

### 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>	<b>Informal:</b> Note catchers, Entrance Tickets, Exit tickets, • Discussion Norms anchor chart. annotating <b>Formal:</b> <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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<b>Subject</b>	Language Arts
<b>Grade Level</b>	Grade 5
<b>Unit Title</b>	Module 1, Unit 2: Stories of Human Rights
<b>Unit Goals</b>	Make connections in literary texts as they relate to situations and events surrounding human rights.
<b>Pacing (# of weeks)</b>	3 weeks or 16 sessions
<b>Standards</b>	Reading Literature: RL.5.1, RL. 5.2, RL.5.3, RL. 5.5, RL. 5.10 Reading Information: RI.5.1 Reading Foundations: RF. 5.4 Writing: W.5.2, W. 5.2a, w. 5.2c, w. 5.2d, W. 5.2e, W.5.2b, W. 5.3, W.5.4, W. 5.5, W. 5.6, W.5.9, W.5.9a, w. 5.10 Language: L. 5.1, L. 5.2, L. 5.2d, L.5.4, L.5.4a, L.5.4b, L.5.4c, L. 5.5, L.5.5a, L. 5.6
<b>Content/Conceptual Knowledge (know)</b>	Students reread a literary text, and answer selected response questions and write a paragraph about it (mid-unit assessment). Students revise a literary essay comparing and contrasting character reactions to events that threaten their human rights in <i>Esperanza Rising</i> (end of unit assessment).
<b>Skills (be able to do)</b>	Students will make connections to literary texts. Students compare and contrast character's reactions to situations and events surrounding human rights. Students interpret metaphors woven in the text to determine the theme.
<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>	Reaction, synonym, interact, metaphor, interpret, theme, defy, immigration, critique, two-voiced poem, The Painted Essay, literary, compare and contrast, structure, introductory paragraph, effective learners, collaboration, subject, noun, predicate, elaborated, proof paragraph, conclusion, restate
<b>Common Learning Experiences</b>	<ul style="list-style-type: none"> <li>• I can analyze the reactions of characters to the camp in "Las Cebollas."</li> <li>• I can write a paragraph about a character's reaction to the camp in "Las</li> </ul>

Cebollas.”

- I can describe how pages 121–138 of Esperanza Rising contribute to the overall structure of the story.
- I can interpret metaphors in “Las Almendras.”
- I can describe how pages 139–157 of Esperanza Rising contribute to the overall structure of the story.
- I can analyze and write a paragraph about the reactions of characters to Mama’s sickness in “Las Ciruelas.”
- I can describe how pages 158–178 of Esperanza Rising contribute to the overall structure of the story.
- I can interpret metaphors in “Las Papas.”
- I can identify themes in Esperanza Rising
- I can describe how pages 179–198 of Esperanza Rising contribute to the overall structure of the story.
- I can quote accurately from Esperanza Rising and the UDHR to answer questions about “Los Aguacates.”
- I can describe how pages 199–213 of Esperanza Rising contribute to the overall structure of the story.
- I can analyze and write a paragraph about the reactions of characters to the strike in “Los Espárragos.”
- I can describe how pages 214–233 of Esperanza Rising contribute to the overall structure of the story.
- I can analyze and write a paragraph about the reactions of characters to the strike in “Los Duraznos.”
- I can write a paragraph about Esperanza’s reaction to Miguel losing his job in “Los Duraznos.”
- I can critique my partner’s character reaction paragraph and provide kind, helpful, and specific feedback.
- I can describe how pages 234–253 of Esperanza Rising contribute to the overall structure of the story.
- I can interpret metaphors in “Las Uvas.”
- I can interpret metaphors in Esperanza Rising.
- I can analyze the reactions of characters to Isabel not being Queen of the May in Esperanza Rising.
- I can write a two-voice poem showing the reactions of two characters to an event/situation in Esperanza Rising.
- I can use the Painted Essay® structure to analyze a model.
- I can plan and write an introductory paragraph for my essay.
- I can recognize and write a complete sentence.
- I can write Proof Paragraphs 1 and 2 of my essay.
- I can write the conclusion of my essay.
- I can critique my partner’s essay and provide kind, helpful, and specific feedback.
- I can revise my literary essay based on peer feedback.

<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Character Reaction Note-catcher: “Las Cebollas”</li> <li>• Character Reaction Paragraph: Esperanza</li> <li>• Connections between Esperanza Rising and articles of the UDHR on sticky notes</li> <li>• Metaphor Questions: “Las Almendras”</li> <li>• Character Reaction Note-catcher: “Las Ciruelas”</li> <li>• Character Reaction Paragraph: Hortensia</li> <li>• Connections between Esperanza Rising and articles of the UDHR on sticky notes</li> <li>• Metaphors Note Catcher: Abuelita’s Blanket</li> <li>• Making Connections between “Los Aguacates” and the UDHR</li> <li>• Character Reaction Note-catcher: “Los Espárragos”</li> <li>• Character Reaction Paragraph: Marta</li> <li>• Character Reaction Note-catcher: “Los Duraznos”</li> <li>• Character Reaction Paragraph: Miguel</li> <li>• Character Reaction Paragraph: Esperanza</li> <li>• Connections between Esperanza Rising and articles of the UDHR on sticky notes</li> <li>• Metaphors Note Catcher: The River</li> <li>• Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reaction</li> <li>• Partner two-voice poem</li> <li>• Painted Essay® template</li> <li>• Introduction to literary essay</li> <li>• Proof Paragraphs 1 and 2 of literary essay</li> <li>• Character Reaction Reflections note catcher</li> <li>• Conclusion of partner literary essay</li> <li>• End of Unit 2 Assessment: Revising a Literary Essay</li> </ul>
<b>Student Resources</b>	<p>Copy of <u>Esperanza Rising</u>, character reaction paragraph (s), character reaction paragraph(s), vocabulary logs, red, yellow and green objects, Simplified Version of the UDHR, sticky notes, handouts (various), Metaphor questions (various), “Don’t Discriminate” video, note catchers (various), Directions for peer critique, Model Two-Voice Poem: <i>The Fire</i>, Character Reaction paragraph, Two-voice Poem planner, literary essay prompt, model literary essay, vocabulary logs, The Painted Essay template, paintbrushes, red, yellow, blue, green watercolor paint, blank paper, lined paper, Informative Writing Checklist, blue and red markers, proof paragraph writing template, linking word and phrases, orange and purple pen or pencil</p>
<b>Teacher Resources</b>	<ul style="list-style-type: none"> <li>• Thumb-O-Meter protocol</li> <li>• Close Readers Do These Things anchor chart</li> <li>• Character Reaction Paragraph anchor chart</li> <li>• Red Light, Green Light protocol</li> <li>• Spanish/English Dictionary anchor chart</li> <li>• Working to Become Ethical People anchor chart</li> </ul>

- Experiences with Threats against Human Rights anchor chart
  - Structure of Esperanza Rising anchor chart
  - How Were the Human Rights of the Characters in Esperanza Rising Threatened? anchor chart
  - Metaphors in Esperanza Rising anchor chart
  - Character Reaction Paragraph anchor chart
  - Peer Critique Protocol anchor chart
  - Performance Task anchor chart
  - Literary Essay anchor chart
  - Parts of Speech anchor chart
- Copy of Esperanza Rising, Pin and Label, World map, affix list, equity sticks, note catchers (various), Word wall strips, *A Life Like Mine* read aloud, End of Unit 1 Assessment with feedback, Mid-Unit 2 Assessment: Interpreting metaphors and analyzing Character Reactions, Model Two-Voice Poem: *The Fire*, word wall strips, Annotated model literary essay, painting an Essay lesson plan, red, yellow, blue, And green colored pencils, Informative Writing Checklist for display, Independent Reading: Sample Plans, Mid-unit 2 Assessment with feedback, End of Unit 2 assessment: Revising a Literary Essay

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<b>Subject</b>	Language Arts
<b>Grade Level</b>	Grade 5
<b>Unit Title</b>	Module 1 Unit 3 Human Rights
<b>Unit Goals</b>	This unit is designed to bring together students' knowledge about human rights and students' work with Esperanza Rising in preparation for the performance task
<b>Pacing (# of weeks)</b>	2.5 weeks/ 12 lessons
<b>Standards</b>	Reading Literature: RL.5.4, Reading Information: RI 5.4 Reading Foundations: RF. 5.3,RF. 5.4,RF. 5.4a, RF5.4b,RF. 5.4c Writing: W. 5.2, W.5.3, W. 5.3a,W. 5.3b, W. 5.3d, W. 5.3e, W.5.4, W. 5.5, W. 5.6, W. 5.8, W. 5.10 Speaking and Listening: SL.5.1, L. 5.1b, Language: L. 5.1, L. 5.1b, L.5.4
<b>Content/Conceptual Knowledge (know)</b>	Students draft an original monologue based on an event and from the perspective of a character from Esperanza Rising. They read aloud an excerpt from Esperanza Rising and revise their Directors' Note.
<b>Skills (be able to do)</b>	Students revisit the themes of the UDHR and Esperanza Rising. Students plan, write, and ultimately perform monologues based on events from Esperanza Rising where human rights are threatened. Working in groups, students write a Directors' Note to describe their selected event from Esperanza Rising, explain which specific articles of the UDHR relate to the event, and explain how people today are impacted by this issue. Students perform their monologues.
<b>Essential Questions</b>	What are human rights, and how can they be threatened? How can we use writing to raise awareness of human rights?
<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>	Raise awareness, contributing to a better world, apply my learning, effective collaboration, monologue, identify the characteristics, use my strengths, perfect verb tense, verbs, verb tense, simple verb tenses, progressive verb tenses, past

	<p>participle, present perfect tense, past perfect tense, future perfect tense, beginning, middle, end, narrator, persevere, responded to the event, feedback, editing, provides a sense of closure, precise, concrete words and phrases, sensory details, perfect verb tenses, narrative voice, program, director, evidence, impact, collaborative, violated, threatened, human rights, challenges, impact, face, Publish, taking care of shared spaces,</p>
<p><b>Common Learning Experiences</b></p>	<ul style="list-style-type: none"> <li>• I can generate norms for effective collaboration with my monologue group.</li> <li>• I can determine the characteristics of a monologue by analyzing an example.</li> <li>• I can form verbs in the perfect verb tenses.</li> <li>• I can plan the beginning of a monologue that establishes the situation and introduces the characters.</li> <li>• I can identify the characteristics of the middle of a monologue.</li> <li>• I can plan the middle of a monologue that explains how the narrator responds to the event or situation.</li> <li>• I can plan the ending of a monologue that provides a satisfying conclusion.</li> <li>• I can provide a peer with kind, helpful, and specific feedback on his or her Monologue Planning Graphic Organizer: Esperanza Rising.</li> <li>• I can draft a monologue that establishes the situation and introduces the characters, explains how the narrator responds to the event or situation, and provides a sense of closure.</li> <li>• I can form and use verbs in the perfect verb tenses.</li> <li>• I can revise my monologue to precisely convey experiences and for the perfect verb tenses.</li> <li>• I can provide a peer with kind, helpful, and specific feedback on his or her monologue draft.</li> <li>• I can revise my monologue to use a narrative voice that is appropriate to the story I'm telling and engages the audience.</li> <li>• I can determine the characteristics of a Directors' Note by analyzing an example.</li> <li>• I can gather information about the human rights threatened in my monologue group's event from Esperanza Rising.</li> <li>• I can analyze someone reading aloud effectively to generate criteria for reading fluency.</li> <li>• I can fluently read my monologue aloud.</li> <li>• I can draft an informational text explaining the human rights threatened in my monologue group's event from Esperanza Rising and how people are impacted by this issue today.</li> <li>• I can revise my Directors' Note so it is appropriate for the task, purpose, and audience and for the perfect verb tenses.</li> <li>• I can read an excerpt from Esperanza Rising aloud fluently.</li> <li>• I can publish my monologue group's program.</li> </ul>
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>• Gist of Miguel's Monologue on sticky notes.</li> <li>• Participation in analyzing model monologues.</li> <li>• Beginning box of Monologue Planning graphic organizer: Esperanza Rising.</li> <li>• Exit Ticket: Forming the Perfect Verb Tenses</li> <li>• Middle box of Monologue Planning graphic organizer: Esperanza Rising.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ending box of Monologue Planning Graphic Organizer: Esperanza Rising.</li> <li>• Revision notes.</li> <li>• Mid-Unit 3 Assessment: Narrative Monologue: Describing an Event from Esperanza Rising. <ul style="list-style-type: none"> <li>• Tracking Progress: Narrative Writing.</li> </ul> </li> <li>• Revised Monologue draft</li> <li>• Gist of model Directors' Note on sticky notes. <ul style="list-style-type: none"> <li>• Directors' Note Research note catcher.</li> </ul> </li> <li>• Directors' Note draft.</li> <li>• End of Unit 3 Assessment</li> <li>• Monologue group's program (final copy).</li> </ul>
<b>Student Resources</b>	<p>Copy of <u>Esperanza Rising</u>, affix list, vocabulary logs, lined paper, Monologues, stick Notes, handouts (various), character reaction notecatchers, language dive guides, Monologue Planning Graphic Organizer, Narrative Writing Checklist, red, yellow and Green objects, exit tickets (various), Directions for peer critique, Tracking progress Folder, Mid-unit 3 assessment, green colored pencils, yellow colored pencils, red, yellow and green markers</p> <p>Example programs, device, simplified version of UDHR, monologue drafts, end of unit assessment, Tracking progress folders</p>
<b>Teacher Resources</b>	<ul style="list-style-type: none"> <li>• Module Guiding Questions anchor chart</li> <li>• Working to Contribute to a Better World anchor chart</li> <li>• Close Readers Do These Things anchor chart</li> <li>• Working to Become Ethical People anchor chart</li> <li>• Working to Become Effective Learners anchor chart</li> <li>• Discussion Norms anchor chart</li> <li>• Red Light, Green Light protocol</li> <li>• How Were the Human Rights of the Characters in Esperanza Rising Threatened? anchor chart <ul style="list-style-type: none"> <li>• Spanish/English Dictionary anchor chart</li> </ul> </li> <li>• Peer Critique protocol</li> <li>• Fluent Readers Do These Things anchor chart</li> <li>• Performance Task anchor chart</li> </ul> <p>Copy of <u>Esperanza Rising</u>, Affix list, chart paper, Monologues to display, sticky notes, Handouts (various), monologue group norms, language dive guides, Monologue Planning Graphic Organizer to display, exit tickets (various), narrative writing checklist to display, sentence strip chunks for language dive, note catchers (various), directions for peer critique to display, Independent Reading Sample Plan, Mid Unit 2 assessment, <i>A Life like Mine</i> read aloud to display,</p>