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| **Unifying Concepts**  | **Essential Questions****(Content and Skills Based)** | **Reading Complex Texts****3-5 short texts; 1 extended text(at a minimum) per quarter or module****Balance between fiction and informational text** | **Performance Assessments** |
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| **Q1****Unifying Concept/Focus:** Human RightsCultureBecoming a Close Reading and Writing to Learn | **Q1 Unit 1**What are human rights?What lessons can we learn about human rights through literature and life?How can we tell powerful stories about people’s experiences? | **Q1 Unit 1 – Stories of Human Rights – Does Anyone Have a Voice?****Central Text***Esperanza Rising* by Pam Nunoz Ryan**Supplemental Texts**  *Harvesting Hope by Kathleen Krull*United Nations Office of the High Commissioner for Human Rights, Universal Declaration of Human Rights, adopted and proclaimed by General Assembly Resolution 217 A (III) of December 10, 1948. United Nations, Universal Declaration of Human Rights: Plain Language Version. www.un.org/cyberschoolbus/humanrights/resources/plain.asp (last accessed August 6, 2012). Human Rights Resource Center, background information on the UHDR: excerpt from “The History of the United Nations.” From http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-1/whatare.htm (last accessed August 6, 2012). Isau Ajeti and Blanche Gosselin, “From Kosovo to the United States” in *Skipping Stones* 16 (May–Aug 2004, Issue 3), 12. Lesley Reed, “Teaching Nepalis to Read, Plant, and Vote,” in *Faces* 21 (April 2005, Issue 8), 26–28.  | **Q1 Unit 1**Assessment: Human Rights Vocabulary and Common Prefixes (L.5.4, L.5.6, and W.5.10) On-Demand Analysis of a Human Rights Account (RI.5.1, RI.5.2, RI.5.3, RI.5.9 and W.5.9) Assessment: Analyzing Sections of Esperanza Rising on My Own (RL.5.1, RL.5.2, RL.5.3, and RL.5.4) Assessment: Comparing and Contrast How Two Characters Respond to Challenges (RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, and W.5.9) Assessment: Matchbook Summary Project (RL.5.2, W..5.4, W.5.8) |
| **Q2****Unifying Concept/Focus:**Individual choices and their impact on societyResearching to Build Knowledge and Teaching Others | **Q2 Unit 2***How do new or improved technologies meet societal needs?**How do authors structure text and us visual elements to engage and support readers’ understanding of complex ideas?* | **Q2 Unit 2 – Inventions that Changed Peoples’ Lives****Central Text:**Donald B. Lemke, *Investigating the Scientific Method with Max Axiom, Super Scientist*Kathleen Krull, *The Boy Who Invented TV: The Story of Philo Farnsworth***Supplemental Texts:** * “The Electric Motor” (written by Expeditionary Learning
* “Ingenious Inventions by Women: The Windshield Wiper and Paper Bag Machine” (written by Expeditionary Learning
* “Dr. James Naismith, Inventor of Basketball”(excerpts)
* “First College Basketball Game”
* “Big Thinkers: Was Steve Jobs this Generation’s Thomas Edison?” in Junior Scholastic. 11/21/2011, Vol. 114 Issue 6, p5-5. 1p.
* “Steve Jobs,” in *Time for Kids* http://www.timeforkids.com/news/steve-jobs/21806 (excerpts)
* “Television Takes the World by Storm” (video excerpts), <http://www.history.com/shows/modernmarvels/videos/television-takes-the-world-by-storm#televisiontakes-the-world-by-storm>.
* “The TV Guy,” <http://www.ilovehistory.utah.gov/people/difference/farnsworth.html>.
* Claudia Reinhardt and Bill Ganzel, “TV Turns On,” <http://www.livinghistoryfarm.org/farminginthe40s/life_27.html>.
* Robert Hudson, “How Television Changed the World,” <http://www.infotechlive.com/how-television-changed-the-world.html>.
* Paula Morrow, “Garrett Morgan: Inventor Hero,” in *Ask Magazine*, <http://www.askmagkids.com/>.
* “Transportation, from the Soap Box Derby to the Jeep: First Automatic Traffic Signal,” from The Ohio Academy of Sciences, Heartland Science www.heartlandscience.org.
 | **Q2 Unit 2**Text Dependent Questions,*Investigating the Scientific Method with**Max Axiom, Super Scientist*, pages 24–27(RL.5.7, W.5.9, and L.5.4)Using Quotes to ExplainRelationships and Support an Opinion(RI.5.1, RI.5.3, RI.5.4, RI.5.5, and W.5.1 aand b)Text-Dependent Short-AnswerQuiz: “The TV Guy” (RI.5.1, RI.5.2, RI.5.4,and L.5.4 b and c)On-Demand InformationalWriting: Philo Farnsworth’s Invention of theTelevision and How It Changed People’sLives, Parts I and II (RI.5.3, W.5.2, W.5.4,W.5.9 b, and L.5.4 a and b)On-Demand Note Taking andText-Dependent Questions: “GarrettAugustus Morgan” or “How Did We Learn toFly?” (RI.5.1, RI.5.4, RI.5.7, W.5.7 andW.5.8)Text-Dependent Questionsand Storyboard Draft (RI.5.1, RI.5.4, RI.5.9,W.5.2, W.5.3 a and b, W.5.4, and W.5.8)Final Performance Task: Graphic-StyleNovelette (RI.5.9, W.5.2, W.5.3, W.5.4,W.5.5, W.5.6, W.5.7, W.5.8, L.5.3 and L.5.4) |
| **Q3****Unifying Concept/Focus:**  Roles and Responsibilities in CulturesConsidering Perspectives and Supporting Opinions | **Q3 Unit 3**What is the role of sports in American culture?How have athletes broke barriers during the historical era in which they lived?What to biographical informational texts teach us?  | **Q3 Unit 3 – Sports and Athletes’ Impact on Culture****Central Texts:***Lori Calabrese, “It’s Not Just a Game!” (1020L)* *Phyllis Goldman, “Roots of American Sports (940 L)**Engage New York, “Sports in America”**Sharon Robinson, Promises to Keep: How Jackie Robinson Changed***Supplemental Texts:***Video: www.youtube.com/watch?v=1QZik4CYtgw (with captions)* *www.pbs.org/wgbh/amex/eyesontheprize/story/02\_bus.html#video (without captions; see supporting materials)**“Rules for Riding Desegregated Buses”**“Courage on the Field”**Roberto Clemente’s Gifts From the Heart,” in Scholastic News, as found at* [*http://www.scholastic.com/browse/subarticle.jsp?id=4786*](http://www.scholastic.com/browse/subarticle.jsp?id=4786)*.**Lynn C. Kronzek, “Roberto Clemente,” in Great Athletes (Hackensack: Salem Press, 2001) 453 (940L), as found at* *http://salempress.com/store/samples/athletes/athletes\_clemente.htm*  *Ozzie Gonzales, “The Great Roberto Clemente—Latino Legends in Sports,” as found at* [*http://www.latinosportslegends.com/clemente.htm*](http://www.latinosportslegends.com/clemente.htm)*.**“Gibson, Althea (1927-2003),” Reviewed by Frank V. Phelps.* *“Notable Southerners: Althea Gibson,” as found at www.punctuationmadesimple.com/files/Althea\_Gibson.doc.*  *112th Congress, “H.R. 4130: The Althea Gibson Excellence Act,” March 1, 2012, as found at:* [*http://www.govtrack.us/congress/bills/112/hr4130/text*](http://www.govtrack.us/congress/bills/112/hr4130/text)*.**Weblinks* *Althea Gibson Broke Barriers http://espn.go.com/sportscentury/ Biography 1040* *Althea Gibson Won Again! http://www.americaslibrary.gov 860 1070* *Biography of Althea Gibson http://www.altheagibson.com 960 1140 Athea Gibson article (provided by Engage New York)**Roberto Clemente’s Gifts from the Heart (provided by Engage New York)**Novey/Notable Southerners: Althea Gibson (provided by Engage New York)**Roberto Clemente (provided by Engage New York)**Casey at the Bat**Jackie Robinson, Bravest Man in Baseball* by Margaret Davidson*Roberto’s Dream* by Rebecca Motil*Stealing Home*: *the Story of Jackie Robinson*, by Barry Denenberg*Wilma Unlimited*, by Kathleen Krull*The Champ: The Story of Muhammad Ali*, by Tonya Bolden | **Q3 Unit 3**Mid-Unit 1: Identifying Author’s Opinion and Supporting Evidence: Sports in American Culture (RI.5.2, RI.5.4, RI.5.8) End of Unit 1: On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture (W.5.1 and W.5.9) Mid-Unit 1: Identifying Author’s Opinion and Supporting Evidence: Sports in American Culture (RI.5.2, RI.5.4, RI.5.8) Mid-Unit 2: Identifying Author’s Opinion, Reasons, and Supporting Evidence: “Courage on the Field” (RI.5.2, RI.5.4, RI.5.8) End of Unit 2: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson’s Legacy (W.5.1 and W.5.9) Mid-Unit 3: Notes and Graphic Organizer for a Letter to a Publisher (RI.5.9, W.5.1, W.5.7 and L.5.6) End of Unit 3: Draft Letter to a Publisher RI.5.9, W.5.1and W.5.4) Final Performance Task: Letter to a Publisher (RI.5.9, W.5.1, W.5.5, W.5.7, W.5.8, L.5.1, L.5.2, L.5.6)  |
| **Q4 Unifying Concept/Focus:**  Gathering Evidence and Speaking to Others | **Q4 Unit 6** What is a natural disaster?What can literature about natural disasters teach us about their impact on the people who experience them?How should multinational organizations respond when communities are struck by natural disasters?  | **Q4 Unit 4 – Natural Disasters in the Western Hemisphere** **Central Text:**

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|  "Earthquake." The New Book of Knowledge. Grolier Online, 2013. Web.  |
| ”How Does a Hurricane Form?” as found at http://scijinks.nasa.gov/hurricane  |
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**Supplemental Texts:**

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| Carr, Karen. "Earthquakes." Kidipede. Kidipede.com, Web. <http://scienceforkids.kidipede.com/geology/earthquakes/>.  |
|  "Hurricanes." Hurricanes. University Corporation for Atmospheric Research, n.d. Web.  |

 | **Q4 Unit 4**Text-Dependent Short-Answer Quiz—the Effects of Natural Disaster (RI.5.1, RI.5.3, and RI.5.4) Part I, Essay: On-Demand Essay “What Makes a Hurricane a Natural Disaster?” (RI.5.2, W.5.2, W.5.4, and W.5.9); Part II, Science Talk (SL.5.1a, b, c, d, and f) Analyzing a New Narrative about a Natural Disaster, Parts I and II (RL.5.1, RL.5.7, L.5.5. a, RL.5.6, W.5.2, and W.5.9a) Perspectives on Natural Disasters (RI.5.1 and RL.5.6a, with an optional assessment of W.5.11.) Taking and Organizing Notes for a Public Speech (RI.5.7, W.5.7, W.5.8, W.5.9)  |  |
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