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|  | Module One | Module Two |
| Focus | Becoming a Close Reader and Writing to Learn | Researching to Build Knowledge and Teach Others |
| Module Title | Stories of Human Rights | Biodiversity in the Rainforest |
| Description | Students launch the year by building their close reading skills. They read the novel Esperanza Rising by Pam Muñoz Ryan, and apply their new learning about human rights as one lens through which to interpret the characters and themes in this rich novel. Through close reading, interpretation, and analysis of fiction and nonfiction texts, students begin to build their understanding of human rights. Throughout the first unit, students closely read selected articles from the Universal Declaration of Human Rights (UDHR) related to events in Esperanza Rising where human rights are threatened. They write a four-paragraph literary essay comparing the response of two characters to a selected event from the novel, and describe how each character responds to the event. In the final unit, students plan, write, and ultimately perform monologues based on events from Esperanza Rising where human rights are threatened. | In this module, students read to build knowledge about the rainforest and analyze author’s craft in narrative writing to build proficiency in writing first-person narratives about the rainforest. In Unit 1, they build background knowledge on biodiversity in the rainforest in order to understand why scientists, like Meg Lowman in The Most Beautiful Roof in the World by Kathryn Lasky, study the rainforest. Having read texts about deforestation, students research using several print and digital sources to identify ways they can help the rainforest, and the challenges associated with being an ethical consumer, in order to participate in a collaborative discussion. In Unit 2, students explore how authors of narrative texts about the rainforest help the reader understand what it is like in the rainforest by analyzing author’s use of figurative, and concrete and sensory language. With a deeper understanding of author’s craft, in Unit 3 students write first-person narratives, building out a scenario from The Most Beautiful Roof in the World using concrete and sensory language to describe the rainforest as though they were actually there. |
| Texts | Esperanza Rising, Pam Munoz Ryan (RL, 740L; one per student) • The Universal Declaration of Human Rights (RI, 1695L; excerpts only; included in module materials) • The Universal Declaration of Human Rights— Abridged for Youth (RI, 700L; included in module materials) • A Life Like Mine: How Children Live around the World, DK Publishing (RI, N/A; teacher copy only) | • “Bite at Night!” Written by EL Education for instructional purposes (RL, 900L; included in module materials) • Seeds of Change: Planting a Path to Peace, Johnson, Jen (RL, 820L; teacher copy only) • The Great Kapok Tree, Cherry, Lynne (RL, 670L; teacher copy only) • The Most Beautiful Roof in the World, Kathryn Lasky (RI, 1160L; one per student) |

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|  | Module 3 | Module 4 |
| Focus | Considering Perspectives and Supporting Opinions | Gathering Evidence and Speaking to Others |
| Module Title | Athlete Leaders of Social Change | The Impact of Natural Disasters |
| Description | In this module, students consider the factors that contribute to the success of professional athletes as leaders of social change. They read about a number of professional athletes who have been leaders of social change. Students begin by learning about Jackie Robinson through Promises to Keep: How Jackie Robinson Changed America, written by Jackie’s daughter, Sharon. Students gather factors that led to Jackie Robinson’s success in leading social change and then develop an opinion on which factor (or factors) were most important in his success. Students finish the module by reading about other athletes who were leaders of social change, beginning with Jim Abbott. They research and write essays to compare and contrast the factors that contributed to the success of the athletes they study with those of Jackie Robinson. Once students have read about a few athletes, they then consider the common factors that contribute to being an effective leader of social change and work in pairs to create a multimedia presentation highlighting three of those factors. For the performance task, students work in groups to create a poster highlighting a personal quality that effective leaders of change need to have. | In this module, students read literary and informational texts to understand the impact of natural disasters on places and people. They begin by researching natural disasters in expert groups, reading informational texts, and creating PSAs (public service announcements) about how to stay safe during a natural disaster. Students then read and analyze literary texts about the aftermath of natural disasters including poems, songs, and Eight Days: A Story of Haiti by Edwidge Danticat—a story about a boy trapped under his house for eight days after the 2010 earthquake in Haiti. They analyze the way the illustrations and visuals in videos contribute to the meaning, tone, and beauty of a text. Students then analyze how the narrator’s or speaker’s point of view influences how events are described. At the end of the module, they take action to help others prepare for a natural disaster. They research supplies to include in an emergency preparedness kit and write opinion essays on the most important items to include. For the performance task, they present their PSAs to a live audience, unpack an emergency preparedness kit giving the rationale for the items included, and distribute an informational leaflet. |
| Texts | • Promises to Keep: How Jackie Robinson Changed America, Sharon Robinson (RI, 1030L; one per student) • “Jim Abbott,” Rick Swain (RI, N/A; included in module materials) • “Free Minds and Hearts at Work,” This I Believe, Jackie Robinson (RI, N/A; included in module materials) | • Eight Days: A Story of Haiti, Edwidge Danticat (RL, 820L; one per student) • “In the Water Where the City Ends,” Simone White (RL, N/A; included in module materials) • “Hurricane Katrina: Superdome Poem,” Shelton “Shakespear” Alexander (RL, N/A; included in module materials) • “Job,” Kwame Dawes (RL, N/A; included in module materials) • “How Well Is Your Community Prepared?”, Scholastic (RI, N/A; included in module materials) • “Know the Facts, Be Empowered.” Ready.gov (RI, N/A; included in module materials |