

ROCKETSHIP

PUBLIC SCHOOLS

Thematic Unit Curriculum

National Social Studies Standards Alignment

Grade TK

Rocketship Curriculum

Standard	Unit Self and Community					
	1	2	3	4	5	6
	Emergent Storybook Fiction	Emergent Storybook NonFiction	Myself and My World	All About Holidays Nonfiction	Me and My Family	Citizens in Our Community
Topic 1: Living and Working Together in Families and Communities, Now and Long Ago						
Standard 1: Family life now and in the recent past; family life in various places long ago.						
1A. The student understands family life now and in the recent past; family life in various places long ago.			K.1		K.3	
1B. The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values						
Standard 2: The history of students' own local community and how communities in North America varied long ago.						
2A. The student understands the history of his or her local community.						
2B. The student understands how communities in North America varied long ago.						
Topic 2: The History of Students' State or Region						
Standard 3: The people, events, problems, and ideas that created the history of their state.						
3A. The student understands the history of indigenous peoples who first lived in his or her state or region.						
3B. The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.						
3C. The student understands the various other groups from regions throughout the world who came into the his or her own state or region over the long-ago and recent past.						
3E. The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.						

Topic 3: The History of the United States

Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols.

4A. Demonstrate understanding of how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution.						
4B. Demonstrate understanding of ordinary people who have exemplified values and principles of American democracy.						
4C. The student understands historic figures who have exemplified values and principles of American democracy						
4D. The student understands events that celebrate and exemplify fundamental values and principles of American democracy.						
4E. The student understands national symbols through which American values and principles are expressed.						

Standard 5: The causes and nature of various movements of large groups of people into and within the United States, now and long ago.

5A. Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States now and long ago.						
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Standard 6: Regional folklore and culture contributions that helped to form our national heritage.

6A. The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.						
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Topic 4: The History of Peoples of Many Cultures Around the World

Standard 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.

7A. The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.						
7B. The student understands great world movements of people now and long ago.						

Standard 8: Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.

<p>8A. The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects.</p>						
<p>8B. The student understands changes in transportation and their effects.</p>						
<p>8C. The student understands changes in communication and their effects.</p>						

ROCKETSHIP

PUBLIC SCHOOLS

Thematic Unit Curriculum

Common Core Standards Alignment

Literacy Units

Grades TK

Rocketship Curriculum

Standard	Unit Self and Community					
	1 Emergent Storybook Fiction	2 Emergent Storybook NonFiction	3 Myself and My World	4 All About Holidays Nonfiction	5 Me and My Family	6 Citizens in Our Community
Reading: Literature						
Key Ideas and Details						
RL.K.1 With prompting and support, ask and answer questions about key details in a text.						
RL.K.2 With prompting and support, retell familiar stories, including key details.						
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.						
Craft and Structure						
RL.K.4 Ask and answer questions about unknown words in a text.						
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).						
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.						
Integration of Knowledge and Ideas						
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).						
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.						
Range of Reading and Level of Text Complexity						
RL.K.10 Actively engage in group reading activities with purpose and understanding.						

Reading: Informational Texts

Key Ideas and Details

RI.K.1

With prompting and support, ask and answer questions about key details in a text.

RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.K.4

With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5

Identify the front cover, back cover, and title page of a book.

RI.K.6

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8

With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.K.10

Actively engage in group reading activities with purpose and understanding.

Writing

Texts Types and Purposes						
<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>						
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>						
<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>						
Production and Distribution of Writing						
<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>						
<p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>						
Research to Build and Present Knowledge						
<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>						
<p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>						

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Thematic Unit Curriculum

Common Core Standards Alignment

Literacy Units

Grades K

Rocketship Curriculum

Standard	Unit Self and Community					
	1 Emergent Storybook Fiction	2 Emergent Storybook NonFiction	3 Myself and My World	4 All About Holidays Nonfiction	5 Me and My Family	6 Citizens in Our Community
Reading: Literature						
Key Ideas and Details						
RL.K.1 With prompting and support, ask and answer questions about key details in a text.						
RL.K.2 With prompting and support, retell familiar stories, including key details.						
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.						
Craft and Structure						
RL.K.4 Ask and answer questions about unknown words in a text.						
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).						
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.						
Integration of Knowledge and Ideas						
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).						
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.						
Range of Reading and Level of Text Complexity						
RL.K.10 Actively engage in group reading activities with purpose and understanding.						

Reading: Informational Texts

Key Ideas and Details

RI.K.1

With prompting and support, ask and answer questions about key details in a text.

RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.K.4

With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5

Identify the front cover, back cover, and title page of a book.

RI.K.6

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8

With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.K.10

Actively engage in group reading activities with purpose and understanding.

Writing

Texts Types and Purposes						
<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>						
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>						
<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>						
Production and Distribution of Writing						
<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>						
<p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>						
Research to Build and Present Knowledge						
<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>						
<p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>						

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Thematic Unit Curriculum

National Social Studies Standards Alignment

Grade K

Rocketship Curriculum

Standard	Unit Self and Community					
	1 Emergent Storybook Fiction	2 Emergent Storybook NonFiction	3 Myself and My World	4 All About Holidays Nonfiction	5 Me and My Family	6 Citizens in Our Community
Topic 1: Living and Working Together in Families and Communities, Now and Long Ago						
Standard 1: Family life now and in the recent past; family life in various places long ago.						
1A. The student understands family life now and in the recent past; family life in various places long ago.					K.3	
1B. The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values			K.1.2			
Standard 2: The history of students' own local community and how communities in North America varied long ago.						
2A. The student understands the history of his or her local community.						
2B. The student understands how communities in North America varied long ago.						
Topic 2: The History of Students' State or Region						
Standard 3: The people, events, problems, and ideas that created the history of their state.						
3A. The student understands the history of indigenous peoples who first lived in his or her state or region.						
3B. The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.						
3C. The student understands the various other groups from regions throughout the world who came into the his or her own state or region over the long-ago and recent past.						
3E. The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.						

Topic 3: The History of the United States

Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols.

4A. Demonstrate understanding of how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution.						
4B. Demonstrate understanding of ordinary people who have exemplified values and principles of American democracy.						
4C. The student understands historic figures who have exemplified values and principles of American democracy						
4D. The student understands events that celebrate and exemplify fundamental values and principles of American democracy.						
4E. The student understands national symbols through which American values and principles are expressed.						K.2

Standard 5: The causes and nature of various movements of large groups of people into and within the United States, now and long ago.

5A. Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States now and long ago.						
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Standard 6: Regional folklore and culture contributions that helped to form our national heritage.

6A. The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.						
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Topic 4: The History of Peoples of Many Cultures Around the World

Standard 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.

7A. The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.						
7B. The student understands great world movements of people now and long ago.						

Standard 8: Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.

<p>8A. The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects.</p>						
<p>8B. The student understands changes in transportation and their effects.</p>						
<p>8C. The student understands changes in communication and their effects.</p>						

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Thematic Unit Curriculum

National Social Studies Standards Alignment

Grade 1

Rocketship Curriculum

Standard	Unit					
	Self and Community: Now and Long Ago					
	1 Stories of Citizenship and Our Community	2 Characters Are Just Like Us	3 First American Families	4 My Community My School	5 Stories From Diverse Cultures	6 State and National Symbols

Topic 1: Living and Working Together in Families and Communities, Now and Long Ago

Standard 1: Family life now and in the recent past; family life in various places long ago.

1A. The student understands family life now and in the recent past; family life in various places long ago.				1.4		
1B. The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values			1.5			

Standard 2: The history of students' own local community and how communities in North America varied long ago.

2A. The student understands the history of his or her local community.						
2B. The student understands how communities in North America varied long ago.						

Topic 2: The History of Students' State or Region

Standard 3: The people, events, problems, and ideas that created the history of their state.

3A. The student understands the history of indigenous peoples who first lived in his or her state or region.						
3B. The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.						
3C. The student understands the various other groups from regions throughout the world who came into the his or her own state or region over the long-ago and recent past.						
3E. The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.						

Topic 3: The History of the United States

Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols.

4A. Demonstrate understanding of how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution.						
4B. Demonstrate understanding of ordinary people who have exemplified values and principles of American democracy.						
4C. The student understands historic figures who have exemplified values and principles of American democracy						1.3
4D. The student understands events that celebrate and exemplify fundamental values and principles of American democracy.						
4E. The student understands national symbols through which American values and principles are expressed.						1.3

Standard 5: The causes and nature of various movements of large groups of people into and within the United States, now and long ago.

5A. Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States now and long ago.						
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Standard 6: Regional folklore and culture contributions that helped to form our national heritage.

6A. The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.						
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Topic 4: The History of Peoples of Many Cultures Around the World

Standard 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.

7A. The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.						
7B. The student understands great world movements of people now and long ago.						

Standard 8: Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.

<p>8A. The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects.</p>						
<p>8B. The student understands changes in transportation and their effects.</p>						
<p>8C. The student understands changes in communication and their effects.</p>						

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PUBLIC SCHOOLS

Thematic Unit Curriculum

Common Core Standards Alignment

Literacy Units

Grades 1

Rocketship Curriculum

Standard	Unit Everyday Life in Different Times and Place					
	1 Stories of Citizenship and Our Community	2 Characters Are Just Like Us	3 First American Families	4 My Community My School	5 Stories From Diverse Cultures	6 State and National Symbols
Reading: Literature						
Key Ideas and Details						
RL.1.1 Ask and answer questions about key details in a text.						
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.						
RL.1.3 Describe characters, settings, and major events in a story, using key details.						
Craft and Structure						
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.						
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.						
RL.1.6 Identify who is telling the story at various points in a text.						
Integration of Knowledge and Ideas						
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.						
RL.1.8 (RL.1.8 not applicable to literature)						
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.						
Range of Reading and Level of Text Complexity						
RL.1.10						

With prompting and support, read prose and poetry of appropriate complexity for grade 1						
Reading: Informational Texts						
Key Ideas and Details						
RI.1.1 Ask and answer questions about key details in a text.						
RI.1.2 Identify the main topic and retell key details of a text.						
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.						
Craft and Structure						
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.						
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.						
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.						
Integration of Knowledge and Ideas						
RI.1.7 Use the illustrations and details in a text to describe its key ideas.						
RI.1.8 Identify the reasons an author gives to support points in a text						
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).						
Range of Reading and Level of Text Complexity						
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.						
Writing						
Texts Types and Purposes						

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.						
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.						
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.						
Production and Distribution of Writing						
W.1.4 (W.1.4 begins in grade 3)						
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.						
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.						
Research to Build and Present Knowledge						
W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).						
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						
W.1.9 (W.1.9 begins in grade 4)						
Range of Writing						
W.1.10 (W.1.10 begins in grade 3)						

ROCKETSHIP

PUBLIC SCHOOLS

Thematic Unit Curriculum

National Social Studies Standards Alignment

Grade 2

Rocketship Curriculum

Standard	Unit					
	Importance of Individual Action on a Greater Good					
	1 Our Core Values	2 Culturally Diverse Characters	3 Neighborhoods Change: Immigration	4 Neighborhoods of Early America	5 Dynamic Characters	6 National Heritage
Topic 1: Living and Working Together in Families and Communities, Now and Long Ago						
Standard 1: Family life now and in the recent past; family life in various places long ago.						
1A. The student understands family life now and in the recent past; family life in various places long ago.				2.1		
1B. The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values						
Standard 2: The history of students' own local community and how communities in North America varied long ago.						
2A. The student understands the history of his or her local community.						
2B. The student understands how communities in North America varied long ago.						
Topic 2: The History of Students' State or Region						
Standard 3: The people, events, problems, and ideas that created the history of their state.						
3A. The student understands the history of indigenous peoples who first lived in his or her state or region.						
3B. The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.			2.2			
3C. The student understands the various other groups from regions throughout the world who came into the his or her own state or region over the long-ago and recent past.			2.1			
3E. The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.						

Topic 3: The History of the United States

Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols.

4A. Demonstrate understanding of how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution.						2.1
4B. Demonstrate understanding of ordinary people who have exemplified values and principles of American democracy.						
4C. The student understands historic figures who have exemplified values and principles of American democracy						
4D. The student understands events that celebrate and exemplify fundamental values and principles of American democracy.						
4E. The student understands national symbols through which American values and principles are expressed.						2.3

Standard 5: The causes and nature of various movements of large groups of people into and within the United States, now and long ago.

5A. Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States now and long ago.						
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Standard 6: Regional folklore and culture contributions that helped to form our national heritage.

6A. The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.						
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Topic 4: The History of Peoples of Many Cultures Around the World

Standard 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.

7A. The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.						
7B. The student understands great world movements of people now and long ago.						

Standard 8: Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.

<p>8A. The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects.</p>						
<p>8B. The student understands changes in transportation and their effects.</p>						
<p>8C. The student understands changes in communication and their effects.</p>						

ROCKETSHIP

PUBLIC SCHOOLS

Thematic Unit Curriculum

Common Core Standards Alignment

Literacy Units

Grades 2

Rocketship Curriculum

Standard	Unit Importance of Individual Action on a Greater Good					
	1 Our Core Values	2 Culturally Diverse Characters	3 Neighbor-hoods Change: Immigration	4 Neighbor-hoods of Early America	5 Dynamic Characters	6 National Heritage
	Reading: Literature					
Key Ideas and Details						
RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.						
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.						
RL.2.3 Describe how characters in a story respond to major events and challenges.						
Craft and Structure						
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.						
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.						
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.						
Integration of Knowledge and Ideas						
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.						
RL.2.8 (RL.2.8 not applicable to literature)						
RL.2.9						

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.						
Range of Reading and Level of Text Complexity						
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
Reading: Informational Texts						
Key Ideas and Details						
RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.						
RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.						
RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.						
Craft and Structure						
RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .						
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.						
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.						
Integration of Knowledge and Ideas						
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.						
RI.2.8 Describe how reasons support specific points the author makes in a text.						

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.						
Range of Reading and Level of Text Complexity						
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
Writing						
Texts Types and Purposes						
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.						
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.						
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.						
Production and Distribution of Writing						
W.2.4 (W.2.4 begins in grade 3)						
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.						
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.						
Research to Build and Present Knowledge						
W.2.7						

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).						
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.						
W.2.9 (W.2.9 begins in grade 4)						
Range of Writing						
W.2.10 (W.2.10 begins in grade 3)						

ROCKETSHIP

PUBLIC SCHOOLS

Thematic Unit Curriculum

National Social Studies Standards Alignment

Grade 3

Rocketship Curriculum

Standard	Unit					
	Continuity and Change in My Country: Colonial America					
	1 Novel Study: Character Series	2 Colonial America	3 Growing Tensions	4 Folktales and Fables	5 American Revolution	6 Poetry Through Experience

Topic 1: Living and Working Together in Families and Communities, Now and Long Ago

Standard 1: Family life now and in the recent past; family life in various places long ago.

1A. The student understands family life now and in the recent past; family life in various places long ago.						
1B. The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values						

Standard 2: The history of students' own local community and how communities in North America varied long ago.

2A. The student understands the history of his or her local community.						
2B. The student understands how communities in North America varied long ago.						

Topic 2: The History of Students' State or Region

Standard 3: The people, events, problems, and ideas that created the history of their state.

3A. The student understands the history of indigenous peoples who first lived in his or her state or region.						
3B. The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.						
3C. The student understands the various other groups from regions throughout the world who came into the his or her own state or region over the long-ago and recent past.						
3D. The student understands the interactions among all these groups throughout the history of his or her state						

3E. The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.						
Topic 3: The History of the United States						
Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols.						
4A. Demonstrate understanding of how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution.		3.3	3.4		3.4	
4B. Demonstrate understanding of ordinary people who have exemplified values and principles of American democracy.						
4C. The student understands historic figures who have exemplified values and principles of American democracy			3.3		3.3	
4D. The student understands events that celebrate and exemplify fundamental values and principles of American democracy.		3.2				
4E. The student understands national symbols through which American values and principles are expressed.						
Standard 5: The causes and nature of various movements of large groups of people into and within the United States, now and long ago.						
5A. Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States now and long ago.		3.2	3.3			
Standard 6: Regional folklore and culture contributions that helped to form our national heritage.						
6A. The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.						
Topic 4: The History of Peoples of Many Cultures Around the World						
Standard 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.						
7A. The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.		3.2				

<p>7B. The student understands great world movements of people now and long ago.</p>						
<p>Standard 8: Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.</p>						
<p>8A. The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects.</p>						
<p>8B. The student understands changes in transportation and their effects.</p>						
<p>8C. The student understands changes in communication and their effects.</p>						

ROCKETSHIP

PUBLIC SCHOOLS

Thematic Unit Curriculum

Common Core Standards Alignment

Literacy Units

Grades 3

Rocketship Curriculum

Standard	Unit					
	Continuity and Change in My Country: Colonial America					
	1 Novel Study: Character Series	2 Colonial America	3 Growing Tensions	4 Folktales and Fables	5 American Revolution	6 Poetry Through Experience
Reading: Literature						
Key Ideas and Details						
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.						
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events						
Craft and Structure						
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.						
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.						
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.						
Integration of Knowledge and Ideas						
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)						
RL.3.8 (RL.3.8 not applicable to literature)						

<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p>						
<p>Range of Reading and Level of Text Complexity</p>						
<p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>						
<p>Reading: Informational Texts</p>						
<p>Key Ideas and Details</p>						
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>						
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>						
<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>						
<p>Craft and Structure</p>						
<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>						
<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>						
<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p>						
<p>Integration of Knowledge and Ideas</p>						
<p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>						

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).						
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.						
Range of Reading and Level of Text Complexity						
3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.						
Writing						
Texts Types and Purposes						
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.						
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.						
Production and Distribution of Writing						
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)						
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)						
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.						

Research to Build and Present Knowledge

W.3.7 Conduct short research projects that build knowledge about a topic.						
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.						
W.3.9 (W.3.9 begins in grade 4)						

Range of Writing

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						
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ROCKETSHIP

PUBLIC SCHOOLS

Thematic Unit Curriculum

National Social Studies Standards Alignment

Grade 4

Rocketship Curriculum

Standard	Unit: Our Growing Country: Rights and Liberties					
	1 Novel Study: Multiple Perspectives	2 Founding Documents of the United States	3 Growing Tensions in Our Country	4 The World of Mythology	5 Civil War Westward Expansion	6 Poetry in Our Changing Country
	Topic 1: Living and Working Together in Families and Communities, Now and Long Ago					
Standard 1: Family life now and in the recent past; family life in various places long ago.						
1A. The student understands family life now and in the recent past; family life in various places long ago.						
1B. The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values						
Standard 2: The history of students' own local community and how communities in North America varied long ago.						
2A. The student understands the history of his or her local community.						
2B. The student understands how communities in North America varied long ago.						
Topic 2: The History of Students' State or Region						
Standard 3: The people, events, problems, and ideas that created the history of their state.						
3A. The student understands the history of indigenous peoples who first lived in his or her state or region.						
3B. The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.			4.4		4.4	
3C. The student understands the various other groups from regions throughout the world who came into the his or her own state or region over the long-ago and recent past.						
3D. The student understands the interactions among all these groups throughout the history of his or her state						

3E. The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.						
Topic 3: The History of the United States						
Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols.						
4A. Demonstrate understanding of how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution.		4.5				
4B. Demonstrate understanding of ordinary people who have exemplified values and principles of American democracy.		4.5				
4C. The student understands historic figures who have exemplified values and principles of American democracy		4.5				
4D. The student understands events that celebrate and exemplify fundamental values and principles of American democracy.		4.5				
4E. The student understands national symbols through which American values and principles are expressed.						
Standard 5: The causes and nature of various movements of large groups of people into and within the United States, now and long ago.						
5A. Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States now and long ago.			4.2			
Standard 6: Regional folklore and culture contributions that helped to form our national heritage.						
6A. The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.						
Topic 4: The History of Peoples of Many Cultures Around the World						
Standard 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.						
7A. The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.						

<p>7B. The student understands great world movements of people now and long ago.</p>						
<p>Standard 8: Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.</p>						
<p>8A. The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects.</p>						
<p>8B. The student understands changes in transportation and their effects.</p>						
<p>8C. The student understands changes in communication and their effects.</p>						

ROCKETSHIP

PUBLIC SCHOOLS

Thematic Unit Curriculum

Common Core Standards Alignment

Literacy Units

Grades 4

Rocketship Curriculum

Standard	Unit Our Growing Country: Rights and Liberties					
	1 Novel Study: Multiple Perspectives	2 Founding Documents of the United States	3 Growing Tensions in Our Country	4 The World of Mythology	5 Civil War Westward Expansion	6 Poetry in Our Changing Country
Reading: Literature						
Key Ideas and Details						
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.						
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.						
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).						
Craft and Structure						
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).						
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.						
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.						
Integration of Knowledge and Ideas						
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.						

RL.4.8 (RL.4.8 not applicable to literature)						
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.						
Range of Reading and Level of Text Complexity						
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
Reading: Informational Texts						
Key Ideas and Details						
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.						
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.						
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.						
Craft and Structure						
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .						
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.						
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.						
Integration of Knowledge and Ideas						

<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>						
<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>						
<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>						
Range of Reading and Level of Text Complexity						
<p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>						
Writing						
Texts Types and Purposes						
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>						
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>						
<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>						
Production and Distribution of Writing						
<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>						
<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>						

<p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>						
<p>Research to Build and Present Knowledge</p>						
<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>						
<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>						
<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>						
<p>Research to Build and Present Knowledge</p>						
<p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>						

ROCKETSHIP

PUBLIC SCHOOLS

Thematic Unit Curriculum

National Social Studies Standards Alignment

Grade 5

Rocketship Curriculum						
Standard	Unit Key Economic Developments					
	1 Novel Study: Multiple Perspectives	2 Founding Documents of the United States	3 Growing Tensions in Our Country	4 The World of Mythology	5 Civil War Westward Expansion	6 Poetry in Our Changing Country
United States History						
Era 1: Three Worlds Meet (Beginnings to 1620)						
<p>Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.</p> <p>Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.</p>						
Era 2: Colonization and Settlement (1585-1763)						
<p>Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean</p> <p>Standard 2: How political, religious, and social institutions emerged in the English colonies</p> <p>Standard 3:How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the America.</p>						
Era 3: Revolution and the New Nation (1754-1820s)						
<p>Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory</p> <p>Standard 2: The impact of the American Revolution on politics, economy, and society</p> <p>Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights</p>						
Era 4: Expansion and Reform (1801-1861)						
<p>Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans</p>		5.6				

<p>Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions</p> <p>Standard 3: The extension, restriction, and reorganization of political democracy after 1800</p> <p>Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period</p>						
<p>Era 5: Civil War and Reconstruction (1850-1877)</p>						
<p>Standard 1: The causes of the Civil War.</p> <p>Standard 2: The course and character of the Civil War and its effects on the American people</p> <p>Standard 3: How various reconstruction plans succeeded or failed</p>						
<p>Era 6: The Development of the Industrial United States (1870-1900)</p>						
<p>Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people</p> <p>Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity</p> <p>Standard 3: The rise of the American labor movement and how political issues reflected social and economic changes</p> <p>Standard 4: Federal Indian policy and United States foreign policy after the Civil War</p>						
<p>Era 7: The Emergence of Modern America (1890-1930)</p>						
<p>Standard 1: How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption</p> <p>Standard 2: The changing role of the United States in world affairs through World War I</p> <p>Standard 3: How the United States changed from the end of World War I to the eve of the Great Depression</p>						
<p>Era 8: The Great Depression and World War II (1929-1945)</p>						
<p>Standard 1: The causes of the Great Depression and how it affected American society</p> <p>Standard 2: How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state</p> <p>Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs</p>						
<p>Era 9: Postwar United States (1945 to early 1970s)</p>						

<p>Standard 1: The economic boom and social transformation of postwar United States</p> <p>Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics</p> <p>Standard 3: Domestic policies after World War II</p> <p>Standard 4: The struggle for racial and gender equality and for the extension of civil liberties</p>						
Era 10: Contemporary United States (1968 to the present)						
<p>Standard 1: Recent developments in foreign policy and domestic politics</p> <p>Standard 2: Economic, social, and cultural developments in contemporary United States</p>						
World History						
Era 1: The Beginnings of Human Society						
<p>Standard 1: The biological and cultural processes that gave rise to the earliest human communities</p> <p>Standard 2: The processes that led to the emergence of agricultural societies around the world</p>						
Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE						
<p>Standard 1: The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley</p> <p>Standard 2: How agrarian societies spread and new states emerged in the third and second millennia BCE</p> <p>Standard 3: The political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE</p> <p>Standard 4: Major trends in Eurasia and Africa from 4000 to 1000 BCE</p>						
Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE						
<p>Standard 1: Innovation and change from 1000-600 BCE: horses, ships, iron, and monotheistic faith</p> <p>Standard 2: The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE</p> <p>Standard 3: How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE</p> <p>Standard 4: The development of early agrarian civilizations in Mesoamerica</p> <p>Standard 5: Major global trends from 1000 BCE-300 CE</p>						
Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE						

<p>Standard 1: Imperial crises and their aftermath, 300-700 CE</p> <p>Standard 2: Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries</p> <p>Standard 3: Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600-900 CE</p> <p>Standard 4: The search for political, social, and cultural redefinition in Europe, 500-1000 CE</p> <p>Standard 5: The development of agricultural societies and new states in tropical Africa and Oceania</p> <p>Standard 6: The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE</p> <p>Standard 7: Major global trends from 300-1000 CE</p>						
Era 5: Intensified Hemispheric Interactions 1000-1500 CE						
<p>Standard 1: The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion</p> <p>Standard 2: The redefining of European society and culture, 1000-1300 CE</p> <p>Standard 3: The rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350</p> <p>Standard 4: The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries</p> <p>Standard 5: Patterns of crisis and recovery in Afro-Eurasia, 1300-1450</p> <p>Standard 6: The expansion of states and civilizations in the Americas, 1000-1500</p> <p>Standard 7: Major global trends from 1000-1500 CE</p>						
Era 6: The Emergence of the First Global Age, 1450-1770						
<p>Standard 1: How the transoceanic interlinking of all major regions of the world from 1450 to 1600 led to global transformations</p> <p>Standard 2: How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750</p> <p>Standard 3: How large territorial empires dominated much of Eurasia between the 16th and 18th centuries</p> <p>Standard 4: Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750</p> <p>Standard 5: Transformations in Asian societies in the era of European expansion</p> <p>Standard 6: Major global trends from 1450 to 1770</p>						
Era 7: An Age of Revolutions, 1750-1914						

<p>Standard 1: The causes and consequences of political revolutions in the late 18th and early 19th centuries</p> <p>Standard 2: The causes and consequences of the agricultural and industrial revolutions, 1700-1850</p> <p>Standard 3: The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870</p> <p>Standard 4: Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914</p> <p>Standard 5: Patterns of global change in the era of Western military and economic domination, 1800-1914</p> <p>Standard 6: Major global trends from 1750-1914</p>						
Era 8: A Half-Century of Crisis and Achievement, 1900-1945						
<p>Standard 1: Reform, revolution, and social change in the world economy of the early century</p> <p>Standard 2: The causes and global consequences of World War I</p> <p>Standard 3: The search for peace and stability in the 1920s and 1930s</p> <p>Standard 4: The causes and global consequences of World War II</p> <p>Standard 5: Major global trends from 1900 to the end of World War II</p>						
Era 9: The 20th Century Since 1945: Promises and Paradoxes						
<p>Standard 1: How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.</p> <p>Standard 2: The search for community, stability, and peace in an interdependent world</p> <p>Standard 3: Major global trends since World War II</p>						
World History Across the Eras						
<p>Standard 1: Long-term changes and recurring patterns in world history.</p>						

ROCKETSHIP

PUBLIC SCHOOLS

Thematic Unit Curriculum

Common Core Standards Alignment

Literacy Units

Grades 5

Rocketship Curriculum

Standard	Unit Key Economic Developments					
	1 Novel Study: A Study of Character and Change	2 Reconstruc- tion Economic Boom	3 Novel Study: Balance Between Two Worlds	4 WWI Great Depression	5 WWII Cold War	6 Perspectives Through Poetry

Reading: Literature

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.						
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).						

Craft and Structure

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.						
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.						
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.						

Integration of Knowledge and Ideas

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).						
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RL.5.8 (RL.5.8 not applicable to literature)						
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.						
Range of Reading and Level of Text Complexity						
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.						
Reading: Informational Texts						
Key Ideas and Details						
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.						
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.						
Craft and Structure						
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .						
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.						
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.						
Integration of Knowledge and Ideas						
RI.5.7						

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.						
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).						
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.						
Range of Reading and Level of Text Complexity						
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.						
Writing						
Texts Types and Purposes						
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.						
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.						
Production and Distribution of Writing						
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)						
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)						

<p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>						
<p>Research to Build and Present Knowledge</p>						
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>						
<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>						
<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>						
<p>Research to Build and Present Knowledge</p>						
<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>						