

Marietta City Schools			
District Unit Planner			
Fifth Grade			
Module Title	Breaking Barriers	Unit Duration (days)	35 days
Enduring Understanding/ Essential Question	How can sports influence individuals and societies?		

GA DoE Standards
<p>FOCUS STANDARDS</p> <p>Reading Informational Text</p> <p>RI.5.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Writing</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Speaking and Listening</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.e Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2.a Use punctuation to separate items in a series.

L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.

L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CONTINUING STANDARDS

Reading Literature

RL.5.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 4–5 text complexity band independently and proficiently.

Reading Informational Text

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently.

Writing

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 Write routinely over extended time frames (time for research, reflection, and revisions) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Assessment	Elements that Support Success on EOM Task/Success Criteria
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FQT1. Write an informative/explanatory paragraph that explains how a character's perspective toward another character changes through an experience with sport, using evidence from "Raymond's Run."	<p>Demonstrate an understanding of the influence sport has on an individual.</p> <p>Use evidence and elaboration to support a point.</p>
FQT2. Give a speech explaining why all Negro League players should be honored and remembered on April 15, Jackie Robinson Day, using paraphrased and directly quoted evidence from We Are the Ship: The Story of Negro League Baseball.	<p>Demonstrate an ability to paraphrase and directly quote evidence to support a point.</p> <p>Sequence ideas logically.</p> <p>Demonstrate an understanding of the influence sports have on society.</p>
FQT3. In small groups, research an athlete who challenged a barrier through sports, and create an exhibit for a "Hall of Fame for Barrier-Breakers in Sports" about the athlete and their accomplishments using text, visuals, and multimedia elements.	<p>Demonstrate the ability to research a topic using online sources.</p> <p>Demonstrate an understanding of how an athlete can use sports to influence individuals and societies.</p>
NR1. Read two articles about two Negro League baseball players, and then respond to multiple-choice and short-answer questions comparing and contrasting text structures and explaining the function of a conjunction.	<p>Demonstrate the ability to use text structure to comprehend an unfamiliar text.</p> <p>Demonstrate an understanding of a conjunction to use later in writing to create greater sentence variety.</p>
NR2. Read two articles about the Paralympics, and then respond to multiple-choice and short-answer questions, demonstrating the ability to locate answers to specific questions.	<p>Demonstrate the ability to use sources to answer a question quickly.</p> <p>Demonstrate an understanding of the influence sports have on individuals and society.</p>
EOM Task: Write an informative/explanatory research essay that explains how an organization is using the sport of soccer to influence individuals and societies. Create a thesis with two points, and use evidence from three sources, two of which are researched individually, to support points.	<p>Demonstrate an understanding of how sports can influence individuals and societies.</p> <p>Synthesize information from three sources, using both paraphrases and directly quoted evidence.</p> <p>Create a list of sources used.</p>

*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

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Learning Experiences					
Focusing Question 1: How can sports affect the way we view others?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
1	"Nelson Mandela Iconic Speech—'Sport Has the Power to Change the World'"	Distill What is the essential meaning of the documentary about Nelson Mandela and South Africa's 1995 Rugby World Cup victory?		Analyze the significance of South Africa's victory at the 1995 Rugby World Cup for Nelson Mandela and the people of South Africa. (RI.5.3) Use knowledge of the roots crat/cracy as clues to meanings of words. (L.5.4.b, L.5.4.c)	Slide Deck
2	"Raymond's Run"	Reveal What does a deeper exploration of the narrator reveal in "Raymond's Run"?		Infer and describe Squeaky's traits, citing textual evidence to support descriptions. (RL.5.1, W.5.10) Analyze vernacular in context to infer meaning and deepen understanding of character. (L.5.4.a)	Slide Deck
3	"Raymond's Run"	Reveal What does a deeper exploration of Squeaky's perspective reveal in "Raymond's Run"?	Examine Why is correct spelling important? Experiment How does editing for correct spelling work?	Analyze how Squeaky's perspective of her brother Raymond and her rival Gretchen change after the race in "Raymond's Run," citing and elaborating on evidence from the story. (RL.5.1) Spell homophones and commonly misused words correctly. (L.5.2.e)	Slide Deck
4 FQT1	"Raymond's Run" "Nelson Mandela Iconic Speech—'Sport Has the	Know How does "Raymond's Run" build your knowledge of	Execute	Express a central theme of the short story "Raymond's Run." (RL.5.2)	Slide Deck

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	Power to Change the World”	how sports can create unity and understanding among people?	How do I edit for correct spelling in Focusing Question Task 1?	Explain how Squeaky’s perspective and understanding of either Raymond or Gretchen changes in “Raymond’s Run” because of the race. (RL.5.1, W.5.2, W.5.9.a, L.5.2.e) Edit writing to correct spelling errors. (L.5.2.e)	
Focusing Question 2:How can sports create opportunities for change?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
5	We Are the Ship: The Story of Negro League Baseball	Organize What’s happening in We Are the Ship?	Examine Why is research important? Examine Why is proper punctuation important with items in a series?	Summarize what the Negro Leagues are, drawing on ideas from the text. (RI.5.2) Explain the importance of using multiple sources when researching a topic. (W.5.7) Add commas to items in a series, and explain why the commas are needed. (L.5.2.a)	Slide Deck
6	We Are the Ship: The Story of Negro League Baseball	Organize What’s happening in “2nd Inning” of We Are the Ship?	Examine Why is using evidence important in research? Experiment How does punctuating items in a series work?	Identify the overall text structure of “2nd Inning”; reflect on how text structure improves comprehension of the text. (RI.5.5) Explain how Kadir Nelson uses evidence to support his research in We Are the Ship. (W.5.7) Use commas to separate items in a series. (L.5.2.a)	Slide Deck
7	We Are the Ship: The Story of Negro League Baseball	Reveal What does a deeper exploration of text structure	Experiment How does paraphrasing evidence work?	Compare and contrast how Kadir Nelson uses text structures to tell about the Negro League players; explain how text structures impact understanding of a text. (RI.5.5)	Slide Deck

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		reveal in “3rd Inning” of We Are the Ship?	Execute How do I use punctuating items in a series in my writing?	Analyze and revise sample paraphrasing of textual information to meet the characteristics of successful paraphrases. (W.5.8) Use commas with items in a series. (L.5.2.a)	
8	We Are the Ship: The Story of Negro League Baseball	Reveal What does a deeper exploration of text structure reveal in “4th Inning” of We Are the Ship?	Experiment How does directly quoting evidence work? Examine Why are conjunctions important?	Compare and contrast how Kadir Nelson uses text structures to tell about the Negro League players; explain how text structures impact understanding of a text. (RI.5.5) Select an excerpt from the text to meet the characteristics of successful direct quotations to support a main idea. (RI.5.1, W.5.2.b) Identify coordinating and subordinating conjunctions in sentences, and explain their functions. (L.5.1.a)	Slide Deck
9 NR1	We Are the Ship: The Story of Negro League Baseball “Cool Papa Bell”; “Josh Gibson”	Reveal What does a deeper exploration of players’ accomplishments reveal in “5th Inning” of We Are the Ship and in the New-Read Assessment 1 texts?	Experiment How do conjunctions work?	Analyze how an illustration supports a main idea in “5th Inning” of We Are the Ship. (RI.5.1, RI.5.2) Compare and contrast how two articles use text structures to highlight a famous Negro League baseball player. (RI.5.1, RI.5.5, W.5.10) Explain how a conjunction in a sentence supports understanding of a Negro League player’s talents. (L.5.1.a) Use coordinating and subordinating conjunctions in sentences. (L.5.1.a)	Slide Deck
10	We Are the Ship: The Story of Negro League Baseball	Reveal	Execute	Paraphrase evidence to support a topic statement. (W.5.2.a, W.5.2.b, W.5.8)	Slide Deck

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		What does a deeper exploration of the treatment of Negro League players reveal in “6th Inning” and “7th Inning” of We Are the Ship?	How do I use paraphrased evidence in a paragraph response?	Apply knowledge of the prefix sym- to deepen understanding of the words sympathy and sympathetic. (L.5.4.b)	
11	We Are the Ship: The Story of Negro League Baseball	Reveal What does a deeper exploration of the path toward baseball’s integration reveal in “8th Inning” of We Are the Ship?	Execute How do I use directly quoted evidence in a paragraph response?	Use directly quoted evidence to support a topic statement. (RI.5.1, W.5.2.b) Use the relationship between integrating and segregated to better understand the meaning of each word. (L.5.4.b, L.5.5.c)	Slide Deck
12	We Are the Ship: The Story of Negro League Baseball “Jackie Robinson”	Reveal What does a deeper exploration of the path toward baseball’s integration reveal in “9th Inning” of We Are the Ship?		Explain how the integration of baseball affected the practices of segregation and discrimination in the United States. (RI.5.1, RI.5.3, W.5.10) Generate relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand the word barrier. (L.5.5.c)	Slide Deck
13 FQT2	“Jackie Robinson” We Are the Ship: The Story of Negro League Baseball	Reveal What does a deeper exploration of baseball’s integration reveal in “Extra Innings” of We Are the Ship?	Examine and Experiment Why is sequencing ideas logically important, and how does it work?	Develop a thesis statement for Focusing Question Task 2 with three logically sequenced points. (W.5.2.a, SL.5.4) Use the relationship between particular words within the text to better understand the word bitter. (L.5.5.c)	Slide Deck
14	We Are the Ship: The Story of Negro League Baseball	Distill What is the essential meaning of We Are the Ship?	Execute How do I logically sequence my ideas as I plan my	Identify two of the main ideas of We Are the Ship, and explain how Kadir Nelson conveys those ideas. (RI.5.1, RI.5.2, RI.5.8)	Slide Deck

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			speech for Focusing Question Task 2?	Paraphrase evidence from We Are the Ship, and elaborate on its importance to support at least two points. (W.5.2.b, W.5.8) Generate synonyms and antonyms for the words fortitude, resilience, and antagonism to better understand the text. (L.5.5.c)	
15	We Are the Ship: The Story of Negro League Baseball	Know How does We Are the Ship build my knowledge?	Execute How do I logically sequence my ideas as I rehearse my speech for Focusing Question Task 2? Execute How do I use coordinating and subordinating conjunctions in my sentences about Hank Aaron?	Rehearse ideas for a speech, using note cards to organize information. (RI.5.1, W.5.8, SL.5.4) Use coordinating and subordinating conjunctions to show relationships between or the importance of ideas in sentences. (L.5.1.a)	Slide Deck
16	We Are the Ship: The Story of Negro League Baseball	Know How does We Are the Ship build my knowledge of the power of sports?	Excel How do I improve on logically sequencing my ideas when I deliver my speech?	Present a speech on the importance of celebrating the Negro Leagues on Jackie Robinson Day. (SL.5.4)	Slide Deck
Focusing Question 3: How can people challenge or overcome barriers through sports?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
17	"Always #LikeAGirl"	Know	Examine	Summarize information about runner Bobbi Gibb after watching a short documentary. (RI.5.2, W.5.10)	Slide Deck

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	<p>"A Boston Marathon First: Bobbi Gibb on Her History-Making Run"</p>	<p>How does the documentary build know my knowledge of how people can challenge or overcome barriers through sports?</p>	<p>Why is using several sources to build knowledge about a topic important?</p>	<p>Infer how filmmakers used historical film footage and photographs to build knowledge about Bobbi Gibb's story. (RI.5.1)</p> <p>Generate sentences to better understand the relationship between ideas presented in two videos. (L.5.5.c)</p>	
18	<p>"Afghan Sprinter Tahmina Kohistani Shows What's Possible for Muslim Women"</p> <p>"A Boston Marathon First: Bobbi Gibb on Her History-Making Run"</p>	<p>Know</p> <p>How does the article about Tahmina Kohistani build my knowledge of how people can challenge or overcome barriers through sports?</p>	<p>Experiment</p> <p>How does searching for different sources about a topic work?</p> <p>Examine</p> <p>Why are correlative conjunctions important?</p>	<p>Scan an article to locate evidence to support answers to questions about Tahmina Kohistani, and use the evidence to answer those questions. (RI.5.1, RI.5.2)</p> <p>Conduct an Internet search to find two additional sources about either Bobbi Gibb or Tahmina Kohistani, recording information about each source. (W.5.7)</p> <p>Identify and use correlative conjunctions in sentences. (L.5.1.e)</p>	Slide Deck
19	<p>Joie de Vivre</p> <p>"Fugees: Arete Honors 2008"</p>	<p>Know</p> <p>How does the video build my knowledge of how people challenge or overcome barriers through sports?</p>	<p>Experiment</p> <p>How does gathering relevant information from a source work?</p> <p>Experiment</p> <p>How do correlative conjunctions work?</p>	<p>Describe the materials and process sculptor Mark di Suvero uses to create his sculpture, along with challenges presented by the project. (RI.5.1, RI.5.2, RI.5.3, W.5.10)</p> <p>Gather and paraphrase relevant information from the Fugees video to answer research questions. (RI.5.1, RI.5.7, W.5.7, W.5.8)</p> <p>Use correlative conjunctions to write sentences about the Fugees. (L.5.1.e)</p>	Slide Deck
20	<p>"Refugees Find Hope, Film Deal on Soccer Field"</p>	<p>Know</p>	<p>Experiment</p> <p>How does using several sources to gather relevant</p>	<p>Gather and paraphrase relevant information about the Fugees to develop answers to research questions. (RI.5.1, RI.5.7, W.5.7, W.5.8)</p>	Slide Deck

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		How do different sources about the Fugees build my knowledge?	information about my topic work?	Apply the prefix trans- to more deeply understand transportation, transition, and transformed. (L.5.4.b)	
21	<p>“CNN Hero Luma Mufleh: From Refugee to Fugees”</p> <p>“Helping Refugee Kids Find Their Footing in the U.S.”</p> <p>“Meet CNN Hero Luma Mufleh”</p> <p>“Refugees Find Hope, Film Deal on Soccer Field”</p> <p>“Fugees: Arete Honors 2008”</p>	<p>Know</p> <p>How do different sources about the Fugees build my knowledge?</p>	<p>Experiment</p> <p>How does synthesizing information from different sources work?</p> <p>Execute</p> <p>How do I use correlative conjunctions in my writing?</p>	<p>Gather and paraphrase relevant information about the Fugees from another source to develop answers to research questions. (RI.5.1, RI.5.7, W.5.7, W.5.8)</p> <p>Synthesize information from several sources to summarize and reflect on the significance of the Fugees’ story. (RI.5.2, RI.5.9, W.5.7, W.5.8)</p> <p>Use correlative conjunctions in reflections about the Fugees. (L.5.1.e)</p>	Slide Deck
22	<p>Joie de Vivre</p> <p>“The Mandeville Legacy”</p>	<p>Know</p> <p>How does the documentary about the Paralympics build my knowledge of how people can challenge or overcome barriers through sports?</p>		<p>Interpret meaning from a sculpture by analyzing a quotation by the artist. (W.5.10)</p> <p>Listen to gather relevant information from a documentary about Dr. Ludwig Guttmann and the Paralympics to answer research questions. (RI.5.1, RI.5.7, W.5.7, W.5.8)</p> <p>Apply para- to more deeply understand paralyzed, paraplegic, parallel, and Paralympics. (L.5.4.b)</p>	Slide Deck
23 NR2 FQT3	<p>“About the Paralympics: Paralympic History”</p> <p>“History in Detail: Dr. Ludwig Guttmann”</p>	<p>Know</p> <p>How do the different sources about Ludwig Guttmann and the</p>		Navigate several informational texts about Ludwig Guttmann and the Paralympics to answer questions about the topic. (RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.7, L.5.4.a, L.5.5.c, W.5.10)	Slide Deck

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		Paralympics build my knowledge?		<p>Integrate information from several sources about Ludwig Guttman and the Paralympics to reflect on the impact and significance of Guttman's work. (RI.5.1, RI.5.9, W.5.10, L.5.1.e)</p> <p>Use context clues and a dictionary to better understand the words baffled and zeal. (L.5.4.a, L.5.4.c, L.5.6)</p>	
24 SS	<p>The Fall of Icarus</p> <p>Joie de Vivre</p>	<p>Know</p> <p>How do the artwork and other module texts build my knowledge of how people challenge or overcome barriers?</p>		<p>Integrate understanding of Henri Matisse's background and artistic processes and the story of Icarus to support analysis of how The Fall of Icarus cutout suggests feelings or emotions. (RL.5.1, W.5.10)</p> <p>Synthesize understanding of how artists Henri Matisse and Mark di Suvero challenge barriers through art, drawing connections between these artists and individuals and groups who challenge barriers through sports. (RI.5.1, RI.5.9, SL.5.1, SL.5.4, SL.5.6)</p> <p>Demonstrate understanding of the root posit, and apply knowledge to other words. (L.5.4.b)</p>	Slide Deck
25	Texts for small group research	<p>Know</p> <p>How do the texts about my topic build my knowledge?</p>	<p>Examine</p> <p>Why is varying sentence beginning and length important?</p>	<p>Conduct initial research, using several different sources, to explore and learn about a topic. (W.5.7)</p> <p>Evaluate informational texts about a topic, and choose sources to support a research task. (W.5.7, W.5.8)</p> <p>Identify the ways writers add variety to sentences. (L.5.3.a)</p>	Slide Deck

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26	<p>Texts for small group research</p> <p>“Jackie Robinson”</p> <p>“About the Paralympics: Paralympic History”</p>	<p>Know</p> <p>How do the texts about my topic build my knowledge?</p>	<p>Examine</p> <p>Why are visual and multimedia elements important when presenting information?</p>	<p>Gather and paraphrase relevant information about a research topic from several sources. (RI.5.1, RI.5.7, W.5.7, W.5.8)</p> <p>Explain how visual and multimedia elements can enhance information in a presentation. (W.5.10)</p> <p>Revise sentences to vary length, type, and beginnings. (L.5.3.a)</p>	Slide Deck
27	<p>Texts for small group research</p>	<p>Know</p> <p>How do the texts about my topic build my knowledge?</p>	<p>Experiment</p> <p>How do visual and multimedia elements work in a presentation?</p> <p>Execute</p> <p>How do I use sentence variety to write about the athlete I am researching?</p>	<p>Gather and paraphrase relevant information about a research topic from several sources. (RI.5.1, RI.5.7, W.5.7, W.5.8)</p> <p>Choose and describe a visual or multimedia element for a sample Hall of Fame exhibit, and explain how it develops or enhances the exhibit’s main ideas. (SL.5.5, W.5.10)</p> <p>Use sentence variety to add interest to writing. (L.5.3.a)</p>	Slide Deck
28	<p>Texts for small group research</p>	<p>Know</p> <p>How does my research about my athlete build my knowledge?</p>	<p>Excel</p> <p>How do I improve sentence variety in my Hall of Fame exhibit text?</p>	<p>Synthesize information from several sources to discuss the significance of an athlete’s accomplishments and story. (RI.5.9, SL.5.1, W.5.7)</p> <p>Integrate information from several sources to explain how an athlete challenges or overcomes barriers through sports. (RI.5.1, RI.5.9, W.5.7, W.5.8)</p> <p>Include a variety of sentence types and beginnings in a written response to Focusing Question Task 3. (L.5.3.a)</p>	Slide Deck

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29	Texts for small group research	Know How can visual and multimedia elements build my knowledge about my athlete?	Execute How do we use visual and multimedia elements to enhance our Hall of Fame exhibit?	Choose visual and multimedia elements to enhance an athlete Hall of Fame exhibit, explaining how each element enhances the exhibit. (SL.5.5)	Slide Deck
30 EOM	Texts for small group research	Know How do our Hall of Fame exhibits build our knowledge?	Execute How have we used different sources, including visual and multimedia elements, to build and share knowledge about our topic in our Hall of Fame exhibits?	Present research about an athlete who challenges or overcomes barriers through sports, using visual displays and multimedia components to enhance main ideas. (W.5.7, W.5.8, SL.5.4, SL.5.5)	Slide Deck

Focusing Question 4: How can sports influence individuals and societies?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
31	“Helping Refugee Kids Find Their Footing in the U.S.” Fugees Family website	Know How does the Fugees Family website build my knowledge of this organization?	Experiment How does using an organization’s website to find information work?	Navigate an organization’s website to find information about its mission and work. (RI.5.1, W.5.7, W.5.8) Annotate an exemplar EOM Task research essay for specific criteria. (RI.5.1)	Slide Deck
32 VOC1	“Street Soccer” “Finding Common Ground on the Soccer Field” “Guardians of the Game”	Know How do the texts about soccer organizations build my knowledge of the power of sports?	Execute How do I use what I know about the research process to gather and organize information for my EOM Task essay?	Locate and record basic bibliographic information for two online sources. (RI.5.7) Gather and paraphrase relevant information from multiple sources on a topic to answer research questions. (RI.5.1, RI.5.7, W.5.7, W.5.8) Demonstrate acquisition of grade-appropriate academic and domain-specific words. (L.5.6)	Slide Deck

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33 VOC2	<p>“Street Soccer”</p> <p>“Finding Common Ground on the Soccer Field”</p> <p>“Guardians of the Game”</p>	<p>Know</p> <p>How do the texts about soccer organizations build my knowledge of the power of sports?</p>	<p>Execute</p> <p>How do I use what I know about the research process and informative/explanatory writing to plan my response for my EOM Task essay?</p>	<p>Synthesize information from a variety of sources to develop a thesis statement with two supporting key ideas and supporting body paragraphs with evidence and elaboration. (RI.5.1, RI.5.9, W.5.2.a, W.5.2.b, W.5.8)</p> <p>Demonstrate acquisition of grade-appropriate and domain-specific vocabulary. (L.5.6)</p>	Slide Deck
34	<p>“Street Soccer”</p> <p>“Finding Common Ground on the Soccer Field”</p> <p>“Guardians of the Game”</p>	<p>Know</p> <p>How do these texts build my knowledge?</p>	<p>Excel</p> <p>How do I improve using different sources in my EOM Task research essay?</p> <p>Excel</p> <p>How do I improve the clarity of my writing?</p>	<p>Write a research essay, focusing on synthesizing information from multiple sources and using directly quoted and paraphrased information to support key ideas. (RI.5.1, RI.5.9, W.5.2, W.5.6, W.5.8)</p> <p>Cite resources used for a research essay, both within the text and in a “List of Sources Used” section. (W.5.8)</p> <p>Demonstrate understanding of punctuating items in a series and using varying sentence length and structure. (L.5.2.a, L.5.3.a)</p>	Slide Deck
35	<p>“Street Soccer”</p> <p>“Finding Common Ground on the Soccer Field”</p> <p>“Guardians of the Game”</p>	<p>Know</p> <p>How do these texts build my knowledge?</p>	<p>Excel</p> <p>How do I improve using different sources in my EOM Task research essay?</p> <p>Excel</p> <p>How do I improve my spelling in my EOM Task?</p>	<p>Write a research essay, focusing on synthesizing information from multiple sources and using directly quoted and paraphrased information to support key ideas. (RI.5.1, RI.5.9, W.5.2, W.5.6, W.5.8, W.5.9.b, L.5.2.a, L.5.2.e, L.5.3.a)</p> <p>Improve the clarity of key points in a research essay by collaborating with a peer to strengthen the use of multiple sources. (W.5.5, W.5.6)</p> <p>Edit EOM Task for correct spelling. (L.5.2.e)</p>	Slide Deck
Focusing Question 5: What is the story of the year?					

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Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
36 SS	All Module 1-4 Core Texts	Know How do this year's texts build my knowledge?		Reflect on the challenges characters and people from the module's core texts faced, comparing and contrasting their responses to these challenges; apply knowledge built about challenges, responses, and values to own lives. (RL.5.3, RL.5.9, RI.5.3, RI.5.9, W.5.10, SL.5.1, SL.5.4, SL.5.6)	Slide Deck

Content Resources
<p>CORE TEXTS</p> <p>Cutout</p> <ul style="list-style-type: none"> ■ <i>The Fall of Icarus</i>(1943), Henri Matisse <p>Literary Nonfiction (Informational)</p> <ul style="list-style-type: none"> ■ <i>We Are the Ship: The Story of Negro League Baseball</i>, Kadir Nelson <p>Sculpture</p> <ul style="list-style-type: none"> ■ <i>Joie de Vivre</i>, Mark di Suvero: <ul style="list-style-type: none"> ■ Image 1 (Getty Images) ■ Image 2 (Wikimedia) ■ Image 3 (Getty Images) ■ Image 4 (WNYC) <p>SUPPLEMENTARY TEXTS</p> <p>Articles</p> <ul style="list-style-type: none"> ■ "About the Paralympics: Paralympic History," PBS Medal Quest (Handouts 23B and 24B) ■ "Afghan Sprinter Tahmina Kohistani Shows What's Possible for Muslim Women," Mike Wise ■ "Cool Papa Bell," National Baseball Hall of Fame ■ "History in Detail: Dr. Ludwig Guttmann," British Paralympic Association (Handout 23B) ■ "Finding Common Ground on the Soccer Field," Todd Tuell (Handout 32D) ■ "Guardians of the Game," Todd Tuell (Handout 32E) ■ "Helping Refugee Kids Find Their Footing in the U.S.," Laura Klairmont ■ "Henri Matisse: The Cut-Outs," Museum of Modern Art ■ "Jackie Robinson," National Baseball Hall of Fame ■ "Josh Gibson," National Baseball Hall of Fame

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- “Refugees Find Hope, Film Deal on Soccer Field,” Kathy Lohr
- “Street Soccer,” Connie Colón (Handout 32C)
- “Jackie Robinson,” Britannica Kids

Maps

- Afghanistan, *Encyclopedia Britannica*
- Latin America, University of Texas
- Zuccotti Park, Google Maps

Short Story

- “Raymond’s Run,” Toni Cade Bambara ([Handout 2B](#))

Photograph

- Photograph of Broadway Mall, HarlemGal

Videos

- “A Boston Marathon First: Bobby Gibb on Her History-Making Run,” CBS Boston
- “Always #LikeAGirl,” Always
- “Fugees: Arete Honors 2008,” *Fugees Family*
- “Meet CNN Hero Luma Mufleh,” CNN.com
- “CNN Hero Luma Mufleh: From Refugee to Fugees,” CNN.com
- “ESPY Awards—Nelson Mandela” documentary, Scott Duncan
- “Nelson Mandela Iconic Speech—‘Sport Has the Power to Change the World’”
- “The Mandeville Legacy—Paralympics Documentary,” Cliff Productions
- The Rise and Fall of Jim Crow, California Newsreel

Websites

- *Fugees Family*
- *Negro Leagues Baseball Museum Historical Timeline*

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