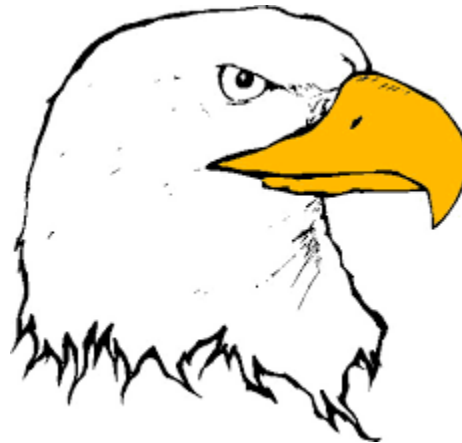


Learning to Soar

Mountain View School District

Humanities Curriculum

Aligned to PA Core Standards, PA Academic Standards,
PA English Language Proficiency Standards



Length of Courses: Full Year

Length of Period: 80-120 minutes

Duration: Daily

Adopted by the Mountain View Board of Directors on: August 22, 2016

Fifth Grade

Learning to Soar
The Humanities Curriculum Committee

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Learning to Soar

What is a Curriculum Framework?

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable **standards of what the student should know and be able to do**.

A Curriculum Framework is part of **standards aligned system**. The framework is the first step, defining clear, high standards which will be **achieved by all students**. The curriculum is based upon the standards, and students are assessed against the standards. When the standards are reached, there will be no **achievement gap** where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings/Big Ideas**, which will lead to **life-long learning**; **Essential Questions** that guide student learning; **Grade Level Skills/Competencies** that students are to master in order to meet the overarching **Standards**; potential **Resources and Materials** for teachers and students to utilize to **introduce, develop, master, and practice the skills**; **Academic Vocabulary/Concepts** necessary for the students to understand the content; and **Common Assessments with Criteria**, or opportunities, for students to demonstrate their level of achieving the standards. The framework allows for differentiation and alternative assessments for students with special needs.

From the Curriculum Framework, teachers create lessons and units to meet each individual student's needs. A Curriculum Framework should allow a teacher to include **differentiation through multiple resources, learning opportunities, and assessments**. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is **a living document** that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of each student of the Mountain View School District.

A Curriculum Framework is **not a textbook**. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students' skills and understanding of the world around them. A Curriculum Framework is **not a unit plan or collection of daily lesson plans** with specific teaching strategies.

Aligning with PA Core Standards, an English/Language Arts curriculum focuses on the four domains of literacy: Speaking, Listening, Reading and Writing. It is the intent that the four domains are taught through **an integrated approach**, including vocabulary, spelling, syntax, grammar, and conventions. Students demonstrate their understanding of the content and mastery of the literacy skills through speaking and/or writing assessments about what they have heard and/or read. Research supports this approach of integrating all four domains of literacy in a thematic approach as opposed to teaching each in isolation. Even in the case when language arts may be taught by a teacher different from the teacher who teaches reading, integration is vital for students' language development.

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An Integrated Curriculum for ELA and Social Studies

The Humanities Curriculum Committee (2016) has combined literacy and social studies, with socialization skills. Through a thematic approach, students will learn important social skills to be a good citizen while learning the Pennsylvania standards for literacy. Each year, students will focus on one overarching social goal which will build upon the previous year's goal. Kindergarten will develop KIND KIDS; First Grade, COOPERATIVE WORKERS; Second Grade, PERSISTENT LEARNERS; Third Grade, RESPONSIBLE SCHOLARS; Fourth Grade, CONFIDENT THINKERS; Fifth Grade, PROBLEM SOLVERS; Sixth Grade, OPEN-MINDED INDIVIDUALS. These skills and overarching goals will develop accepting and understanding global thinkers for the 21st Century.

Fifth Grade: Goal: Problems Solvers

(Descriptor) As young learners, fifth grade students are becoming more independent. With guidance and support, they have a need to become better decision makers. Through systematic problem solving, they can identify a problem, decide how to approach the situation, carry their actions through, and assess their success to determine if their problem solving worked. Students will investigate how others in literature and history have solved problems. They will assess the characters' and persons' problem solving skills, using the same steps as they are studying.

Theme One: *Identify the Problem—What's Wrong?*

Theme Two: *Decide what to do—What are my choices?*

Theme Three: *Just Do It—What am I going to do?*

Theme Four: *Evaluate your decision—Did it work?*

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PA ELA Core Standards for Fifth Grade

(www.pdesad.org)

Foundational Skills

CC.1.1.5.D.-E. Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Reading

CC.1.2.5.A.-L. Students read, understand, and respond to informational text—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

CC.1.3.5.A.-K. Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Writing

CC.1.4.5.A.-X. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Speaking and Listening

CC.1.5.5.A.-G. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

PA Academic Standards for Social Studies

Civics and Government

- 5.1.5.A.-F. Principles and Documents of Government
- 5.2.5.A.-D. Rights and Responsibilities of Citizenship
- 5.3.5.A.-I. How Government Works
- 5.4.5.A.-B. How International Relationships Function

Geography

- 7.1.5.A.-B. Basic Geographic Literacy
- 7.2.5.A.-B. Physical Characteristics of Places and Regions
- 7.3.5.A. Human Characteristics of Places and Regions
- 7.4.5.A.-B. Interactions between People and the Environment

Economics

- 6.1.5.A.-D. Scarcity and Choice
- 6.2.5.A.-G. Markets and Economic Systems
- 6.3.5.A.-D. Functions of Government
- 6.4.5.A.-D. Economic Interdependence
- 6.5.5.A.-H. Income, Profit, and Wealth

History

- 8.1.5.A.-C. Historical Analysis and Skills Development
- 8.2.5.A.-D. Pennsylvania History
- 8.3.5.A.-D. United States History
- 8.3.5.A.-D. World History

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PA English Language Proficiency Standards: Classroom/Formative Framework

Standard 1: English language learners communicate in English for **Social** and **Instructional** purposes within the school setting **Grade Level: Fifth Grade**

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	Level 6- Reaching
Listening	Follow visually supported one-step oral directions to complete tasks (such as: making a peanut butter and jelly sandwich).	Match materials and/or resources needed to complete tasks with their uses based on regalia and oral descriptions.	Follow multi-step oral directions to select materials or resources needed to complete tasks working with a partner.	Analyze and apply visually supported oral information to complete a task.	Draw conclusions based on oral discourse about materials needed to complete a task within a small group.		
Reading	Match words or phrases to icons or pictures associated with school or community.	Classify phrases and short sentences associated with school or community using graphic organizers.	Use context clues to determine meaning of words associated with school or community in visually supported texts.	Interpret information about school or community using a variety of printed materials during shared reading.	Draw conclusions about school or community using a variety of printed materials during shared reading.		
Speaking	Ask for assistance with a task or for needed supplies using regalia.	Ask WH-questions about a task working with a partner.	Ask questions to seek information in order to provide opinions, preferences or wishes within a small group.	Ask for or provide clarification of information by paraphrasing ideas in small groups.	Ask for or provide specific information that confirms or denies beliefs using graphic support.		
Writing	Label pictures that illustrate socially and culturally appropriate behaviors in school using a picture dictionary.	Write short phrases or sentences to describe socially and culturally appropriate behaviors in school as illustrated.	Produce a written solution to correct an inappropriate behavior in school with a team.	Summarize a variety of solutions to correct an inappropriate behavior in school with a team.	Create multimedia brochures contrasting appropriate American school behaviors with those of other countries working with a partner.		

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Standard 2: English language learners communicate in English for **Language Arts** purposes within the school setting.

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	Level 6- Reaching
Listening	Match pictures of characters from an illustrated story to oral descriptions.	Sequence key events after listening to an illustrated story.	Interact with teachers and/or peers during shared reading to show comprehension using visual cues.	Demonstrate similarities and differences among various characters in visually supported fiction.	Draw conclusions from orally read grade level fiction during literature circles.	1.6.5.A,B,D	
Reading	Match icons and symbols to words and phrases from illustrated texts.	Select language patterns associated with a variety of illustrated literary works (such as: "Once upon a time").	Identify elements from a variety of illustrated literary works within a small group.	Identify figures of speech from various forms of literature using a graphic organizer.	Interpret grade level literature within a small group.	1.3.5.A-F	
Speaking	Answer WH-questions based on visually supported information about stories.	Retell story elements using facts and illustrations.	Describe major issues and conflicts in various literary works within a small group.	Discuss issues and concepts in a variety of literary works within a small group.	Express and defend points of view of literary characters from a visually supported grade level text.	1.6.5.D,E	
Writing	Produce and organize symbols, words and phrases to convey messages using a picture dictionary.	List the steps to complete a given task using a graphic organizer.	Write a series of sentences with a main topic and supporting details using a guided model.	Write an essay based on a personal experience working with a partner.	Revise writing for logic and order of ideas with feedback from teachers and peers.	1.4.5.E,F 1.5.5.A,C	

Learning to Soar

Curriculum for English/Language Arts and Social Studies

Fifth Grade

“Problem Solvers”—Figuring out what to do
(Social Studies Focus—American History)

MARKING PERIOD 1

Overarching Concept: *Problem*

Theme: *Identify the Problem—What’s Wrong?*

Big Idea/Enduring Understanding: The first step in solving a problem is knowing what the problem is. To be a good decision maker, one must know what is causing the problem. When one knows what is wrong, it is easier and quicker to solve the problem. Often people try to solve a problem without knowing what is the problem or cause of the problem. This unit will investigate different ways to narrow the cause of a problem to answer what is wrong.

Essential Questions:

- What makes a problem a problem?
- How can I identify the problem?
- What can be used to assist in solving the problem?
- Who can help me to solve the problem? How can someone help me solve a problem?
- Where can I find more information about the problem?

Cumulating Assessment: Students will write journal entries or personal narrative from a different point of view from their own, answering at least one of the Essential Questions and referring to at least two texts studied.

Common Assessment Tool: PSSA Narrative Writing Rubric <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Scoring%20Guidelines%20and%20Formula%20Sheets/English%20Language%20Arts/Narrative%20Scoring%20Guidelines%203-5.pdf>

Other Assessments: McGraw-Hill Wonders Unit 1 test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=non-negotiable

Suggested Community Outreach: Salt Spring Representative

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Resources: for ELA and Social Studies

Tier I: McGraw-Hill's Wonders Unit 1, On-Grade Level Leveled Readers, Pearson's My World Social Studies Building Our Country (Chapters 1-3), Accelerated Reader, teacher selected materials.

Tier II: Approaching, Beyond, and ESL Leveled Readers, Reach (ESL), Moby Max, Just Words, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: adequate, appropriate, coordinating conjunctions.

Social Studies: describe, explain, human features, locate, physical features.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,-Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alongs, Read alouds.	Partner reporting, Interviewing, Music, Read alongs, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

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Standards: ELA

Students will...

Master	Develop	Introduce
<p>Foundation Skills Phonics and Word Recognition</p> <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication and patterns, and morphology to read accurately unfamiliar multi-syllable words. <p>Fluency</p> <ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> Summarize the text. <p>Craft and Structure</p> <ul style="list-style-type: none"> Use text structure (chronological, comparison/contrast, cause/effect, and problem/solution) to interpret information from multiple texts. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Reading Literature Key Ideas and Details</p> <ul style="list-style-type: none"> Summarize the text. 	<p><i>To be Mastered in 5th Grade MP 2</i></p> <p>Foundation Skills Fluency</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> Identify two or more main ideas and show how key details support main ideas. <p>Craft and Structure</p> <ul style="list-style-type: none"> Interpret figurative language (simile, personification, hyperbole, metaphor). <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Integrate information from several texts on same topic. <p>Reading Literature Key Ideas and Details</p> <ul style="list-style-type: none"> Identify a theme from how a character in prose or drama responds to challenges or a poem’s speaker reflects upon topic. <p>Craft and Structure</p>	<p><i>To be Mastered in 5th Grade MP 4</i></p> <p>Reading Informational Text Craft and Structure</p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic from different points of view to find similarities and differences. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Use multiple print or digital sources to answer a question quickly or solve a problem efficiently. <p>Reading Literature Craft and Structure</p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic from different points of view to find similarities and differences. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Analyze how visual and multimedia elements contribute to meaning, tone, or beauty of text. <p>Grammar</p> <ul style="list-style-type: none"> Define, identify and analyze independent clauses by sentence patterns. <p>Response to Literature</p> <ul style="list-style-type: none"> Apply grade level reading standards for literature and informational texts.

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- Vocabulary Acquisition and Use**
- Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.

Writing

	Narrative
<i>Focus</i>	Establish a situation and introduce a narrator and/or character.
<i>Content</i>	Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.
<i>Organization</i>	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.
<i>Style</i>	Use sentences of varying length.

- Explain how a series of chapters, scenes, or stanza fits together.
- Interpret figurative language (simile, personification, hyperbole, metaphor).

Writing

	Informative
<i>Focus</i>	Identify and introduce the topic clearly.
<i>Content</i>	Develop the topic with facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.
<i>Organization</i>	Group related information in paragraphs and sections, linking ideas with categories; provide a concluding statement or section, include formatting when useful to aiding comprehension.
<i>Style</i>	Use precise language and domain-specific vocabulary. Use sentences of varying length.
<i>Conventions</i>	Use compound sentences.

Production and Distribution of Writing

- With guidance and support, strengthen writing through planning, revising, editing, rewriting, or trying new approaches.

Technology and Publication

- Demonstrate sufficient keyboarding skills to type a minimum of two pages in a single sitting.

Credibility, Reliability, and Validity of Sources

- With guidance and support, recall relevant information from experience or gather relevant information from print or digital sources.

Speaking and Listening

Comprehension and Collaboration

Collaborative Discussion

- Engage effectively in a range of collaborative discussions on grade level topics.

Context

- Adapt speech to variety of contexts and tasks, using formal English when appropriate to task and situation.

Integration of Knowledge and Ideas

Multimedia

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	Expand, combine, and reduce sentences for meaning, interest, and style.		Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases. Use correct relative pronouns. Use commas with sentence openers and compound sentences. Use correct grade-level spelling. Use correct word in troublesome pairs.	<ul style="list-style-type: none"> • Include multimedia components and visual displays to presentations when appropriate to enhance the development of main ideas or themes. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English when speaking based on Grade 5 level and content.
<i>Conventions</i>	Use compound sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases. Use correct relative pronouns. Use commas with sentence openers and compound sentences. Use correct grade-level spelling. Use correct word in troublesome pairs.	<p>Grammar</p> <ul style="list-style-type: none"> • Define, identify, and use verbs in the simple, progressive, and emphatic forms in all six tenses. <p>Technology and Publication</p> <ul style="list-style-type: none"> • With some guidance, use technology, including Internet, to produce and publish writing as well as to interact and collaborate with others. <p>Conducting Research</p> <ul style="list-style-type: none"> • Conduct short research projects that build knowledge through investigation of different aspects of a topic. <p>Credibility, Reliability, and Validity of Sources</p>		
<p>Grammar</p> <ul style="list-style-type: none"> • Combine simple sentences into compound sentences using coordinating conjunctions. • Use commas in compound sentences with coordinating conjunctions. <p>Response to Literature</p> <ul style="list-style-type: none"> • Draw evidence from literary or information texts to support analysis, reflection, and research. 				

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<p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • Provide a list of sources. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> • Express own ideas clearly. <p>Presentation of Knowledge and Ideas</p> <p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> • Speak clearly with adequate volume, appropriate pacing, and clear pronunciation. 	<ul style="list-style-type: none"> • Summarize or paraphrase information in notes and finished work. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> • Build upon other’s ideas. <p>Evaluating Information</p> <ul style="list-style-type: none"> • Explain how each claim is supported by reasons and evidence. <p><i>To be Mastered in 5th Grade MP 3</i></p> <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite textual evidence by quoting accurately from text to support inferences. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Determine how an author uses reasons and evidence to support points in text. <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite textual evidence by quoting accurately from text to support inferences. 	
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Craft and Structure

- Compare and contrast two or more characters, settings or plots in a story or drama from specific detail.

Integration of Knowledge and Ideas

- Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as literary elements.

Writing

	Argumentative
<i>Focus</i>	Introduce the topic and state an opinion.
<i>Content</i>	Provide reasons that are supported by facts and details; draw from credible sources.
<i>Organization</i>	Create an organizational structure that includes related ideas grouped to support the writer’s purpose and link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section.
<i>Style</i>	Use sentences of varying length. Expand, combine, and reduce sentences for

Learning to Soar

		<p>meaning, interest, and style.</p> <p><i>Conventions</i></p> <p>Use compound sentences.</p> <p>Use appropriate transitions between and within paragraphs.</p> <p>Use varying sentence openers with phrases.</p> <p>Use correct relative pronouns.</p> <p>Use commas with sentence openers and compound sentences.</p> <p>Use correct grade-level spelling.</p> <p>Use correct word in troublesome pairs.</p>	
<p>Grammar</p> <ul style="list-style-type: none"> Identify and use prepositions and prepositional phrases, with correct punctuation for sentence openers. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Critical Listening</p> <ul style="list-style-type: none"> Summarize the main points and of written text read aloud or information presented in diverse media and formats. <p>Evaluating Information</p> <ul style="list-style-type: none"> Summarize the points a speaker makes. 			

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	<p>Presentation of Knowledge and Ideas Purpose, Audience, and Task</p> <ul style="list-style-type: none"> • Report on a topic or present an opinion, sequence of ideas logically and using appropriate facts and relevant descriptive details to support main idea or theme. 	
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Social Studies—A New World

Essential Questions:

- How did the Native Americans and early Explorers identify the problems they faced?
- How did the Native Americans and early Explorers solve their problems?
- What caused the Native Americans and early Explorers problems?

Suggested Activities/Assessments:

- Student will create original graphic organizers for comparison and contrast of the different tribes and explorers.
- Students will write a travel journal as though they were traveling with an early explorer.
- Students will write an action plan of how the Native Americans and early explorers might have worked together to solve a problem.

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>Civics and Government</i> How Government Works</p> <ul style="list-style-type: none"> • Describe how groups try to influence others. 	<p><i>To be Mastered in 5th Grade MP 2</i> <i>Civics and Government</i> Principles and Documents of Government</p>	<p><i>To be Mastered in 5th Grade MP 4</i> <i>Civics and Government</i> Rights and Responsibilities of Citizenship</p>

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<p><i>Economics</i> Scarcity and Choice</p> <ul style="list-style-type: none"> • Explain how limited resources and unlimited wants cause scarcity. <p><i>Geography</i></p> <ul style="list-style-type: none"> • Describe and locate places and regions as defined by physical and human features. • Describe the characteristics of places and regions. • Identify the basic physical processes that affect the physical characteristics of places and regions. • Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic system, political system. • Describe and explain the effects of the physical systems on people within regions. • Identify the effect of people on the physical systems within a community. 	<ul style="list-style-type: none"> • Understand the rule of law in protecting property rights, individual rights and the common good. • Describe the basic purposes of government in the classroom, school, community, state, and nation. • Describe the principles and ideals shaping local, state, and national government—liberty, democracy, justice, and equality. • Interpret key ideas about government found in significant documents—Declaration of Independence, US Constitution, Bill of Rights. • Identify the individual rights guaranteed by the US Constitution. • Explain the significance of state symbols, national symbols, and national holidays. <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation. • Explain why individuals become involved in leadership and public service. • Identify specific ways individuals participate in school and community activities. <p>How Government Works</p> <ul style="list-style-type: none"> • Describe how the elected representative bodies function in 	<ul style="list-style-type: none"> • Identify behaviors that promote cooperation among individuals. <p>How Government Works</p> <ul style="list-style-type: none"> • Describe the responsibilities and powers of the three branches of government. • Identify various sources of mass media. <p>How International Relationships Function</p> <ul style="list-style-type: none"> • Describe the difference between nation and country. <p><i>Economics</i> Scarcity and Choice</p> <ul style="list-style-type: none"> • Explain ways in which people meet their basic needs and wants. • Demonstrate the use of human and capital resources in the production of a specific good. • Explain how people’s choices have different economic consequences. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Explain how advertising causes people to change their behavior in predictable ways. • Identify factors that cause changes in price. • Compare and contrast types of private economic institutions.
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	<p>making local, state, and national laws.</p> <ul style="list-style-type: none"> Describe the role of local and state government officials. Describe the primary duties of elected local, state, and national positions. <p>Economics</p> <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> Describe how goods and services are distributed. Identify how pricing influences sellers and consumers. <p>Functions of Government</p> <ul style="list-style-type: none"> Explore ways in which tax revenue is collected. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> Describe how the availability of goods and services is made possible by the work of members of a society. Differentiate the requirements for different careers and occupations. <p>History</p> <p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> Locate primary and secondary sources for the research topic and summarize in writing the findings. 	<ul style="list-style-type: none"> Describe various economic systems—traditional, market, command. <p>Functions of Government</p> <ul style="list-style-type: none"> Describe the cost and benefits of government economic programs. <p>Economic Interdependence</p> <ul style="list-style-type: none"> Explain why people specialize in the production of goods and services and divide labor. Explain the growth in international trade. Explain how and where multinational corporations operate. Identify various economic and non-economic organizations that contribute to interaction among individuals and nations. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> Explain how positive and negative incentives affect individual choices. Identify tangible and intangible assets. Define entrepreneurship and its role in the local community. Identify the costs and benefits of saving. Identify the costs and benefits of borrowing.
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	<p><i>To be Mastered in 5th Grade MP 3</i></p> <p>Civics and Government</p> <p>How Government Works</p> <ul style="list-style-type: none"> • Examine different ways conflicts can be resolved. <p>Economics</p> <p>Functions of Government</p> <ul style="list-style-type: none"> • Describe factors that influence government’s economic decision making. 	<p>History</p> <p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Identify and explain the influences of economic features on continuity and change over time. • Classify and analyze fact and opinion from multiple points of view, and secondary courses as related to historical events. <p>US History</p> <ul style="list-style-type: none"> • Compare and contrast common characteristics of the social, political, and cultural and economic groups in US history. • Illustrate concepts and knowledge of historical documents, artifacts, and places critical to US history. • Differentiate how continuity and change in US history are formed and operate—belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations. • Example patterns of conflict and cooperation among groups and organizations that impact the history and development of the United States—ethnicity and
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		race, working conditions, immigration, military conflict, economic stability.
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Humanities Curriculum for English/Language Arts and Social Studies

Fifth Grade

“Problem Solvers”—Figuring out what to do
(Social Studies Focus—American History)

MARKING PERIOD 2

Overarching Concept: *Choices*

Theme: *Decide what to do—What are my choices?*

Big Idea/Enduring Understanding: Often one does not realize that he/she has options in solving a problem. There is decision making in any problem solving situations. By thinking out the different options and then selecting the most appropriate option to follow through with, one has a pathway to success. The first stage after knowing the problem is to realize the different ways one may solve the problem. This unit will investigate different ways to solve a problem through a variety of texts.

Essential Questions:

- How do I know what choices I have?
- Who or what are my choices going to affect?
- How do I know if all choices are equal?
- What outcomes will my choices have on myself and others?
- Where or whom can I look to for more possible solutions to my problem?

Cumulating Assessment: After conducting research, students will write a cause/effect piece of writing with citations, addressing how choices were made and referring to at least two texts studied.

Common Assessment Tool: PSSA Informative Writing Rubric <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Scoring%20Guidelines%20and%20Formula%20Sheets/English%20Language%20Arts/Informational%20Scoring%20Guidelines%203-5.pdf>

Other Assessments: McGraw-Hill Wonders Units 2 and 3 test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. * = non-negotiable

Suggested Community Outreach: Local historians from Old Mill Village

Learning to Soar

Resources: for ELA and Social Studies

Tier I: McGraw-Hill's *Wonders* Units 2 and 3, *On-Grade Level* Leveled Readers, *Pearson's My World Social Studies Building Our Country* (Chapters 4-7), *Accelerated Reader*, teacher selected materials.

Tier II: *Approaching, Beyond, and ESL* Leveled Readers, *Reach* (ESL), *Moby Max*, *Just Words*, *Wilson Fluency Kit*, *Accelerated Reader*, teacher selected materials.

Tier III: *Wilson Reading System*, *Foundations*, *Corrective Reading*, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: academic vocabulary, compound sentences, content-specific vocabulary, emphatic form, logical, paraphrase, phrases, progressive form, simple form, summarize, varying.

Social Studies: common good, describe, differentiate, explain, identify, interpret, primary source, property rights, secondary source, tax revenue.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alouds, Read alouds.	Partner reporting, Interviewing, Music, Read alouds, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

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Standards: ELA**Students will...**

Master	Develop	Introduce
<p>Foundation Skills</p> <p>Fluency</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Identify two or more main ideas and show how key details support main ideas. <p>Craft and Structure</p> <ul style="list-style-type: none"> Interpret figurative language (simile, personification, hyperbole, metaphor). <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Integrate information from several texts on same topic. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> N/A <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Identify a theme from how a character in prose or drama responds to challenges or a poem's speaker reflects upon topic. 	<p><i>To be Mastered in 5th Grade MP 3</i></p> <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Cite textual evidence by quoting accurately from text to support inferences. <p>Craft and Structure</p> <ul style="list-style-type: none"> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Determine how an author uses reasons and evidence to support points in text. <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Cite textual evidence by quoting accurately from text to support inferences. <p>Craft and Structure</p> <ul style="list-style-type: none"> Compare and contrast two or more characters, settings or plots in a story or drama from specific detail. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as literary elements. 	<p><i>To be Mastered in 6th Grade MP 1</i></p> <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Explain how main idea is conveyed through particular details. Summarize the text without personal opinions or judgment. <p>Craft and Structure</p> <ul style="list-style-type: none"> Explain how an author's point of view is conveyed in a text. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including contrast, addition, and other logical relationships. Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Explain how a theme is conveyed through particular details. Summarize the text without personal opinion or judgment.

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<p>Craft and Structure</p> <ul style="list-style-type: none"> • Explain how a series of chapters, scenes, or stanza fits together. • Interpret figurative language (simile, personification, hyperbole, metaphor). <p>Writing</p> <table border="1"> <thead> <tr> <th></th> <th>Informative</th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Identify and introduce the topic clearly.</td> </tr> <tr> <td><i>Content</i></td> <td>Develop the topic with facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.</td> </tr> <tr> <td><i>Organization</i></td> <td>Group related information in paragraphs and sections, linking ideas with categories; provide a concluding statement or section, include formatting when useful to aiding comprehension.</td> </tr> <tr> <td><i>Style</i></td> <td>Use precise language and domain-specific vocabulary. Use sentences of varying length.</td> </tr> </tbody> </table>		Informative	<i>Focus</i>	Identify and introduce the topic clearly.	<i>Content</i>	Develop the topic with facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.	<i>Organization</i>	Group related information in paragraphs and sections, linking ideas with categories; provide a concluding statement or section, include formatting when useful to aiding comprehension.	<i>Style</i>	Use precise language and domain-specific vocabulary. Use sentences of varying length.	<p>Writing</p> <table border="1"> <thead> <tr> <th></th> <th>Argumentative</th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Introduce the topic and state an opinion.</td> </tr> <tr> <td><i>Content</i></td> <td>Provide reasons that are supported by facts and details; draw from credible sources.</td> </tr> <tr> <td><i>Organization</i></td> <td>Create an organizational structure that includes related ideas grouped to support the writer’s purpose and link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section.</td> </tr> <tr> <td><i>Style</i></td> <td>Use sentences of varying length. Expand, combine, and reduce sentences for meaning, interest, and style.</td> </tr> <tr> <td><i>Conventions</i></td> <td>Use compound sentences. Use appropriate transitions between and within paragraphs. Use varying sentences openers with phrases.</td> </tr> </tbody> </table>		Argumentative	<i>Focus</i>	Introduce the topic and state an opinion.	<i>Content</i>	Provide reasons that are supported by facts and details; draw from credible sources.	<i>Organization</i>	Create an organizational structure that includes related ideas grouped to support the writer’s purpose and link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section.	<i>Style</i>	Use sentences of varying length. Expand, combine, and reduce sentences for meaning, interest, and style.	<i>Conventions</i>	Use compound sentences. Use appropriate transitions between and within paragraphs. Use varying sentences openers with phrases.	<p>Craft and Structure</p> <ul style="list-style-type: none"> • Explain how an author’s purpose is conveyed through the text. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including contrast, addition, and other logical relationships. • Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Writing</p> <table border="1"> <thead> <tr> <th></th> <th>Narrative</th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Establish a situation and introduce a narrator and/or character.</td> </tr> <tr> <td><i>Content</i></td> <td>Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.</td> </tr> <tr> <td><i>Organization</i></td> <td>Organize an event sequence that unfolds naturally, using a variety</td> </tr> </tbody> </table>		Narrative	<i>Focus</i>	Establish a situation and introduce a narrator and/or character.	<i>Content</i>	Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.	<i>Organization</i>	Organize an event sequence that unfolds naturally, using a variety
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<p><i>Conventions</i></p>	<p>Use compound sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases. Use correct relative pronouns. Use commas with sentence openers and compound sentences. Use correct grade-level spelling. Use correct word in troublesome pairs.</p>		<p>Use correct relative pronouns. Use commas with sentence openers and compound sentences. Use correct grade-level spelling. Use correct word in troublesome pairs.</p>		<p>of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.</p>
<p>Grammar</p> <ul style="list-style-type: none"> Define, identify, and use verbs in the simple, progressive, and emphatic forms in all six tenses. <p>Technology and Publication</p> <ul style="list-style-type: none"> With some guidance, use technology, including Internet, to produce and publish writing as well as to interact and collaborate with others. <p>Conducting Research</p> <ul style="list-style-type: none"> Conduct short research projects that build knowledge through investigation of different aspects of a topic. 	<p>Grammar</p> <ul style="list-style-type: none"> Identify and use prepositions and prepositional phrases, with correct punctuation for sentence openers. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Critical Listening</p> <ul style="list-style-type: none"> Summarize the main points and of written text read aloud or information presented in diverse media and formats. <p>Evaluating Information</p> <ul style="list-style-type: none"> Summarize the points a speaker makes. <p>Presentation of Knowledge and Ideas</p> <p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> Report on a topic or present an opinion, sequence of ideas logically and using appropriate facts and relevant descriptive details to support main idea or theme. 	<p><i>Style</i></p>	<p>Vary sentence patterns for meaning, interest, and style. Use precise language (i.e. proper nouns and adjectives). Develop and maintain a consistent voice.</p>	<p><i>Conventions</i></p>	<p>Use compound sentences with a subordinating conjunction and a semi-colon. Use complex sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases and clauses with appropriate punctuation. Use correct grade-level spelling.</p>

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<p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> Summarize or paraphrase information in notes and finished work. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Build upon other's ideas. <p>Evaluating Information</p> <ul style="list-style-type: none"> Explain how each claim is supported by reasons and evidence. 	<p><i>To be Mastered in 5th Grade MP 4</i></p> <p>Reading Informational Text</p> <p>Craft and Structure</p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic from different points of view to find similarities and differences. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Use multiple print or digital sources to answer a question quickly or solve a problem efficiently. <p>Reading Literature</p> <p>Craft and Structure</p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic from different points of view to find similarities and differences. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Analyze how visual and multimedia elements contribute to meaning, tone, or beauty of text. <p>Grammar</p> <ul style="list-style-type: none"> Define, identify and analyze independent clauses by sentence patterns. <p>Response to Literature</p> <ul style="list-style-type: none"> Apply grade level reading standards for literature and informational texts. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> With guidance and support, strengthen writing through planning, revising, editing, 	<p>Grammar</p> <ul style="list-style-type: none"> Define, identify, and analyze independent and dependent clauses by sentence patterns. Combine simple sentences into compound sentences using subordinating conjunctions. Use verb tenses correctly. Use correct form of irregular verbs. <p>Response to Literature</p> <ul style="list-style-type: none"> Draw evidence from literary or information texts to support analysis, reflection, and research. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions on grade level topics. Build upon other's ideas. Express own ideas clearly.
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	<p>rewriting, or trying new approaches.</p> <p>Technology and Publication</p> <ul style="list-style-type: none"> • Demonstrate sufficient keyboarding skills to type a minimum of two pages in a single sitting. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • With guidance and support, recall relevant information from experience or gather relevant information from print or digital sources. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions on grade level topics. <p>Context</p> <ul style="list-style-type: none"> • Adapt speech to variety of contexts and tasks, using formal English when appropriate to task and situation. <p>Integration of Knowledge and Ideas</p> <p>Multimedia</p> <ul style="list-style-type: none"> • Include multimedia components and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 	
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	<p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English when speaking based on Grade 5 level and content. 	
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Social Studies—A New Nation

Essential Questions:

- What choices did the early Colonists have in dealing with the British?
- What choices did the early Colonists have in forming a new country?
- How did the early Colonists make decisions as they formed a new nation?

Suggested Activities/Assessments:

- Student will create original graphic organizers for cause/effect of an event in American history.
- Students will write a news article as though they were living as a Colonist.
- Students will create a museum artifact with an explanation from Colonist period in American history.

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> • Understand the rule of law in protecting property rights, individual rights and the common good. 	<p><i>To be Mastered in 5th Grade MP 3</i> <i>Civics and Government</i> How Government Works</p> <ul style="list-style-type: none"> • Examine different ways conflicts can be resolved. <p><i>Economics</i> Functions of Government</p>	<p><i>To be Mastered in 6th Grade MP 1</i> <i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> • Explain the effect of the rule of law in protecting rights, individual rights, and the common good.

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<ul style="list-style-type: none"> Describe the basic purposes of government in the classroom, school, community, state, and nation. Describe the principles and ideals shaping local, state, and national government—liberty, democracy, justice, and equality. Interpret key ideas about government found in significant documents—Declaration of Independence, US Constitution, Bill of Rights. Identify the individual rights guaranteed by the US Constitution. Explain the significance of state symbols, national symbols, and national holidays. <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation. Explain why individuals become involved in leadership and public service. Identify specific ways individuals participate in school and community activities. <p>How Government Works</p> <ul style="list-style-type: none"> Describe how the elected representative bodies function in making local, state, and national laws. 	<ul style="list-style-type: none"> Describe factors that influence government’s economic decision making. <p><i>To be Mastered in 5th Grade MP 4</i></p> <p>Civics and Government</p> <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> Identify behaviors that promote cooperation among individuals. <p>How Government Works</p> <ul style="list-style-type: none"> Describe the responsibilities and powers of the three branches of government. Identify various sources of mass media. <p>How International Relationships Function</p> <ul style="list-style-type: none"> Describe the difference between nation and country. <p>Economics</p> <p>Scarcity and Choice</p> <ul style="list-style-type: none"> Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good. Explain how people’s choices have different economic consequences. <p>Markets and Economic Systems</p>	<p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> Explain how citizens resolve conflicts in society and government. <p>How Government Works</p> <ul style="list-style-type: none"> Identify leadership positions and their primary duties at the local, state, and national levels. Identify individual interest groups and how they impact government. <p>How International Relationships Function</p> <ul style="list-style-type: none"> Identify how countries have varying interests. <p>Economics</p> <p>Scarcity and Choice</p> <ul style="list-style-type: none"> Explain how limited resources and unlimited wants cause scarcity. Compare ways that people meet their needs with how they meet their wants. Identify incentives that affect personal choices. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> Describe the interaction of consumers and producers of goods and services in the state and national economy. <p>Functions of Government</p> <ul style="list-style-type: none"> Examine government’s role in providing public goods and services.
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<ul style="list-style-type: none"> Describe the role of local and state government officials. Describe the primary duties of elected local, state, and national positions. <p>Economics</p> <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> Describe how goods and services are distributed. Identify how pricing influences sellers and consumers. <p>Functions of Government</p> <ul style="list-style-type: none"> Explore ways in which tax revenue is collected. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> Describe how the availability of goods and services is made possible by the work of members of a society. Differentiate the requirements for different careers and occupations. <p>History</p> <p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> Locate primary and secondary sources for the research topic and summarize in writing the findings. 	<ul style="list-style-type: none"> Explain how advertising causes people to change their behavior in predictable ways. Identify factors that cause changes in price. Compare and contrast types of private economic institutions. Describe various economic systems—traditional, market, command. <p>Functions of Government</p> <ul style="list-style-type: none"> Describe the cost and benefits of government economic programs. <p>Economic Interdependence</p> <ul style="list-style-type: none"> Explain why people specialize in the production of goods and services and divide labor. Explain the growth in international trade. Explain how and where multinational corporations operate. Identify various economic and non-economic organizations that contribute to interaction among individuals and nations. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> Explain how positive and negative incentives affect individual choices. 	<ul style="list-style-type: none"> Describe the impact of government involvement in state and national economic activities. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> Describe how the availability of goods and services is made possible by the work of members of society. Describe how people accumulate tangible and intangible assets. <p>Geography</p> <p>Basic Geographic Literacy</p> <ul style="list-style-type: none"> Describe how common geographic tools are used to organize and interpret information about people, places, and events. Describe how local places and regions as defined by physical and human features. <p>Physical Characteristics of Places and Regions</p> <ul style="list-style-type: none"> Describe the characteristics of places and regions. Describe the physical processes that shape patterns on Earth’s surface. <p>Interactions between People and the Environment</p> <ul style="list-style-type: none"> Describe and explain the effects of the physical systems on people within regions.
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Learning to Soar

	<ul style="list-style-type: none"> • Identify tangible and intangible assets. • Define entrepreneurship and its role in the local community. • Identify the costs and benefits of saving. • Identify the costs and benefits of borrowing. <p>History</p> <p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Identify and explain the influences of economic features on continuity and change over time. • Classify and analyze fact and opinion from multiple points of view, and secondary courses as related to historical events. <p>US History</p> <ul style="list-style-type: none"> • Compare and contrast common characteristics of the social, political, and cultural and economic groups in US history. • Illustrate concepts and knowledge of historical documents, artifacts, and places critical to US history. • Differentiate how continuity and change in US history are formed and operate—belief systems and religions, commerce and industry, 	<ul style="list-style-type: none"> • Describe and explain the effects of people on the physical systems within regions.
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Learning to Soar

	<p>technology, politics and government, physical and human geography, social organizations.</p> <ul style="list-style-type: none">• Example patterns of conflict and cooperation among groups and organizations that impact the history and development of the United States—ethnicity and race, working conditions, immigration, military conflict, economic stability.	
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Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Fifth Grade

“Problem Solvers”—Figuring out what to do

(Social Studies Focus—American History)

MARKING PERIOD 3

Overarching Concept: *Bravery*

Theme: *Just Do It—What am I going to do?*

Big Idea/Enduring Understanding: In order that a problem may be solved, one must take action. Knowing the problem and selecting the most appropriate choice, one now must take action. To act takes courage and bravery. Often one steps out of his/her own comfort zone to solve a problem. It is daring to take a risk that one’s choices may not work, but if one does not act, the problem will remain a problem. And yet, one must also decide at times to do nothing, as the best solution to a problem.

Essential Questions:

- What is bravery?
- What role does bravery play in this conflict?
- When is doing nothing acceptable?
- Would doing nothing be effective in my situation?
- Why is this choice better than other possible solutions?

Cumulating Assessment: Students will write an argumentative piece of writing, taking a side, supporting their opinion and refuting the other side of the argument. Students will address at least one of the Essential Questions and refer to at least two texts studied.

Common Assessment Tool: PSSA Argumentative Writing Rubric <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Scoring%20Guidelines%20and%20Formula%20Sheets/English%20Language%20Arts/Opinion%20Scoring%20Guidelines%203-5.pdf>

Other Assessments: McGraw-Hill Wonders Units 4 and 5 test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=non-negotiable

Suggested Community Outreach: Harford Orphan School.

Learning to Soar

Resources: for ELA and Social Studies

Tier I: McGraw-Hill's *Wonders* Units 4 and 5, *On-Grade Level* Leveled Readers, *Pearson's My World Social Studies Building Our Country* (Chapters 1-3) Accelerated Reader, teacher selected materials.

Tier II: *Approaching, Beyond, and ESL* Leveled Readers, *Reach* (ESL), *Moby Max*, *Just Words*, *Wilson Fluency Kit*, Accelerated Reader, teacher selected materials.

Tier III: *Wonderworks*, *Wilson Reading System*, *Foundations*, *Corrective Reading*, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: analyze, cite, clause, genre, inferences, phrase, preposition, relevant, summarize, textual evidence.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alouds, Read alouds.	Partner reporting, Interviewing, Music, Read alouds, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

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Standards: ELA

Students will...

Master	Develop	Introduce				
<p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Cite textual evidence by quoting accurately from text to support inferences. <p>Craft and Structure</p> <ul style="list-style-type: none"> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Determine how an author uses reasons and evidence to support points in text. <p>Reading Literature <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Cite textual evidence by quoting accurately from text to support inferences. <p>Craft and Structure</p> <ul style="list-style-type: none"> Compare and contrast two or more characters, settings or plots in a story or drama from specific detail. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as literary elements. <p>Writing</p>	<p><i>To be Mastered in 5th Grade MP 4</i></p> <p>Reading Informational Text <i>Craft and Structure</i></p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic from different points of view to find similarities and differences. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Use multiple print or digital sources to answer a question quickly or solve a problem efficiently. <p>Reading Literature <i>Craft and Structure</i></p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic from different points of view to find similarities and differences. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Analyze how visual and multimedia elements contribute to meaning, tone, or beauty of text. <p>Grammar</p> <ul style="list-style-type: none"> Define, identify and analyze independent clauses by sentence patterns. <p>Response to Literature</p> <ul style="list-style-type: none"> Apply grade level reading standards for literature and informational texts. 	<p><i>To be Mastered in 6th Grade MP 2</i></p> <p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Cite textual evidence by quoting accurately from text to support inferences and generalizations. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Use multiple print or digital sources to develop a coherent understanding of a topic or issue. <p>Reading Literature <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Cite textual evidence by quoting accurately from text to support inferences and generalizations. Describe how a plot develops and how characters respond or change as the plot moves to a resolution. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Compare and contrast the written word to a visual and/or auditory experience. <p>Writing</p> <table border="1" data-bbox="1350 1247 1892 1414"> <thead> <tr> <th></th> <th>Informative</th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Identify and introduce the topic for the intended audience.</td> </tr> </tbody> </table>		Informative	<i>Focus</i>	Identify and introduce the topic for the intended audience.
	Informative					
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Learning to Soar

	Argumentative	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> With guidance and support, strengthen writing through planning, revising, editing, rewriting, or trying new approaches. <p>Technology and Publication</p> <ul style="list-style-type: none"> Demonstrate sufficient keyboarding skills to type a minimum of two pages in a single sitting. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> With guidance and support, recall relevant information from experience or gather relevant information from print or digital sources. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions on grade level topics. <p>Context</p> <ul style="list-style-type: none"> Adapt speech to variety of contexts and tasks, using formal English when appropriate to task and situation. <p>Integration of Knowledge and Ideas</p> <p>Multimedia</p>	<i>Content</i>	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.
<i>Focus</i>	Introduce the topic and state an opinion.		<i>Organization</i>	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; use transition; provide a conclusion, include formatting when useful.
<i>Content</i>	Provide reasons that are supported by facts and details; draw from credible sources.		<i>Style</i>	Use precise language and domain-specific vocabulary. Use sentences of varying length and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.
<i>Organization</i>	Create an organizational structure that includes related ideas grouped to support the writer’s purpose and link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section.		<i>Conventions</i>	Use compound sentences with a subordinating conjunction and a semicolon. Use complex sentences.
<i>Style</i>	Use sentences of varying length. Expand, combine, and reduce sentences for meaning, interest, and style.			
<i>Conventions</i>	Use compound sentences. Use appropriate transitions between and within paragraphs. Use varying sentences openers with phrases.			

Learning to Soar

	<p>Use correct relative pronouns. Use commas with sentence openers and compound sentences. Use correct grade-level spelling. Use correct word in troublesome pairs.</p>	<ul style="list-style-type: none"> • Include multimedia components and visual displays to presentations when appropriate to enhance the development of main ideas or themes. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English when speaking based on Grade 5 level and content. 		<p>Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases and clauses with appropriate punctuation. Use correct grade-level spelling.</p>
<p>Grammar</p> <ul style="list-style-type: none"> • Identify and use prepositions and prepositional phrases, with correct punctuation for sentence openers. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Critical Listening</p> <ul style="list-style-type: none"> • Summarize the main points and of written text read aloud or information presented in diverse media and formats. <p>Evaluating Information</p> <ul style="list-style-type: none"> • Summarize the points a speaker makes. <p>Presentation of Knowledge and Ideas</p> <p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> • Report on a topic or present an opinion, sequence of ideas logically and using appropriate facts and relevant descriptive details to support main idea or theme. 		<p><i>To be Mastered in 6th Grade MP 1</i></p> <p>Reading Informational Text</p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> • Explain how main idea is conveyed through particular details. • Summarize the text without personal opinions or judgment. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> • Explain how an author’s point of view is conveyed in a text. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including contrast, addition, and other logical relationships. • Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. 	<p>Grammar</p> <ul style="list-style-type: none"> • Identify and use adverb dependent clauses and prepositional phrases, with correct punctuation for sentence openers. • Use commas correctly in compound sentences and complex sentences. • Use semicolons correctly in compound sentences. <p>Response to Literature</p> <ul style="list-style-type: none"> • Apply grade level reading standards for literature and informational texts. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Critical Listening</p> <ul style="list-style-type: none"> • Delineate the speaker’s argument and specific claims by identifying specific reasons and evidence. 	

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	<p>Reading Literature Key Ideas and Details</p> <ul style="list-style-type: none"> • Explain how a theme is conveyed through particular details. • Summarize the text without personal opinion or judgment. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Explain how an author’s purpose is conveyed through the text. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including contrast, addition, and other logical relationships. • Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Writing</p> <table border="1" data-bbox="779 982 1318 1416"> <thead> <tr> <th></th> <th>Narrative</th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Establish a situation and introduce a narrator and/or character.</td> </tr> <tr> <td><i>Content</i></td> <td>Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations;</td> </tr> </tbody> </table>		Narrative	<i>Focus</i>	Establish a situation and introduce a narrator and/or character.	<i>Content</i>	Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations;	<ul style="list-style-type: none"> • Recognize arguments or claims not supported by factual evidence.
	Narrative							
<i>Focus</i>	Establish a situation and introduce a narrator and/or character.							
<i>Content</i>	Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations;							

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		use concrete words and phrases and sensory details precisely.	
	<i>Organization</i>	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.	
	<i>Style</i>	Vary sentence patterns for meaning, interest, and style. Use precise language (i.e. proper nouns and adjectives). Develop and maintain a consistent voice.	
	<i>Conventions</i>	Use compound sentences with a subordinating conjunction and a semi-colon. Use complex sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases and clauses with	

Learning to Soar

	<p>appropriate punctuation. Use correct grade-level spelling.</p>	
<p>Grammar</p> <ul style="list-style-type: none"> • Define, identify, and analyze independent and dependent clauses by sentence patterns. • Combine simple sentences into compound sentences using subordinating conjunctions. • Use verb tenses correctly. • Use correct form of irregular verbs. <p>Response to Literature</p> <ul style="list-style-type: none"> • Draw evidence from literary or information texts to support analysis, reflection, and research. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions on grade level topics. • Build upon other’s ideas. • Express own ideas clearly. 		

Learning to Soar

Social Studies—A Broken Nation

Essential Questions:

- How did the Western Movement influence the division among the states?
- How did all people of the North and South show bravery?
- How would the USA be different if the Civil War had ended differently?

Suggested Activities/Assessments:

- Student will create original graphic organizers for argumentative writing about American history.
- Students will write an editorial as though they were living during the Civil War.
- Students will create a museum artifact with an explanation from the American Civil War period.

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>Civics and Government</i> How Government Works</p> <ul style="list-style-type: none"> • Examine different ways conflicts can be resolved. <p><i>Economics</i> Functions of Government</p> <ul style="list-style-type: none"> • Describe factors that influence government’s economic decision making. 	<p style="text-align: center;"><i>To be Mastered in 5th Grade MP 4</i></p> <p><i>Civics and Government</i> Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Identify behaviors that promote cooperation among individuals. <p>How Government Works</p> <ul style="list-style-type: none"> • Describe the responsibilities and powers of the three branches of government. • Identify various sources of mass media. <p>How International Relationships Function</p>	<p style="text-align: center;"><i>To be Mastered in 6th Grade MP 2</i></p> <p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> • Explain the basic principles and ideals within documents and the roles played by framer as found in significant documents. • Describe how citizens and leaders use political symbols. <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.

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	<ul style="list-style-type: none"> • Describe the difference between nation and country. <p>Economics</p> <p>Scarcity and Choice</p> <ul style="list-style-type: none"> • Explain ways in which people meet their basic needs and wants. • Demonstrate the use of human and capital resources in the production of a specific good. • Explain how people’s choices have different economic consequences. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Explain how advertising causes people to change their behavior in predictable ways. • Identify factors that cause changes in price. • Compare and contrast types of private economic institutions. • Describe various economic systems—traditional, market, command. <p>Functions of Government</p> <ul style="list-style-type: none"> • Describe the cost and benefits of government economic programs. <p>Economic Interdependence</p> <ul style="list-style-type: none"> • Explain why people specialize in the production of goods and services and divide labor. • Explain the growth in international trade. 	<ul style="list-style-type: none"> • Describe the importance of political leadership and public service. <p>How Government Works</p> <ul style="list-style-type: none"> • Describe how local, state, and national governments provide services. • Explain what taxes are and why they are necessary. <p>Economics</p> <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Explain why and how market competition takes place. • Describe how prices influence both buyers and sellers and explain why prices may vary for similar products. • Examine how various economic systems address the three basic questions: What to produce? How to produce? When to produce? <p>Function of Government</p> <ul style="list-style-type: none"> • Explain the cost and benefits of taxation. <p>Economic Interdependence</p> <ul style="list-style-type: none"> • Explain how transportation, communication networks, and technology contribute to economic interdependence. <p>Income, Profit, and Wealth</p>
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	<ul style="list-style-type: none"> • Explain how and where multinational corporations operate. • Identify various economic and non-economic organizations that contribute to interaction among individuals and nations. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Explain how positive and negative incentives affect individual choices. • Identify tangible and intangible assets. • Define entrepreneurship and its role in the local community. • Identify the costs and benefits of saving. • Identify the costs and benefits of borrowing. <p>History Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Identify and explain the influences of economic features on continuity and change over time. • Classify and analyze fact and opinion from multiple points of view, and secondary courses as related to historical events. <p>US History</p>	<ul style="list-style-type: none"> • Explain the concept of labor productivity. <p>Geography</p> <ul style="list-style-type: none"> • Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic system, and political activities. <p>History Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Explain continuity and change over time using sequential order and context of events.
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	<ul style="list-style-type: none"> • Compare and contrast common characteristics of the social, political, and cultural and economic groups in US history. • Illustrate concepts and knowledge of historical documents, artifacts, and places critical to US history. • Differentiate how continuity and change in US history are formed and operate—belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations. • Example patterns of conflict and cooperation among groups and organizations that impact the history and development of the United States—ethnicity and race, working conditions, immigration, military conflict, economic stability. <p style="text-align: center;"><i>To be Mastered in 6th Grade MP 1</i></p> <p>Civics and Government Principles and Documents of Government</p> <ul style="list-style-type: none"> • Explain the effect of the rule of law in protecting rights, individual rights, and the common good. 	
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	<p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Explain how citizens resolve conflicts in society and government. <p>How Government Works</p> <ul style="list-style-type: none"> • Identify leadership positions and their primary duties at the local, state, and national levels. • Identify individual interest groups and how they impact government. <p>How International Relationships Function</p> <ul style="list-style-type: none"> • Identify how countries have varying interests. <p><i>Economics</i></p> <p>Scarcity and Choice</p> <ul style="list-style-type: none"> • Explain how limited resources and unlimited wants cause scarcity. • Compare ways that people meet their needs with how they meet their wants. • Identify incentives that affect personal choices. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Describe the interaction of consumers and producers of goods and services in the state and national economy. <p>Functions of Government</p> <ul style="list-style-type: none"> • Examine government's role in providing public goods and services. 	
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	<ul style="list-style-type: none"> • Describe the impact of government involvement in state and national economic activities. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Describe how the availability of goods and services is made possible by the work of members of society. Describe how people accumulate tangible and intangible assets. <p>Geography</p> <p>Basic Geographic Literacy</p> <ul style="list-style-type: none"> • Describe how common geographic tools are used to organize and interpret information about people, places, and events. • Describe how local places and regions as defined by physical and human features. <p>Physical Characteristics of Places and Regions</p> <ul style="list-style-type: none"> • Describe the characteristics of places and regions. • Describe the physical processes that shape patterns on Earth's surface. <p>Interactions between People and the Environment</p> <ul style="list-style-type: none"> • Describe and explain the effects of the physical systems on people within regions. 	
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	<ul style="list-style-type: none">• Describe and explain the effects of people on the physical systems within regions.	
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Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Fifth Grade

“Problem Solvers”—Figuring out what to do
(Social Studies Focus—American History)

MARKING PERIOD 4

Overarching Concept: *Success*

Theme: *Evaluate your decision—Did it work?*

Big Idea/Enduring Understanding: After taking or not taking action, one needs to reflect on the problem solving process to see whether the choice made was successful or not. This makes one question how to measure success. Often a problem may be solved, but it has consequences that worsen the situation or cause harm to oneself or others. The time to reflect and assess one’s actions is important for future decision making and problem solving.

Essential Questions:

- How do I evaluate if I am successful or not?
- What does success look like?
- Is failure an option?
- Should I take into consideration the effect on others when assessing my success?
- What would I do if presented with the problem again?
- What action do I take now that the problem is solved?

Cumulating Assessment:

-Students will deliver an oral presentation with appropriate visual aids and multimedia technology, answering at least one of the Essential Questions, and referencing at least two of the texts studied.

-Students will create and present a living time line, with costumes and props from the different periods in American history.

Common Assessment Tool: Oral Presentation Rubric (*See Appendix.*)

Other Assessments: McGraw-Hill’s *Wonders* Unit 6 test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=non-negotiable

Suggested Community Outreach: Susquehanna County Historical Society.

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Resources: for ELA and Social Studies

Tier I: McGraw-Hill's *Wonders* Unit 6, *On-Grade Level* Leveled Readers, Accelerated Reader, teacher selected materials.

Tier II: *Approaching, Beyond, and ESL* Leveled Readers, *Reach* (ESL), Moby Max, *Just Words*, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: *Wonderworks*, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: adapt, analyze, collaborative discussions, multimedia.

Social Studies: advertising, capital resources, continuity, cooperation, economic consequences, entrepreneurship, intangible assets, international, multinational, powers, production, responsibilities, tangible assets.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,-Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alongs, Read alouds.	Partner reporting, Interviewing, Music, Read alongs, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

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Standards: ELA

Students will...

Master	Develop	Introduce
<p>Reading Informational Text <i>Craft and Structure</i></p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic from different points of view to find similarities and differences. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Use multiple print or digital sources to answer a question quickly or solve a problem efficiently. <p>Reading Literature <i>Craft and Structure</i></p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic from different points of view to find similarities and differences. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Analyze how visual and multimedia elements contribute to meaning, tone, or beauty of text. <p>Grammar</p> <ul style="list-style-type: none"> Define, identify and analyze independent clauses by sentence patterns. <p>Response to Literature</p> <ul style="list-style-type: none"> Apply grade level reading standards for literature and informational texts. 	<p><i>To be Mastered in 6th Grade MP 1</i></p> <p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Explain how main idea is conveyed through particular details. Summarize the text without personal opinions or judgment. <p>Craft and Structure</p> <ul style="list-style-type: none"> Explain how an author’s point of view is conveyed in a text. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including contrast, addition, and other logical relationships. Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Reading Literature <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Explain how a theme is conveyed through particular details. Summarize the text without personal opinion or judgment. 	<p><i>To be Mastered in 6th Grade MP 3</i></p> <p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> Analyze the structure through paragraphs, chapters, or sections. Interpret figurative language (simile, personification, hyperbole, metaphor, analogy). <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Evaluate an author’s argument by examining claims and determining if they are supported by evidence. Examine how two authors present similar information in different types of text. <p>Reading Literature <i>Craft and Structure</i></p> <ul style="list-style-type: none"> Analyze how the structure of a text contributes to development of theme, setting, and plot. Interpret figurative language (simile, personification, hyperbole, metaphor). <p>Integration of Knowledge and Ideas</p>

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<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> With guidance and support, strengthen writing through planning, revising, editing, rewriting, or trying new approaches. <p>Technology and Publication</p> <ul style="list-style-type: none"> Demonstrate sufficient keyboarding skills to type a minimum of two pages in a single sitting. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> With guidance and support, recall relevant information from experience or gather relevant information from print or digital sources. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions on grade level topics. <p>Context</p> <ul style="list-style-type: none"> Adapt speech to variety of contexts and tasks, using formal English when appropriate to task and situation. <p>Integration of Knowledge and Ideas</p> <p>Multimedia</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> Explain how an author’s purpose is conveyed through the text. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including contrast, addition, and other logical relationships. Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Writing</p> <table border="1"> <thead> <tr> <th></th> <th>Narrative</th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Establish a situation and introduce a narrator and/or character.</td> </tr> <tr> <td><i>Content</i></td> <td>Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.</td> </tr> <tr> <td><i>Organization</i></td> <td>Organize an event sequence that unfolds naturally, using a variety</td> </tr> </tbody> </table>		Narrative	<i>Focus</i>	Establish a situation and introduce a narrator and/or character.	<i>Content</i>	Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.	<i>Organization</i>	Organize an event sequence that unfolds naturally, using a variety	<ul style="list-style-type: none"> Compare and contrast text in the same genre on their approaches to similar themes and topics as well as literary elements. <p>Writing</p> <table border="1"> <thead> <tr> <th></th> <th>Argumentative</th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Introduce the topic and state an opinion.</td> </tr> <tr> <td><i>Content</i></td> <td>Use clear reasons and relevant evidence to support claims, using credible sources.</td> </tr> <tr> <td><i>Organization</i></td> <td>Organize the claim with clear reasons and evidence. Clarify relationships among claims and reasons. Provide a concluding statement or section.</td> </tr> <tr> <td><i>Style</i></td> <td>Use precise language and domain-specific vocabulary. Use sentences of varying length and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.</td> </tr> <tr> <td><i>Conventions</i></td> <td>Use compound sentences with a subordinating</td> </tr> </tbody> </table>		Argumentative	<i>Focus</i>	Introduce the topic and state an opinion.	<i>Content</i>	Use clear reasons and relevant evidence to support claims, using credible sources.	<i>Organization</i>	Organize the claim with clear reasons and evidence. Clarify relationships among claims and reasons. Provide a concluding statement or section.	<i>Style</i>	Use precise language and domain-specific vocabulary. Use sentences of varying length and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.	<i>Conventions</i>	Use compound sentences with a subordinating
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<i>Conventions</i>	Use compound sentences with a subordinating																					

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<ul style="list-style-type: none"> • Include multimedia components and visual displays to presentations when appropriate to enhance the development of main ideas or themes. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English when speaking based on Grade 5 level and content. 		of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.	<p>conjunction and a semi-colon. Use complex sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases and clauses with appropriate punctuation. Use correct grade-level spelling.</p>
	<i>Style</i>	Vary sentence patterns for meaning, interest, and style. Use precise language (i.e. proper nouns and adjectives). Develop and maintain a consistent voice.	
	<i>Conventions</i>	Use compound sentences with a subordinating conjunction and a semi-colon. Use complex sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases and clauses with appropriate punctuation. Use correct grade-level spelling.	
			<p>Grammar</p> <ul style="list-style-type: none"> • Define, identify, and correct run-on sentences in self and peer writing. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • With guidance and support, strengthen writing through planning, revising, editing, rewriting, and trying new approaches. <p>Conducting Research</p> <ul style="list-style-type: none"> • Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. <p>Credibility, Reliability, and Validity of Sources</p>

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	<p>Grammar</p> <ul style="list-style-type: none"> • Define, identify, and analyze independent and dependent clauses by sentence patterns. • Combine simple sentences into compound sentences using subordinating conjunctions. • Use verb tenses correctly. • Use correct form of irregular verbs. <p>Response to Literature</p> <ul style="list-style-type: none"> • Draw evidence from literary or information texts to support analysis, reflection, and research. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions on grade level topics. • Build upon other’s ideas. • Express own ideas clearly. <p><i>To be Mastered in 6th Grade MP 2</i></p> <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite textual evidence by quoting accurately from text to support inferences and generalizations. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Use multiple print or digital sources to develop a coherent understanding of a topic or issue. 	<ul style="list-style-type: none"> • Gather relevant information from multiple print and digital sources. • Access credibility of each source. • Quote or paraphrase the data and conclusions of others, avoiding plagiarism. • Provide basic bibliographic information of sources. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Evaluating Information</p> <ul style="list-style-type: none"> • Explain how each claim is supported by reasons and evidence.
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Reading Literature

Key Ideas and Details

- Cite textual evidence by quoting accurately from text to support inferences and generalizations.
- Describe how a plot develops and how characters respond or change as the plot moves to a resolution.

Integration of Knowledge and Ideas

- Compare and contrast the written word to a visual and/or auditory experience.

Writing

	Informative
<i>Focus</i>	Identify and introduce the topic for the intended audience.
<i>Content</i>	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.
<i>Organization</i>	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; use transition; provide a conclusion, include formatting when useful.

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	<p><i>Style</i></p>	<p>Use precise language and domain-specific vocabulary. Use sentences of varying length and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.</p>	
	<p><i>Conventions</i></p>	<p>Use compound sentences with a subordinating conjunction and a semicolon. Use complex sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases and clauses with appropriate punctuation. Use correct grade-level spelling.</p>	
	<p>Grammar</p> <ul style="list-style-type: none"> • Identify and use adverb dependent clauses and prepositional phrases, with correct punctuation for sentence openers. • Use commas correctly in compound sentences and complex sentences. 		

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	<ul style="list-style-type: none"> • Use semicolons correctly in compound sentences. <p>Response to Literature</p> <ul style="list-style-type: none"> • Apply grade level reading standards for literature and informational texts. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Critical Listening</p> <ul style="list-style-type: none"> • Delineate the speaker’s argument and specific claims by identifying specific reasons and evidence. • Recognize arguments or claims not supported by factual evidence. 	
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Social Studies—A World Power

Essential Questions:

- What successes have led the USA to becoming a world power?
- What are the hardships and benefits of war?
- What does the USA need to do remain a powerful nation?

Suggested Activities/Assessments:

- Student will create original graphic organizers for chronology of an event in American history.
- Students will write a friendly or business letter as though they were living in the 20th Century.
- Students will create a museum artifact with an explanation from the 20th Century in American history.

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Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>Civics and Government</i> Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> Identify behaviors that promote cooperation among individuals. <p>How Government Works</p> <ul style="list-style-type: none"> Describe the responsibilities and powers of the three branches of government. Identify various sources of mass media. <p>How International Relationships Function</p> <ul style="list-style-type: none"> Describe the difference between nation and country. <p><i>Economics</i> Scarcity and Choice</p> <ul style="list-style-type: none"> Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good. Explain how people’s choices have different economic consequences. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> Explain how advertising causes people to change their behavior in predictable ways. 	<p><i>To be Mastered in 6th Grade MP 1</i></p> <p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> Compare and contrast a direct democracy with a republican form of government. Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents. Summarize individual rights guaranteed by the PA Constitution and the US Constitution. Describe how citizens and leaders use political symbols. <p>How Government Works</p> <ul style="list-style-type: none"> Describe the responsibilities and powers of the three branches of government. Define and compare the role and structure of local, state, and national governments. Describe how local, state, and national governments provide services. Identify leadership positions and their primary duties at the local, state, and national levels. 	<p><i>To be Mastered in 6th Grade MP 3</i></p> <p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> Compare and contrast a direct democracy with a republican form of government. Explain how the principles and ideals shape local, state, and national government. <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> Explain why participation in government and civic life is important. <p>How Government Works</p> <ul style="list-style-type: none"> Define and compare the role and structure of local, state, and national governments. Describe the voting process, including registration, primaries, and general elections. Explain how courts resolve conflicts. <p>How International Relationships Function</p>

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<ul style="list-style-type: none"> • Identify factors that cause changes in price. • Compare and contrast types of private economic institutions. • Describe various economic systems—traditional, market, command. <p>Functions of Government</p> <ul style="list-style-type: none"> • Describe the cost and benefits of government economic programs. <p>Economic Interdependence</p> <ul style="list-style-type: none"> • Explain why people specialize in the production of goods and services and divide labor. • Explain the growth in international trade. • Explain how and where multinational corporations operate. • Identify various economic and non-economic organizations that contribute to interaction among individuals and nations. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Explain how positive and negative incentives affect individual choices. • Identify tangible and intangible assets. • Define entrepreneurship and its role in the local community. 	<ul style="list-style-type: none"> • Describe the voting process, including registration, primaries, and general elections. • Explain how courts resolve conflicts. • Identify individual interest groups and how they impact government. • Describe the influence of mass media on society. • Explain what taxes are and why they are necessary. <p>How International Relationships Function</p> <ul style="list-style-type: none"> • Identify how countries have varying interests. <p>Economics</p> <p>Scarcity and Choice</p> <ul style="list-style-type: none"> • Identify incentives that affect personal choices. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Describe the interaction of consumers and producers of goods and services in the state and national economy. • Explain how advertising influences economic decisions. • Explain the influences of private economic institutions on the local and state economy. <p>Functions of Government</p> <ul style="list-style-type: none"> • Examine government’s role in providing public goods and services. 	<ul style="list-style-type: none"> • Explain the differences between allies and adversaries. <p>Economics</p> <p>Scarcity and Choice</p> <ul style="list-style-type: none"> • Define opportunity cost and describe the opportunity cost of personal choice. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Explain the causes and effects of expansion and contraction of businesses. • Explain the influence of private economic institutions on the local and state economy. <p>Functions of Government</p> <ul style="list-style-type: none"> • Explain the benefits of international trade. <p>Economic Interdependence</p> <ul style="list-style-type: none"> • Explain why people specialize in the production of goods and services and divide labor. • Explain how trade affects standards of living. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Explain how profits and losses serve as incentives. • Describe how people accumulate tangible and intangible assets. <p>History</p>
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<ul style="list-style-type: none"> • Identify the costs and benefits of saving. • Identify the costs and benefits of borrowing. <p>History</p> <p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Identify and explain the influences of economic features on continuity and change over time. • Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events. <p>US History</p> <ul style="list-style-type: none"> • Compare and contrast common characteristics of the social, political, and cultural and economic groups in US history. • Illustrate concepts and knowledge of historical documents, artifacts, and places critical to US history. • Differentiate how continuity and change in US history are formed and operate—belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations. 	<ul style="list-style-type: none"> • Explain the cost and benefits of taxation. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Describe how the availability of goods and services is made possible by the work of members of society. Describe how people accumulate tangible and intangible assets. • Explain the role of the entrepreneur. <p>History</p> <p>United States History</p> <ul style="list-style-type: none"> • Explain the social, political, cultural and economic contributions of individuals and groups to US History. • Explain the importance of significant historical documents, artifacts, and places critical to US History. • Explain how continuity and change have impacted US History. • Explain how conflict and cooperation among groups and organizations have impacted the history and development of the US. <p><i>To be Mastered in 6th Grade MP 2</i></p> <p>Civics and Government Principles and Documents of Government</p> <ul style="list-style-type: none"> • Explain the basic principles and ideals within documents and the 	<p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. • Identify a thesis statement using appropriate primary and secondary sources. <p>United States History</p> <ul style="list-style-type: none"> • Explain how conflict and cooperation among groups and organizations have impacted the history and development of the United States.
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<ul style="list-style-type: none"> • Example patterns of conflict and cooperation among groups and organizations that impact the history and development of the United States—ethnicity and race, working conditions, immigration, military conflict, economic stability. 	<p>roles played by framers as found in significant documents.</p> <ul style="list-style-type: none"> • Describe how citizens and leaders use political symbols. <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Compare and contrast rights and responsibilities of citizenship in the community, state, and nation. • Describe the importance of political leadership and public service. <p>How Government Works</p> <ul style="list-style-type: none"> • Describe how local, state, and national governments provide services. • Explain what taxes are and why they are necessary. <p>Economics</p> <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Explain why and how market competition takes place. • Describe how prices influence both buyers and sellers and explain why prices may vary for similar products. • Examine how various economic systems address the three basic questions: What to produce? How to produce? When to produce? <p>Function of Government</p>	
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	<ul style="list-style-type: none"> • Explain the cost and benefits of taxation. <p>Economic Interdependence</p> <ul style="list-style-type: none"> • Explain how transportation, communication networks, and technology contribute to economic interdependence. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Explain the concept of labor productivity. <p>Geography</p> <ul style="list-style-type: none"> • Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic system, and political activities. <p>History Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Explain continuity and change over time using sequential order and context of events. 	
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Appendix

Learning to Soar

Oral Presentation Rubric

Student's Name _____ Teacher's Name _____ Grade ____/36

Category	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Clarity	Speaks clearly and distinctly all (100-95%) the time.	Speaks clearly and distinctly all (100-95%) the time.	Speaks clearly and distinctly most (94-85%) of the time.	Often mumbles or cannot be understood.
Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Focus	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Posture/Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Use of Multi-Media	Utilizes at least two types of multi-media effectively for the audience.	Utilizes at least one type of multi-media.	Multi-media is distracting from the speaker's purpose.	No multi-media is used.

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PSSA TEXT-DEPENDENT ANALYSIS SCORING GUIDELINES

<p style="text-align: center;">Score 4</p> <ul style="list-style-type: none"> • Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) • Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Strong organizational structure that effectively supports the focus and ideas • Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences • Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions • Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose • Skillful use of transitions to link ideas • Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	<p style="text-align: center;">Score 2</p> <ul style="list-style-type: none"> • Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) • Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) • Weak organizational structure that inconsistently supports the focus and ideas • Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences • Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions • Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose • Inconsistent use of transitions to link ideas • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
<p style="text-align: center;">Score 3</p> <ul style="list-style-type: none"> • Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) • Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Appropriate organizational structure that adequately supports the focus and ideas • Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences • Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions • Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose • Appropriate use of transitions to link ideas • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	<p style="text-align: center;">Score 1</p> <ul style="list-style-type: none"> • Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) • Minimal evidence of an introduction, development, and/or conclusion • Minimal evidence of an organizational structure • Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences • Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions • Minimal reference to the main idea(s) and/or relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

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PSSA Literature Vocabulary Terms and Definitions

Define- to explain the meaning of (a word, a phrase, etc.)

Quote- to repeat (something written or said by another person) exactly

Cite evidence- to quote by way of example, authority, or proof of several noteworthy authors (and/or text)

Explain- to make (something) clear or easy to understand

Analyze- to study something closely and carefully; to learn the nature and relationship of the parts of something by a close or careful examination

Summarize- give a brief statement of the main points of

Determine- to officially decide something especially because of evidence or facts: to establish something exactly or with authority

Identify- to know and say who someone is or what something is

Integrate- to combine (2 or more things) to form or create something; to make something a part of another larger thing

Interpret- to explain the meaning of something

Inform- to give information to someone about a topic

Compare- to look at 2 or more things closely in order to see similarities

Contrast- to look at 2 or more things closely in order to see differences

Focus- the subject that is being discussed or studied; main purpose or interest

Organize- to arrange or order things so that they can be found or used easily and quickly

Organization- the act or process of putting the different parts of something in certain order so they can be found or used easily

Style- a particular way in which something is done, created, or performed

Conventions- mechanics, usage, and sentence completeness

Adapt- to change something/someone so that it functions better or is better suited for a purpose

Demonstrate- to prove something by showing example/evidence of it

Moral- concerning or relating to what is right or wrong in human behavior

Theme- main subject that is being discussed or described in a piece of writing, movie, etc.; the moral (life lesson) of a story

Character- a person or animal in a story

Setting- where and when a story takes place

Plot- A series of events that form a story in a novel, movie, etc.

Sequence- the order in which things happen in a story

Expository- used to describe writing that is done to **explain** something

Venn Diagram- graph that employs closed circles to represent the similarities and differences between two topics or items

Descriptive details- details used to describe something; a particular fact or piece of information about something or someone

Genre- a category used to classify literary works, usually by form, technique or content(ex. prose, poetry)

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Context Clues- information from the reading that identifies a word or group of words

Realistic Fiction- tells about characters, settings, and events that are like people, places, and events in real life; includes dialogue and descriptive details

Problem- also known as the conflict in a story; a situation in the story which is often confusing and needs a solution

Solution- also known as the resolution; a part of the plot in which the problem is solved

Suspense- a feeling or state of nervousness or excitement caused by wondering what will happen in the story

Idiom- an expression that cannot be taken literally and has a separate meaning of its own (ex. It is raining cats and dogs.)

Comparison Writing- writing used to compare and contrast different topics

Biography- written history of a person's life written by someone other than the subject of the writing

Cause and effect- cause- the reason why something happens; **effect-** the result

Author's Point of View- perspective from which the story is told

Fact- information that can be proven true

Opinion- a viewpoint or personal belief that cannot be proven true or false

Text structure- the organizational pattern a writer uses to present information in nonfiction

Headings- a short title that comes before a page or paragraph, telling you what the topic of the page or paragraph will be

Timeline- table listing important events for successive years within a particular period of time

Figurative Language- language that cannot be taken literally since it was written to create a special effect or feeling

Simile- comparison of two things using the words "like" or "as" (ex. She is as pretty as a princess.)

Metaphor- comparison of two things **WITHOUT** the use of "like" or "as" (ex. Lemon tea is the best medicine for a cold.)

Illustrations and Photographs- pictures in a story that are used to give readers clues about the characters, setting, and events

Prediction- a statement about what will happen or might happen in a story

Personification- giving inanimate objects or things human characteristics (ex. The pencil ran across the paper.)

Foreshadowing- to give suggestion of(something that has not yet happened)

Imagery- the author's use of language that causes people to imagine pictures in their mind

Folktale- a story that began in oral traditional

Narrative Poem- a form of poetry that tells a story, often making use of the voices of a narrator and characters as well; the entire story is usually written in meter. It can be about anything, and does not have to rhyme. It **MUST** tell a story.

Free Verse Poem- a poem that doesn't rhyme or follow any metrical rule

Homograph- one of two or more words spelled alike, but different in meaning or pronunciation (ex. He took a bow after his performance. The boy shot a bow and arrow.)

Homophone- a word that is pronounced like another word, but is different in meaning or spelling. (ex. to, too, two)

Fantasy- a book, movie, etc. that tells a story about things that happen in an imaginary world

Root- a word in its simplest form

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Greek Roots- a word part that must be combined with other word parts, such as prefixes and suffixes, and other roots, to form a word (Words with Greek roots are common in science and social studies textbooks)

Main Idea- what a story or passage is mainly about

Supporting Details- specific words used by the author to describe and support the main idea (providing details is called citing textual evidence)

Latin Roots- a word part that must be combined with other word parts, such as prefixes and suffixes, and other roots, to form a word (Words with Latin roots are common in literature)

Diagram- a drawing that explains or shows the parts of something

Tall Tale- a story with unbelievable elements, related as if it were true or factual. Some such stories are exaggerations of actual events (ex. Paul Bunyan)

Synonyms- words that have **similar** meanings (ex. beautiful, pretty)

Antonyms- words that have **opposite** meanings (ex. young, old)

Fable- narrative that conveys a moral. Animals or inanimate objects with human characteristics often serve as characters. (ex. *The Fox and the Grapes*)

Hyperbole- an exaggeration used for effect that states that something is better, worse, larger, more common, or more important than is actually true (ex. This class is lasting an eternity!)

Outlining- a summary of written work

Voice- the fluency, rhythm and liveliness in writing that makes it unique to the writer

Style- how an author writes; an author's use of language; its effects and appropriateness to the author's intent and theme

Tone- the attitude of the author toward the audience and characters (ex. serious or humorous)

Mystery- a novel, play, short story or film whose plot involves a crime or event that remains puzzlingly unsettled until the end.

Play- a dramatic composition or piece; drama/ can be fiction or nonfiction. They are not written in paragraph form. Dramas and plays have dialogue without quotation marks. The Characters' names are written out, and the words they speak are written next to the names. They also include special instructions and stage directions. Plays, like stories, have a plot, tell a story, and have characters.

Adages and Proverb- a short, ancient saying, usually of unknown origin, that expresses effectively some commonplace truth or useful thought; adage; wise saying.

Caption- a title or explanation for a picture or illustration, especially in a newspaper or magazine.

Chart- a graphic representation of information

Lyric Poem- poem with musical qualities

Dialogue – a spoken conversation between characters in a drama.

Inference- a kind of guess you make, about what is happening in a passage or story, based on what the author is telling you.

Realistic Fiction- writing that has characters that seem like people you know. They happen in a place that seems real. They tell about something that really happened.

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Historical Fiction-A story that takes place in the past during a certain time in history. Some of the characters may be real people, and some of the events really happened.

Paragraph Clues-words and phrases in the paragraph or text that give clues to guide understanding and comprehension.

Text Structure/ Organization-how the author arranges text. Types of text structure include; sequence or chronological order; compare / contrast; cause / effect; question/ answer; problem/ solution.

Nonfiction-kind of writing that gives facts and true information. Nonfiction tells you something that really happened, and is usually found in biographies, textbooks, and newspapers.

Persuasive-writing that convinces, persuades, compels or gives credibility to an argument; a persuasive passage tries to change or influence your opinion on a topic.

Grammar Terms:

Subject –thing that is being or doing something in a sentence, paragraph, or passage.

Predicate-part of a sentence that expresses the action of the subject, usually containing a verb

Commas-a special kind of punctuation used to indicate a pause or separation in writing.

Compound Sentence-a sentence containing two or more coordinate independent clauses, usually joined by one or more conjunctions, but no dependent clause.

Conjunctions-words that connect between words, clauses, or sentences; they include; as, and, but, or nor for, however, because, etc.

Complex Sentence-a sentence containing two or more dependent clauses in addition to the main clause. **(EX: When the bell rings, (dependent clause), walk out (main clause).**

Persuasive article-an article written to persuade an audience to believe the opinion of the author/ writer.

Varying Sentence Structure-in order to entertain, liven up the topic, or keep an audience's attention a writer will use sentences of varied length.

Run-on Sentences-a written sequence of two or more main clauses that are not separated by a period, semi-colon, or joined by a conjunction.

Fragment-a phrase or clause written as a sentence, but lacking an element, such as a subject or verb.

Proper Noun-a noun that denotes a particular person, place, thing, and must be capitalized. (EX: Sarah)

Common Noun-a word that refers to a person, animal, or thing: woman, pet, dog, bed, etc..

Singular Noun-a noun that names a singular person, place or thing.

Plural Noun-nouns that name more than one person, place or thing.

Appositives-a relationship between two or more words or phrases in which the two units or words are grammatically parallel, and refer to the same noun or word. An appositive is a noun or noun phrase that is separated from the rest of the sentence by commas. (EX: My friend, Sue, is going to the park.)

Possessive Noun-a noun that shows ownership by using an apostrophe with the name. (Ex; Luisa's dress)

Prepositional Phrase-a modifying phrase consisting of a preposition and its object.

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Punctuation-the marks such as period, comma, and brackets used in writing to separate elements in a sentence in order to clarify meaning.

Antecedent-the word in a sentence that is replaced or referred to by another word such as a pronoun that follows. (Ex; Susan saw John and called to him /John is the antecedent for him)

Adjective- part of speech that describes, or tells about the noun in a sentence.

Action Verbs-words that show action of the noun or subject of the sentence.

Main Verb-this is the verb that shows the action.

Helping Verb-agrees with the subject. (Ex; are, can, do, might, may, have, has, will etc.)

Linking Verb-connects the subject, or links, the subject of a sentence to a word in the predicate.

Irregular Verbs-do not follow the rule of regular verbs that add (-ed) to the end. Instead they may change spelling completely(ex: be, begin, break, buy, etc.).

Verb Tense-shows when the action happens. Use future-tense to show the action will happen later, or in the future. Use past-tense to show the action already happened in the past.

Expository Writing-type of writing where the purpose is to explain and analyze information by presenting an idea, relevant evidence, and appropriate discussion.

Book Review-a form of literary criticism in which a book is analyzed on its content, style, and merit. It can be a summary, a paragraph or a full essay review.

Opinion Essay-is usually a five paragraph essay used to prove a point, or present an argument. The thesis or main point is presented in the first or opening paragraph.

Persuasive Article-an article that uses opinions and facts and is meant to persuade you to the writer's point of view.

Pronoun-a word used in place of a noun.(EX: John/He)

Narrative Text-tells a story or an event or series of events. The writing style uses the tools of descriptive writing such as; anecdotes, autobiographies, biographies, novels, oral histories, and short stories.

Poetry-Can tell stories, create images, or share feelings. Poetry is usually written in short lines, and those lines often rhyme. The line breaks are irregular, meaning they do not have to complete a sentence or thought. Sometimes, the first letter of every line begins with a capitol letter. Not all poems rhyme.

Quotation Marks-punctuation marks used around a title of a story, poem, short story, magazine article, or newspaper article, and chapter of a book. Also use them to show a speaker's exact words in a dialogue or direct quote.

Pronoun/Verb Agreement-in a sentence the basic rule is to have the singular subject take a singular verb, while a plural subject takes a plural verb. (Ex: John talks) or (Boys walk)

Abbreviation-a shortened form of a word, title, or phrase. (Ex: Mister=Mr.)

Prefix-group of letters added to the beginning of a root word, in order to reflect meaning.

Suffix-a group of letters added to the end of a word.

Research Plan-is the main part of a research project or writing. It states the why and how the research will be conducted.

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Research Report-a written report about a specific chosen topic, or subject matter, which is researched in order to inform an audience in depth about a topic.

Apostrophe-punctuation mark used to shorten two words into a combined word (contraction). (Ex: cannot= can't, did not= didn't.)

Also use apostrophes to show possession or ownership of something. (Ex; children's, boy's,)

Possessive Pronouns- pronouns that take the place of the main noun and show ownership, but do not use an apostrophe. (Ex: Hers)

Reflexive Pronoun-a pronoun that is preceded or followed by the noun (its antecedent) within the same clause. (Ex: himself, herself, myself, etc.)

Independent Clause-a group of words (a clause) that can stand by itself. (A simple sentence which has a complete subject and verb).

Dependent Clause- a group of words that cannot stand alone. (Does not have a complete subject and verb.)

Interview-a formal meeting in which one person or more questions, consults or evaluates another person.

Informative Writing-a piece of writing that explains or gives information about a topic. Textbooks, magazines, and newspapers all contain informational writing.

Commas with Essential and Nonessential Clauses

Complex Sentence- a sentence that has at least one independent clause and one dependent clause. (Ex: Stay in the bath *until the phone rings*.) Stay in the bath is an independent clause with a subject and verb, while, until the phone rings is a dependent clause.

Dialect-a language that is considered as one of a group of people who have a common ancestor.

Capitalization-the process of making the first letter in a word an upper-case letter.

Punctuation-the practice or system of using certain conventional marks or characters in writing or printing in order to separate elements and make the meaning clear, as in ending a sentence or separating clauses.

Using More and Most-use *more* with adjectives when comparing two things. Use *most* with adjectives when comparing three or more things.

Bibliography-a list of source materials that are used or consulted in the preparation of a work or that are referred to in the text.

Conclusion-the last main division of a piece of writing, usually containing a summing up of the points and a statement of opinion or decisions reached.

Opinion Letter-a letter written to express an opinion or viewpoint. Its subject is based on the writer's interpretation of the facts, and cannot be proven as fact.

Double Negative -is when two forms of negativity occur in the same sentence. (Ex; didn't not)

Colon-punctuation mark used after a greeting in a business letter, to separate hours and minutes, and to start a list.