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| **Unit Information** | | | |
| **Unit Theme: Unit 3**  **Inventors and Artists** |  | **Grade**  **Level:** | **5** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** | **5-6 weeks** | | |
| **Developers:** | **C. Johnson, C. Moriarty, H. Roberts, K. Butler, M. McGhee, J. Cauble, S. Galich** | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| The gains people have made in society from inventors and artists improve the quality of life.  I can integrate several resources to read and report about inventors and their inventions. | | | | | | |
| **Essential Questions** | | | | | | |
| 5.C.1 How can I understand how diverse populations settle and how people live together?  5.W.7 How can I develop and strengthen my writing?  RI.3 How can I explain the relationships between individuals, events, or ideas, or concepts in a historical text.  RI.2 How can I identify main idea of the text how they are supported by key ideas, summarize text. | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| **RI.2** **Determine** two or more main ideas of a text and **explain** how they are supported by key details; **summarize** the text.  **RI.3** **Explain** the relationships or interactions between two or more individuals, events, or ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  **5.W.7** With guidance and support from peers and adults, **develop and** **strengthen** writing as needed by **planning, revising, editing, rewriting, or** **trying a new approach**.  **5.C.1** **Understand** how increased diversity resulted from migration, settlement patterns and economic development in the U.S. | | | | **RI.6** **Analyze** multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **5.C.1.4**  **Understand** how cultural narratives (legends, songs, ballads, games, folk tales, and art forms) reflect the lifestyles, beliefs, and struggles of diverse ethnic groups.  **5.L.3** Use knowledge of language and its conventions when writing, speaking, reading, and listening. A. **expand, combine,** **and reduce sentences** for reader/listener interest and style. B. **Compare and contrast** the varieties of English (e.g. dialects, registers) used in stories, dramas, and poems.  **5.W.4 Produce clear and coherent writing** in which the development and organization are appropriate to task, purpose, and audience. | | |
| **Possible Minilessons Statements** | | | | | | |
| 1. Model a timeline to show students sequencing, time order, important events vs. general events.   Create a guided timeline of one of the characters in one of the stories.  Students independently create their timeline of own life. Minimum 10-15 milestones.   1. Parts of a letter.   Sentence structure  Appropriate questioning.   1. Inventers approach new ideas   Brainstorm ideas for their video game creation. Design, objectives, instructions.   1. Components of researching a specific topic.   Identifying credible sources.  Citing credible sources. | | | | | | |
| **Possible I Can Statements** | | | | | | |
| 1. I can identify main ideas and supporting details of text. 2. I can explain relationships between individuals, events, and concepts in historical text. 3. I can develop and strengthen my writing through the writing process. 4. I can understand diverse populations and how people settle. | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| 1. **Complete** a timeline of students’ life so far. 10 to 15 milestones. 2. Compare and contrast. **Construct** a letter to an out of state pen pal in the same grade to examine and find out about their culture. (i.e. technology) Record similarities and differences in these areas. 3. **Create** a new video game product for children the same age. (small groups) 4. **Evaluate** the effects of technology both pros and cons. Targeting audiences and how they write. | | | | | | |
| **Essential Vocabulary** | | | | | | |
| **Special Effects:** landscape, prehistoric, reassembled, background, technology, high-tech  **Waterhouse Hawkins:** erected, foundations, mold, proportion, workshop  **Leonardo’s Horse:** achieved, architect, bronze, cannon,  depressed, fashioned, midst, philosopher, rival  **Perpetual Motion Machine:** applauds, browsing, fabulous, inspecting, project  **Mahalia Jackson:** appreciate, released, religious, slavery | |  |  | | |  |
| **Resources** | | | | | | |
| Foresman, Scott (2011) Reading Street: Unit 3. Upper Saddle River, NJ: Pearson Education Inc.  Unit 7 Harcourt Social Studies (2009) | | | | | | |
| **Achievement Targets- Assessment**  **What are the tasks implied by the verbs in the standards? What will the student be able to do?** | | | | | | |
| **Diagnostic** | **Informal** | | | | **Formal** | |
|  | * Determine how art forms lead to understanding of diverse groups. * Explain how people benefit from the work of inventors and artists. * Observe students in small group discussion. | | | | * Conduct research and summarize the impact of an invention on society. * Weekly Tests | |
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