

## Part II: Unit Development

<b>Unit 4:</b> Change, Adaptation, Culture and Individuality	<b>Duration:</b> 40 days
<b>Unit Overview:</b> People and the environment are interconnected. As people moved across the globe - by foot, on boats, on trains, on airplanes - they had tremendous impact on the places they went. Likewise, the environment - its physical geography - impacted people and resulted in different adaptations and modifications. As people moved, adapted, innovated, and changed the landscape, animals have also had to adapt to changes. Whether it was the building of roads and transportation systems, housing, or cities, animals have had to adjust to humans just as humans have had to adjust to the environment. But change was also about culture and traditions - who people were and what they became when they lived in new places with new people and new ideas.	<b>Task Titles:</b> Entry: Students Ways of Knowing and Thinking about Change, Adaptation, Culture, and Individuality Immigration and Adaptation Amazing Animals
<b>Coherence: How does this unit build on and connect to prior knowledge and learning?</b> In third grade, students examine the concept of migration, movement and exploration. They explore different regions of the United States, and think about why people and animals move. In the previous unit in fourth grade, students examined history and historical influences on identity.	
<b>Essential Questions:</b> <ol style="list-style-type: none"><li>1. How does where we are impact who we are?</li><li>2. How do animals interact with the environment?</li></ol>	<b>Enduring Understanding:</b> <b>We adapt to survive:</b> People adapt to the environment that they live in - whether that be the physical geography, the cultural geography and the social expectations. We build houses and use fire to keep warm; we seek out others like us to share our beliefs and our values; we live in communities and groups that are familiar to us and give us a sense of safety and belonging. People and animals adapt to their surroundings so that they can continue to thrive. Adaptation can be using wool to make coats that protect against frigid temperatures. It can also mean using different resources to meet our needs - like coal for heat or using mud or clay to build homes. <b>Adaptation as a survival tool:</b> Animals made use of the environment and the physical geography of places for their own survival. But not all animals can live in all places. Some animals are better suited to different climates and places than others, and humans have impacted that. Cities, roads and houses may force animals to change where they live and how they live as to avoid new dangers that humans bring. In some instances, change may seem beneficial - the raccoon has other peoples' garbage at his disposal, but this actually hurts raccoons as they begin to acclimate to humans and less to their environment where they used to scavenge the land for their food. People and animals interact with and adapt to one another.

<p><b>What Students Will Know:</b></p> <ul style="list-style-type: none"> <li>● what immigration means</li> <li>● what is an immigrant</li> <li>● what is adaptation</li> <li>● Ellis Island</li> <li>● how places can change people</li> <li>● how people can change places</li> <li>● research provides more information about a given topic or subject</li> <li>● adaptation is about survival</li> <li>● adaptation is a tool for survival</li> <li>● Where animals live is called a habitat</li> <li>● There are several habitat types</li> <li>● How humans impact the environment</li> <li>● How the environment impacts all living things</li> <li>● Reasons why animals may migrate and move from place to place</li> <li>● Different authors have different techniques for conveying information (about animals)</li> </ul>	<p><b>What students will do:</b></p> <ul style="list-style-type: none"> <li>● unpack a character and understand characterization</li> <li>● synthesize information from a variety of sources to form an opinion</li> <li>● research/investigate culture, immigration, adaption, and change</li> <li>● identify and discuss important points and parts of a story</li> <li>● conduct research and gather information about a country of their choosing</li> <li>● compare other countries to the United States using specific criteria (e.g., currency, traditions)</li> <li>● create a presentation (multimedia) based on research</li> <li>● write about how migration will affect their own culture and traditions</li> <li>● develop reading journal entries</li> <li>● reference texts and sources</li> <li>● make connections between people and the environment</li> <li>● write a reflection on their learning <ul style="list-style-type: none"> <li>● Make inferences using information from text and other sources</li> <li>● Draw conclusions</li> <li>● Use maps and other geographical representations</li> <li>● Use maps and other geographical representations to make connections between people, places and event</li> <li>● Make a claim using valid and reliable information</li> <li>● Support a claim using reliable evidence</li> <li>● Write and develop an opinion piece</li> <li>● Begin to develop a narrative from the perspective of an animal in its habitat</li> <li>● Take notes and track thinking through a</li> </ul> </li> </ul>	<p><b>Unit-Specific Vocabulary</b></p> <p>immigration adaptation culture tradition migration</p>
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	<p>reader's journal or notebook</p> <ul style="list-style-type: none"> <li>• Present their opinion clearly and logically to peers</li> <li>• Write and develop a reflection on their own learning</li> </ul>	
<p><b>Entry Level Vocabulary</b>  culture  symbol  "memory map"  inference</p>	<p><b>Task 1 Vocabulary</b>  immigration  adaptation  culture  tradition  migration</p>	<p><b>Task 2 Vocabulary</b>  accomplishment  incredible  migrate  survive  instinct  navigate  vegetation  diseases  endangered  observe  threat  habitat  illegally  survival  extinction  marine  predators  prey  aggressive  diversity</p> <p>tourism  declined  habitat  species  captivity  development  inspect  territory  untamed  Defend  lunged  preserved  snout  elusive  mangrove  submerged  unpredictable  companion  exhausted  grazing  protective  stranded  bond</p> <p>inseparable  Sanctuary  emotion  alert  continent  surroundings  camouflaged  poisonous  rain  forest  tadpole  abandoned  capable  inspired  communicate  gesture  research  ambushed</p>
<p><b>Entry Level Assessment and Connection to Unit:</b></p> <p>Getting Started serves as the entry point for students into the tasks.</p>	<p><b>Unit Materials, Resources and Technology:</b>  <u>Islandborn</u> by Junot Diaz  <u>The Map of Good Memories</u> by Fran Nuño  <u>Here I Am</u> by Patti Kim  <u>Exploring the States CT</u> by Emily Rose Oachs  <u>Connecticut</u> by John Hamilton  <u>Grandfather's Journey</u> by Allen Say</p>	

The Name Jar by Yangsook Choi  
The Eyes of Gray Wolf by Jonathan London  
Frogs by Nic Bishop  
Koko's Kitten by Dr. Francine Patterson  
Crocodile Safari by Jim Arnosky  
Owen and Mzee by Isabelle & Craig Hatkoff, and Dr. Paula Kahumbu  
Where Once There was a Wood By Denise Fleming

### Opportunities for Interdisciplinary Connections:

This is an integrated course where Social Studies and English/Language Arts are taught coherently.  
The overarching themes for K-6 are:

- 1. Change and Consequence: Who Am I?** How does the past connect to me and my future? Exploration of self, community, society and the world helps us to understand why change is a constant in our history, our economy, our community and geography. Our decisions and actions affect change, and those changes have consequences for individuals and the societies and cultures in which they live. How do my decisions and actions - and the decisions and actions of others - affect me, where I live, and how I live?
- 2. Culture and Identity:** The exploration of literature continually asks the question "Who am I?" Who am I in my family, my community, my culture, my society, my government, my beliefs and values? Culture - the development and destruction of - has played a role in understanding ourselves and others who inhabit the world. How has understanding of other cultures - or lack thereof - influenced national and world economies, policies, politics and how history is recorded, communicated and documented?

The overarching themes for K-12 in ELA are:

- 1. Who Am I?** Literature long answers this question for us as we grow and explore ourselves in different contexts with different people. When exploring our past and our present, the question of "Who Am I?" emerges as we seek to fit in and find our place in the world.
- 2. We Are All Connected:** Literature helps us to see the connections we have to our world, our environment and each other. Everyone on the planet shares common experiences: birth, death, loss of innocence. These experiences help to create the culture and the context in which we live. How we are different - and the same - provides us with a foundation upon which we can build our understanding of the world. As Roald Dahl wrote: "So Matilda's strong young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea. These books gave Matilda a hopeful and comforting message: You are not alone."
- 3. The Past Influences the Present and the Future:** Writer George Orwell said, "Who controls the past, controls the future. Who controls the present controls the past." Who tells the stories of our world, our nation, our culture? How do some stories become "our" stories and others fall away? How can stories of our past give us clues about our future? Why do we write and read fiction, and what can fiction teach us?

**Links to Naugatuck Public Schools Website:**

- [Humanities](#)
- [Guided Reading](#)
- [Reading](#)
- [Competencies](#)

**Planning Ideas:**

**Note:** Humanities Centers are not intended to replace literacy stations or guided reading groups. These centers are created to assist in the humanities block to deepen students' understanding and give students additional learning experiences. When applicable, centers may be conducted as additional centers during literacy stations, but not in a way to replace word study, phonics, reading groups, etc.

**Everyday:**

Words Their Way and Oral Language Development. This includes "learning to read" space for children.

**During the Week:**

Reader's Workshop

Guided Reading

Writer's Workshop - with writer's notebooks

Conferring during Independent Reading:

Conferring one-on-one with students about what they are reading serves both instructional and accountability purposes: A conversation with you about reading will create more accountability for a student about her reading than a log she turns in. Conferring is a rich teaching practice and allows you to build strong relationships with your students as readers and as people. The heart of conferring is simply to ask students, "How's it going?" "What are you learning?" and "What are you figuring out as a reader?"

While students are reading silently in class, circulate to observe and confer. Notice patterns in the types of books students are choosing, and in how well they are sustaining engagement with their chosen book. Confer with students to ensure that they are reading books that are on an appropriate reading level and to support them in making meaning of those books. Conferring can include the following:

- Asking a student to read a paragraph or two out loud, noting any miscues (if there are a lot, the book might be too hard)
- Asking a student to talk about what is happening in that excerpt, stating simply: "Tell me more!"
- Helping students use "fix-up" strategies when they get confused (e.g., rereading, visualizing, using context clues to determine unknown vocabulary)
- Asking students what they like/don't like about a book and why (push them to cite evidence!)
- Suggesting titles that the student might find interesting and appropriate

### Part III: Task Development and Associated Task

<b>Unit 4: Entry Level</b>	<b>Task Name:</b> Change, Adaptation, Culture and Individuality	<b>Duration:</b> 5 days
<b>Task Description:</b> Cultures are connected to places, and as people who identify with different cultures, we, too, are connected to places - even if we don't live there anymore. The geography of a place, it's climate and unique characteristics, all influence the people who live there. So when people move around the globe, so do their cultures and the characteristics that make them unique.		
<b>Competencies Addressed:</b> ELA.3-5.COM.1: I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. ELA.3-5.COM.2: I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media. ELA.3-5.LL.1: I can demonstrate and use knowledge of language and its conventions when writing, speaking, reading, or listening. ELA.3-5.LL.2: I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. ELA.3-5.RCCM.1: I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. ELA.3-5.RCCM.3: I can use information and evidence (including media) from several texts to understand and communicate an author's intended purpose or meaning. ELA.3-5.RCCM.4: I can read and comprehend a variety of literary and informational texts with purpose and understanding ELA.3-5.RES.1: I can conduct short research projects. ELA.3-5.RES.2: I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources. ELA.3-5.WRI.1: I can write opinion pieces, supporting a point of view with reasons and information. ELA.3-5.WRI.2: I can write informative/ explanatory texts to examine a topic and convey ideas and information. ELA.3-5.WRI.4: I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions. SS 3-5.GEO.2: Make connections and draw conclusions about culture and environment. SS.3-5.GEO.3: Make connections and draw conclusions about humans and the environment. SS.3-5.HIS.1: Compare events in the past to life today. SS.3-5.HIS.2: Explain how perspectives of a historical event or period depend on context and shape their stories.		<b>Essential Questions:</b> How does where we are impact who we are?  <b>Enduring Understandings:</b> <b>We adapt to survive:</b> People adapt to the environment that they live in - whether that be the physical geography, the cultural geography and the social expectations. We build houses and use fire to keep warm; we seek out others like us to share our beliefs and our values; we live in communities and groups that are familiar to us and give us a sense of safety and belonging. People and animals adapt to their surroundings so that they can continue to thrive. Adaptation can be using wool to make coats that protect against frigid temperatures. It can also mean using different resources to meet our needs - like coal for heat or using mud or clay to build homes.

SS.3-5.HIS.3: Select, compare, and use different sources to learn about the past.

**In this Task, students will know:**

- what is culture and how it influences how we think about ourselves
- reference text when talking or writing about specific concepts or ideas
- what is perspective and how it can change what we think
- define identity and make connections between identity and culture
- how to formulate and ask questions about others' cultures
- make inferences from text as well as from discussions with classmates
- geographic features and places as they relate to culture
- what a symbol is and use them in their memory maps

**Task Vocabulary:**

culture  
symbol  
"memory map"  
inference

**In this Task, students will be able to:**

- discuss what culture is and how it influences how we think of ourselves and others
- read and make inferences about how culture influences how we think of ourselves and others
- Make connections between culture and identity
- Interview classmates with a specific focus and purpose
- write an informational piece about a classmate from self-generated questions
- create a "memory map" of their own experiences - where they have lived, what they have done, etc.
- write a reflection about their learning
- make a presentation about the person they interviewed
- answer questions about their presentations

**Plan for Student Reflection:**

Students will reflect throughout the task by journaling about the new information they uncover and making connections to the essential question and enduring understanding.

They will also reflect as part of the task on their learning and where they would like to go next in their learning.

**Plan for Teacher Reflection:**

Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.

### Part III: Task Development and Associated Task

<b>Unit 4: Task 1</b>	<b>Task Name:</b> Immigration and Adaptation	<b>Duration:</b> 20 days
<b>Task Description:</b> We learn about ourselves, our culture, and our world through stories. People change and adapt to new environments and situations, while holding on to important aspects of their cultures, traditions, and family life. Students will explore population movement and engage in comparisons between other countries and the U.S. for the purpose of analyzing how migration impacts people, places, cultures and traditions.		
<b>Competencies Addressed:</b> ELA.3-5.COM.1: I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. ELA.3-5.COM.2: I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media. ELA.3-5.LL.1: I can demonstrate and use knowledge of language and its conventions when writing, speaking, reading, or listening. ELA.3-5.LL.2: I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. ELA.3-5.LL.3: I can select strategies with guidance to make sense of text and repair faulty comprehension. (e.g., asking questions, making inferences, using context clues, etc.) ELA.3-5.RCCM.1: I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. ELA.3-5.RCCM.2: I can analyze an author’s craft and a text’s structure when making meaning. ELA.3-5.RCCM.3: I can use information and evidence (including media) from several texts to understand and communicate an author’s intended purpose or meaning. ELA.3-5.RCCM.4: I can read and comprehend a variety of literary and informational texts with purpose and understanding ELA.3-5.RES.1: I can conduct short research projects. ELA.3-5.RES.2: I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources. ELA.3-5.WRI.1: I can write opinion pieces, supporting a point of view with reasons and information. ELA.3-5.WRI.2: I can write informative/ explanatory texts to examine a topic and convey ideas and information. ELA.3-5.WRI.4: I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions. ELA.3-5.FND.1: I know and apply phonics and word analysis skills in decoding words, including combined knowledge of all letter-sound correspondences, Latin suffixes, syllabication patterns, and morphology.		<b>Essential Questions:</b> How does where we are impact who we are?  <b>Enduring Understandings:</b> <b>We adapt to survive:</b> People adapt to the environment that they live in - whether that be the physical geography, the cultural geography and the social expectations. We build houses and use fire to keep warm; we seek out others like us to share our beliefs and our values; we live in communities and groups that are familiar to us and give us a sense of safety and belonging. People and animals adapt to their surroundings so that they can continue to thrive. Adaptation can be using wool to make coats that protect against frigid temperatures. It can also mean using different resources to meet our needs - like coal for heat or using mud or clay to build homes.

<p>ELA.3-5.FND.2: I can read with sufficient accuracy and fluency to support comprehension, using appropriate strategies and context to confirm or self-correct word recognition and understanding, and rereading as necessary.</p> <p>SS 3-5.GEO.2: Make connections and draw conclusions about culture and environment.</p> <p>SS.3-5.GEO.3: Make connections and draw conclusions about humans and the environment.</p> <p>SS.3-5.HIS.1: Compare events in the past to life today.</p> <p>SS.3-5.HIS.3: Select, compare, and use different sources to learn about the past.</p> <p>SS.3-5.HIST.4: Draw conclusions about causes and effects of events in the past.</p>	
<p><b>In this Task, students will know:</b></p> <ul style="list-style-type: none"> <li>● what immigration means</li> <li>● what is an immigrant</li> <li>● what is adaptation</li> <li>● Ellis Island</li> <li>● how places can change people</li> <li>● how people can change places</li> <li>● research provides more information about a given topic or subject</li> <li>● adaptation is about survival</li> </ul>	<p><b>Task Vocabulary:</b></p> <p>immigration  adaptation  culture  tradition  migration</p>
<p><b>In this Task, students will be able to:</b></p> <ul style="list-style-type: none"> <li>● unpack a character and understand characterization</li> <li>● synthesize information from a variety of sources to form an opinion</li> <li>● research/investigate culture, immigration, adaption, and change</li> <li>● identify and discuss important points and parts of a story</li> <li>● conduct research and gather information about a country of their choosing</li> <li>● compare other countries to the United States using specific criteria (e.g., currency, traditions)</li> <li>● create a presentation (multi-media) based on research</li> <li>● write about how migration will affect their own culture and traditions</li> <li>● develop reading journal entries</li> <li>● reference texts and sources</li> <li>● make connections between people and the environment</li> <li>● write a reflection on their learning</li> </ul>	<p><b>Plan for Student Reflection:</b></p> <p>Students will reflect throughout the task by journaling about the new information they uncover and making connections to the essential question and enduring understanding.</p> <p>They will also reflect as part of the task on their learning and where they would like to go next in their learning.</p> <p><b>Plan for Teacher Reflection:</b></p> <p>Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.</p>

### Part III: Task Development and Associated Task

<b>Unit 4: Task 2</b>	<b>Task Name:</b> Amazing Animals	<b>Duration:</b> 15 days
<b>Task Description:</b> In this task, students will study how animals also move from place to place and adapt to their surroundings, even those that have been altered by people. Students will be exposed to text that show how different authors organize information differently in order to present what they feel is the most important information and ideas about animals. Students will learn about animal behavior and what different authors think makes animals amazing.		
<b>Competencies Addressed:</b> ELA.3-5.COM.1: I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. ELA.3-5.COM.2: I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media. ELA.3-5.LL.1: I can demonstrate and use knowledge of language and its conventions when writing, speaking, reading, or listening. ELA.3-5.LL.2: I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. ELA.3-5.LL.3: I can select strategies with guidance to make sense of text and repair faulty comprehension. (e.g., asking questions, making inferences, using context clues, etc.) ELA.3-5.RCCM.1: I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. ELA.3-5.RCCM.2: I can analyze an author’s craft and a text’s structure when making meaning. ELA.3-5.RCCM.3: I can use information and evidence (including media) from several texts to understand and communicate an author’s intended purpose or meaning. ELA.3-5.RCCM.4: I can read and comprehend a variety of literary and informational texts with purpose and understanding ELA.3-5.RES.1: I can conduct short research projects. ELA.3-5.RES.2: I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources. ELA.3-5.WRI.1: I can write opinion pieces, supporting a point of view with reasons and information. ELA.3-5.WRI.2: I can write informative/ explanatory texts to examine a topic and convey ideas and information. ELA.3-5.FND.1: I know and apply phonics and word analysis skills in decoding words, including combined knowledge of all letter-sound correspondences, Latin suffixes, syllabication patterns, and morphology. ELA.3-5.FND.2: I can read with sufficient accuracy and fluency to support comprehension, using appropriate strategies and context to confirm or self-correct word recognition and understanding, and		<b>Essential Questions:</b> How do animals interact with the environment?  <b>Enduring Understandings:</b> <b>Adaptation as a survival tool:</b> Animals made use of the environment and the physical geography of places for their own survival. But not all animals can live in all places. Some animals are better suited to different climates and places than others, and humans have impacted that. Cities, roads and houses may force animals to change where they live and how they live as to avoid new dangers that humans bring. In some instances, change may seem beneficial - the raccoon has other peoples' garbage at his disposal, but this actually hurts raccoons as they begin to acclimate to humans and less to their environment where they used to scavenge the land for their food. People and animals interact with and adapt to one another.

rereading as necessary.

SS.3-5.GEO.1: Use a variety of geographic representations when making connections between a place, its features, and its influence on settlement.

SS.3-5.GEO.3: Make connections and draw conclusions about humans and the environment.

**In this Task, students will know:**

- adaptation is a tool for survival
- where animals live is called a habitat
- There are several habitat types
- How humans impact the environment
- How the environment impacts all living things
- Reasons why animals may migrate and move from place to place
- Different authors have different techniques for conveying information (about animals)

**Task Vocabulary:**

accomplishment  
incredible  
migrate  
survive  
instinct  
navigate  
vegetation  
diseases  
endangered  
observe  
threat  
habitat  
illegally  
survival  
extinction  
marine  
predators  
prey  
aggressive  
diversity  
tourism  
declined  
habitat  
species  
captivity  
development  
inspect  
territory  
untamed  
defend  
lunged  
preserved  
snout  
elusive  
mangrove  
submerged  
unpredictable  
companion  
exhausted  
grazing  
protective  
stranded  
bond  
inseparable  
Sanctuary  
emotion  
alert  
continent  
surroundings  
camouflaged  
poisonous  
rain  
forest  
tadpole  
abandoned  
capable  
inspired  
communicate  
gesture  
research  
Ambushed

**In this Task, students will be able to:**

- Make inferences using information from text and other sources
- Draw conclusions
- Use maps and other geographical representations
- Use maps and other geographical representations to make connections between people, places and event
- Make a claim using valid and reliable information
- Support a claim using reliable evidence
- Write and develop an opinion piece
- Begin to develop a narrative from the perspective of an animal in its habitat
- Take notes and track thinking through a reader's journal or notebook
- Present their opinion clearly and logically to peers
- Write and develop a reflection on their own learning

**Plan for Student Reflection:**

Students will reflect throughout the task by journaling about the new information they uncover and making connections to the essential question and enduring understanding.

They will also reflect as part of the task on their learning and where they would like to go next in their learning.

**Plan for Teacher Reflection:**

Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.