

Part II: Unit Development

Unit 5: Sense of Self: Taking Responsibility	Duration: 30 days
Unit Overview: In this unit, students will begin to shape an understanding of themselves by understanding their country and the idea of freedom. But freedom comes with responsibilities, like managing our money and understanding how our government funds itself and works to generate income for its citizens through jobs. It also flourishes when people spend money, and how resources and goods are essential to a healthy economy and a healthy sense of self.	Task Titles: Entry Level Task: Making a Difference In People's Lives America as a Story of Identity With Freedom Comes Responsibility: Economics
Coherence: How does this unit build on and connect to prior knowledge and learning? In third grade, students explored how good citizens participate in their communities and work for the common good. They also investigated how people take risks and overcome obstacles, and how individuals make contributions that benefit the common good. In the previous Humanities unit, students studied how immigration impacts culture by creating and limiting opportunities. They also explored human impact on the environment and other living things.	
Essential Questions: <ol style="list-style-type: none">1. How do I know who I am?2. How do my rights and responsibilities as a citizen impact the American economy?	Enduring Understanding: Our culture, our heritage and our history make us who we are: Everyone wrestles with the question, "Who Am I?" No one is just one thing. We are products of our cultures, our families, our heritage as Americans and as people from other places, and the history that has shaped our beliefs, values, and ideas. In a variety of contexts, we can be different - as students, as sons and daughters, as brothers and sisters, as sports team members, as artists and writers, as leaders, etc. Our interests shape us, our families and friends define us, and what we know to be true completes us. What's exciting about this? We have choices in who we want to be, and new ideas and new information can give us reasons to change and evolve as human beings. We Are Problem Solvers: The Constitution of the United States of America gives citizens many rights, but it also gives citizens many responsibilities, like voting. People can start businesses, and those businesses help the U.S. economy. When people spend money, the economy grows. One result of a good economy is the creation of more jobs. People start businesses and invent new things in order to help others - make life more convenient, more efficient, more fun, more enlightening. All of these new businesses and new inventions also help the U.S. economy to grow and prosper.

<p>What Students Will Know:</p> <ul style="list-style-type: none"> ● Identity (national and personal) ● Characterization ● Difference between literary and informational text ● Conventions for speaking, listening, reading and writing ● Strategies to uncover meaning of unknown words ● Strategies to repair faulty comprehension / enhance comprehension ● Rights of American citizens ● Responsibilities of American citizens ● Bill of Rights ● The U.S. Constitution has the flexibility to be amended and has been amended ● U.S. form of government is a democracy ● Rules and laws are enacted by the government for many reasons (e.g., protect citizens, set procedures and processes (collection of taxes), etc.) ● Patriotism and loyalty ● National identity ● What the U.S. economy is, how it is funded, and how they are part of the economy ● Factors in decision-making ● Resources, goods, and services 	<p>What students will do:</p> <ul style="list-style-type: none"> ● Make inferences ● Draw conclusions about characterization ● Make observations and collect data ● Write informational and reflective pieces of writing ● Identify evidence from text and use it to support ideas ● Ask questions of text and develop answers using evidence ● Visualize future events based on evidence and ideas ● Make connections between personal experiences and text ● Reflect on learning experiences ● Write a personal memoir ● Ask and answer questions ● Make inferences ● Draw conclusions based on information and evidence ● Synthesize information ● Demonstrate reasoned judgement (opinions regarding topics) ● Summarize text ● Identify central issues ● Identify and support main idea/theme of texts ● Identify symbols ● Engage in conversations governed by procedures and processes ● Make connections across texts and ideas ● Make connections to self ● Ask and answer questions with appropriate support and evidence ● Investigate and research a topic ● Write an informational text about economics ● Write an informative reflection of learning 	<p>Unit-Specific Vocabulary</p> <p>campaign constituent candidate election nominated dedication equality identity national identity</p> <p>producer consumer free enterprise system market economy command economy private property currency barter inflation profit income supply demand scarcity opportunity cost</p>
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	<p>with supportive examples and facts</p> <ul style="list-style-type: none"> ● Read text for a purpose ● Use textual evidence 	
<p>Entry Level Vocabulary</p> <p>campaign constituent candidate election nominated dedication equality identity national identity</p>	<p>Task 1 Vocabulary</p> <p>campaign constituent candidate election nominated dedication equality identity national identity</p> <p>producer consumer free enterprise system market economy command economy private property currency barter inflation profit income supply demand scarcity opportunity cost</p>	<p>Task 2 Vocabulary</p> <p>Jury Candidate Law Patriotism Amendment Symbols Petition</p>
<p>Entry Level Assessment and Connection to Unit:</p> <p>Getting Started serves as the entry point for students into the tasks.</p>	<p>Unit Materials, Resources and Technology:</p> <p><u>Alex and the Amazing Lemonade Stand</u> by Jay Scott, Liz Scott</p> <p><u>Grace for President</u> by Kelly DiPucchio</p> <p><u>Uncle Jed’s Barbershop</u> by Margaree King Mitchell</p> <p><u>A New Coat for Anna</u> by Harriet Ziefert</p>	

[A Chair for My Mother](#) by Vera B. Williams
[Chicken Sunday](#) by Patricia Polacco
[Alexander, Who Used to Be Rich One Sunday](#) by Judith Viorst
[All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything](#) by Annette Bay Pimentel

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

Unit 5: Entry Level	Task Name: Entry Level Task: Making a Difference In People's Lives	Duration: 5 days
Task Description: How can someone make a difference in the lives of others? Students will explore different examples of students who have discovered a problem (or cause) they cared about and used creativity/innovation to start an organization or initiative (e.g., buddy bench) promoting awareness of the issue or attempting to solve the problem. Students will then find an issue within your community that you are passionate about and start their own organization to make the situation better. Students will write an informative/persuasive argument with the mission of their organization and why their organization's issue is important.		
Competencies Addressed: 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.WRI.1: I can write opinion pieces, supporting a point of view with reasons 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.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.FND.1: I know and apply phonics and word analysis skills in decoding words. ELA.3-5.FND.2: I can read with sufficient accuracy and fluency to support comprehension. SS.3-5.CVC.2: Identify and explain how civic virtues and democratic principles influence people, both past and present.		Essential Questions: How do I know who I am? Enduring Understandings: Our culture, our heritage and our history make us who we are: Everyone wrestles with the question, "Who Am I?" No one is just one thing. We are products of our cultures, our families, our heritage as Americans and as people from other places, and the history that has shaped our beliefs, values, and ideas. In a variety of contexts, we can be different - as students, as sons and daughters, as brothers and sisters, as sports team members, as artists and writers, as leaders, etc. Our interests shape us, our families and friends define us, and what we know to be true completes us. What's exciting about this? We have choices in who we want to be, and new ideas and new information can give us reasons to change and evolve as human beings.

<p>In this Task, students will know:</p> <ul style="list-style-type: none"> ● what a mission statement is ● persuasive techniques ● what a cause is ● Naugatuck Public Schools' mission and vision ● problems have solutions ● missions and visions of other organizations ● how to ask and answer pertinent questions ● feedback is a valuable tool when revising and editing 	<p>Task Vocabulary:</p> <p>campaign constituent candidate election nominated dedication equality identity national identity</p>
<p>In this Task, students will be able to:</p> <ul style="list-style-type: none"> ● craft a mission statement ● persuade through writing and speaking ● take up a cause and develop creative solutions ● use Naugatuck Public School's mission as an exemplar for their own work ● solve problems ● research other missions and visions to use as exemplars ● summarize salient points from their own writing ● present to peers ● answer questions posed by peers ● use feedback and other examples to improve their own work 	<p>Plan for Student Reflection:</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> <hr/> <p>Plan for Teacher Reflection:</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

Unit 5: Task 1	Task Name: America as a Story of Identity	Duration: 15 days
Task Description: How do we come to know ourselves? In this task, students will use the knowledge and skills gained through study of America's involvement in war and how culture, society and technology can be the triggers for change in order to tell a story of themselves. Students will explore how nationality, interests, family and community can play a role in how they see themselves in different contexts. Is the question to "Who am I?" completely dependent on context? Or are there certain aspects of our character that remain no matter who we are with or where we are? By exploring stories of America, students will also explore stories about themselves and present their story to each other.		
Competencies Addressed: 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.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.3: I can write narratives to develop real or imagined experiences or events. 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.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		Essential Questions: How do I know who I am? Enduring Understandings: Our culture, our heritage and our history make us who we are: Everyone wrestles with the question, "Who Am I?" No one is just one thing. We are products of our cultures, our families, our heritage as Americans and as people from other places, and the history that has shaped our beliefs, values, and ideas. In a variety of contexts, we can be different - as students, as sons and daughters, as brothers and sisters, as sports team members, as artists and writers, as leaders, etc. Our interests shape us, our families and friends define us, and what we know to be true completes us. What's exciting about this? We have choices in who we want to be, and new ideas and new information can give us reasons to change and evolve as human beings.

and providing a list of sources.
 ELA.3-5.FND.1: I know and apply phonics and word analysis skills in decoding words.
 ELA.3-5.FND.2: I can read with sufficient accuracy and fluency to support comprehension.
 SS.SS 3-5.CVC.1: Explain how and why rules and laws are created.
 SS.3-5.CVC.2: Identify and explain how civic virtues and democratic principles influence people, both past and present.
 SS.3-5.CVC.3: Draw conclusions about how policies shape and influence a society, and how a society can influence policy.

In this Task, students will know:

- Identity (national and personal)
- Characterization
- Difference between literary and informational text
- Conventions for speaking, listening, reading and writing
- Strategies to uncover meaning of unknown words
- Strategies to repair faulty comprehension / enhance comprehension
- Civic virtues

Task Vocabulary:

Campaign	barter
constituent	inflation
candidate	profit
election	income
nominated	supply
dedication	demand
equality	scarcity
identity	opportunity cost
national identity	
producer	
consumer	
free enterprise system	
market economy	
command economy	
private property	
currency	

In this Task, students will be able to:

- Make inferences
- Draw conclusions about characterization
- Make observations and collect data
- Write informational and reflective pieces of writing
- Identify evidence from text and use it to support ideas
- Ask questions of text and develop answers using evidence
- Visualize future events based on evidence and ideas
- Make connections between personal experiences and text

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

- Reflect on learning experiences
- Write a personal memoir
- Ask and answer questions

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

Unit 5: Task 2	Task Name: With Freedom Comes Responsibility: Economics	Duration: 10 days
Task Description: Our government is set up to provide a national economy, but in the end we make personal choices about our wants and needs. People start businesses and invent new things or new ways of doing things in order to make life easier or better. Sometimes what people invent help us to grow our understanding, reach out to new people, and see and experience new ideas. Sometimes businesses (i.e., Amazon, Microsoft, Apple, Netflix, etc.) make it easier to do what we want or get the things that we want or need. When these businesses are doing well, the economy is doing well - people are spending money, getting jobs, traveling, etc.		
Competencies Addressed: 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.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.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	Essential Questions: How do my rights and responsibilities as a citizen impact the American economy? Enduring Understandings: We Are Problem Solvers: The Constitution of the United States of America gives citizens many rights, but it also gives citizens many responsibilities, like voting. People can start businesses, and those businesses help the U.S. economy. When people spend money, the economy grows. One result of a good economy is the creation of more jobs. People start businesses and invent new things in order to help others - make life more convenient, more efficient, more fun, more enlightening. All of these new businesses and new inventions also help the U.S. economy to grow and prosper.	

and providing a list of sources.
 ELA.3-5.FND.1: I know and apply phonics and word analysis skills in decoding words.
 ELA.3-5.FND.2: I can read with sufficient accuracy and fluency to support comprehension.
 SS 3-5.ECON.1: I can identify a variety of factors in decision-making
 This item is used once in the course.
 SS 3-5.ECO.2: I can describe the relationship between resources and goods and services.
 SS.3-5.ECO.3: I can explain how governments fund themselves.

In this Task, students will know:

- Rights of American citizens
- Responsibilities of American citizens
- Bill of Rights
- The U.S. Constitution has the flexibility to be amended and has been amended
- U.S. form of government is a democracy
- Rules and laws are enacted by the government for many reasons (e.g., protect citizens, set procedures and processes (collection of taxes), etc.)
- Patriotism and loyalty
- National identity
- What the U.S. economy is, how it is funded, and how they are part of the economy
- Factors in decision-making
- Resources, goods, and services

Task Vocabulary:

Jury
 Candidate
 Law
 Patriotism
 Amendment
 Symbols
 Petition

In this Task, students will be able to:

- Make inferences
- Draw conclusions based on information and evidence
- Synthesize information
- Demonstrate reasoned judgment (opinions regarding topics)
- Summarize text
- Identify central issues
- Identify and support main idea/theme of texts
- Identify symbols
- Engage in conversations governed by procedures and processes
- Make connections across texts and ideas
- Make connections to self
- Ask and answer questions with appropriate support and evidence
- Investigate and research a topic

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.

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| <ul style="list-style-type: none">● Write an informational text about economics● Write an informative reflection of learning with supportive examples and facts● Read text for a purpose● Use textual evidence | |
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