

Curriculum Parent Overview (Grade 5)

ENGLISH LANGUAGE ARTS

UNIT #2: CHANGE

ESSENTIAL QUESTION: How do my experiences change who I am?

ESSENTIAL UNDERSTANDINGS: Students will understand that...

- people change many times throughout their lives
- change can be unexpected and unwelcome but can be necessary
- life's changes can be physical, mental, emotional, psychological, socioeconomic, etc.
- there are things that we are unable to change and will always be part of who we are
- our experiences (positive, negative, and in between) are major sources of change and often impact the path of our future
- life's events and changes are part of our identities and intersectionalities
- learning can come from change as it shapes who we are and the world we live in
- changes among all living organisms create needs and demands on other living organisms
- human interactions with Earth that cause changes to life on and the surface of Earth
- the Earth's systems cause change

ATTITUDES - STUDENTS WILL BE...

- collaborative through dialogue, partner/group discussions and activities
- welcoming to new ideas and differing perspectives
- curious about connected science and social science content
- creative in their approaches to presenting their understandings of scientific phenomena
- open-minded by sharing their own and accepting others' ideas and being open to the possibility of changing their own perspectives
- respectful- the idea that there are appropriate ways to agree, disagree, share ideas, and listen

SKILLS - STUDENTS WILL BE ABLE TO...

- identify changing characters' traits
- identify causes/effects of change
- explain how setting and events affect characters and impact their relationships
- describe character, setting, and events in-depth, using text details
- determine themes of paired texts to discuss changes in the main character
- compare and contrast characters' environments, needs, and experiences
- analyze events and actions to make inferences about characters'
- analyze multiple accounts of the same event or topic, noting similarities and differences in their points of view
- engage in collaborative discussions, building on their and others' ideas
- present opinions logically, using facts and details, to support main ideas or themes

KNOW- STUDENTS WILL KNOW (VOCABULARY)...

- experiences
- change
- character traits
- perspective
- mature
- impact
- identity
- responsibility
- relationships
- mature
- interaction
- Earth
- migrate
- segregate
- emotions
- chronological

THINGS TO TALK ABOUT...

- Who am I? What is my heritage, culture, ethnicity? What else makes me *me*?
- Can we have more than one identity? How? When?
- What does starting over mean? Have we ever had to start over?
- How do we celebrate our differences? What does being different mean?
- What things connect us as humans?
- Do we have the power to change things we don't like, want, or agree with? How?
- How do I face challenges? Do I welcome and accept them? What challenges me?
- What are my responsibilities? How have they recently changed?
- What does it mean to mature?
- Do people always deserve a second chance?
- How do our emotions affect us?