

## Canterbury Public Schools

<b>Subject</b>	Language Arts
<b>Grade Level</b>	Grade 5
<b>Unit Title</b>	Module 1 Unit 1 Human Rights
<b>Unit Goals</b>	Build background knowledge about human rights.
<b>Pacing (# of weeks)</b>	2.5 weeks/12 sessions
<b>Standards</b>	Reading Literature: RL: 5.1, RL. 5.2, RL 5.5, RL. 5.10 Reading for Information: RI.5.1, RI 5.2, RI. 5.4, RI. 5.7, RI 5.9, RI 5.10 Writing: W.5.8, W. 5.9, W. 5.9a Speaking and Listening: SL.5.1, SL. 5.1a, SL. 5.1b, SL. 5.1c Language: L.5.4, L. 5.4a, L5.4b, L. 5.4c
<b>Content/Conceptual Knowledge (know)</b>	Students read a new article from the Universal Declaration of Human Rights, and answer selected response questions and summarize it. Students participate in a text-based discussion about threats to human rights in <u>Esperanza Rising</u> .
<b>Skills (be able to do)</b>	Becoming a close reader. Writing to learn. Students read challenging texts closely through a case study of the threats to human rights faced by fictional characters in <u>Esperanza Rising</u> . Students determine main ideas and details and summarize the texts.
<b>Essential Questions</b>	What are human rights and how can they be threatened?
<b>Enduring Understandings</b>	Human rights belong to everyone, but they can look different to different people in different places. . We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories. We can raise awareness of human rights issues by writing about the issues fictional characters face.
<b>Vocabulary</b>	Details, notice, wonder, infer, effective, human rights, proverb, gist, historical setting, government, revolution, universal, declaration, violated, liberty security of person, threatened, unemployment, conditions, favorable, just, discrimination, equal, remuneration, existence, dignity, main idea, summarize, subject, predicate, association, arbitrarily, deprived, entitled, set forth, jurisdictional, international status, trust, non-self-governing, limitation of sovereignty, distinction, quote accurately, main ideas, summarize, integrity, text-based discussion, empathy, compassion,

<b>Assessments</b>	<p><b>Informal:</b> Note catchers, Entrance Tickets, Exit tickets, • Discussion Norms anchor chart. annotating</p> <p><b>Formal:</b></p> <ul style="list-style-type: none"><li>• Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR.</li><li>• End of Unit 1 Assessment: TextBased Discussion.</li><li>• Tracking Progress: Collaborative Discussion.</li></ul>
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