

2nd-6th Grade ELA/HUM Scope and Sequence Overview

In the midst of the Civil Rights movement, Dr. Martin Luther King Jr. said, "The arc of the moral universe is long, but it bends towards justice."

The Greenfield ELA/Humanities program is a broad exploration and interrogation of King's idea. It examines how the human quest for rights and freedom has evolved through the efforts of individuals and groups pushing for change across history.

The primary goal of close reading and writing is to build nimble readers and writers who can tackle any text and write compellingly on any topic. We accomplish this through regular feedback and practice of reading and writing, engaging in rigorous seminar discussion, reading extensively, and building robust word and world knowledge. We do all of this under the umbrella of several key enduring understandings and essential questions that push our students to think on deeper levels as readers, speakers, writers and people about the factors that do and don't "bend" the moral arc of our universe.

This document outlines the enduring understandings and essential questions that undergird our program, the specific flow of ideas from grade to grade, and the specific topics/units we cover in each grade. The appendices provide a brief overview of how our enduring understandings and essential questions were chosen and how our program maps to standards. Each grade level has a separate grade-level scope and sequence that illustrates the following:

Close Reading	Writing	SDL	Independent Reading (IR):
<ul style="list-style-type: none"> The skill and genre focus of each unit The content focus of each unit 	<ul style="list-style-type: none"> The content focus of each unit The writing skill benchmarks for each unit The genre focus for each unit and the preliminary writing prompts and tasks for each unit (note these may shift slightly as units are designed) 	<ul style="list-style-type: none"> How we scaffold SDL so that students begin to build self directed learning skill and stamina over the course of the year. 	<ul style="list-style-type: none"> Fostering a love of reading and building stamina, and vocabulary. (Note: Information on IR lives in the IR Handbook, not in this scope and sequence.)

Individual Grade Level Scope And Sequence Progressions

2nd	3rd	4th	5th	6th (TBD)	7th (TBD)	8th (TBD)
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Overarching Essential Question and Enduring Understandings 2nd - 8th Grade

While each grade 2nd - 8th grade looks at the world through a different lens, each lens builds students' understanding of the broader narrative outlined below:

Essential Question	Enduring Understandings	
<p>Throughout history, how has and hasn't the arc of the moral universe bent toward justice? What can history (the study of individuals and groups over time) teach us about how to make societies and the world a more just place?</p>	<p>Expanding freedom and rights (2nd-8th Grade)</p>	<p>History is a progression of struggles toward greater freedom and expanded human and civil rights. That said, full freedom and human and civil rights are not available to all people, globally or locally, and they are not available equally across groups or individuals.</p>
		<p>Change is realized through struggles between those with power and those seeking power. Greater freedom and human and civil rights are not the automatic result of the passing of time.</p>
		<p>Change requires leadership and drive, determination, effort and time.</p>
		<p>An individual or group can create social change through concerted, persistent and strategic effort.</p>
		<p>Studying the past can help us understand the world we live in today. It can also help us change the world we live in by helping us understand our own and others' identities, cultures, and values; historical context; and what it takes to lead and realize change.</p>
	<p>Protecting Freedom and Rights (7th-8th Grade)</p>	<p><i>It is difficult to strike the balance between granting citizens freedoms/ rights and restricting freedoms/ rights to protect citizens: How does, can, and should a society constrain rights in the name of security, versus protect rights in the name of freedom?</i></p> <p><i>How does, can, and should a society balance the rights of some citizens with the rights and security of all citizens?</i></p>

Progression of Big Ideas and Themes by Grade

Grade	Focus	Description
2	Art, Music, Stories and Ourselves: How do art, music and stories teach us about ourselves and the world? & What is America's story?	<p>Students are first exposed to American and global histories and cultures in the 2nd grade. As such, this year of study lays the foundation for students' 4th-grade exploration of how rights and freedoms in the United States have evolved over time. It is divided into two parts:</p> <ul style="list-style-type: none"> • The first half of the year explores individual and cultural identity through art, music, and literature: How do people (including us) use art, music, and stories to express individual and cultural identity? How can we learn about the values, cultures, identities, triumphs, and struggles of others through studying their art, music, and culture? • The second half of the year focuses on America's story as a nation of immigrants: Why do people migrate to the United States? What can we learn about America's values by studying the motivations and experiences of immigrants? This mostly strengths-focused study of American values lays a foundation for a deep exploration in future grades of the strengths and gaps in American equality.
3	Journeys towards a better world: Have have people worked to improve the world through technology, social and civic progress? What are the costs and benefits of those advancements?	<p>In order to explore the extent to which the arc of the moral universe has and hasn't bent toward justice, students must build a broad narrative of the progress in humankind's standard of living and the increased freedom people have experienced throughout world history. In 3rd grade, students study how achievements in civics, social life, and technology have improved human life. They will also explore the ways in which these achievements and advancements have been uneven, benefitting some people and not others, and have come in fits and spurts rather than a steady trajectory. As such, the 3rd grade course of study provides a global context and historical narrative of progress in which to situate 4th grades study of the arc of justice in America.</p>
4	The Quest for Freedom: How do people fight for rights? & How have rights and freedoms changed in the US over time?	<p>In 4th grade, students study the struggle for and expansion of rights and freedoms in American history in order to consider how our country has and has not made progress toward justice. In the first half of the year, students study colonial America through the Constitution to explore how the values and desires of early Americans influenced their decision to move to the New World and try to establish a country that reflects those values. In the second half of the year, students explore the relationship between and evolution of America's values and its citizens' rights through America's westward expansion, the Civil War, and movements to expand rights (abolition, women's suffrage/ equality, immigration/ Dream Act). The year ends with students drafting legislation or writing to their elected representatives to both exercise their rights as citizens and advocate for the expansion of rights to others.</p>
5	Values, Class and Leadership: What makes a great leader? & What can we learn from past societies to help us understand our own?	<p>In grades 2-4, students studied ancient history, global cultures, and global history in order to understand the arc of human progress; they also studied the progression of rights and freedoms in America. In grades 5-8, students once again explore history from ancient to present times to focus more deeply on the leadership of individuals and groups in influencing their communities and societies, revolutions, social justice, and power dynamics in the world today.</p>

		<p>In 5th grade, students explore ancient and medieval civilizations to consider role of leadership in class and power struggles, the seeds of freedom and how those seeds grew into expanded rights over time, and the lessons we can learn from the past to help us understand and act in the present. There is a particular focus on leadership--specifically, what qualities make for a strong leader--so that students can develop and share a perspective on the leadership qualities they think and best and most effective. By focusing on the strengths and qualities of leaders in 5th grade, students are prepared in 6th grade to consider the leadership and values necessary for revolutionary movements</p>
6	<p>Continuity, Change, Power, and Progress: What factors lead to revolution or change? What makes a revolution succeed?</p>	<p>In 6th grade, students study Europe's middle ages through the crafting of America's Constitution in order to consider continuity and change: What conditions, forces, power structures, and leadership perpetuate the status quo, and what conditions, forces, power structures, and leadership allow for change or revolution to a new order? What are the effects of that new order on power, people, and the rights and freedoms of people? Specifically, students study the way in which contact with new cultures, revolutionary ideas and technological/ scientific advancements, and political/ social revolution create change within societies. In doing so, students grapple with the contradictions inherent in such change: the Columbian Exchange ushered forth an era of global discovery as well as the Transatlantic slave trade and destruction of Native American life; the American Revolution established a groundbreaking model of democracy while disenfranchising women and people of color; etc. These ideas--and their complex relationship to the idea of "progress"--are ones that students will emphasize and explore throughout the year.</p>
7	TBD	TBD
8	TBD	TBD

2017-18 Map of Units & Topics 2nd - 8th Grade

#	Length	2nd Grade	3rd Grade	4th Grade	5th Grade	Length	6th Grade	7th Grade	8th Grade
1	4 Weeks	Latino Leaders	African American Civil Rights Leaders	American Colonies	Ancient Egypt and Kush	5 Weeks	Reformers and Rebels (Martin Luther to Black Lives Matter)	American Colonies/Road to Revolution (Novel TBD)	Global Imperialism And World War 1 Novel: TBD
2	4 Weeks	Ancient West Africa	Ancient China and Modern China	American Revolution	Early African Kingdoms	4 Weeks	Middle Ages	Constitution/American Gov't (Novel TBD)	Roaring 20's, Harlem Renaissance, Great Migration Novel: TBD
3	3 Weeks	Novel: The Stories Julian Tells	Novel: The Year of the Dog	Novel Fever 1793	Novel: Long Walk To Water	4 Weeks	Middle East / Islam Novel: TBD	Fight for the West/ Trail of Tears Novel: TBD	Great Depression Novel: TBD
4	4 Weeks	Ancient Greece & Greek Myths	Ancient Rome	Declaration, Constitution	Ancient Greece	5 Weeks	Renaissance Novel: TBD	Civil War & Abolition Novel: TBD	World War II Novel: TBD
5	3 Weeks	Novel: Keena Ford	Novel: Because of Winn Dixie	Novel: Holes	Novel: Dreamer	5 Weeks	Columbian Exchange Novel: TBD	Reconstruction & Jim Crow Novel: TBD	Civil Rights & Global Nationalism, Gandhi Novel: TBD
6	4 Weeks	Early Native Americans	Middle Ages	The Fight for the West	Ancient Rome	5 Weeks	Slavery in the Americas Novel: TBD	Industrial Revolution & Progressive Movement Novel: TBD	Cold War
7	4 Weeks	Colonial American History	Aztec, Maya & Inca	The Civil War & Abolition	World Religions				
8	3 Weeks	Novel: Freddy Ramos Takes Off	Novel: Brendan Buckley	Novel Esperanza Rising	Novel: Number the Stars				
9	4 Weeks	Mexican/American History	Crescendo	Crescendo	Crescendo				
10	4 Weeks	Immigration and Citizenship	Columbian Exchange and Globalization	US Immigration: Dreamers and the DREAM Act	China & The Silk Road or Japan (TBD)				

Note: 2nd-5th grade have stand alone novel units. 6th -8th grade have content units that are anchored around a novel. After piloting 6th grade in 2017-2018 we will decide whether or not to revise 2nd-5th grade units to anchor around a novel or longer text as well.

Appendix 1 Key Themes

Our Essential Questions and Enduring Understandings are based on these 10 key themes that come from the K-8 EngageNY Scope and Sequence.

1. Individual Development and Cultural Identity

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences

2. Development, Movement, and Interaction of Cultures

- Role of diversity within and among cultures
- Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture such as its institutions or literature, music, and art
- Cultural diffusion and change over time as facilitating different ideas and beliefs

3. Time, Continuity, and Change

- History as a formal study that applies research methods
- Reading, reconstructing, and interpreting events
- Analyzing causes and consequences of events and developments
- Considering competing interpretations of events

4. Geography, Humans, and the Environment

- Relationship between human populations and the physical world (people, places, and environments)
- Impact of human activities on the environment Interactions between regions, locations, places, people, and environments

5. Development and Transformation of Social Structures

- Role of social class, systems of stratification, social groups, and institutions
- Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
- Social and political inequalities
- Expansion and access of rights through concepts of justice and human rights

6. Power, Authority, and Governance

- Purposes, characteristics, and functions of various governance systems as they are practiced Individual rights and responsibilities as protected and challenged within the context of majority rule

- Fundamental principles and values of constitutional democracy
- Origins, uses, and abuses of power
- Conflict, diplomacy, and war
- The development of ideas of race and the manifestations of racism

7. Civic Ideals and Practices

- Basic freedoms and rights and responsibilities of citizens in a democratic republic
- Role of the citizen in the community and nation and as a member of the global community
- Civic participation and engagement
- Respect for diversity
- Civic ideals and practices in countries other than our democratic republic
- Struggle for rights, access to citizenship rights, and universal human rights

8. Creation, Expansion, and Interaction of Economic Systems

- Production, distribution, and consumption
- Scarcity of resources and the challenges of meeting wants and needs
- Supply/demand and the coordination of individual choices
- Economic systems
- Trade, interdependence, and globalization
- Role of government in the economy
- Personal finance

9. Science, Technology, and Innovation

- Scientific and intellectual theories, findings, discoveries, and philosophies
- Applications of science and innovations in transportation, communication, military technology, navigation, agriculture and industrialization
- Relationship between science, technology, and innovation and social, cultural, and economic change

10. Global Connections and Exchange

- Past, current, and likely future global connections and interactions
- Cultural diffusion, the spread of ideas, beliefs, technology and goods
- Role of technology Benefits/consequences of global interdependence (social, political, economic)
- Causes of and patterns of migration of people
- Tension between national interests and global priorities

Appendix 2: Emphasis on Themes by Grade

This table outlines which key themes we emphasize in the essential questions and enduring understandings at each grade. *SDL will address all themes in each grade.*

Themes Grade:	2	3	4	5	6	7	8
1 Individual Development and Cultural Identity	X		X	X		TBD	TBD
2. Development, Movement, and Interaction of Cultures	X			X			
3. Time, Continuity, and Change		X					
4. Geography, Humans, and the Environment		X		X			
5. Development and Transformation of Social Structures			X	X			
6. Power, Authority, and Governance			X	X	X		
7. Civic Ideals and Practices	X		X		X		
8. Creation, Expansion, and Interaction of Economic Systems							
9. Science, Technology, and Innovation		X					
10. Global Connections and Exchange	X	X					

Appendix 3: Standards Alignment

Standards	
CC Literacy & CC Writing	Writing prompts and unit focus questions were designed based on the CC standards. Each CR unit will contain key writing standards and we will map each day 1 and day 2 prompt to the standards to be sure they are comprehensively addressed across the year.
CC Listening and Speaking	Listening and speaking standards are addressed through seminar and on mock SBACs.
CC Grammar	We plan to unpack the grammar items on the SBAC and map our online grammar program (which is still TBD) to the SBAC so we can target key writing skills during crescendo.
C3 Social Studies Skills	All C3 social studies standards are mapped to SDL and covered in SDL modules. C3 standards that require deeper discussion are also incorporated into CR text selection and a focus of seminar and/or are a focus of key writing prompts.
EngageNY Themes	These key themes serve as the foundation for our essential questions and enduring understandings.