

Grade, Subject/Course: Fifth Grade English Language Arts with Integrated Science and Social Studies		
Unit: Unit 1 - Personal Narratives	<input checked="" type="checkbox"/> Essential	<input type="checkbox"/> Important
<input type="checkbox"/> Compact		
<p>Big Idea: This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing. A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills.</p>		
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.1.5.D: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.5.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, in a text based on specific information in a text.</p> <p>CC.1.2.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.2.5.E: Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.5.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.5.A: Determine a theme of a text 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.</p> <p>CC.1.3.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p> <p>CC.1.4.5.M: Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.N: Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.5.O: Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.5.P: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.5.Q: Write with an awareness of style.</p> <p>CC.1.4.5.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.5.V: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p>		

CC.1.5.5.B: Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.1.5.5.C: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CC.1.5.5.D: Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.5.F: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Essential Questions:

- What makes clear and effective writing?
- Why am I writing? What is my purpose?
- Who is my audience? What will work best for my audience?
- Why do we have/need rules of language?

Understandings:

Students will understand...

- The genre of personal narratives help to build understanding
- Literal comprehension and text-based inferences
- Reading about others' personal experiences will assist students to make meaning from their own experiences through writing

Knowledge:

- What makes an excellent personal narrative?
- What makes a personal narrative different from a fiction narrative?
- How can different points of view affect the way a story is told?
- What can readers learn from someone else's personal narrative?

Do/Skills:

Students will be able to...

- Identify and begin to successfully use personification in writing.
- Identify and begin to successfully use point of view in writing.
- Identify and begin to successfully use similes and metaphors in writing.
- Utilize "Think as you read" strategy to deepen understanding of a text.
- Write a personal narrative.

Vocabulary:

- blurted
- capability
- conceded
- customized
- detected
- discernable
- ecstatic
- enhanced
- grime
- intimidating
- jutting
- momentum
- resolve
- treacherous
- vacant
- wafts

Core Resources:

- **CKLA Anchor Texts:** *Personal Narratives*
- **Student Activity Workbook**

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- *Long Walk to Freedom*, by Nelson Mandela and illustrated by Paddy Bouma
- *The House that Baba Built: An Artist's Childhood in China*, by Ed Young and illustrated by Libby Koponen
- *Long Shot: Never Too Small to Dream Big*, by Chris Paul and illustrated by Frank Morrison
- *Be the Change: A Grandfather Gandhi Story*, by Arun Gandhi and Bethany Hegedus and illustrated by Evan Turk
- *A Doll for Navidades*, by Esmeralda Santiago and illustrated by Enrique O. Sanchez
- *Buffalo Bird Girl: A Hidatsa Story Retold*, by S.D. Nelson
- *Meet Christopher: An Osage Indian Boy from Oklahoma*, by Genevieve Simermeyer and photographs by Katherine Fogden

Grade, Subject/Course: Fifth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 2 - Early American Civilizations

Essential

Important

Compact

Big Idea: This unit orients students to the geography, climate, flora, and fauna of the Americas while presenting an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations. Students review the stages of the writing process and use information from the text to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, the Codex Project, that encompasses all three civilizations. Students plan and draft a paragraph about the Maya and practice paraphrasing and note-taking, plan and draft a paragraph about the Aztec and incorporate images into their work, practice using linking words and phrases to compare the Maya and the Aztec, and plan and draft a paragraph about the Inca. Students edit their writing then integrate their writing and images to complete their Codex Project. They study the root word tract and the prefixes ir-, inter-, and il-. Students also practice properly using subjects and predicates, distinguishing between action verbs and linking verbs, and correcting run-on sentences.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.5.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.5.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.E: Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

CC.1.2.5.G: 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.

CC.1.2.5.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.5.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.5.W: 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.

CC.1.4.5.X: 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.

CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.D: Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Pennsylvania Social Studies Standards:

7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.1.5.B: Describe and locate places and regions as defined by physical and human features.

7.2.5.A: Describe the characteristics of places and regions.

7.2.5.B: Identify the basic physical processes that affect the physical characteristics of places and regions.

7.4.5.A: Describe and explain the effects of the physical systems on people within regions.

7.4.5.B: Identify the effect of people on the physical systems within a community.

8.4.5.A: Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.

Essential Questions:

- What thought-provoking questions will foster inquiry, meaning making, and transfer?
- Why do writers use evidence to support their claims?

Understandings:

Students will understand...

- Large, complex civilizations, including those of the Maya, Aztec, and Inca, developed in the Americas before the arrival of Europeans.
- There were many events that led to the rise and fall of the Maya, Aztec, and Inca civilizations.
- The Maya, Aztec, and Inca civilizations were responsible for many innovations and discoveries and created myths to explain the world around them.

Knowledge:

- What makes a civilization?
- What features define the Maya civilizations?
- How do the ancient Maya and Aztec civilizations compare and contrast?
- What are the major similarities and differences between the ancient Maya, Aztec, and Inca civilizations?

Do/Skills:

Students will be able to...

- Compare and contrast the Maya, Aztec, and Inca civilizations.
- Paraphrase information from a text.
- Create an informative or explanatory essay using evidence from the text.
- Understanding of grammar including action and linking verbs, words that compare and contrast, run-on sentences and subjects and predicates.
- Demonstrate understanding of key vocabulary.

Vocabulary:

- arid
- commerce
- differentiate
- distinct
- diverse
- fragile
- informative
- litter
- lush
- navigable
- nourishment
- quarrel
- reference
- subsequent
- suitable
- transport
- vast

Core Resources:

- **CKLA Anchor Texts:** *Maya, Aztec, and Inca*
- **Student Activity Workbook**

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- *The Lost City: The Discovery of Machu Picchu*, by Ted Lewin
- *Machu Picchu: The Story of the Amazing Incas and Their City in the Clouds*, by Elizabeth Mann and illustrated by Amy Crehore
- *The Ancient Maya (True Books)*, by Jackie Maloy
- *Aztec, Inca & Maya*, by Elizabeth Baquedano
- *The Sad Night: The Story of an Aztec Victory and a Spanish Loss*, by Sally Schofer Mathews
- *The Aztec Empire (True Books)*, by Sunita Apte
- *The Inca World: Ancient People and Places*, by David Jones
- *The Aztecs*, by Tim Wood
- *Rain Player*, by David Wisniewski
- *Mayas, Incas, and Aztecs: World Cultures Through Time*, by Wendy Conklin
- *The Inca Empire*, by Sandra Newman
- *National Geographic Investigates Ancient Aztec: Archaeology Unlocks the Secrets of Mexico's Past*, by Tim Cooke
- *National Geographic Investigates Ancient Inca: Archaeology Unlocks the Secrets of the Inca's Past*, by Beth Gruber
- *National Geographic Investigates Ancient Maya: Archaeology Unlocks the Secrets of the Maya's Past*, by Nathaniel Harris
- *Mansa Musa: Leader of Mali: World Cultures Through Time (Primary Source Readers)*, by Lisa Zamosky
- *If You Were Me and Lived in...Ancient China: The Han Dynasty - An Introduction to Civilizations Throughout Time*, by Carole P. Roman and illustrated by Mateya Arakova
- *Magic Windows/Ventanas Mágicas*, by Carmen Lomas Garza
- *Aztecs, Incas and Mayans Similarities and Differences: Ancient Civilization Book. Fourth Grade Social Studies. Children's Geography and Cultures Books.*
- *Diego Rivera: His World and Ours*, by Duncan Tonatiuh

Timeline and Comparison Websites

- http://www.ducksters.com/history/aztec_maya_inca.php
- Aztec-History <http://www.aztec-history.com/>
- Madrid Codex
<http://www.britannica.com/EBchecked/topic/356145/Madrid-Codex>
- Dresden Codex

<http://www.britannica.com/EBchecked/topic/171367/Dresden-Codex>

- Two-minute video about Maya hieroglyphic writing
<http://www.britannica.com/EBchecked/topic/370875/Mayan-hieroglyphic-writing>
- Mexicolore Kids Home Page <http://mexicolore.co.uk/aztecs/kids/>

Grade, Subject/Course: Fifth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 3 - Poetry

Essential

Important

Compact

Big Idea: This unit teaches students tools and strategies for approaching poetry, training them in the methods and devices poets use, and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit are drawn from various literary traditions over the last several centuries, and they range from William Blake’s 18th-century verse to the work of such contemporary writers as Virgil Suárez and Marie Howe. The poets come from many backgrounds and nations: the poets included are of European, Middle Eastern, African American, Native American, and Hispanic descent. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse and experimentation. Throughout the unit, students practice close reading and writing. They learn about many of the formal elements of poetry as they identify those elements arising organically from the text. They also pair that work with writing poetry themselves, which allows them to demonstrate their understanding and analysis of the poems through creative application and to become detailed writers.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.5.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.5.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.5.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.5.A: Determine a theme of a text 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.

CC.1.3.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.C: Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.4.5.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.5.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.5.N: Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.5.O: Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.5.P: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.5.Q: Write with an awareness of style.

CC.1.4.5.W: 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.

CC.1.4.5.X: 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.

CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.

CC.1.5.5.B: Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● Why do writers use figurative language to engage an audience? 	<p><u>Understandings:</u></p> <p>Students will understand...</p> <ul style="list-style-type: none"> ● That a central goal teaches students how to explore the potential that language has to offer. ● Poetry need not be bound by formal constraints, but can be a free form, creative, imaginative vehicle for expression. ● Poetry has been around for centuries, and it is a timeless, distinctive craft.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● How do figurative language and literacy devices enhance a poem? ● What are some important qualities of a poem? ● How does figurative language differ from literal language? What skills or traits does someone need to write poetry? 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Identify and use poetic devices, including tone, anaphora, figurative language, rhyme, and metaphor. ● Identify and write in various poetic forms, such as villanelle and list. ● Compare and contrast poems using graphic organizers. ● Apply new poetry knowledge to develop the craft of writing poetry.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● ancient ● cautious ● convenient ● dense ● dew ● evident ● exiled ● fluster ● glinting ● immense ● mystical ● perceive ● rue ● seam ● variation 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Poet's Journal</i> ● Student Activity Workbook

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- *Hip Hop Speaks to Children: A Celebration of Poetry with a Beat*, by Nikki Giovanni and illustrated by Alicia Vergel de Dios, Damian Ward, Kristen Balouch, Jeremy Tugeau, and Michele Noiset
- *Wabi Sabi*, by Mark Reibstein and illustrated by Ed Young
- *My Chinatown: One Year in Poems*, by Kam Mak
- *Pablo Neruda: Poet of the People*, by Monica Brown and illustrated by Julie Paschkis
- *Ode to an Onion: Pablo Neruda & His Muse*, by Alexandria Giardino and illustrated by Felicita Sala
- *Ohana Means Family*, by Ilima Loomis and illustrated by Kenard Pak
- *Out of Wonder: Poems Celebrating Poets and Poetry*, by Kwame Alexander, Chris Colderley, and Marjory Wentworth and illustrated by Ekua Holmes
- *We Are Shining*, by Gwendolyn Brooks and illustrated by Jan Spivey Gilchrist
- *Thunder Underground*, by Jane Yolen and illustrated by Josée Masse

Grade, Subject/Course: Fifth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 4 - Adventures of Don Quixote

Essential

Important

Compact

Big Idea: In this unit students focus on character and plot, as well as on literary elements such as characterization, while reading a full-length, adapted version of *Adventures of Don Quixote*. They trace the development of plot, characters, and literary elements over the course of the novel, which exposes them to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character; the relationship between Don Quixote and his sidekick, Sancho Panza; and episodes such as the one involving windmills. Students write a four-paragraph persuasive essay arguing whether they think Don Quixote's good intentions justify his often calamitous actions; they support their claims with reasons and evidence from the text. They learn how to use commas in a series, and they continue developing subject-verb agreement and using words that compare and contrast. They also learn the suffix -ness and the root word 'vac'.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.5.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.5.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.5.A: Determine a theme of a text 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.

CC.1.3.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.C: Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.3.5.E: Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.1.3.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.3.5.G: 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).

CC.1.3.5.H: Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

CC.1.3.5.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.5.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.3.5.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.5.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.5.G: Write opinion pieces on topics or texts.

CC.1.4.5.H: Introduce the topic and state an opinion on the topic.

CC.1.4.5.I: Provide reasons that are supported by facts and details; draw from credible sources.

CC.1.4.5.J: Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.5.K: Write with an awareness of style.

CC.1.4.5.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.5.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

CC.1.4.5.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.U: With some guidance and support, 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.

CC.1.4.5.W: 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.

CC.1.4.5.X: 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.

CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.C: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CC.1.5.5.E: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CC.1.5.5.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

Essential Questions:

- How does what I read (e.g. text structure, story elements) influence how I should read it?
- What insights can we gain by comparing two (or more) texts?
- What makes an argument persuasive
- How do I support my argument?

Understandings:

Students will understand...

- The text is a full-length adapted version of the original novel written by Miguel de Cervantes in 1605. It provides exposure to literary classics.
- There are several themes, including morality, class, and worth, throughout the text.
- The text provides students the opportunity to trace the development of plot, characters, and literary elements throughout the course of the novel.

Knowledge:

- How can people with various personalities work alongside each other to “right the wrongs in the world”?
- What qualities does a chivalrous person have, and how might these qualities help an individual contribute to society?
- How can people with different personalities and goals get along?
- How can people fundamentally change over time?

Do/Skills:

Students will be able to...

- Distinguish between fact and opinion.
- Demonstrate understanding of pronoun-verb agreement and commas in a series.
- Demonstrate understanding of key vocabulary.
- Construct and share a four paragraph persuasive essay.

<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● agony ● ardent ● bestow ● bewilder ● bold ● confess ● confounded ● delicacy ● honorable ● ingenuity ● meddle ● menace ● monumental ● mount ● reluctantly ● resign ● wisdom 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Adventures of Don Quixote</i> ● Student Activity Workbook
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <p>Videos of Don Quixote</p> <ul style="list-style-type: none"> ● <i>Don Quixote</i> (2000) https://www.youtube.com/watch?v=VuIUnw1_8X0 ● Animated Version of <i>Don Quixote</i> https://www.youtube.com/watch?v=Uwe7juUZLTk <p>Scenes from Man of La Mancha</p> <ul style="list-style-type: none"> ● “The Impossible Dream,” <i>Man of La Mancha</i> https://www.youtube.com/watch?v=RfHnzYEHAow ● “Golden Helmet of Mambrino,” <i>Man of La Mancha</i> https://www.youtube.com/watch?v=eQ8iZu-BAVM <p>Books</p> <ul style="list-style-type: none"> ● <i>Don Quixote and the Windmills</i>, by Eric A. Kinnel and illustrated by Leonard Everett Fisher ● <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>, by Laura Amy Schlitz and illustrated by Robert Byrd ● <i>The Last Knight: An Introduction to Don Quixote</i>, by Will Eisner and Miguel

de Cervantes Saavedra

- *Medieval Life*, by Andrew Langley and illustrated by
- *The Medieval World*, by Phillip Steele
- *The Misadventures of Don Quixote*, by Tom Lathrop and Miguel de Cervantes Saavedra and illustrated by Jack Davis
- *Imani's Moon*, by Janay Brown-Wood and illustrated by Hazel Mitchell
- *Passage to Freedom: The Sugihara Story*, by Ken Mochizuki
- *Alma and How She Got Her Name*, by Juana Martinez-Neal
- *Quiet Hero: The Ira Hayes Story*, by S.D. Nelson
- *Miguel's Brave Knight: Young Cervantes and His Dream of Don Quixote*, by Margarita Engle and illustrated by Raúl Colón

Websites

- The Middle Ages <http://www.lordsandladies.org/>
- BBC History: Middle Ages http://www.bbc.co.uk/history/british/middle_ages/
- The History Channel: Middle Ages—Facts & Summary
<http://www.history.com/topics/middle-ages>
- Medieval Life http://www.medieval-life.net/life_main.htm
- Discovery Channel: Middle Ages Quiz
<http://dsc.discovery.com/tv-shows/curiosity/topics/middle-ages-quiz.htm>
- A Chronology of the Central Middle Ages
<http://usna.edu/Users/history/abels/hh315/chronology%20950-1350.htm>

Grade, Subject/Course: Fifth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 5 - The Renaissance

Essential

Important

Compact

Big Idea: This unit provides students with a broad exposure to the art and literature of the Renaissance through the works of renowned masters such as Leonardo da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare. Students learn that the Renaissance was a cultural movement that began in Italy and swept through Europe. During the Renaissance, increased trade between European countries led to increased wealth, power, and influence of the middle class, which allowed merchants and businessmen to support artists as their patrons. While studying the Renaissance, students review the past tense of verbs and recognize improper use of verb tenses. They also develop their understanding of prepositional phrases and correlative conjunctions. Students study the root word 'serv' and the prefixes im-, ex-, and in-.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.5.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.5.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.2.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.2.5.G: 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.

CC.1.2.5.H: Determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.I: Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.2.5.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.C: Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.4.5.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.5.B: Identify and introduce the topic clearly.

CC.1.4.5.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aid comprehension.

CC.1.4.5.D: Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aid comprehension.

CC.1.4.5.E: Write with an awareness of style.

CC.1.4.5.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.5.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

CC.1.4.5.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- CC.1.4.5.U:** With some guidance and support, 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.
- CC.1.4.5.V:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CC.1.4.5.W:** 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.
- CC.1.4.5.X:** 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.
- CC.1.5.5.D:** Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
- CC.1.5.5.A:** Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
- CC.1.5.5.A:** Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
- CC.1.5.5.B:** Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CC.1.5.5.C:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- CC.1.5.5.D:** Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Pennsylvania Social Studies Standards:

8.1.5.C: Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)

8.4.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history.

Essential Questions:

- How does what I read (e.g. text structure, story elements) influence how I should read it?
- How do I figure out the meaning of unknown words/ phrases/ concepts?
- What insights can we gain by comparing two (or more) texts?
- How do I support my argument?
- How do I collect, organize and synthesize information?
- Why do we have/need rules of language?

Understandings:

Students will understand...

- The Renaissance was a cultural movement that began in Italy and swept through Europe.
- During the Renaissance, merchants and businessmen supported artists as their patrons.
- Scholars, philosophers, and artists turned to the works of the ancient Greeks and Romans for inspiration.
- Renowned masters of art and literature from the time period are featured.

<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● What made the Renaissance such a cultural revolution? ● What is the “spirit of the Renaissance”? ● How did books like <i>The Prince</i> and <i>The Book of the Courtier</i> affect society at the time of their release? ● What was life like for women in the Renaissance? 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Create a biography about a famous Renaissance artist using at least two sources. ● Review note-taking techniques on informational text. ● Write an informational paragraph. ● Develop an understanding of reading for purposes such as gist, explanation, details, and inferences.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● alliance ● betrayal ● controversial ● cultural ● denounce ● evidence ● features ● inspire ● linger ● literate ● modest ● obstacle ● portray ● primary ● revolutionary ● technique 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Patrons, Artists, and Scholars</i> ● Student Activity Workbook
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>The Apprentice</i>, by Pilar Molina Llorente and illustrated by Juan Ramon Alonso ● <i>Art and Civilization: The Renaissance</i>, by Rupert Matthews and illustrated by Paul Procter ● <i>Cultures of the Past: The Italian Renaissance</i>, by Virginia Schomp ● <i>DK Eyewitness Books: Ancient Greece</i>, by Anne Pearson ● <i>DK Eyewitness Books: Ancient Rome</i>, by Simon James ● <i>DK Eyewitness Books: Leonardo & His Times</i>, by Andrew Langley ● <i>Life in the Renaissance: The Church</i>, by Kathryn Hinds ● <i>Life in the Renaissance: The City</i>, by Kathryn Hinds

- *Life in the Renaissance: The Countryside*, by Kathryn Hinds
- *Life in the Renaissance: The Court*, by Kathryn Hinds
- *Pippo the Fool*, by Tracy E. Fern and illustrated by Pau Estrada
- *Renaissance People*, by Sarah Howarth
- *Renaissance Places*, by Sarah Howarth
- *A Renaissance Town*, by Jacqueline Morley and illustrated by Mark Peppe
- *Science of the Past: Science in the Renaissance*, by Brendan January
- *See Through History: The Renaissance*, by Tim Wood
- *The Book Itch: Freedom, Truth & Harlem's Greatest Bookstore*, by Vaunda Micheaux Nelson and illustrated by R. Gregory Christie
- *Drawing from Memory*, by Allen Say
- *Ada's Violin: The Story of the Recycled Orchestra of Paraguay*, by Susan Hood and illustrated by Sally Wern Comport
- *Tallchief: America's Prima Ballerina*, by Maria Tallchief and Rosemary Wells and illustrated by Gary Kelley
- *I Am Not a Label: 34 Disabled Artists, Thinkers, Athletes and Activists from Past and Present*, by Cerrie Burnell and illustrated by Lauren Mark Baldo
- *Pippo the Fool (Junior Library Guild Selection)*, by Tracey E. Fern and illustrated by Pau Estrada
- *Marguerite Makes a Book*, by Bruce Robertson

Websites

- General background knowledge on the Renaissance
<http://www.learner.org/interactives/renaissance/>
- The Cathedral of Florence <http://www.mega.it/eng/egui/monu/buq.htm>
- Interactive site about Leonardo da Vinci
<http://legacy.mos.org/sln/Leonardo/LeoHomePage.html>

Grade, Subject/Course: Fifth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 6 - The Reformation

Essential **Important** **Compact**

Big Idea: This unit teaches students about the Reformation, a movement involving religious and political upheaval that shifted the power in Europe from the Catholic Church to the state and led to the creation of Protestantism. Students learn how Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly. They write a friendly letter, and they plan and create a slide presentation. Students practice the suffix -ist and the prefix en-. They also learn interjections and review correlative conjunctions, prepositional phrases, and active and linking verbs.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.5.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.5.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

CC.1.2.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.2.5.H: Determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.C: Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.4.5.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.5.B: Identify and introduce the topic clearly.

CC.1.4.5.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aid comprehension.

CC.1.4.5.D: Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aid comprehension.

CC.1.4.5.E: Write with an awareness of style.

CC.1.4.5.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.5.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

CC.1.4.5.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.U: With some guidance and support, 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.

CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.D: Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.5.F: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Pennsylvania Social Studies Standards:

8.1.5.C: Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)

8.4.5.A: Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.

8.4.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history.

Essential Questions:

- How did the power held by the Church influence the Reformation?
- How did important figures during the Reformation challenge the Church's long-standing beliefs?

Understandings:

Students will understand...

- The Reformation was a movement involving a religious and political shift in power from the Catholic Church to the state.
- The Protestant Church was created at this time.
- Gutenberg's invention of the printing press changed the world and allowed for the quick spreading of ideas.
- The scientific world saw great advances, thereby undermining the power of the Catholic Church.

Knowledge:

- What major discoveries during the Reformation changed the way people viewed their world?
- How did the power held by the church influence the Reformation?
- How did important figures during the Reformation challenge the church's long-standing beliefs?

Do/Skills:

Students will be able to...

- Demonstrate understanding of key vocabulary.
- Identify interjections, subjections, subject-linking verb agreement, prepositions, prepositional phrases, and correlative conjunctions.
- Middle of the year assessment.
- Plan and create a slide presentation and draft a friendly letter considering both audience and purpose.

Vocabulary:

- approach
- argument
- censor
- contraption
- defy
- intervene
- lever
- ponder
- recant

Core Resources:

- **CKLA Anchor Texts: *Shifts in Power***
- **Student Activity Workbook**

- reform
- revitalize
- theory

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

Johannes Gutenberg and the Printing Press

- *From the Good Mountain: How Gutenberg Changed the World*, by James Rumford
- *Inventing the Printing Press*, by Lisa Mullins
- *Johann Gutenberg and the Printing Press*, by Kay Melchisedech Olson and illustrated by Tod G. Smith
- *Johannes Gutenberg: Inventor of the Printing Press*, by Fran Rees
- *Johannes Gutenberg: Printing Press Innovator*, by Sue Vander Hook
- *Marguerite Makes a Book*, by Bruce Robertson
- *The Printing Press*, by Richard and Louise Spilsbury
- *The Printing Press: An Information Revolution*, by Joanne Mattern
- *The Weird Book Machine*, by Geronimo Stilton
- *Johann Gutenberg and the Amazing Printing Press*, by Bruce Koscielniak

The Reformation

- *Martin Luther: A Reforming Spirit*, by Tamara Hollingsworth
- *Martin Luther: Father of the Reformation*, by Barbara A. Somervill
- *The Reformation: A Religious Revolution*, by Tamara Hollingsworth
- *Words Set Me Free*, by Lesa Cline-Ransome and illustrated by James E. Ransome
- *The Red Piano*, by André LeBlanc and illustrated by Barroux
- *Digging for Words: José Alberto Gutiérrez and the Library He Built*, by Angela Burke Kunkel and illustrated by Paola Escobar
- *Schomburg: The Man Who Built a Library*, by Carole Boston Weatherford and illustrated by Eric Velasquez

Science During the Reformation

- *Along Came Galileo*, by Jeanne Bendick
- *Copernicus and Modern Astronomy*, by Josh Sakolsky
- *Copernicus: Founder of Modern Astronomy*, by Catherine M. Andronik
- *Galileo: Astronomer and Physicist*, by Paul W. Hightower

- *Galileo for Kids: His Life and Ideas*, by Richard Panichyk
- *Galileo: The Genius Who Faced the Inquisition*, by Philip Steele
- *I, Galileo*, by Bonnie Christensen
- *Starry Messenger: Galileo Galilei*, by Peter Sis
- *The Sun-Centered Universe and Nicolaus Copernicus*, by Fred Bortz

Websites: Johannes Gutenberg and the Printing Press

- History Channel: Video on Gutenberg's printing press
<http://www.history.com/topics/middle-ages/videos/mankind-the-story-of-all-of-us-the-printing-press>
- History Channel: Video of large modern newspaper printing press
<http://www.history.com/topics/middle-ages/videos/printing-press>
- Create Your Own Newspaper, Brochure, or Flyer
http://www.readwritethink.org/files/resources/interactives/Printing_Press/

Websites: The Reformation

- History Channel: Video and article about Martin Luther and the Ninety-Five Theses <http://www.history.com/topics/martin-luther-and-the-95-theses>

Websites: Science During the Reformation

- History Channel: Video – Beyond the Big Bang: Copernicus
<http://www.history.com/topics/nicolaus-copernicus/videos/beyond-the-big-bang-copernicus>
- PBS NOVA: The Galileo Games/Galileo's Experiments
<http://www.pbs.org/wgbh/nova/pisa/galileo.html>
- Video – 100 Greatest Discoveries: Theory of Copernicus
<http://science.howstuffworks.com/29275-100-greatest-discoveries-theory-of-copernicus-video.htm>
- Video – Copernicus and Galileo
<http://www.watchknowlearn.org/Video.aspx?VideoID=2506>

Grade, Subject/Course: Fifth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 7- A Midsummer Night's Dream

Essential

Important

Compact

Big Idea: The *A Midsummer Night's Dream* unit is an immersive Quest that treats Shakespeare's comedy as both literature and a living text for interpretation and performance. Over the course of the Quest students read, write, act, direct, design, and watch scenes from *A Midsummer Night's Dream*. Students think about scenes through the frames of character action (what a character wants, what stands in his or her way, what he or she will do to achieve it) and character traits (what a character's actions tell us about him or her, what adjectives we would use to describe this character) while exploring Shakespeare's brilliant language.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.5.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.5.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.H: Determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.5.A: Determine a theme of a text 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.

CC.1.3.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.4.5.A: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.5.B: Identify and introduce the topic clearly.

CC.1.4.5.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aid comprehension.

CC.1.4.5.D: Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aid comprehension.

CC.1.4.5.E: Write with an awareness of style.

CC.1.4.5.F: Determine a grade appropriate command of conventions of standard English grammar and spelling.

CC.1.4.5.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.5.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.U: With some guidance and support, 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.

CC.1.4.5.W: 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.

CC.1.4.5.X: 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.

CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.D: Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.5.E: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CC.1.5.5.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

Essential Questions:

- What is this text really about? (theme, main idea, and moral)
- How do I figure out the meaning of unknown words/phrases/concepts?
- How do I find the information I need? How do I know what to believe in what I find?

Understandings:

Students will understand...

- They can enhance their understanding and their skills in reading, writing, speaking, and listening through the genre of drama.
- Shakespeare's plays are the basis for a great number of sayings and contemporary works. To be able to decipher the language and understand how his plays were performed is key to deepening understandings of these contemporaries.

Knowledge:

- How did Shakespeare use literary devices to enhance his works?
- How did the ideas of the Renaissance shape Shakespeare's work?
- How does Shakespeare's writing reveal information that he does not state directly?
- What is the difference between a comedy and a tragedy?

Do/Skills:

Students will be able to...

- Identify poetic devices such as iambic pentameter and work to understand Shakespearian language.
- Dive into, engage with, and make sense of complex text and vocabulary.
- Develop an understanding of tone, stress, and actions when reading and performing a dramatic piece.
- Complete character analysis from the perspective of each character's actions and desires.

Vocabulary:

- abjure
- beguile
- cunning
- disdainful
- enthralled
- lamentable
- mirth
- odious
- peril
- radiant
- savors
- shun
- vile

Core Resources:

- **CKLA Anchor Texts:** *A Midsummer Night's Dream*
- **Student Activity Workbook**

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- *Ira's Shakespeare Dream*, by Glenda Armand and illustrated by Floyd Cooper
- *Brave with Beauty: A Story of Afghanistan*, by Maxine Rose Schur and illustrated by Patricia Dewitt-Grush, Robin Dewitt, and Golsa Yaghoobi
- *Lin-Manuel Miranda: Award-Winning Musical Writer*, by Barbara Kramer
- *Pushing Up the Sky: Seven Native American Plays for Children*, by Joseph Bruchac and illustrated by Teresa Flavin
- *Lives of the Writers: Comedies, Tragedies (and What the Neighbors Thought)*, by Kathleen Krull and illustrated by Kathryn Hewitt
- *Raining Cats and Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bones of Young People*, by Will Moses

Grade, Subject/Course: Fifth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 8 - Native Americans

Essential

Important

Compact

Big Idea: This unit teaches students how Native Americans were intricately and intimately connected to their landscape and explores how the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the land – including the development of Pennsylvania. Students write a persuasive essay in which they argue that a chosen image best shows the connection between Native Americans and the land. In this writing, students focus on note-taking, incorporating evidence, and crafting an argument; they also revise, edit, and share their writing. Students continue practicing correct verb tenses and learn transition words that indicate time or a sequence of events. They learn to use formatting to indicate titles, and they work on comma placement in sentences including tag questions, direct address, and similar constructions. They also learn the root word ‘mem’, the prefix fore–, and the suffixes –tion and –sion.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.5.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.5.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

CC.1.2.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.G: 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.

CC.1.2.5.I: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

CC.1.2.5.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.4.5.A: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.5.B: Identify and introduce the topic clearly.

CC.1.4.5.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aid comprehension.

CC.1.4.5.D: Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aid comprehension.

CC.1.4.5.E: Write with an awareness of style.

CC.1.4.5.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.5.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

CC.1.4.5.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.U: With some guidance and support, 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.

CC.1.4.5.W: 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.

CC.1.4.5.X: 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.

CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.C: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Pennsylvania Social Studies Standards:

5.1.5.C: Describe the principles and ideals shaping local state, and national government (i.e., Liberty/Freedom, Democracy, Justice, Equality).

5.1.5.D: Interpret key ideas about government found in significant documents (i.e., Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution).

5.1.5.F: Explain the significance of state symbols, national symbols, and national holidays.

5.1.5.E: Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution.

5.3.5.A: Describe the responsibilities and powers of the three branches of government.

5.3.5.B: Describe how the elected representative bodies function in making local, state, and national laws.

5.4.5.B: Describe the difference between nation and country.

7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.1.5.B: Describe and locate places and regions as defined by physical and human features.

7.2.5.A: Describe the characteristics of places and regions.

7.3.5.A: Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.

8.1.5.A: Identify and explain the influences of economic features on continuity and change over time.

8.1.5.B: Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.

8.2.5.A: Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania.

8.2.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.

8.2.5.C: Differentiate how continuity and change in Pennsylvania history are formed and operate.

8.2.5.D: Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.

8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.

8.3.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.C: Differentiate how continuity and change in U.S. history are formed and operate.

8.3.5.D: Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• How does what I read (e.g. text structure, story elements) influence how I should read it?• How do I figure out the meaning of unknown words/ phrases/	<p><u>Understandings:</u></p> <p>Students will understand...</p> <ul style="list-style-type: none">• Native Americans in North America had a unique connection to the land, wildlife, and seasons prior to the arrival of Europeans.
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<p>concepts?</p> <ul style="list-style-type: none"> ● Why do we have/need rules of language? ● How do I support my argument? ● How do I collect, organize and synthesize information? ● What makes Native American cultures unique? ● How/Why did the early events of Pennsylvania history have an impact on government and culture? ● Why did conflict and cooperation between groups of people impact Pennsylvania's government and culture? 	<ul style="list-style-type: none"> ● Contact with settlers and the policies of the American government had both intended and unintended consequences on the Native Americans. ● As a result, the Native Americans' way of life, and their very existence, tragically and drastically changed. ● Similarities and differences of various social, political, cultural, and economic groups in Pennsylvania. ● The significance of historical documents, artifacts, and locations in Pennsylvania history. ● Significant events in Pennsylvania's history and explain how these events have impacted the state and lives of Pennsylvanians.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● What makes Native American cultures unique? ● What can be learned from Native American mythology? ● What impact did the arrival of outsiders- such as explorers, missionaries, settlers, and the U.S. government have on Native Americans' way of life? ● What were the implications of the Battle of Little Bighorn? ● Why did individuals settle in Pennsylvania? ● Relationships with Native Americans: conflict and cooperation, influences Native Americans have 	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary. ● Compare and contrast two texts. ● Prepare arguments for and hold a debate. ● Categorize evidence and create character maps. ● Plan, prepare for, and deliver a presentation.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● assume ● chaos ● conflict ● identity ● isolation ● meek ● nimble ● reckless ● transition 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>A Changing Landscape</i> ● Student Activity Workbook ● Teacher Created Resources (Pennsylvania)

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- *Children of the Tipi: Life in the Buffalo Days*, edited by Michael Oren Fitzgerald
- *Custer's Last Battle: Red Hawk's Account of the Battle of the Little Bighorn*, by Paul Goble
- *Eyewitness Books: North American Indian*, by David S. Murdoch
- *The Horse and the Plains Indians: A Powerful Partnership*, by Dorothy Hinshaw Patent with photographs by William Muñoz
- *If You Lived with the Indians of the Northwest Coast*, by Anne Kamma and illustrated by Pamela Johnson
- *Meet Christopher: An Osage Indian Boy from Oklahoma*, by Genevieve Simermeyer and photographs by Katherine Fogden
- *Meet Lydia: A Native Girl from Southeast Alaska*, by Miranda Belarde Lewis with photographs by John Harrington
- *Meet Mindy: A Native Girl from the Southwest*, by Susan Secakuku with photographs by John Harrington
- *Meet Naiche: A Native Boy from the Chesapeake Bay Area*, by Gabrielle Tayac with photographs by John Harrington
- *Stories of the Sioux*, by Luther Standing Bear
- *A Timeline History of Early American Indian Peoples*, by Diane Marczely Gimpel
- *Trickster: Native American Tales: A Graphic Collection*, edited by Matt Dembicki
- *Walking on Earth and Touching the Sky: Poetry and Prose by Lakota Youth at Red Cloud Indian School*, by Timothy P. McLaughlin with paintings by S.D. Nelson
- *Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life*, by Ashley Bryan
- *The Crane Girl*, by Curtis Manley and illustrated by Lin Wang
- *Sharuko: Peruvian Archaeologist, Julio C. Tello* by Monica Brown and illustrated by Elisa Chavarri
- *Hiawatha and the Peacemaker*, by Robbie Robertson and illustrated by David Shannon
- *The Legend Of the White Buffalo Woman*, by Paul Goble
- *The Trail of Tears*, by Joseph Bruchac
- *The People Shall Continue*, by Simon Ortiz and illustrated by Sharol Graves
- *Crazy Horse's Vision*, by Joseph Bruchac and illustrated by S.D. Nelson

- *Shi-shi-etko*, by Nicola Campbell and illustrated by Kim LaFave
- *A Boy Called Slow*, by Joseph Bruchac
- *The Birchbark House*, by Louise Erdrich

Websites

- Tracking the Buffalo: Stories from a Buffalo Hide Painting
<http://americanhistory.si.edu/buffalo/>
- Native Words, Native Warriors: Code Talkers
<http://www.nmai.si.edu/education/codetalkers/>
- Video: Horses <http://vimeo.com/80826401>
- “The Pledge of Allegiance” Spoken in Five Native American Languages
<https://www.youtube.com/watch?v=q1HmUm2AOdw>

Grade, Subject/Course: Fifth Grade English Language Arts with Integrated Science and Social Studies			
Unit: Unit 9 - Chemical Matter	<input checked="" type="checkbox"/> Essential	<input type="checkbox"/> Important	<input type="checkbox"/> Compact
<p>Big Idea: In this unit, students learn chemical content through a fictional work, <i>The Badlands Sleuth</i>, which tells the story of a fossil dig in which a number of fossils go missing and the protagonist, Amy, must use the chemistry she is learning to solve the mystery. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit include appropriate organization of content for a range of purposes, combining informational and literary details, applying recently learned insights to convey information and understanding to others, integrating information from multiple sources to explain concepts and ideas, and revising writing in response to peer feedback.</p>			
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.1.5.D: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.5.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.E: Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.5.G: 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.</p> <p>CC.1.2.5.I: Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.2.5.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.5.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.4.5.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.5.G: Write opinion pieces on topics or texts.</p> <p>CC.1.4.5.H: Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.5.I: Provide reasons that are supported by facts and details; draw from credible sources.</p> <p>CC.1.4.5.J: Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p> <p>CC.1.4.5.K: Write with an awareness of style.</p> <p>CC.1.4.5.V: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.5.W: 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>CC.1.4.5.X: 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> <p>CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.5.B: Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			

CC.1.5.5.C: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CC.1.5.5.D: Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.5.E: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CC.1.5.5.F: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CC.1.5.5.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

Pennsylvania STEELS (Science, Technology, & Engineering, and Environmental literacy & Sustainability) Standards:

3.2.2.A: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

3.2.2.C: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

3.2.5.A: Develop a model to describe that matter is made of particles too small to be seen.

3.2.5.B: Make and communicate observations and measurements to identify materials based on their properties.

3.2.2.D: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

3.2.5.D: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

3.2.5.E: Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

3.2.5.G: Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Essential Questions:

- How do chemical changes affect your everyday life?
- What does all matter have in common?
- How can chemistry be used to solve problems?
- What are some everyday chemical changes?

Understandings:

Students will know that...

- This unit introduces the concepts of matter, elements, and compounds.
- Matter can be transformed by physical and chemical changes.
- This text is both informational and literary, and requires the use of prior knowledge of both text types to read, analyze, and integrate the content within.

Knowledge:

- How do chemical changes affect your everyday life?
- What does all matter have in common?
- How can chemistry be used to solve problems?
- What are some everyday chemical changes?

Do/Skills:

Students will be able to...

- Demonstrate understanding of key vocabulary.
- Compare and contrast two texts.
- Prepare arguments for and hold a debate.
- Categorize evidence and create character maps.
- Plan, prepare for, and deliver a presentation.

<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● discovery ● distinguish ● hunch ● integrate ● intention ● investigation ● irritation ● perspective ● precise ● suspicious 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Chemical Matter</i> ● Student Activity Workbook
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>I Am the Rain</i>, by John Paterson ● <i>Tracking Tyrannosaurs: Meet T. Rex's Fascinating Family, From Tiny Terrors to Feathered Giants</i>, by Christopher Sloan ● <i>Boy, Were We Wrong About Dinosaurs!</i>, by Kathleen V. Kudlinski and illustrated by S.D. Schindler ● <i>Mario and the Hole in the Sky: How a Chemist Saved Our Planet</i>, by Elizabeth Rusch and illustrated by Teresa Martinez ● <i>The Ancient Cliff Dwellers of Mesa Verde</i>, by Caroline Arnold and Richard Hewett ● <i>What's the Matter in Mr. Whiskers' Room?</i>, by Michael Elsohn Ross and illustrated by Paul Meisel ● <i>Water Is Water: A Book About the Water Cycle</i>, by Miranda Paul and illustrated by Jason Chin ● <i>Dinosaur Lady: The Daring Discoveries of Mary Anning, the First Paleontologist</i>, by Linda Skeers and illustrated by Marta Álvarez Miguéns ● <i>The Fossil Girl: Mary Anning's Dinosaur Discovery</i>, by Catherine Brighton

Grade, Subject/Course: Fifth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 11 - Junior Achievement/BizTown

Essential

Important

Compact

Big Idea: Students will Identify and participate in school and community based opportunities for career awareness/preparation.

PA Core Content Standards/Anchors (or National Standards):

Pennsylvania Social Studies Standards (BizTown):

17.3.6-8.C: Compare ways people organize and track their spending and income.

17.3.3-5.G: Explain various payment methods (e.g., cash, checks, gift cards, debit cards, credit cards).

17.3.6-8.G: Describe the advantages and disadvantages of using various payment methods (e.g., cash, checks, gift cards, debit cards, credit cards, mobile payments).

17.4.3-5.C: Identify reasons people deposit money to be saved in accounts at financial institutions and factors they might consider when selecting a financial institution.

6.2.5.F: Compare and contrast types of private economic institutions.

17.5.3-5.H: Predict the financial consequences of sharing personal information.

17.6.3-5.D: Describe how using a credit card is a form of borrowing.

6.5.5.H: Identify the costs and benefits of borrowing.

17.6.6-8.D: Summarize the differences between credit cards and debit cards.

17.6.3-5.E: Explain why borrowers might be asked to repay more than they initially borrowed (e.g., interest, fees).

17.3.3-5.L: Identify taxes applied to certain purchases.

17.3.6-8.L: Calculate the sales tax for various types of purchases.

6.3.5.C: Explore ways in which tax revenue is collected.

17.3.3-5.M: Identify reasons people participate in fundraising efforts and the causes they support.

17.3.6-8.M: Describe ways people support charitable organizations by donating money, items, and time.

13.1.3-5.F: Explain why employers pay people for their labor.

13.1.3-5.A: Investigate how people prepare for different careers that may include various levels of education, experiences, and training.

13.1.6-8.A: Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.

13.1.3-5.B: Define entrepreneurship and identify the risks and rewards of self-employment.

13.1.6-8.B: Compare and contrast entrepreneurship and other self-employment opportunities to other employment types.

13.4.6-8.A: Identify ways to market yourself as a job candidate.

13.4.3-5.B: Connect personal interests and abilities to potential career choices.

13.4.6-8.B: Relate careers to personal interests, abilities, and aptitudes.

6.5.5.B: Differentiate the requirements for different careers and occupations.

13.1.3-5.D: Identify the range of jobs available in the community.

13.2.6-8.B: Develop formal communication that demonstrates professional etiquette and observes social protocols when communicating verbally, nonverbally, and in writing.

13.2.3-5.C: Demonstrate the ability to work well in group or team interactions, recognizing that people have different backgrounds, experiences, and beliefs.

13.3.3-5.D: Identify attributes of a positive work ethic.

13.3.6-8.D: Demonstrate a positive work ethic.

13.1.3-5.E: Explain the benefits of participating in hands-on career awareness/preparation activities.

13.2.3-5.A: Develop the traits needed to solve problems.

- 13.2.6-8.A: Apply critical thinking to solve real-life problems.
- 13.3.3-5.B: Reflect on skill improvement and identify opportunities to build new skills.
- 13.3.3-5.D: Identify attributes of a positive work ethic.
- 13.4.3-5.A: Identify personal strengths and successes.
- 17.1.3-5.E: Describe conversations people have about money.
- 17.1.6-8.E: Describe important financial conversations people have and with whom they have them.
- 17.3.3-5.G: Explain various payment methods (e.g., cash, checks, gift cards, debit cards, credit cards).

Pennsylvania Social Studies Standards (Junior Achievement):

- 5.1.5.A: Understand the rule of law in protecting property rights, individual rights and the common good.
- 5.1.5.B: Describe the basic purposes of government in the classroom, school, community, state, and nation.
- 5.3.5.C: Describe the role of local and state government officials.
- 5.3.5.D: Describe the primary duties of elected local, state, and national positions.
- 5.3.5.E: Identify the requirements to vote in local, state, and national elections.
- 5.3.5.H: Identify various sources of mass media.
- 6.1.5.A: Explain how limited resources and unlimited wants cause scarcity.
- 6.1.5.B: Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good.
- 6.1.5.C: Explain how people’s choices have different economic consequences.
- 6.1.5.D: Demonstrate how availability of resources affects choices.
- 6.2.5.A: Describe how goods and services are distributed.
- 6.2.5.B: Identify how pricing influences sellers and consumers.
- 6.2.5.C: Explain how advertising causes people to change their behavior in predictable ways.
- 6.2.5.D: Identify factors that cause changes in price.
- 6.2.5.E: Describe the impact of businesses opening and closing on Pennsylvania’s economy.
- 6.2.5.G: Describe various economic systems.
- 6.3.5.A: Describe the cost and benefits of government economic programs.
- 6.3.5.B: Describe factors that influence government’s economic decision making.
- 6.4.5.A: Explain why people specialize in the production of goods and services and divide labor.
- 6.4.5.B: Explain the growth in international trade.
- 6.4.5.C: Explain how and where multinational corporations operate.
- 6.4.5.D: Identify various economic and noneconomic organizations that contribute to interaction among individuals and nations.
- 6.5.5.A: Describe how the availability of goods and services is made possible by the work of members of the society.
- 6.5.5.D: Explain how positive and negative incentives affect individual choices.
- 6.5.5.E: Identify tangible and intangible assets.
- 6.5.5.F: Define entrepreneurship and its role in the local community.
- 6.5.5.G: Identify the costs and benefits of saving.

Essential Questions:

- How do I learn career awareness and preparation?

Understandings:

Students will understand...

- How people organize and track their spending and income.
- Various payment methods (e.g., cash, checks, gift cards, debit cards,

	<ul style="list-style-type: none"> credit cards). ● The advantages and disadvantages of using various payment methods (e.g., cash, checks, gift cards, debit cards, credit cards, mobile payments). ● reasons people deposit money to be saved in accounts at financial institutions and factors they might consider when selecting a financial institution. ● The financial consequences of sharing personal information. ● The differences between credit cards and debit cards. ● Reasons people participate in fundraising efforts and the causes they support. ● Why employers pay people for their labor. ● How people prepare for different careers that may include various levels of education, experiences, and training. ● The relationship of school subjects, extracurricular activities, and community experiences to career preparation. ● The risks and rewards of self-employment. ● Ways to market yourself as a job candidate. ● How to connect personal interests and abilities to potential career choices. ● The range of jobs available in the community. ● Formal communication that demonstrates professional etiquette and observes social protocols when communicating verbally, nonverbally, and in writing. ● Attributes of a positive work ethic. ● To work well in group or team interactions, people have different backgrounds, experiences, and beliefs. ● The traits needed to solve problems. ● Critical thinking to solve real-life problems.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● How do I choose a career based on my skills and interests? ● How do I construct a resume? ● How do I prepare for a job interview? ● Why do I have to work as a team in a company? ● How do I make a purchase using a check/debit card or cash? ● How do I balance my checkbook with my bank statement? ● Why is it important for a business to make a profit? ● How do I successfully run a business? 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Write a friendly letter. ● Fill out a job application. ● Write a resume and highlight their character traits and work habits ● Reflect on their interests and skills as they consider future careers. ● Understand the basics of deposits, checks, and withdrawals, and they build on that knowledge to understand electronic banking and bank cards. ● Understand the concept of the circular flow of money and goods in an economy. ● Define basic economic concepts and discuss the impact of taxes and philanthropy. ● Operate a successful business, setting prices to achieve a profit, and using advertising to bring in revenue.

<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● budget ● entrepreneurs ● gross pay ● net pay ● resume ● salaries/benefits ● wages ● circular flow ● economy ● business ● natural resource ● human resource ● capital resource ● community ● citizen ● right ● responsibility 	<ul style="list-style-type: none"> ● Reflect on their JA Career Exploration or Biztown experience. <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● Online Workbook from Junior Achievement Biztown Website ● Junior Achievement Checkbooks
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● N/A 	<p><u>Supplemental Resources:</u></p>

Grade, Subject/Course: Fifth Grade English Language Arts with Integrated Science and Social Studies	
Unit: Unit 12 - Leader in Me / Citizenship	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Students will take ownership of their behavior and develop the skills necessary to be a leader in the classroom, at home, and in their communities.	
PA Core Content Standards/Anchors (or National Standards): Pennsylvania Social Studies Standards: 5.1.5.B: Describe the basic purposes of government in the classroom, school, community, state, and nation. 5.2.5.A: Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation. 5.2.5.B: Identify behaviors that promote cooperation among individuals. 5.2.5.C: Explain why individuals become involved in leadership and public service. 5.2.5.D: Identify specific ways individuals participate in school and community activities. 5.3.5.F: Examine different ways conflicts can be resolved. 5.3.5.G: Describe how groups try to influence others.	
Essential Questions: <ul style="list-style-type: none"> • What are the purpose of rules of my school/classroom community? • How can I apply the rules and procedures of my school/classroom? • What does it mean to be a responsible member of my home, school, classroom, and community? • How can I be a responsible member of my home, school, and community? • How can I solve conflicts on my own? 	Understandings: Students will understand... <ul style="list-style-type: none"> • Why do we need to follow rules? • How to be responsible in their lives at home, school, and in the community. • The importance of conflict resolution. • How to solve a conflict with a peer.
Knowledge: <ul style="list-style-type: none"> • Basic knowledge of the home, school, classroom, and community. • Responsibilities of the home, school, classroom, and community. 	Do/Skills: Students will be able to... <ul style="list-style-type: none"> • Solve a conflict with a peer. • Help create rules for the classroom. • Describe the importance of rules. • Participate in classroom leadership roles.

<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● conflict● resolution● leader● community● rules● respect● habit	<p><u>Core Resources:</u></p> <ul style="list-style-type: none">● Leader In Me
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none">● N/A	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none">● School and Classroom artifacts