

Curriculum Parent Overview (Grade 5)

ENGLISH LANGUAGE ARTS

UNIT #3: Systems

ESSENTIAL QUESTION: How can one factor impact a system?

ESSENTIAL UNDERSTANDINGS:

Students will figure out that there are many, many communities on Earth. They'll discover that they belong to some that they probably don't even realize. Because of Earth's one well of water, we are all connected as a global community. Students will consider their role in their smaller communities and the global one once they realize that their interactions with water (and other elements) do have an impact on others in the global community.

Systems exist within communities that are central to their functioning. What happens when these systems are impacted? Do we have the power to impact systems in our communities? These are questions that students will ponder, explore, and respond to. Using the novel *A Long Walk to Water* as an anchor, students will explore the impact of humans, natural resources, limited access to resources, gender roles, technology, and more on the world's communities.

ATTITUDES - STUDENTS WILL BE...

- collaborative through dialogue, partner/group discussions and activities
- curious about connected science and social science content
- willing to share their ideas and willing to accept and listen to others'
- open-minded about the possibility of developing new/ revised perspectives
- respectful- the idea that there are appropriate ways to agree, disagree, share ideas, and listen

SKILLS - STUDENTS WILL BE ABLE TO...

- think deeply about and respond to questions and ideas posed to them
- compare resources and systems in their communities to global ones
- summarize major ideas and events
- explain the author's reasons for chronology/ structure used (different dates in Sudan)
- explain the author's purpose for writing the story from two narrators' perspectives
- describe how reading from two narrators' perspectives appealed (or didn't appeal) to them as readers
- compare/contrast the structure and use of narrators of this book to others
- determine possible themes/messages of texts

KNOWLEDGE - STUDENTS WILL KNOW...

- community
- system
- factor
- impact

- essential
- global
- well
- water
- stereotype
- bias
- refugee
- migrant
- immigrant
- disability/ability
- opportunity

THINGS TO TALK ABOUT...

- Are all humans on Earth connected? Why or why not?
- How do my choices and actions impact others around the world (even if I've never met them)?
- Do I have the power to impact my community (home, school, city, etc)? How?
- What responsibilities do we have to our communities?
- What is my role? Can our roles change?
- How can individuals impact communities?
- How can I be open-minded?
- What are the effects of making quick judgements?
- Why do people leave their homes and relocate?
- What is water's role on Earth? Is it the same everywhere?