

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Mary E. Roberts Elementary School
Multilingual Learners Program*

*English as a Second Language
5th Grade*

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Course Description and Fundamental Concepts

The Multilingual Learners (ML) curriculum is a developmental English language program designed for students whose first language is not English. The New Jersey Student Learning Standards as well as the WIDA English Language Proficiency Standards, provide the context of the ESL curriculum in grades K-12. The curriculum emphasizes 21st century world content of social studies, science and mathematics through a literacy lens.

Emphasis is placed on the development of English language proficiency in the **four language domains**: *listening, speaking, reading and writing* and across the **five levels of language proficiency**: *Entering, Developing, Emerging, Expanding and Bridging*. For learning to occur, language must be comprehensible and just beyond the current ability level (i+1) (Krashen, 1982).

English language development takes place over multiple years, is variable and is dependent on many factors including age, maturation, classroom experiences, motivation and attitude.

New Jersey Student Learning Standards (NJSL)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Standard #	Standard Description
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.5.1.	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2.	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6.	Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
RI.5.1.	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10.	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4.	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented.
W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information of explanation presented.
W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.
W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLSA.L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense. E. Use correlative conjunctions (e.g., either/or, neither/nor).
L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series. B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

WIDA Standards

Standard #	Standard Description
1	<i>English language learners communicate for Social and Instructional Purposes within the school setting.</i>
2	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</i>
3	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</i>
4	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</i>
5	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</i>

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
1, 5, 7, 8	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<i>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</i>
8	Income and benefits can vary depending on the employer and type of job or career.	<i>9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</i>
6, 8	There are a variety of factors to consider before starting a business.	<i>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. • 9.2.5.CAP.7: Identify factors to consider before starting a business.</i>
1, 8	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	<i>9.2.5.CAP.8: Identify risks that individuals and households face. 9.2.5.CAP.9: Justify reasons to have insurance.</i>

Life Literacies and Key Skills (Standard 9.4)*List appropriate units below for which standards will be addressed*

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
1, 2, 5, 7	Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: <i>Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</i> 9.4.5.CI.2: <i>Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</i>
1, 2, 4, 7, 8	Creativity and Innovation: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: <i>Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</i> 9.4.5.CI.4: <i>Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</i>
5, 7, 8	Critical Thinking and Problem-solving: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: <i>Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</i> 9.4.5.CT.2: <i>Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</i> 9.4.5.CT.3: <i>Describe how digital tools and technology may be used to solve problems.</i> 9.4.5.CT.4: <i>Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</i>

8	Digital Citizenship: Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.	<i>9.4.5.DC.1: Explain the need for and use of copyrights.</i> <i>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</i> <i>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</i>
4, 5, 8	Digital Citizenship: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	<i>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</i>
6	Digital Citizenship: Digital identities must be managed in order to create a positive digital footprint.	<i>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity</i>
1, 6	Digital Citizenship: Digital tools have positively and negatively changed the way people interact socially.	<i>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</i> <i>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</i>
5, 7	Digital Citizenship: Digital engagement can improve the planning and delivery of climate change actions.	<i>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</i>
1, 2, 4, 6	Global and Cultural Awareness: Culture and geography can shape an individual’s experiences and perspectives.	<i>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</i>
4, 7	Information and Media Literacy: Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	<i>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</i>

3, 4, 7	<p>Information and Media Literacy: Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.</p>	<p><i>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</i></p> <p><i>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.</i></p>
1, 4	<p>Information and Media Literacy: Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.</p>	<p><i>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</i></p> <p><i>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</i></p>
	<p>Information and Media Literacy: Specific situations require the use of relevant sources of information.</p>	<p><i>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</i></p> <p><i>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).</i></p>
7, 8	<p>Technology Literacy: Different digital tools have different purposes.</p>	<p><i>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</i></p> <p><i>9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.</i></p> <p><i>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</i></p>
2, 5, 7, 8	<p>Technology Literacy: Collaborating digitally as a team can often develop a better artifact than an individual working alone.</p>	<p><i>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).</i></p> <p><i>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</i></p>

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#)) *Crosswalk with old VPA Integration Chart*

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1, 5	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
2, 8	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
4, 5, 7	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
8	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit 1: Crossing Between Cultures	September (~19 days)
Unit 2: Catching The Light	October (~19 days)
Unit 3: Nature's Webs	November (~16 days)
Unit 4: Justice	December (~15 days)
Unit 5: Every Drop	January (~18 days)
Unit 6: The Wild West	February (~18 days)
Unit 7: Talking About Trash	March/April (~15-20 days)
Unit 8: One Idea	May/June (~15-20 days)

Units Scope and Sequence

Unit Name: Crossing Between Cultures (Immigration)

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - RL.5.1; RL.5.3; RL.5.4; RL.5.5; RL.5.6; RL.5.9; RL.5.10; RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.7; RI.5.8; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.2a; W.5.2b; W.5.2c; W.5.2d; W.5.2e; W.5.4; W.5.5; W.5.9b; W.5.10; SL.5.1a; SL.5.1b; SL.5.1c; SL.5.1d; SL.5.4; L.5.4a; L.5.4b; L.5.4c; L.5.6](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How can where you are change who you are?
- What is unique about where I come from?
- How do certain events shape who we are?
- How are my experiences similar or different from others?

Learning Objectives

Students will be able to...

- Describe characters by internal and external traits using adjectives
- Retell a story using transition words
- Apply newly learned vocabulary in context in writing and speaking
- Discuss the feelings of characters at different points during a story
- Analyze characters using characterization vocabulary
- Express similarities and differences between two things
- Ask/answer questions about characters in a story

Unit Name: Catching the Light (Energy)

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.7; RL.5.9; RL.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.2a; W.5.2b; W.5.2c; W.5.2d; W.5.2e; W.5.4; W.5.5; W.5.9a; W.5.10; SL.5.1a; SL.5.1b; SL.5.1c; SL.5.1d; SL.5.2; L.5.2e; L.5.4a; L.5.4b; L.5.4c; L.5.5a; L.5.5b; L.5.5c; L.5.6*

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[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What is the power of the sun?
- What are different ways humans use the sun?
- How do different cultures interpret common phenomena all around the world?

Learning Objectives

Students will be able to...

- Determine proper punctuation in writing based on context and purpose
- Explain how characters solve conflicts in myths and fictional texts
- Write compound and complex sentences using conjunctions
- Apply vocabulary in context in speaking and writing
- Analyze how cultures explain world phenomena

Unit Name: Nature's Webs (Food Webs and Ecosystems)

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.7; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; W.5.1a; W.5.1b; W.5.1c; W.5.1d; W.5.4; W.5.5; W.5.8; W.5.9b; W.5.10; L.5.2e; L.5.4a; L.5.4b; L.5.4c; L.5.5a; L.5.6; SL.5.1d; SL.5.2*

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Fundamental Concepts / Big Ideas

- What is so amazing about plants?
- What are the steps to growing a plant?
- How do text features help a reader?
- What kind of information do text features give readers?
- How are animals and plants dependent on one another?

Learning Objectives

Students will be able to...

- Explain parts of a food chain and how the parts are interconnected
- Use sequence words to explain effects of interrupted food chains
- Apply prefixes and suffixes to create new related word forms
- Identify and use text features to answer questions in nonfiction text
- Apply vocabulary in context in speaking and writing

Unit Name: Justice

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.5.1; RL.5.2; RL.5.4; RL.5.5; RL.5.7; RL.5.9; RL.5.10; RI.5.1; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.7; RI.5.8; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.1a; W.5.1b; W.5.1c; W.5.1d; W.5.4; W.5.5; W.5.6; W.5.8; W.5.9b; W.5.10; SL.5.1a; SL.5.1b; SL.5.1c; SL.5.1d; SL.5.2; L.5.2e; L.5.4b; L.5.4c; L.5.5a; L.5.6*

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Fundamental Concepts / Big Ideas

- What is justice?
- Is fairness the same for everyone?
- What are ways we can stand up for what we believe is right?

Learning Objectives

Students will be able to...

- Offer opinions and support them with evidence or reasons
- Discuss injustices in historical context
- Determine a lesson or moral after reading a text
- Apply vocabulary in context in speaking and writing
- Determine meaning of new words when adding prefixes or suffixes

Unit Name: Every Drop - Water

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.5.6; RL.5.10; RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.2a; W.5.2b; W.5.2c; W.5.2d; W.5.2e; W.5.4; W.5.5; W.5.6; W.5.8; W.5.9b; W.5.10; SL.5.1d; SL.5.5; L.5.2e; L.5.4b; L.5.4c; L.5.5a; L.5.5b; L.5.6*

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[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- Why is water so important?
- In what ways does the weather change?
- How do people secure water?
- What causes matter to change?
- Why should we care about weather?
- What are the different ways the earth utilizes water?

Learning Objectives

Students will be able to...

- Explain the water cycle process in speaking and writing
- Interpret charts and graphs related to precipitation and weather in regional locations
- Use adjectives in comparative and superlative functions to enhance writing
- Discuss how water affects everyone and everything on Earth

Unit Name: The Wild West

Learning Goals: What do I want my students to learn?

Standards

[NJSLs - RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.7; RI.5.8; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.2a; W.5.2b; W.5.2c; W.5.2d; W.5.2e; W.5.4; W.5.5; W.5.9b; W.5.10; SL.5.1a; SL.5.1d; SL.5.2; SL.5.3; SL.5.6; L.5.2e; L.5.3b; L.5.4a; L.5.4b; L.5.4c; L.5.5a; L.5.5b; L.5.6](#)

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[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What does it take to settle a new land?
- What characteristics did explorers have?
- Why did settlers keep journals?
- What kind of exploration happens today?
- How do events of the past influence events of today and the future?

Learning Objectives

Students will be able to...

- Read and listen to folktales and historical accounts to increase knowledge and understanding of their characteristics
- Discuss the desires and goals of settlers coming to the Wild West
- Identify chains of events that happened historically during the Wild West
- Demonstrate understanding of stories by responding to questions
- Interpret text features such as maps and graphs and connect them to information about the Wild West

Unit Name: Talking About Trash

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.6; RL.5.7; RL.5.9; RL.5.10; RF.5.3a; RF.5.4a; RF.5.4b; W.5.1a; W.5.1b; W.5.1c; W.5.1d; W.5.4; W.5.5; W.5.8; W.5.9a; W.5.10; SL.5.1b; SL.5.1d; SL.5.4; L.5.2d; L.5.2e; L.5.4a; L.5.4b; L.5.4c; L.5.5a; L.5.5c; L.5.6*

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[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- Why should we care about garbage?
- What happens to the garbage we throw out?
- How can humans reuse things in different ways?
- How do actions of the past influence the living styles of today and the future?

Learning Objectives

Students will be able to...

- Use acquired language to identify types of persuasive techniques used in advertisements
- Determine if an item is recyclable by looking symbols
- Explain different ways humans can be more environmentally conscious
- Form an opinion and provide evidence or reasons to strengthen their argument
- Determine the meaning of multiple meaning words by context
- Apply prefixes and suffixes to create newly related words

Unit Name: One Idea - Inventions and Business

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.5.1; RL.5.2; RL.5.4; RL.5.7; RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.7; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.2a; W.5.2b; W.5.2c; W.5.2d; W.5.2e; W.5.4; W.5.5; W.5.6; W.5.9b; W.5.10; SL.5.1d; SL.5.2; SL.5.4; SL.5.5; L.5.2e; L.5.4b; L.5.4c; L.5.5a; L.5.5c; L.5.6*

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[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How can one idea change your future?
- How do people make their ideas a reality?
- What are the basics of economics and entrepreneurship?
- What is the difference between a product and a business?

Learning Objectives

Students will be able to...

- Use acquired language to explain parts of a business
- Explain the meanings of idioms and describe instances to use them
- Differentiate wants from needs
- Sort and sequence actions taken to create a business
- Apply context clues to decipher unknown words
- Discuss how individuals identified problems and created solutions through their business

Please contact the Content Supervisor for any questions.