, braces)	I can use parentheses, brackets, and braces in expressions.	5.OA.A.1
	5.ATO.2				x	5.ATO.2 Translate verbal phrases into numerical expressions and interpret numerical expressions as verbal phrases.	I can write and intepret numerical expressions.	5.OA.A.2
I can understand and use the four operations to help me understand math.	5.ATO.3			x		5.ATO.3 Investigate the relationship between two numerical patterns. a. Generate two numerical patterns given two rules and organize in tables; b. Translate the two numerical patterns into two sets of ordered pairs;	I can create patterns using two given rules.	5.O.A.B.3
	5.NSBT.1	X				5.NSBT.1 Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents	I can understand and explain the value of digits.	5.NBT.1:
I can understand	5.NSBT.2			x		5.NSBT.2 Using whole number exponents explain: a. patterns in the number of zeroes of the product when multiplying a number by powers of 10; b. patterns in the placement of the decimal point when a decimal	I can explain the patterns in a base ten place value system.	5.NBT.A2

the place value system.	5.NSBT.3	x				5.NSBT.3 Read and write decimals in standard and expanded form. Compare two decimal numbers to the thousandths using >, =, or <.	I can read, write, and compare decimals.	5.NBT.A3
		x					I can read and write decimals in numerials, number names, and expanded form.	5.NBT.A3 a
		x					I can compare two decimals using <,>,=.	5.NBT.A3 b
	5.NSBT.4	x				5.NSBT.4 Round decimals to any given place value within thousandths	I can use place value understanding to round decimals to any place	5.NBT.A.4
I can perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NSBT.5	x				5.NSBT.5 Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.	I can multiply mult-digit whole numbers.	5.NBT.B.5
	5.NSBT.6		x			5.NSBT.6 Divide up to a four- digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.	I can divide four digit dividens by two-digit divisors.	5.NBT.B.6
	5.NSBT.7		x			5.NSBT.7 Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models or drawings.	I can add, subtract, multiply, and divide decimals to the hundreths. I can use concrete models or drawings to explain the method used.	5.NBT.B.7
	5.NSF.1		x			5.NSF.1 Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including the area model and number line.	I can add and subtract fractions with unlike denominators and mixed numbers.	5.NF.A.1
	5.NSF.2		x			5.NSF.2 Solve real-world problems involving addition and subtraction of fractions with unlike denominators.	I can solve word problems that involve fractions.	5.NF.A.2
	5.NSF.3		x			5.NSF.3 Understand the relationship between fractions and division of whole numbers by interpreting a fraction as the numerator divided by the denominator ($a = a \div b$).	I can understand that fractions are really the division of a numerator by the denominator. I can solve word problems where I divide whole numbers to create an answer that is a mixed number.	5.NF.B.3
	5.NSF.4			x		5.NSF.4 Extend the concept of multiplication to multiply a fraction or whole number by a fraction. a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths. b. Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product; c. Interpret multiplication in which both factors are fractions less than one and compute the product.	I can multiply a fraction or whole number by a fraction.	5.NF.B.4
				x			I can create a word problem to represent a given equation when multiplying a fraction times a whole number or a fraction times a fraction.	5.NF.B.4 a

				x		than one and compute the product.	I can find the area of a rectangle with fractional side lengths.	5.NF.B.4 b
I can use equivalent fractions as a strategy to add and subtract fractions.	5.NSF.5			x		5.NSF.5 Justify the reasonableness of a product when multiplying with fractions.	I can compare the size of a product to the size of one factor.	.5.NF.B.5 a
				x		a. Estimate the size of the product based on the size of the two factors; b. Explain why multiplying a given number by a number greater than 1 (e.g., improper fractions, mixed numbers, whole numbers) results in a product larger than the given number; c. Explain why multiplying a given number by a fraction less than	I can explain how multiplying a number by a fraction greater than 1 results in a number greater than the beginning number.	5.NF.B.5 b
	5.NSF.6			x		5.NSF.6 Solve real-world problems involving multiplication of a fraction by a fraction or a mixed number.	I can solve real world problems by multiplying fractions and mixed numbers.	5.NF.B.6
	5.NSF.7, 5.NSF.8			x		5.NSF.7 Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations. a. Interpret division of a unit fraction by a non-zero whole number and compute the quotient; b. Interpret division of a whole number by a unit fraction and compute the quotient. 5.NSF.8 Solve real-world problems involving division of unit fractions and whole numbers by using visual fraction models and equations. 5.NSF.8 - Solve real-world problems involving division of unit fractions and whole numbers by using visual fraction models and equations.	I can divide a whole number by a unit fraction.	5.NF.B.7
				x			I can divide a unit fraction by a whole number.	5.NF.B.7 a
				x			I can divide a whole number by a unit fraction.	5.NF.B.7 b
				x			I can solve real world problems involving unit fractions by whole numbers and whole numbers by unit fractions.	5.NF.B.7 c
I can change like measurement units within a measurement system.	5.MDA.1				x	5.MDA.1 Convert measurements within a single system of measurement: customary (in., ft., yd., oz., lb., sec., min., hr.) or metric (mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit.	I can convert measurement within the same measurment system.	5.MD.A.1
I can show and explain data.	5.MDA.2				x	5.MDA.2 Create a line plot consisting of unit fractions and use operations on fractions to solve problems related to the line plot.	I can make a line plot to display a data set using fractions.	5.MD.B.2

I know how to use multiplication and addition to figure out the volume of different shapes.	5.MDA.3	x				5.MDA.3 Understand the concept of volume measurement. a. Recognize volume as an attribute of right rectangular prisms; b. Relate volume measurement to the operations of multiplication and addition by packing right rectangular prisms and then counting the layers of standard unit cubes; c. Determine the volume of right rectangular prisms using the formula derived from packing right rectangular prisms and counting the layers of standard unit cubes.	I can understand volume of right rectangular prisms.	5.MD.C.3
		x						5.MD.C.3 a.
		x						5.MD.C.3 b.
		x						5.MD.C.4
		x						5.MD.C.5
		x						5.MD.C.5 a
		x						5.MD.C.5 b
		x					I can determine the volume of shapes made of combined rectangular prisms.	5.MD.C.5 c
I know how to differentiate among perimeter, area, and volume and identify the correct appication for a given situation.	5.MDA.4	x				5.MDA.4 Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.	I can differentiate among perimete, area, and volume and identify which application is appropriate	

I can statement	Code					Standard	I can	Code
I can graph points to solve real world and mathematical problems.	5.G.1		x			5.G.1 Define a coordinate system. a. The x- and y- axes are perpendicular number lines that intersect at 0 (the origin); b. Any point on the coordinate plane can be represented by its coordinates; c. The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin; d. The second number in an ordered pair is the y-coordinate and	I can identify and graph points in a coordinate system.	5.G.A.1
	5.G.2		x			5.G.2 Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical	I can graph and interpret points in the first quadrant in a coordinate plane.	5.G.A.2
I can identify and group two dimensional shapes by knowing their properties.	5.G.3			x		5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	I can classify shapes into two categories.	5.G.B.3
	5.G.4			x		5.G.4 Classify two-dimensional figures in a hierarchy based on their attributes.	I can classify shapes based on properties.	5.G.B.4
Social Studies								
I can understand how Reconstruction affected the United States.	5-1.1	X				Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln's assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical	I can summarize Reconstruction, explain the reasons it occurred, and the people it affected.	
	5-1.2	X				Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau; and the move from a	I can explain the effects of Reconstruction, including how it helped the passage of the thirteenth, fourteenth, and fifteenth amendments, and how former slaves found work through	
	5-1.3	X				Explain the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of	I can explain the negative effects of prejudice groups after the federal troops left the South.	
	5-1.4	X				Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other	I can compare all of the effects of Reconstruction on different groups of people in the South and other parts of the United	
I can understand how the United States expanded west.	5-2.1	X				Analyze the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other	I can explain why people moved west and all the factors that affected their travel.	
	5-2.2	X				Summarize how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural	I can summarize how technology, the government, and natural resources affected the development of the West.	
	5-2.3	X				Identify examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and	I can identify ways different ethnic groups were able to cooperate and ways they disagreed.	

	5-2.4	X				Explain the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the culture of the Plains Indians, armed conflict, and changes in	I can explain how western expansion affected the Native Americans.
I can understand how the United States became a world power.	5-3.1	x	X			Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb,	I can understand how inventions started the Industrial Revolution.
	5-3.2	x	X			Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the	I can explain how discrimination impacted African Americans.
	5-3.3	X	X			Summarize the significance of large-scale immigration to America, including the countries from which the people came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to the United	I can summarize the significance of large-scale immigration to America.
	5-3.4	X	X			Summarize the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements.	I can summarize the rise of big business in America (urbanization, industrialization, monopolies, working conditions, reform movements).
	5-3.5	X	X			Summarize the reasons for the United States control of new territories as a result of the Spanish American War and the building of the Panama Canal, including the need for raw materials and new markets and competition with other world	I can explain America's involvement in the Spanish American War and the building of the Panama Canal.
	5-3.6	X	X			Summarize the factors that led to the involvement of the United States in World War I and the role of the United States in fighting	I can explain U.S. involvement in World War I.
I can understand the challenges America faced in the 1920's, 1930's, and 1940's.	5-4.1	X	X			Summarize daily life in the post–World War I period of the 1920s, including improvements in the standard of living, transportation,	I can summarize daily life in America during the Roaring Twenties.
	5-4.2		X	X		Summarize the causes of the Great Depression, including overproduction and declining purchasing power, the bursting of the stock market bubble in 1929, and the resulting unemployment, failed economic institutions; and the effects of	I can summarize the causes of the Great Depression.
	5-4.3		X	X		Explain the American government's response to the Great Depression in the New Deal policies of President Franklin Roosevelt, including the Civilian Conservation Corps, the Federal Deposit Insurance Corporation, the Securities and Exchange	I can explain how the New Deal policies affected the Great Depression.
	5-4.4		X	X		Explain the principal events related to the involvement of the United States in World War II, including campaigns in North Africa and the Mediterranean; major battles of the European theater such as the Battle of Britain, the invasion of the Soviet Union, and the Normandy invasion; and events in the Pacific theater such as Pearl Harbor, the strategy of island-hopping, and the bombing of	I can explain how the United States was involved in World War II.

	5-4.5		X	X		Analyze the role of key figures during World War II, including Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, Benito Mussolini, and Adolph Hitler.	I can explain the role of key people during World War II.
	5-4.6		X	X		Summarize key developments in technology, aviation, weaponry, and communication and their effects on World War II and the United States economy.	I can summarize technology used in World War II.
	5-4.7		X	X		Summarize the social and political impact of World War II on the American home front and the world, including opportunities for women and African Americans in the work place, the internment of the Japanese Americans, and the changes in national	I can summarize how World War II affected America on the home front.
I can understand the Cold War era.	5-5.1			X	X	Explain the causes and the course of the Cold War between the Union of Soviet Socialist Republics (USSR) and the United States, including McCarthyism, the spread of communism, the Korean Conflict, Sputnik, the Berlin Wall, the Cuban Missile Crisis, and the	I can explain what caused the Cold War and what occurred between countries involved.
	5-5.2			X	X	Summarize the social, cultural, and economic developments that took place in the United States during the Cold War, including consumerism, mass media, the growth of suburbs, expanding educational opportunities, new technologies, the expanding job market and service industries, and changing opportunities for	I can summarize the social, cultural, and economic developments that took place in the United States during the Cold War.
	5-5.3			X	X	Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, Brown v. Board of Education, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the Voting Rights Act.	I can explain the Civil Rights Movement.
	5-5.4			X	X	Explain the international political alliances that impacted the United States in the latter part of the twentieth century, including the United Nations, the North Atlantic Treaty Organization (NATO), and the Organization of Petroleum Exporting Countries	I can explain how alliances with other countries affected the United States.
	5-6.1			X	X	Summarize the changes in world politics that followed the collapse of the Soviet Union and the end of Soviet domination of eastern Europe.	I can summarize how world politics changed after the collapse of the Soviet Union.
	5-6.2			X	X	Identify places in the world where the United States is involved in humanitarian and economic efforts, including the Middle East, the Balkans, Central America, Africa, and Asia.	I can identify places in the world where the United States is providing help.
I can understand the challenges faced in the United States during the	5-6.3			X	X	Explain the impact of the September 11, 2001, terrorist attacks on the United States, including the wars in Iraq and Afghanistan and the home-front responses to terrorism.	I can explain the impact of September 11, 2011 on the United States.

period from the collapse of the Soviet Union to the present.	5-6.4			X	X	Explain how technological innovations have changed daily life in the United States, including the changes brought about by computers, satellites, and mass communication systems.	I can explain how new technology changed daily life in the United States.	
	5-6.5			X	X	Identify examples of cultural exchanges, including those in food, fashion, and entertainment, that illustrate the growing global interdependence between the United States and other countries.	I can identify examples of cultural exchanges between countries.	
	5-6.6			X	X	Identify issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources.	I can identify issues related to the use of natural resources by the United States.	
Science								
I can demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems.	5-2.1*			x		Recall the cell as the smallest unit of life and identify its major structures	I can recall the cell as the smallest unit of life and identify its major structures (cell membrane, cytoplasm, nucleus, vacuole).	5-2.1
	5.L.4A.1, 5.L.4A.2			x		4A.1 - Analyze and interpret data to summarize the abiotic factors (including quantity of light ans water, range of temperature, salinity, and soil composition) of different terrestrial ecosystems and aquatic ecosystems.	I can classify abiotic and biotic factors of an ecosystem.	5-2.2
				x		4A.2 - Obtain and communicate information to describe and compare the biotic factors (including individual organisms, populations, and communities) of different terrestrial and aquatic ecosystems.	I can compare different ecosystems (estuaries, oceans, lakes and ponds, forests, grasslands).	5-2,3
	5.L.4B.1, 5.L.4B.2, 5.L.4B.3			x		5.L.4B.1 Analyze and interpret data to explain how organisms obtain their energy and classify organisms as producers, consumers (including herbivore, carnivore, and omnivore), or decomposers (such as fungi and bacteria). 5.L.4B.2 Develop and use models of food chains and food webs to describe the flow of energy in an ecosystem. 5.L.4B.3 Construct explanations for how organisms interact with each other in an ecosystem (including	I can identify the job of organisms in food chains and food webs in an ecosystem (producers, consumers, decomposers, predators, prey, parasites, hosts).	5-2.4
	5.L.4B.4			x		5.L.4B.4 - Construct scientific arguments to explain how limiting factors (including food, water, space, and shelter) or a newly introduced organism can affect an ecosystem.	I can explain how food, water, space and shelter affect an ecosystem.	5-2.5
I can demonstrate an understanding	5.P.5A.4				x	5.P.5A.4 - Analyze and interpret data to describe how a change of force, a change in mass, or friction affects the motion of an	I can explain the effects of changing forces (magnetism, friction, and gravity) on motion .	5-5.1
	5.P.5A.1				x	5.P.5A.1 - Use mathematical and computational thinking to describe and predict the motion of an object (including position,	I can summarize the motion of an object. (position, direction, speed).	5-5.2
	5.P.5A.3				x	5.P.5A.3 - Plan and conduct controlled scientific investigations to test the effects of balanced and unbalanced forces on the rate	I can explain how balanced and unbalanced forces affect the rate and motion of an object.	5-5.3

Category	Code					Standard	I can statement	Code
of the nature of force and motion.	5.P.5A.5				x	5.P.5A.5 - Design and test possible devices or solutions that reduce the effects of friction on the motion of an object.	I can explain how friction affects the motion of an object (surface texture, lubrication, amount of surface area involved).	5-5.4
	5.P.5A.1				x	5.P.5A.1 - Use mathematical and computational thinking to describe and predict the motion of an object (including position,	I can illustrate the motion of an object using a graph.	5-5.5
	5.P.5A.2				x	5.P.5A.2 - Develop and use models to explain how the amount or type of force (contact and non-contact) affects the motion of an	I can explain how a change in force or mass can affect the motion of an object.	5-5.6
I can demonstrate an understanding of the properities of matter.	5-4.1*	x				Recall that matter is made up of particles to small to be seen.	I can recall that matter is made up of particles too small to be seen.	5-4.1
	5.P.2A.1, 5.P.2B.1	x				5.P.2A.1 - Analyze and interpret data from observations and measurement of the physical properties of amtter (including volume, shape, movement, and spacing of particles) to explain why matter can be classified as a solid, liquid, or gas. 5.P.2B.1 - Obtain and communicate information to describe what happens	I can compare the physical properties of the states of matter (solid, liquid, gas).	5-4.2
	5.P.2B.3	x				5.P.2B.3 - Develop models using observations to describe mixtures, including solutions, based on their characteristics.	I can tell the difference between a mixture and a solution.	5-4.3
	5.P.2B.6	x				5.P.2B.6 - Design and test the appropriate method(s) (such as fitration, sifting, attraction to magnets, evaporation,	I can identify and use six different ways to separate a mixture (filtration, sifting, evaporation, chromatography, floatation,	5-4.4
	5.P.2b.4	x				5.P.2B.4 - Construct explanations for how the amount of solute and the solvent determine the concentration of a solution.	I can explain how the concentration of a mixture is effected by the amount of solvent and solute.	5-4.5
	5.P.2B.5	x				5.P.2B.5 - Conduct controlled scientific investigations to test how different variables (including temperature change, particle size,	I can explain how temperature, particle size, and stirring affect the rate of dissolving.	5-4.6
	5.P.2B.2	x				5.P.2B.2 - Analyze and interpret data to support claims that when two substances are mixed the total amount (mass) of the	I can illustrate how some substances can chemically combine when they are mixed, that form a new substance that cannot be	5-4.7
	5-4.8*	x				Explain how mixing and dissolving foreign substances is related to the pollution of the water, air, and soil	I can explain how mixing and dissolving foreign substances relate to water, air and soil pollution.	5-4.8
I can demonstrate an understanding of features, processes, and changes in Earth's land and oceans.	5.E.3B.1		x			5.E.3B.1 - Analyze and interpret data to describe and predict how natural processes (such as weathering, erosion, deposition, earthquakes, tsunamis, hurricanes, or storms) affect Earth's	I can explain how weathering, erosion, deposition, landslides, floods, volcanoes, and earthquakes affect oceans and land.	5-3.1
	5.E.3A.2		x			5.E.3A.2 - Develop and use models to describe and compare the characteristics and loctions of the landforms on continents whith those on the ocean floor (including the continental shelf and slope, the mid-ocean ridge, the rift zone, the trench, and the abyssal plain).	I can draw ocean floor landforms (continental shelf, continental slope, rift zone, trench, ocean basin, mid-ocean ridge).	5-3.2
			x				I can compare landforms on continents to landforms on the ocean floor.	5-3.3
	5.E.3B.2		x			5.E.3B.2 - Develop and use models to explain the effect of the moevement of ocean water (including waves, currents, and tides) on the ocean shore zone (including beaches, barrier islands,	I can tell how waves, currents, tides and storms affect the shore (beaches, barrier islands, estuaries, inlets).	5-3.4
	5-3.5*		x			Compare the movement of water by waves, currents, and tides.	I can compare the movement of water by waves, currents and tides.	5-3.5

	5.E.3B.3, 5.E.3B.4		x			5.E.3B.3 - Construct scienctific arguments to support claims that human activities (such as conservation efforts or pollution) affect the land and oceans of Earth. 5.E.3B.4 - Define problems caused by natural processes or human activities and test possible	I can tell how humans help and harm the Earth and oceans.	5-3.6

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