



Content Area: English Language Arts

Grade Level: 5th Grade

Curriculum Map/Scope & Sequence (2022)

Unit	Module 1 - Cultures in Conflict
Quarter	Quarter 1 (9 Weeks)
Questions	<p>Essential Question: How do cultural beliefs and values guide people?</p> <ul style="list-style-type: none">● Focus Question #1: How did U.S. westward expansion impact Native American cultures in the West?● Focus Question #2: How did the Nez Perce’s homeland sustain their lifestyle and culture?● Focus Question #3: What role do stories play in Nez Perce culture?● Focus Question #4: How does the conflict between the Nez Perce and the U.S. government reveal differing cultural beliefs and values?● Focus Question #5: What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?● Focus Question #6: What important Nez Perce beliefs and values does Chief Joseph convey in his “Lincoln Hall Speech”?
Student Understandings	<ul style="list-style-type: none">● Cultures define themselves in many ways, including their beliefs and values.● A culture’s beliefs and values help determine the actions and behaviors of its people.● Cultural conflicts often occur as a result of differing beliefs and values.● We can learn about an individual’s or culture’s most important beliefs and values by observing their words and actions.
Texts	<p>Core Texts</p> <p>Novel (Literary)</p> <ul style="list-style-type: none">● Thunder Rolling in the Mountains, Scott O’Dell and Elizabeth Hall <p>Speech</p> <ul style="list-style-type: none">● “Lincoln Hall Speech,” Washington D.C., January 14, 1879, Chief Joseph, Nez Perce <p>Supplementary Texts</p> <p>Film Clip</p> <ul style="list-style-type: none">● A Landscape of History <p>Historical Account (Informational)</p> <ul style="list-style-type: none">● “Teaching with Documents: The Lewis and Clark Expedition” (National Archives)● Map of the United States Expansion● Map of Native American Tribes● “Lewis & Clark and the Indian Country: The Indian Country, 1800: A Brilliant Plan for Living” (Newberry Library)● “Lewis & Clark and the Indian Country: A New Nation Comes to the Indian Country” (The Newberry Library)● “Nimiipuu Homeland” (Nez Perce National Historic Park Museum Collections)● “Legend Times” (Nez Perce National Historic Park Museum Collections)● “Food and Drink” (U. S. Department of Agriculture, Nez Perce National Historic Trail)● “Clothing” (U. S. Department of Agriculture, Nez Perce National Historic Trail)● “Shelter—The Tipi” (U. S. Department of Agriculture, Nez Perce National Historic Trail)● “Getting Around” (U. S. Department of the Interior, National Park Service, Nez Perce Museum Collections)● “Transport and Trade” (U. S. Department of the Interior, National Park Service, Nez Perce Museum Collections)● “Spirituality” (U. S. Department of the Interior, National Park Service, Nez Perce Museum Collections)● “Children’s Play” (U.S. Department of Agriculture, Nez Perce National Historic Trail) <p>Paintings</p> <ul style="list-style-type: none">● Chief Joseph, Nez Perce Chief, Head-and-shoulders Portrait, Facing Forward, E. A. Burbank● The White Cloud, Head Chief of the Iowas, George Catlin● Portrait of George Washington, Gilbert Stuart

	<p>Photography</p> <ul style="list-style-type: none"> ● “Chief Joseph and his Family c.1880,” F.M. Sargent ● Image of family eating meal ● Image of 4th of July ● Image of FIFA <p>Stories</p> <ul style="list-style-type: none"> ● “Coyote and the Monster Story” Part 1 , Part 2, and Part 3 ,as told by J. R. Spencer ● “How Beaver Stole Fire from the Pines”
<p>Learning Goals</p>	<p>Knowledge Goals</p> <ul style="list-style-type: none"> ● Explain how U.S. westward expansion impacted Native American cultures in the West. ● Identify the values and beliefs that are important to a group of people, specifically those of the Nez Perce, U.S. government, and early white settlers. ● Explain how values and beliefs of a culture, particularly those of the Nez Perce, U.S. government, and early white settlers, motivate and influence actions, and how those actions can lead to conflict. ● Explain how values and beliefs can differ within a culture and cause tension among that culture’s peoples. <p>Reading Goals</p> <ul style="list-style-type: none"> ● Determine the main or central ideas of informational texts and explain how key details support them. (RI.5.2) ● Summarize informational text, paraphrasing main ideas in a shortened version. (RI.5.2) ● Summarize stories and chapters of novels, describing characters, setting, conflict, key events, and outcome or resolution. (RL.5.2) ● Analyze and explain the relationship and interactions between different groups and concepts, explaining the impact of one group or concept upon the other. (RI.5.1, RI.5.3) ● Analyze characters’ thoughts, words, and actions to infer their individual and cultural beliefs and values, supporting inferences with text evidence. (RL.5.1) ● Compare and contrast characters in stories, drawing on specific details in the text to support analysis. (RL.5.1, RL.5.3) ● Compare and contrast Nez Perce myths with regard to the roles they play in traditional Nez Perce culture. (RL.5.2, RL.5.3, RL.5.9) ● Analyze how Chief Joseph’s “Lincoln Hall Speech” conveys cultural beliefs and values of the Nez Perce. (RI.5.1, RI.5.2, RI.5.3) <p>Writing Goals</p> <ul style="list-style-type: none"> ● Create a written summary that conveys main ideas and key details of an informational text. (RI.5.2, W.5.2) ● Cite, paraphrase, and elaborate on evidence from literary and informational texts, providing source information and necessary context, in preparation for written analysis. (RL.5.1, RI.5.1, W.5.2, W.5.8) ● Craft topic statements for explanatory paragraphs, including comparison or contrast paragraphs, that state an essential idea about a topic and include one or two key points. (W.5.2.a) ● Craft thesis statements for explanatory essays, including comparison-contrast essays, that state an essential idea about a topic and include two key points. (W.5.2.a) ● Create focused, well-organized explanatory and comparison-contrast paragraphs and essays, developing the topic with evidence and elaboration and with task, purpose, and audience in mind. (W.5.2) ● Speaking & Listening Goals ● Speak collaboratively in large and small groups by listening to, sharing, and responding to ideas in order to achieve greater understanding of a text or question. (SL.5.1.b, SL.5.6) ● Listen attentively to notice a speaker’s word choice in order to support focus and understanding of what a speaker is saying. (SL.5.1.b) <p>Language Goals</p> <ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown words and phrases in texts using a variety of strategies, including interpreting figurative language in context. (L.5.4.a, L.5.4.b, L.5.4.c, L.5.5, L.5.5.a) ● Expand and combine sentences using prepositional phrases, subordinating conjunctions, and coordinating conjunctions to enhance meaning, interest, and style. (L.5.1.a, L.5.3.a) ● Connect ideas within sentences and paragraphs and between paragraphs. (W.5.2.c, L.5.6) ● Communicate clearly by punctuating and capitalizing titles correctly in sentences. (L.5.2.d)

<p>Standards</p>	<p>Reading Literature</p> <ul style="list-style-type: none"> ● RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ● RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ● RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. <p>Writing</p> <ul style="list-style-type: none"> ● W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● SL.5.1.b: Follow agreed-upon rules for discussions and carry out assigned roles. <p>Language</p> <ul style="list-style-type: none"> ● L.5.1.a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. ● L.5.2.d: Use underlining, quotation marks, or italics to indicate titles of works. ● L.5.3.a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. ● L.5.5.a Interpret figurative language, including similes and metaphors, in context.
<p>Major Assessments</p>	<ul style="list-style-type: none"> ● Write a paragraph summary of the informational text, “A New Nation Comes to the Indian Country,” that includes the main ideas and key details from the article. ● Write an informative/explanatory paragraph that explains how the Nez Perce homeland sustained one aspect of the tribe’s lifestyle and culture. ● Contribute ideas in a Socratic Seminar to analyze the roles that traditional stories play in Nez Perce culture, drawing comparisons between the stories “Coyote and the Monster” and “How Beaver Stole Fire from the Pines” to support responses. Following the seminar, reflect on learning by writing one or two paragraphs to explain how the two stories serve similar roles in Nez Perce culture. ● Write an explanatory paragraph contrasting the significance of the Nez Perce homeland to the Nez Perce tribe and to the U.S. government and settlers using evidence from Thunder Rolling in the Mountains, chapters 1–3 and the clip from the film A Landscape of History. ● Write an essay to compare and contrast Chief Joseph’s and Sound of Running Feet’s most important beliefs and values, explaining how these similar and different beliefs and values guide the characters’ actions in the novel, Thunder Rolling in the Mountains. ● Write an informative/explanatory essay to explain how Chief Joseph’s “Lincoln Hall Speech” conveys two important Nez Perce beliefs and values, developing ideas with specific evidence from the speech.



Content Area: English Language Arts

Grade Level: 6th Grade

Curriculum Map/Scope & Sequence (2022)

Unit	Module 2 - Word Play
Quarter	Quarter 2 (9 Weeks)
Questions	Essential Question: How and why do writers play with words? <ul style="list-style-type: none">● Focus Question #1: How can wordplay create confusion and humor?● Focus Question #2: How can writers use wordplay to develop a story's settings and characters?● Focus Question #3: How can writers use wordplay to develop a story's plot?● Focus Question #4: How is The Phantom Tollbooth a story of transformation?
Student Understandings	<ul style="list-style-type: none">● Language can convey meaning in both a literal and figurative sense.● Writers use wordplay and figurative language to engage readers, create humor and interest, develop plot and theme, and convey meaning.● Writers make choices about narrative structure, characters, setting, and wordplay to create dramatic effects and develop themes.● Characters in stories sometimes undertake journeys that can transform the way they perceive and approach the world. Along the way, characters learn about the world and themselves as they meet new people, discover new places, and face challenges.
Texts	Core Texts Novel (Literary) <ul style="list-style-type: none">● The Phantom Tollbooth, Norton Juster Supplementary Texts Comedy Routine <ul style="list-style-type: none">● "Who's on First?," Bud Abbott and Lou Costello Video <ul style="list-style-type: none">● "Who's on First?" Paintings <ul style="list-style-type: none">● The Persistence of Memory, Salvador Dalí● Time Transfixed, René Magritte● Reading at a Table, Pablo Picasso
Learning Goals	Knowledge Goals <ul style="list-style-type: none">● Analyze how authors use wordplay meaningfully.● Explain the relationship between wordplay and humor and wordplay and meaning.● Recognize and explain examples of wordplay in various media.● Develop understanding of different ways that writers use wordplay to create humor, interest, and meaning. Reading Goals <ul style="list-style-type: none">● Distinguish between the literal and figurative meanings of words and phrases, and determine their meanings in a text. (RL.5.4, L.5.4.a, L.5.5.a, L.5.5.b, L.5.5.c)● Trace and describe the narrative structure of individual episodes in The Phantom Tollbooth and explain how they function in developing the story's overall plot structure. (RL.5.5)● Analyze how illustrations enrich readers' experiences of character, settings, and wordplay in The Phantom Tollbooth. (RL.5.7)● Explain how Norton Juster uses wordplay to develop characters, settings, and plot in The Phantom Tollbooth, and infer literal meanings of words through close analysis of Juster's descriptions of settings and characters. (RL.5.4)● Determine themes in The Phantom Tollbooth based on how the main character responds to challenges and changes as a result of his journey and experiences, supporting ideas with specific quotations from the text. (RL.5.1, RL.5.2) Writing Goals

	<ul style="list-style-type: none"> ● Purposefully structure events in an imagined narrative to create exposition and develop characters, conflict, resolution, and meaning. (W.5.3.a, W.5.3.b, W.5.3.d, W.5.3.e) ● Convey character personality, traits, and conflict using dialogue. (W.5.3.b) ● Use descriptive and sensory language to convey setting and characters and illuminate wordplay. (W.5.3.d) ● Strengthen narrative writing by planning and revising dialogue sequences to develop character and conflict and illuminate themes. (W.5.3.b, W.5.5) ● Articulate and elaborate on a central theme of a literary text by writing an explanatory paragraph. (RL.5.2, W.5.2) ● Speaking and Listening Goals ● Speak clearly at an understandable pace, adapting speech to audience and purpose and varying formality as appropriate. (SL.5.4, SL.5.6) ● Listen attentively to a speaker, paying attention to description and details in order to visualize what he or she is saying. ● Language Goals ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases in stories using context clues and by consulting reference materials. (L.5.4.a, L.5.4.c, L.5.5.c) ● Identify and explain or interpret examples of figurative language, including idiomatic expressions, puns, and adages. (L.5.5.a, L.5.5.b) ● Apply rules for comma use to set off the words yes and no, to set off tag questions and interjections, to indicate direct address in dialogue, and to separate introductory elements from the rest of the sentence. (L.5.1.a, L.5.2.b, L.5.2.c) ● Use specific, concrete, and sensory words and phrases, including prepositional phrases, to convey ideas and events precisely and add detail to writing (L.3.3.a, L.4.3.a, L.5.1.a, L.5.3.a) ● Expand and rearrange sentences to include introductory elements. (L.5.2.b, L.5.3.a)
Standards	<p>Reading Literature</p> <ul style="list-style-type: none"> ● RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ● RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. ● RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ● RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. ● RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). <p>Writing</p> <ul style="list-style-type: none"> ● W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ● W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ● W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● SL.5.2: 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. ● SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <p>Language</p> <ul style="list-style-type: none"> ● L.5.1.a: Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences. ● L.5.2.b: Use a comma to separate an introductory element from the rest of the sentence. ● L.5.2.c: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?). ● L.5.3.a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. ● L.5.4.a: Use context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase. ● L.5.4.c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ● L.5.5.b: Recognize and explain the meaning of common idioms, adages, and proverbs.
Major Assessments	<ul style="list-style-type: none"> ● Write an explanatory paragraph to explain how words create both confusion and humor in Bud Abbott and Lou Costello’s comedy routine “Who’s on First?” ● Write a “character snapshot” scene featuring Milo and an invented character from Abandon Elementary School, including wordplay to describe both the setting and the character. ● Write an “exploded moment” scene featuring Milo and an invented character from Abandon Elementary School, including dialogue sequences to show conflicting ideas between characters. ● Write an explanatory paragraph to identify one overarching theme in Norton Juster’s The Phantom Tollbooth, and explain how Juster reveals this theme by revealing how the main character, Milo, changes from the beginning to end of the story. ● Write an “exploded moment” scene in which Milo encounters one of the demons from the Mountains of Ignorance on his return journey and helps him resolve a conflict related to the wordplay of his name and his experiences in The Phantom Tollbooth, by conveying wisdom related to the story’s central themes.



Content Area: English Language Arts

Grade Level: 6th Grade

Curriculum Map/Scope & Sequence (2022)

Unit	Module 3 - A War Between Us
Quarter	Quarter 3 (9 Weeks)
Questions	<p>Essential Question: How did the Civil War impact people?</p> <ul style="list-style-type: none"> ● Focus Question #1: What factors led to the start of the Civil War? ● Focus Question #2: How did the Civil War impact boy soldiers? ● Focus Question #3: How did the Civil War impact girls and women? ● Focus Question #4: How did the Civil War impact free people of color in the South? ● Focus Question #5: How did the Civil War impact the Pruitt family from the historical-fiction novel The River Between Us?
Student Understandings	<ul style="list-style-type: none"> ● The Civil War began due to a variety of differences in opinion on political, economic, and moral issues between the Northern and Southern sections of the United States. ● Young soldiers, who had various motivations for enlisting, were unprepared for the grim realities of the Civil War. ● The Civil War impacted soldiers and civilians alike; it divided communities and families, brought people together unexpectedly, disrupted lives, took loved ones away, caused great suffering, but also created opportunities for new beginnings. ● Although women did not generally fight in the Civil War, many took roles as nurses or contributed their skills and labor in other ways. Those who stayed home dealt with the emotional toll of war. ● Much was at stake for African Americans, both free and slave, during the Civil War. For slaves and free blacks in the North, their freedom was at stake. But for free people of color in New Orleans, the South’s loss threatened their way of life, especially for girls and women.
Texts	<p>Core Texts</p> <p>Historical Account (Informational)</p> <ul style="list-style-type: none"> ● The Boys’ War, Jim Murphy <p>Novel (Literary)</p> <ul style="list-style-type: none"> ● The River Between Us, Richard Peck <p>SUPPLEMENTARY TEXTS</p> <ul style="list-style-type: none"> ● Note: As of January, 2021, Adobe no longer supports Flash Player, which makes the following resources from Grade 5 Module 3 unavailable: ● “Compare Two Worlds: North vs. South 1861” Scholastic, Inc. (Lessons 2 and 30) ● “Slavery” slideshow, Scholastic, Inc. (Lessons 3, 4, and 32) <p>Articles</p> <ul style="list-style-type: none"> ● Excerpt from "Civil War Medicine," National Park Service ● “Hospitals and Medical Knowledge,” Civil War Preservation Trust <p>Film</p> <ul style="list-style-type: none"> ● The Civil War, Episode 1: “The Cause,” Ken Burns <p>Maps</p> <ul style="list-style-type: none"> ● “Compare Two Worlds: North vs. South 1861,” Scholastic, Inc. ● Grand Tower, Illinois, Google Earth <p>Multimedia</p> <ul style="list-style-type: none"> ● “Slavery” slideshow, Scholastic, Inc. <p>Photography</p> <ul style="list-style-type: none"> ● Abraham Lincoln, three-quarter length portrait, seated and holding his spectacles and a pencil, Alexander Gardner ● President Abraham Lincoln, Major General John A. McClelland (right), And E. J. Allen (Allan Pinkerton, left), Chief of the Secret Service of the United States, at Secret

	<ul style="list-style-type: none"> ● Service Department, Headquarters Army of the Potomac, near Antietam, Maryland, Alexander Gardner ● President Lincoln, United States Headquarters, Army of the Potomac, near Antietam, Alexander Gardner ● The President and General McClellan on the Battle-field of Antietam, Alexander Gardner ● President Lincoln on the battle-field of Antietam, October, 1862, Alexander Gardner ● The Floating Palace, 1888, Smithsonian Museum of American History <p>Poetry</p> <ul style="list-style-type: none"> ● “The Women Who Went to the Field,” Clara Barton (Handout 28B) <p>Website</p> <ul style="list-style-type: none"> ● "Civil War Casualties," American Battlefield Trust <p>Video</p> <ul style="list-style-type: none"> ● “America Divided,” History.com (for best results update browser) ● Ford Historic Model T, “Ford Model T—100 Years Later,” CarDataVideo ● “What Caused the Civil War,” Virginia Historical Society
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Learning Goals

	<p>Knowledge Goals</p> <ul style="list-style-type: none"> ● Explain the major factors in both the North and South that led to the start of the Civil War. ● Analyze the impact that the Civil War had on men and women, soldiers, civilians, and free people of color in New Orleans. ● Compare and contrast the expectations and reality of war for boy soldiers in both the North and the South during the Civil War, and how their experiences shaped their perspectives on war. <p>Reading Goals</p> <ul style="list-style-type: none"> ● Interpret key metaphors and similes in <i>The River Between Us</i>, and explain how they reveal important insights into characters, events, and themes in the story. (RL.5.4) ● Analyze how a narrator’s point of view influences descriptions of events, and how events would be described differently from another character’s point of view. (RL.5.6) ● Explain how an author supports main point(s) with reasons and evidence in a text. (RI.5.8) ● Examine multiple first-hand accounts of war, described by Northern and Southern boy soldiers, and identify similarities and differences in their points of view. (RI.5.6) ● Determine the meanings of words and phrases in informational texts in order to build background knowledge of the Civil War. (RI.5.4) <p>Writing Goals</p> <ul style="list-style-type: none"> ● Write opinion pieces, presenting and supporting an opinion with reasons and evidence from the text. (W.5.1, W.5.4) ● Present an opinion, supporting a point of view with logical reasons and ideas, as appropriate to task, purpose, and audience. (W.5.1, W.5.4) ● Write a journal entry to present an opinion from the first-person point of view of a narrator in <i>The River Between Us</i>, to demonstrate understanding of points of view and the impact of war on different people/characters. (W.5.1, RL.5.6) ● Based on guidance and support from teachers and peers, strengthen writing by taking a piece through multiple focused revisions. (W.5.5) ● Speaking & Listening Goals ● Summarize a written text read aloud to demonstrate comprehension. (SL.5.2) ● Listen for context clues to support understanding of a text read aloud and to summarize the reasons and evidence a speaker uses to support an opinion. (SL.5.2, SL.5.3) <p>Language Goals</p> <ul style="list-style-type: none"> ● Apply knowledge of verb tenses, including the perfect tense, to convey various times, sequences, states, and conditions, and correct inappropriate shifts in tense. (L.5.1.b, L.5.1.c, L.5.1.d) ● Compare and contrast the varieties of English (e.g., dialects, registers) used in stories and firsthand accounts to support understanding of individuals’ backgrounds, experiences, and points of view. (L.5.3.b) ● Apply knowledge of verb tenses and correct inappropriate shifts in tense when writing. (L.5.1.c, L.5.1.d) ● Determine or clarify the meanings of unknown and domain-specific words and phrases in texts using a variety of strategies, including context clues, knowledge of common Greek and Latin affixes and roots, and consulting reference materials. (L.5.4) ● Interpret figurative language, including similes and metaphors, in context, and explain their significance. (L.5.5.a)
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<p>Standards</p>	<p>Reading Literature</p> <ul style="list-style-type: none"> ● RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ● RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ● RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <p>Writing</p> <ul style="list-style-type: none"> ● W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ● W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. ● W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ● SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ● SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <p>Language</p> <ul style="list-style-type: none"> ● L.5.1.b Form and use the perfect verb tenses. ● L.5.1.c Use verb tense to convey various times, sequences, states, and conditions. ● L.5.1.d Recognize and correct inappropriate shifts in verb tense. ● L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. ● L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. ● 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.a Interpret figurative language, including similes and metaphors, in context.
<p>Major Assessments</p>	<ul style="list-style-type: none"> ● Write an informative/explanatory paragraph that explains a factor that led to the start of the Civil War. ● Write an opinion essay about whether boy soldiers were affected by fighting in the Civil War for better or worse. ● Write a journal entry from a character’s point of view, explaining reasons that support a character’s opinion. ● Write an informative/explanatory paragraph that explains the meaning of an important analogy from The River Between Us. ● Write an opinion essay in which you support your point of view about whether the Civil War impacted members of the Pruitt family in a mostly positive or mostly negative way. Use evidence from The River Between Us to develop two reasons. Elaborate on your evidence to support your reasons.



Content Area: English Language Arts

Grade Level: 6th Grade

Curriculum Map/Scope & Sequence (2022)

Unit	Module 4 - Breaking Barriers
Quarter	Quarter 4 (9 Weeks)
Questions	Essential Question: How can sports influence individuals and societies? <ul style="list-style-type: none">● Focus Question #1: How can sports affect the way we view others?● Focus Question #2: How can sports create opportunities for change?● Focus Question #3: How can people challenge or overcome barriers through sports?● Focus Question #4: How can sports influence individuals and societies?● Focus Question #5: What is the story of the year?
Student Understandings	<ul style="list-style-type: none">● Participating in and observing sports strengthens individuals and communities and brings people of diverse backgrounds and experiences together around a common interest and goal.● The Negro Leagues created opportunities for African Americans to play professional baseball and paved the way for Jackie Robinson to break baseball's color barrier.● Throughout history, individual athletes, teams, and coaches have worked hard to overcome adversity and challenge barriers of gender, culture, physical limitations, and race.● Athletes and teams who have overcome adversity and challenged barriers inspire us and teach us important lessons about perseverance, hard work, and the power of teamwork and community.
Texts	Core Texts <ul style="list-style-type: none">● Cutout<ul style="list-style-type: none">○ <i>The Fall of Icarus</i> (1943), Henri Matisse● Literary Nonfiction (Informational)<ul style="list-style-type: none">○ <i>We Are the Ship: The Story of Negro League Baseball</i>, Kadir Nelson● Sculpture<ul style="list-style-type: none">○ Image 1: <i>Joie de Vivre</i>, Mark di Suvero (Getty Images)○ Image 2: <i>Joie de Vivre</i>, Mark di Suvero (Wikimedia)○ Image 3: <i>Joie de Vivre</i>, Mark di Suvero (Getty Images)○ Image 4: <i>Joie de Vivre</i>, Mark di Suvero SUPPLEMENTARY TEXTS <ul style="list-style-type: none">● Articles<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○ "Refugees Find Hope, Film Deal on Soccer Field," Kathy Lohr○ "Street Soccer," Connie Colón (Handout 32C)

	<ul style="list-style-type: none"> ● Maps <ul style="list-style-type: none"> ○ Afghanistan, Scholastic, Inc. ○ Latin America, University of Texas ○ Zuccotti Park, Google Maps ● Short Story <ul style="list-style-type: none"> ○ “Raymond’s Run,” Toni Cade Bambara (Handout 2B) ● Photograph <ul style="list-style-type: none"> ○ Photograph of Broadway Mall, HarlemGal ● Videos <ul style="list-style-type: none"> ○ “A Boston Marathon First: Bobby Gibb on Her History-Making Run,” CBS Boston ○ “Always #LikeAGirl,” Always ○ “Annual ARETE Honors for Courage in Sports: Fugees, 2008,” <i>Fugees Family</i> ○ “Meet CNN Hero Luma Mufleh,” CNN.com ○ “CNN Hero Luma Mufleh: From Refugee to Fugees,” CNN.com ○ “ESPY Awards–Nelson Mandela” documentary, Scott Duncan ○ “Jackie Robinson Breaks Barriers,” History.com ○ “Nelson Mandela Speech that changed the world” ○ “The Mandeville Legacy–Paralympics Documentary,” Cliff Productions ○ The Rise and Fall of Jim Crow, California Newsreel ● Website <ul style="list-style-type: none"> ○ <i>Fugees Family</i> ○ Negro Leagues Baseball Museum Historical Timeline ●
Learning Goals	<ul style="list-style-type: none"> ● Knowledge Goals <ul style="list-style-type: none"> ○ Explain how the Negro Leagues created opportunities for African American baseball players and paved the way for the integration of Major League Baseball. ○ Explain how individual athletes, teams, and coaches throughout history have challenged barriers of race, gender, and culture, as well as physical barriers. ○ Develop an understanding of how sports can unify people, create opportunities, break down barriers in societies, inspire hope for youth, and strengthen individuals and communities. ● Reading Goals <ul style="list-style-type: none"> ○ Quote accurately from the text to support one’s ideas or opinions on a research topic, as well as when explaining what a text says or drawing inferences from the text. (RI.5.1) ○ Compare and contrast text structures of events, ideas, concepts, or information in two or more informational texts to support understanding of the texts’ main ideas or points. (RI.5.5) ○ Draw on information from multiple sources to answer research questions about influential athletes, teams, and sports-focused organizations. (RI.5.7) ○ Synthesize information from multiple sources on the same topic to inform and support one’s ideas, in both speaking and writing. (RI.5.9) ● Writing Goals <ul style="list-style-type: none"> ○ Clearly organize and develop ideas in writing as appropriate for the task, audience, and purpose. (W.5.4) ○ With some guidance and support from adults, individually and collaboratively produce and publish writing using technology. (W.5.6) ○ Conduct research to build knowledge about a topic by gathering and synthesizing relevant information from several sources; paraphrasing and summarizing relevant information in notes and finished work; and providing a list of sources. (W.5.7, W.5.8) ● Speaking and Listening Goals <ul style="list-style-type: none"> ○ Report on a topic, sequencing ideas logically and using relevant facts and details to support main ideas. (SL.5.4) ○ Develop and enhance main ideas in a presentation with multimedia components and visual displays. (SL.5.5) ● Language Goals <ul style="list-style-type: none"> ○ Develop sentences using conjunctions, including correlative conjunctions, and items in a series to enhance meaning, interest, and style. (L.5.1.a, L.5.1.e, L.5.3.a) ○ Combine and reduce sentences for effect and to improve clarity in writing. (L.5.3.a) ○ Use commas to separate individual words, phrases, or clauses in a series. (L.5.2.a) ○ Spell grade-appropriate words correctly, consulting reference materials as needed. (L.5.2.e) ○ Deepen understanding of word meanings in texts using the relationship between words (e.g., synonyms, antonyms). (L.5.5.c)

<p>Standards</p>	<p>Reading Informational Text</p> <ul style="list-style-type: none"> ● RI.5.1: Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. ● RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts ● RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ● RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <p>Writing</p> <ul style="list-style-type: none"> ● W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ● 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. ● W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic ● 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>Speaking and Listening</p> <ul style="list-style-type: none"> ● SL.5.1.d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. ● 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. ● 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. <p>Language</p> <ul style="list-style-type: none"> ● 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).
<p>Major Assessments</p>	<ul style="list-style-type: none"> ● 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. ● 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. ● In small groups, research an athlete who challenged a barrier through sport, and create an exhibit for a “Hall of Fame for Barrier-Breakers in Sports” about the athlete and his/her accomplishments using text, visuals, and multimedia elements. ● Write an informative/explanatory research essay in which you explain 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 on your own, to support your points.