

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Social Studies	Grade Level(s): 4th Grade
BOE Adoption Date: October 2018	Revision Date(s):

ABSTRACT

Students in grade four will expand their understanding of government, geography, economics, and history. Students will continue to explore the three branches of government and their roles and responsibilities. Students will also explore the concept of a representative democracy and how citizens can be active participants in our democratic system. Students will think analytically about areas how patterns of settlement across Earth's surface differ from region to region. Also, students will investigate how advancements in science and technology have unintended consequences that impact individuals and society. Students will be introduced to the economic opportunities in New Jersey and other states and how they are related to the availability of resources and technology and they will explore how creativity and innovation affects various areas of a successful economy. Students will understand how key historical events, documents, and individuals led to the development of our nation. Throughout the year, students will view events and documents from the perspectives of different individuals from various cultural groups in order to understand that people view and interpret events differently. Benchmark assessments are employed to track individual student progress.

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in [G.R.E.A.T. Instruction](#), the following curriculum and instruction goals direct the conversation.

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of Shared Curriculum Service

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades Pre-K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJSLS). It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move to the middle and high school levels. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group

work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** *Accommodations* are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: 4th Grade Social Studies

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: Civics, Government and Human Rights	10 weeks	6.1.4.A.1(short review) 6.1.4.A.2 (short review) 6.1.4.A.3 (short review) 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8 6.1.4.A.11 6.1.4.A.12 6.1.4.A.13 6.1.4.A.14 6.1.4.A.15 6.1.4.A.16 6.3.4.A.2 6.3.4.A.3 6.3.4.A.4 NJSLS.W.4.9 NJSLS.RI.4.1 NJSLS.RI.4.2 NJSLS.RI.4.3 NJSLS.RI.4.4 NJSLS.SL.4.1 NJSLS.SL.4.4 NJSLS.L.4.1 NJSLS.L.4.2	<ul style="list-style-type: none"> Students will understand how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. (Less than a week) Students will understand how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. (Less than a week) Students will understand how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. (Less than a week) Students will understand how the United States government is organized and how the United States Constitution defines and checks the power of government. (1 week) Students will understand the roles and responsibilities of the three branches of the national government. (1 week) Students will understand how national and state governments share power in the federal system of government. (1 week) Students will understand how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. (2 weeks) Students will understand how government 	<ul style="list-style-type: none"> Students will be able to explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. Students will be able to explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy. Students will be able to determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. Students will be able to explain how the United States government is organized and how the United States Constitution defines and checks the power of government. Students will be able to distinguish the roles and responsibilities of the three branches of the national government Students will be able to explain how national and state governments share power in the federal system of government. Students will be able to explain how the United States functions as a

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. (2 weeks)</p> <ul style="list-style-type: none"> • Students understand how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. (1 week) • Students understand the process of creating change at the local, state, or national level. (1 week) • Students will understand the process by which immigrants become United States citizens. (Less than a week) • Students will understand how the world is divided into many nations that have their own governments, languages, customs, and laws. (Less than a week) • Students will understand how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (Less than a week) • Students will understand how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. (2 weeks) • Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the unit) • Students will be able to refer to details and examples in a text and make relevant 	<p>representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels</p> <ul style="list-style-type: none"> • Students will be able to compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. • Students will be able to explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. • Students will be able to explain the process of creating change at the local, state, or national level. • Students will be able to describe the process by which immigrants become United States citizens. • Students will be able to describe how the world is divided into many nations that have their own governments, languages, customs, and laws • Students will be able to explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state,

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>connections when explaining what the text says explicitly and when drawing inferences from the text. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to determine the main idea of a text and explain how it is supported by key details; summarize the text. (Throughout the unit) Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (Throughout the unit) Students will be able to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. (Throughout the unit) Students will be able to 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. (Throughout the unit) Students will be able to 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. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout 	<p>national, and global challenges.</p> <ul style="list-style-type: none"> Students will be able to explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will be able to determine the main idea of a text and explain how it is supported by key details. Students will be able to summarize the text. Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Students will be able to determine the meaning of general academic

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>the unit)</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	<p>and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <ul style="list-style-type: none"> Students will be able to 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. Students will be able to 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. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 3: Economics, Innovation, and Technology	10 weeks	6.1.4.C.4 6.1.4.C.5 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8 6.1.4.C.9 6.1.C.10 6.1.C.11 6.1.C.12 6.1.C.13 6.1.4.C.14 6.1.4.C.15 6.1.4.C.16 6.1.4.C.17 6.1.4.C.18 NJSLS.W.4.9 NJSLS.W.4.1 NJSLS.RI.4.1 NJSLS.RI.4.2 NJSLS.RI.4.3 NJSLS.RI.4.4 NJSLS.RI.4.6 NJSLS.RI.4.9 NJSLS.SL.4.1 NJSLS.SL.4.4 NJSLS.L.4.1 NJSLS.L.4.2	<ul style="list-style-type: none"> Students will understand how supply and demand influence price and output of products. (Less than a week) Students will understand the role of specialization in the production and exchange of goods and services. (Less than a week) Students will understand the role and relationship among households, businesses, laborers, and governments within the economic system. (Less than a week) Students will understand how the availability of private and public goods and services is influenced by the global market and government. (Less than a week) Students will understand how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. (Less than a week) Students will understand how the availability of resources affects people across the world differently. (Less than a week) Students will understand the role of money, savings, debt, and investment in individuals' lives. (1 week) Students will understand the importance of setting long-term goals when making financial decisions within the community. (1 week) Students will understand the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. (1 week) Students will understand the qualities of 	<ul style="list-style-type: none"> Students will be able to describe how supply and demand influence price and output of products. Students will be able to explain the role of specialization in the production and exchange of goods and services. Students will be able to describe the role and relationship among households, businesses, laborers, and governments within the economic system. Students will be able to explain how the availability of private and public goods and services is influenced by the global market and government. Students will be able to illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. Students will be able to compare and contrast how the availability of resources affects people across the world differently. Students will be able to explain the role of money, savings, debt, and investment in individuals' lives. Students will be able to recognize the importance of setting long-term goals when making financial decisions within the community.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>entrepreneurs in a capitalistic society. (1 week)</p> <ul style="list-style-type: none"> Students will understand different regions of New Jersey in order to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities. (2 weeks) Students will understand how the development of different transportation systems impacted the economies of New Jersey and the United States. (2 weeks) Students will understand how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (2 weeks) Students will understand the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. (2 weeks) Students will understand how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. (2 weeks) Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Throughout the unit) Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the unit) Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the 	<ul style="list-style-type: none"> Students will be able to evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. Students will be able to examine the qualities of entrepreneurs in a capitalistic society. Students will be able to compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities. Students will be able to describe how the development of different transportation systems impacted the economies of New Jersey and the United States. Students will be able to explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. Students will be able to determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. Students will be able to explain how the development of communications systems has led to increased collaboration and the

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>text. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to determine the main idea of a text and explain how it is supported by key details; summarize the text. (Throughout the unit) Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (Throughout the unit) Students will be able to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. (Throughout the unit) Students will be able to compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (Throughout the unit) Students will be able to Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. (Throughout the unit) Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly 	<p>spread of ideas throughout the United States and the world.</p> <ul style="list-style-type: none"> Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will be able to determine the main idea of a text and explain how it is supported by key details. Students will be able to summarize a text. Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Students will be able to determine the meaning of general academic

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>and persuasively. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to 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. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	<p>and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <ul style="list-style-type: none"> Students will be able to compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Students will be able to Integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably. Students will be able to 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. Students will be able to 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. Students will be able to demonstrate command of the conventions of standard English

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Unit 4: History, Culture, and Perspectives	10 weeks	<p>6.1.4.D.4 6.1.4.D.5 6.1.4.D.6 6.1.4.D.7 6.1.4.D.8 6.1.4.D.9 6.1.4.D.12 6.1.4.D.13 6.1.4.D.14 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17 6.1.4.D.18 6.1.4.D.19 6.1.4.D.20</p> <p>NJSLS.W.4.9 NJSLS.W.4.1</p> <p>NJSLS.RI.4.1 NJSLS.RI.4.2 NJSLS.RI.4.3 NJSLS.RI.4.4 NJSLS.RI.4.6</p>	<ul style="list-style-type: none"> Students will understand how key events led to the creation of the United States and the state of New Jersey. (1 week) Students will understand how key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) relate to present day government and citizenship. (1 week) Students will understand civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. (2 weeks) Students will understand the role Governor William Livingston played in the development of New Jersey government. (2 weeks) Students will understand the significance of New Jersey's role in the American Revolution. (1 week) Students will understand the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. (2 weeks) Students will understand how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American 	<ul style="list-style-type: none"> Students will be able to explain how key events led to the creation of the United States and the state of New Jersey. Students will be able to relate key historical documents to present day government and citizenship. Students will be able to describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. Students will be able to explain the role Governor William Livingston played in the development of New Jersey government. Students will be able to determine the significance of New Jersey's role in the American Revolution. Students will be able to explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.RI.4.9 NJSLS.SL.4.1 NJSLS.SL.4.4 NJSLS.L.4.1 NJSLS.L.4.2	national heritage. (Less than a week) <ul style="list-style-type: none"> Students will understand how culture is expressed through and influenced by the behavior of people (Less than a week) Students will understand how the American identity evolved over time. (Throughout the unit) Students will understand how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. (Less than a week) Students will understand how stereotyping and prejudice can lead to conflict, using examples from the past and present. (Throughout the unit) Students will understand the role of historical symbols, monuments, and holidays and how they affect the American identity. (Less than a week) Students will understand how an individual's beliefs, values, and traditions may reflect more than one culture. (Throughout the unit) Students will understand how experiences and events may be interpreted differently by people with different cultural or individual perspectives. (Throughout the unit) Students will understand why it is important to understand the perspectives of other cultures in an interconnected world. (Throughout the unit) Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Throughout the unit) Students will be able to draw evidence from 	<ul style="list-style-type: none"> Students will be able to explain how folklore and the actions of famous historical and fictional characters contributed to the American national heritage. Students will be able to describe how culture is expressed through and influenced by the behavior of people Students will be able to trace how the American identity evolved over time. Students will be able to explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices Students will be able to describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. Students will be able to explain the role of historical symbols, monuments, and holidays and how they affect the American identity. Students will be able to explain how an individual's beliefs, values, and traditions may reflect more than one culture. Students will be able to explain how experiences and events may be interpreted differently by people

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>literary or informational texts to support analysis, reflection, and research. (Throughout the unit)</p> <ul style="list-style-type: none"> • Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. (Throughout the unit) • Students will be able to determine the main idea of a text and explain how it is supported by key details; summarize the text. (Throughout the unit) • Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (Throughout the unit) • Students will be able to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. (Throughout the unit) • Students will be able to compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (Throughout the unit) • Students will be able to integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. 	<p>with different cultural or individual perspectives.</p> <ul style="list-style-type: none"> • Students will be able to describe why it is important to understand the perspectives of other cultures in an interconnected world. • Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. • Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • Students will be able to determine the main idea of a text and explain how it is supported by key details • Students will be able to summarize a text. • Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>(Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to 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. (Throughout the unit) Students will be able to 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. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	<p>specific information in the text.</p> <ul style="list-style-type: none"> Students will be able to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> Students will be able to compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Students will be able to integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably. Students will be able to 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. Students will be able to 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

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>audience.</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit: 1 Civics, Government and Human Rights	Recommended Duration: 10 weeks
Unit Description: In this unit, students will review the basic principles of limited government, shared authority, fairness, and equality. Students will continue to explore the three branches of government and their roles and responsibilities. Students will also explore the concept of a representative democracy and how citizens can be active participants in our democratic system. The idea of local, state, national and global collaboration is emphasized in order to solve problems throughout this unit.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> What is the role of the government in a democratic society? What are the basic ideas inherent in a democratic form of government? What is the role of a citizen in a democratic society? How can we solve global problems? 	<ul style="list-style-type: none"> In a representative democracy, individuals elect representatives to act on their behalf of the people. In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.4.A.1(short review) 6.1.4.A.2 (short review) 6.1.4.A.3 (short review) 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8 6.1.4.A.11 6.1.4.A.12 6.1.4.A.13 6.1.4.A.14 6.1.4.A.15 6.1.4.A.16 6.3.4.A.2 6.3.4.A.3	<ul style="list-style-type: none"> Students will understand how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. (Less than a week) Students will understand how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. (Less than a week) Students will understand how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. (Less than a week) Students will understand how the United States government is organized and how the United States Constitution defines and checks the power of government. (1 week) Students will understand the roles and responsibilities of the 	<ul style="list-style-type: none"> Students will be able to explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. Students will be able to explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy. Students will be able to determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. Students will be able to explain how the United States government is organized and how the United States Constitution defines and checks the

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.3.4.A.4</p> <p>NJSLS.W.4.9</p> <p>NJSLS.RI.4.1</p> <p>NJSLS.RI.4.2</p> <p>NJSLS.RI.4.3</p> <p>NJSLS.RI.4.4</p> <p>NJSLS.SL.4.1</p> <p>NJSLS.SL.4.4</p> <p>NJSLS.L.4.1</p> <p>NJSLS.L.4.2</p>	<p>three branches of the national government. (1 week)</p> <ul style="list-style-type: none"> Students will understand how national and state governments share power in the federal system of government. (1 week) Students will understand how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. (2 weeks) Students will understand how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. (2 weeks) Students understand how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. (1 week) Students understand the process of creating change at the local, state, or national level. (1 week) Students will understand the process by which immigrants become United States citizens. (Less than a week) Students will understand how the world is divided into many nations that have their own governments, languages, customs, and laws. (Less than a week) Students will understand how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (Less than a week) Students will understand how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. (2 weeks) Students will understand different perspectives of a local community issue. (2 weeks) Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>power of government.</p> <ul style="list-style-type: none"> Students will be able to distinguish the roles and responsibilities of the three branches of the national government Students will be able to explain how national and state governments share power in the federal system of government. Students will be able to explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels Students will be able to compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. Students will be able to explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. Students will be able to explain the process of creating change at the local, state, or national level. Students will be able to describe the process by which immigrants become United States citizens. Students will be able to describe how the world is divided into many nations that have their own governments, languages, customs, and laws Students will be able to explain how and why it is important that people from diverse cultures

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>(Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. (Throughout the unit) Students will be able to determine the main idea of a text and explain how it is supported by key details; summarize the text. (Throughout the unit) Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (Throughout the unit) Students will be able to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. (Throughout the unit) Students will be able to 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. (Throughout the unit) Students will be able to 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. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	<p>collaborate to find solutions to community, state, national, and global challenges.</p> <ul style="list-style-type: none"> Students will be able to explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. Students will be able to examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials. Students will be able to select a local issue and develop a group action plan to inform school and/or community members about the issue. Students will be able to communicate with students from various countries about common issues of public concern and possible solutions. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will be able to determine the main idea of a text and explain how it is supported by key details. Students will be able to summarize the text. Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information

Relevant Standards:	Learning Goals:	Learning Objectives:
		<p>in the text.</p> <ul style="list-style-type: none"> Students will be able to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. Students will be able to 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. Students will be able to 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. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Results to On-Demand Writing tasks given in September Answers to text dependent questions 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Teacher developed quizzes 	<ul style="list-style-type: none"> Students will research local issues using newspaper or online news source. Students will select a local issue and develop a group action plan to inform school and/or 	<ul style="list-style-type: none"> Weekly text dependent questions – to be developed throughout the unit

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
	<ul style="list-style-type: none"> Pearson's end of the unit assessments 	<p>community members about the issue.</p> <ul style="list-style-type: none"> Students will be able to communicate their ideas about local common issues of public concern and possible solutions. 	

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> More time on assessments Bank of sentence starters Read test passages aloud (if assessing reading comprehension) Small group testing Use of graphic organizers (for writing tasks) No penalties for spelling errors Chunking of assessments 	<ul style="list-style-type: none"> Oral testing (if assessing reading comprehension/writing skills) Allow answers to be dictated Chunking of assessments Grade spelling phonetically Allow pictures and diagrams within responses 	<ul style="list-style-type: none"> Opportunities for review of assessments Additional follow up questions to expand on responses Chunking assessments 	<ul style="list-style-type: none"> Researching their own materials (i.e. internet and informational texts) for writing assignments

Instructional Strategies: *(List and describe.)*

- Modeling answering text dependent questions: Model demonstrating how to cite text evidence and explain your answer as students learn by observing.
- Shared writing answering text dependent questions: Teacher and students compose answer together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe.
- R.A.C.E.: R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- Cooperative learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- Read-aloud: Read aloud a text to student to students in texts that they might not be able to read. In the process, we expand their imaginations, provide new knowledge, support language acquisition, build vocabulary, and promote reading as a worthwhile, enjoyable activity.
- Accountable talk: Accountable talk is talk in which students exert effort to explain their thinking with evidence and to listen and respond constructively to others' ideas.
- Flexible/strategic grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group,

Instructional Strategies: <i>(List and describe.)</i>			
and partner. • Peer teaching/collaboration: Peer learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Clarification of questions Completed copy of notes Additional time for assignments Use of checklists Immediate Feedback Books on tape Study guide prior to assessments 	<ul style="list-style-type: none"> Extra visual cues Build prior knowledge with pictures and videos Study guide prior to assessments 	<ul style="list-style-type: none"> Questions scaffolded by DOK levels Use of mnemonics Study guide prior to assessments 	<ul style="list-style-type: none"> Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

Unit Vocabulary:
Essential: Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: NJSLS.W.4.9, NJSLS.RI.4.1, NJSLS.RI.4.2 NJSLS.RI.4.3, NJSLS.RI.4.4 NJSLS.SL.4.1, NJSLS.SL.4.4, NJSLS.L.4.1, NJSLS.L.4.2	SAMR: Substitution: <ul style="list-style-type: none"> Online news sources (Newsela, DOGO News, CNN 10 Student News): Online news sources can be used to replace newspapers. Augmentation: <ul style="list-style-type: none"> Google Classroom: Google Classroom is a web service used to differentiate work to students and assign questions and use them as forums. 	Civic Literacy: This unit will help students actively participate and initiate change in your community and the greater society. Civic literacy is the foundation by which a democratic society	Critical Thinking & Problem Solving: Students will identify and ask significant questions that clarify various points of view. Students will gram, analyze and synthesize information in order to solve problems and answer questions.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
	<p>Modification:</p> <ul style="list-style-type: none"> Backchanneling: Backchanneling is an online conversation that takes place alongside an activity or event. Back channels or back-channeling can be used to discuss various presentations in real time. <p>Redefinition:</p> <ul style="list-style-type: none"> Video Chat: Students share their group action plan about a local issue on a wiki, discuss ideas together via video chat on Skype/Adobe Connect/Google Hangout, and partner with researchers at local universities or companies. 	<p>functions: Citizen Power as a check and as a means to create avenues for peaceful change.</p>	<p>Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.</p>
Resources:			
Texts/Materials: “My World” by Pearson – grade 4 and grade 5			

Unit: 2 Geography, People, and the Environment	Recommended Duration: 7 weeks
Unit Description: In this second unit, students will review the fundamental concepts about geography and map skills. The focus of instruction will center around cultural differences. Students will think analytically about areas how patterns of settlement across Earth’s surface differ from region to region. The unit also explores how advancements in science and technology have unintended consequences that impact individuals and society.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> What role does geography in developing cultural differences? Why do people settle in different regions? What are the consequences of advances of science and technology? 	<ul style="list-style-type: none"> Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time. Advancements in science and technology can have unintended consequences that impact individuals and/or sciences.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.4.B.1(short review) 6.1.4.B.2 (short review) 6.1.4.B.3 (short review) 6.1.4.B.7 6.1.4.B.8 6.1.4.B.9 6.1.4.B.10 6.3.4.B.1 NJSLS.W.4.9 NJSLS.RI.4.1 NJSLS.RI.4.2 NJSLS.RI.4.3 NJSLS.RI.4.4	<ul style="list-style-type: none"> Students will understand how information can be found on different types of maps and understand how the information may be useful. (Less than a week) Students will understand how physical and political maps are used to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. (Less than a week) Students will understand how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. (Less than a week) Students will understand why some locations in New Jersey and the United States are more suited for settlement than others.(1 week) 	<ul style="list-style-type: none"> Students will be able to compare and contrast information that can be found on different types of maps and determine how the information may be useful. Students will be able to use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence Students will be able to explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances Students will be able to determine time zones and locations using latitude and longitude. Students will be able to explain why some locations in New Jersey and the United States are more suited for settlement than others.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.SL.4.1</p> <p>NJSLS.SL.4.4</p> <p>NJSLS.L.4.1</p> <p>NJSLS.L.4.2</p>	<ul style="list-style-type: none"> • Students will understand ways people choose to use and distribute natural resources. (1 week) • Students will understand how advances in science and technology relate to environmental concerns, and to actions taken to address them. (2 weeks) • Students will understand where major cities in New Jersey, as well as in the United States, and the world, are located and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. (2 weeks) • Students will understand environmental issues at the local or state levels. (2 weeks) • Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the unit) • Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. (Throughout the unit) • Students will be able to determine the main idea of a text and explain how it is supported by key details; summarize the text. (Throughout the unit) • Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (Throughout the unit) • Students will be able to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. (Throughout the unit) 	<ul style="list-style-type: none"> • Students will be able to compare ways people choose to use and distribute natural resources • Students will be able to relate advances in science and technology to environmental concerns, and to actions taken to address them. • Students will be able to identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools can be used to understand cultural differences. • Students will be able to plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. • Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. • Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • Students will be able to determine the main idea of a text and explain how it is supported by key details. • Students will be able to summarize the text. • Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • Students will be able to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> Students will be able to 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. (Throughout the unit) Students will be able to 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. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	<ul style="list-style-type: none"> Students will be able to 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. Students will be able to 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. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Benchmark assessments Answers to text dependent questions 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Teacher developed Quizzes Pearson's end of Unit assessments 	<ul style="list-style-type: none"> Students will research environmental issues at the local or state level by using the newspaper or an online news source. Students will propose possible solutions to an environmental issue. Students will plan and participate in an advocacy project to inform others about an environmental issue. Students will present their plan to an audience 	<ul style="list-style-type: none"> Weekly text dependent questions – to be developed throughout the unit

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
		appropriate to their issue.	

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> More time on assessments Follow up questions to expand on responses Small group testing Graphic organizers provided for writing tasks 	<ul style="list-style-type: none"> Oral testing (if assessing reading comprehension/writing skills) Allow for oral follow up to written responses 	<ul style="list-style-type: none"> Chunking material of assignment Use of a checklist as a timeline tool 	<ul style="list-style-type: none"> Have students investigate any questions they come across (research)

Instructional Strategies: *(List and describe.)*

- Cooperative learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- Student goal setting: Students create SMART goals for answering text dependent questions. SMART is an acronym that stands for goals that are Specific, Measurable, Attainable, Realistic, and Time-bound.
- R.A.C.E.: R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- Analysis of student work: Students will analyze answers to text dependent questions by using a TDQ rubric (to be developed).
- Modeling answering text dependent questions: Model demonstrating how to cite text evidence and explain your answer as students learn by observing.
- Shared writing answering text dependent questions: Teacher and students compose answer together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe.
- Close reading: Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc.
- Summarizing and note taking: Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.
- Accountable talk: Accountable talk is talk in which students exert effort to explain their thinking with evidence and to listen and respond constructively to others' ideas.
- Flexible/strategic grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.
- Peer teaching/collaboration: Peer learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Directions repeated/clarified Simplified notes Audio books for grade level texts Graphic organizers Provide opportunities for movement Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. 	<ul style="list-style-type: none"> Pre-teach vocabulary demonstrate concepts Use graphic organizers 	<ul style="list-style-type: none"> Chunking assignments Review directions individually 	<ul style="list-style-type: none"> Provide learning centers where students are in charge of their learning.

Unit Vocabulary:

Essential:

Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.4.9, NJSLS.RI.4.1, NJSLS.RI.4.2, NJSLS.RI.4.3, NJSLS.RI.4.4, NJSLS.SL.4.1, NJSLS.SL.4.4, NJSLS.L.4.1, NJSLS.L.4.2	SAMR: Substitution: <ul style="list-style-type: none"> Online news sources (Newsela, DOGO News, CNN 10 Student News): Online news sources can be used to replace newspapers. Augmentation:	Global Awareness: In this unit, students will understand the environmental, social, cultural, political, and economic issues around the world.	Critical Thinking & Problem Solving: Students will identify and ask significant questions that clarify various points of view. Students will gram, analyze and synthesize information in order to solve problems and answer questions. Communication & Collaboration: Students will demonstrate the ability to work

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
	<ul style="list-style-type: none"> Virtual Field Trips <p>Modification:</p> <ul style="list-style-type: none"> Padlet: Padlet is an online bulletin board. Students can answer text dependent questions and see their classmates' answers. Students can create their own post-it to show their annotations. Students can collaborate and plan group projects. <p>Redefinition:</p> <ul style="list-style-type: none"> Blogging: Students will propose their possible solutions to an environmental issue on a classroom blog. 		<p>effectively with diverse teams. Students will assume shared responsibility for collaborative work.</p> <p>Information Literacy: Students will be able to evaluate information critically and competently and use information accurately and creatively for the problem at hand.</p> <p>Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.</p>

Resources:

Texts/Materials: “My World” by Pearson – grade 4 and grade 5

Unit: 3 Economics, Innovation, and Technology	Recommended Duration: 10 weeks
Unit Description: In this unit, students will review the how economics is a driving force for the occurrence of various events and phenomena in societies. Students will be introduced to the economic opportunities in New Jersey and other states and how they are related to the availability of resources and technology. Throughout the unit, students will also explore how creativity and innovation affects various areas of a successful economy.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> What impact does availability to resources and technology have on economic opportunities? How have innovations in technology changed life in the United States? How do scientific and technological developments change the way people live and how economies and governments function? 	<ul style="list-style-type: none"> Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. Economic opportunities in New Jersey and other states are related to the availability of resources and technology. Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.4.C.4 6.1.4.C.5 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8 6.1.4.C.9 6.1.C.10 6.1.C.11 6.1.C.12 6.1.C.13 6.1.4.C.14 6.1.4.C.15 6.1.4.C.16 6.1.4.C.17 6.1.4.C.18	<ul style="list-style-type: none"> Students will understand how supply and demand influence price and output of products. (Less than a week) Students will understand the role of specialization in the production and exchange of goods and services. (Less than a week) Students will understand the role and relationship among households, businesses, laborers, and governments within the economic system. (Less than a week) Students will understand how the availability of private and public goods and services is influenced by the global market and government. (Less than a week) Students will understand how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. (Less than a week) Students will understand how the availability of resources affects 	<ul style="list-style-type: none"> Students will be able to describe how supply and demand influence price and output of products. Students will be able to explain the role of specialization in the production and exchange of goods and services. Students will be able to describe the role and relationship among households, businesses, laborers, and governments within the economic system. Students will be able to explain how the availability of private and public goods and services is influenced by the global market and government. Students will be able to illustrate how production, distribution, and consumption of goods and

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.W.4.9 NJSLS.W.4.1</p> <p>NJSLS.RI.4.1 NJSLS.RI.4.2 NJSLS.RI.4.3 NJSLS.RI.4.4 NJSLS.RI.4.6 NJSLS.RI.4.9</p> <p>NJSLS.SL.4.1 NJSLS.SL.4.4</p> <p>NJSLS.L.4.1</p> <p>NJSLS.L.4.2</p>	<p>people across the world differently. (Less than a week)</p> <ul style="list-style-type: none"> Students will understand the role of money, savings, debt, and investment in individuals' lives. (1 week) Students will understand the importance of setting long-term goals when making financial decisions within the community. (1 week) Students will understand the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. (1 week) Students will understand the qualities of entrepreneurs in a capitalistic society. (1 week) Students will understand different regions of New Jersey in order to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities. (2 weeks) Students will understand how the development of different transportation systems impacted the economies of New Jersey and the United States. (2 weeks) Students will understand how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (2 weeks) Students will understand the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. (2 weeks) Students will understand how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. (2 weeks) Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Throughout the unit) Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the unit) Students will be able to refer to details and examples in a text and 	<p>services are interrelated and are affected by the global market and events in the world community.</p> <ul style="list-style-type: none"> Students will be able to compare and contrast how the availability of resources affects people across the world differently. Students will be able to explain the role of money, savings, debt, and investment in individuals' lives. Students will be able to recognize the importance of setting long-term goals when making financial decisions within the community. Students will be able to evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. Students will be able to examine the qualities of entrepreneurs in a capitalistic society. Students will be able to compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities. Students will be able to describe how the development of different transportation systems impacted the economies of New Jersey and the United States. Students will be able to explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. Students will be able to determine the role of science and technology in the transition from an

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. (Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to determine the main idea of a text and explain how it is supported by key details; summarize the text. (Throughout the unit) Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (Throughout the unit) Students will be able to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. (Throughout the unit) Students will be able to compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (Throughout the unit) Students will be able to Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. (Throughout the unit) Students will be able to 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. (Throughout the unit) Students will be able to 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. (Throughout the unit) 	<p>agricultural society to an industrial society, and then to the information age.</p> <ul style="list-style-type: none"> Students will be able to explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will be able to determine the main idea of a text and explain how it is supported by key details. Students will be able to summarize a text. Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Students will be able to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	<ul style="list-style-type: none"> Students will be able to compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Students will be able to integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably. Students will be able to 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. Students will be able to 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. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Results of Lucy Calkins On Demand in September-Opinion Writing – 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Lucy Calkins Opinion 	<ul style="list-style-type: none"> Students will research innovations developed in New Jersey. Students will pick an innovation that interests them 	<ul style="list-style-type: none"> Weekly text dependent questions– to be developed throughout the unit Information Writing – students

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
https://www.heinemann.com/ <ul style="list-style-type: none"> Benchmark assessments Answers to text dependent questions 	<p>Writing rubric – https://www.heinemann.com/</p> <ul style="list-style-type: none"> Teacher developed quizzes Pearson’s end of Unit assessment Benchmark assessments like On-Demand Writing Prompts – end of the unit assessment 	<p>the most. Students will write an opinion essay why that innovation is important to our area.</p>	<p>will write an opinion essay about an economic issue impacting children or innovation impacting our area.</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> More time on assessments Follow up questions to expand on responses Small group testing Graphic organizers provided for writing tasks 	<ul style="list-style-type: none"> Oral testing Have student read assessment out loud to you Scaffold test questions 	<ul style="list-style-type: none"> Have students verbally summarize question or task before completing 	<ul style="list-style-type: none"> Allow students to complete extension activity that goes beyond the assessment

Instructional Strategies: *(List and describe.)*

- Cooperative learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- Student goal setting: Students create SMART goals for answering text dependent questions. SMART is an acronym that stands for goals that are Specific, Measurable, Attainable, Realistic, and Time-bound.
- R.A.C.E.: R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- Analysis of student work: Students will analyze answers to text dependent questions by using a TDQ rubric (to be developed).
- Modeling answering text dependent questions: Model demonstrating how to cite text evidence and explain your answer as students learn by observing.
- Shared writing answering text dependent questions: Teacher and students compose answer together, with both contributing their thoughts and ideas to the

process, while the teacher acts as scribe.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Model expectations for notes/activity Use of graphic organizers Read information orally 	<ul style="list-style-type: none"> Provide word banks Have students clarify/summarize directions 	<ul style="list-style-type: none"> Provide opinion writing model Individual writing conferences 	<ul style="list-style-type: none"> Invite students to explore different points of view on a topic of study and compare the two.

Unit Vocabulary:

Essential:

Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.4.9, NJSLS.W.4.1, NJSLS.RI.4.1, NJSLS.RI.4.2, NJSLS.RI.4.3, NJSLS.RI.4.4, NJSLS.RI.4.6, NJSLS.RI.4.9, NJSLS.SL.4.1, NJSLS.SL.4.4, NJSLS.L.4.1, NJSLS.L.4.2	SAMR: Substitution: <ul style="list-style-type: none"> Online news sources (Newsela, DOGO News, CNN 10 Student News): Online news sources can be used to replace newspapers. Augmentation: <ul style="list-style-type: none"> Google form instead of pencil and paper quiz Modification: <ul style="list-style-type: none"> Google docs – digital feedback on writing from teacher and classmates Redefinition:	Financial, Economic, Business, & Entrepreneurial Literacy: In this unit, students will understand the role of the economy in society.	Life and Career Skills (flexibility, initiative, cross-cultural skills, productivity, leadership, etc.): Students will leverage strengths of others to accomplish a common goal. Students will demonstrate diligence and a positive work ethic. Students will monitor one's own understanding and learning needs. Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
	Skype: Skype with local innovator or representative from an innovative company		
Resources:			
Texts/Materials: “My World” by Pearson – grade 4 and grade 5			

Unit: 4 History, Culture, and Perspectives	Recommended Duration: 10 weeks
Unit Description: In this unit, students will explore the American Revolution. Students will understand how key historical events, documents, and individuals led to the development of our nation. Throughout the unit, students will view these historical events and documents from the perspectives of different individuals from various cultural groups.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What is a revolution? • Was the American Revolution inevitable? • Who “story” is this? 	<ul style="list-style-type: none"> • Key historical events, documents, and individuals led to the development of our nation. • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • Prejudice and discrimination can be obstacles to understanding other cultures. • The cultural with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their culture, and their individual points of view.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.4.D.4 6.1.4.D.5 6.1.4.D.6 6.1.4.D.7 6.1.4.D.8 6.1.4.D.9 6.1.4.D.12 6.1.4.D.13 6.1.4.D.14 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17	<ul style="list-style-type: none"> • Students will understand how key events led to the creation of the United States and the state of New Jersey. (1 week) • Students will understand how key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) relate to present day government and citizenship. (1 week) • Students will understand civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. (2 weeks) • Students will understand the role Governor William Livingston played in the development of New Jersey 	<ul style="list-style-type: none"> • Students will be able to explain how key events led to the creation of the United States and the state of New Jersey. • Students will be able to relate key historical documents to present day government and citizenship. • Students will be able to describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. • Students will be able to explain the role Governor William Livingston played in the development of New Jersey government.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.4.D.18 6.1.4.D.19 6.1.4.D.20 NJSLS.W.4.9 NJSLS.W.4.1 NJSLS.RI.4.1 NJSLS.RI.4.2 NJSLS.RI.4.3 NJSLS.RI.4.4 NJSLS.RI.4.6 NJSLS.RI.4.9 NJSLS.SL.4.1 NJSLS.SL.4.4 NJSLS.L.4.1 NJSLS.L.4.2	government. (2 weeks) <ul style="list-style-type: none"> Students will understand the significance of New Jersey's role in the American Revolution. (1 week) Students will understand the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. (2 weeks) Students will understand how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. (Less than a week) Students will understand how culture is expressed through and influenced by the behavior of people (Less than a week) Students will understand how the American identity evolved over time. (Throughout the unit) Students will understand how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. (Less than a week) Students will understand how stereotyping and prejudice can lead to conflict, using examples from the past and present. (Throughout the unit) Students will understand the role of historical symbols, monuments, and holidays and how they affect the American identity. (Less than a week) Students will understand how an individual's beliefs, values, and traditions may reflect more than one culture. (Throughout the unit) Students will understand how experiences and events may be interpreted differently by people with different cultural or individual perspectives. (Throughout the unit) Students will understand why it is important to understand the perspectives of other cultures in an interconnected world. (Throughout the unit) 	<ul style="list-style-type: none"> Students will be able to determine the significance of New Jersey's role in the American Revolution. Students will be able to explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. Students will be able to explain how folklore and the actions of famous historical and fictional characters contributed to the American national heritage. Students will be able to describe how culture is expressed through and influenced by the behavior of people Students will be able to trace how the American identity evolved over time. Students will be able to explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices Students will be able to describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. Students will be able to explain the role of historical symbols, monuments, and holidays and how they affect the American identity. Students will be able to explain how an individual's beliefs, values, and traditions may reflect more than one culture. Students will be able to explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. Students will be able to describe why it is important to understand the perspectives of other cultures in an interconnected world.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Throughout the unit) Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. (Throughout the unit) Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. (Throughout the unit) Students will be able to determine the main idea of a text and explain how it is supported by key details; summarize the text. (Throughout the unit) Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (Throughout the unit) Students will be able to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. (Throughout the unit) Students will be able to compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (Throughout the unit) Students will be able to integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. 	<ul style="list-style-type: none"> Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will be able to determine the main idea of a text and explain how it is supported by key details Students will be able to summarize a text. Students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Students will be able to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> Students will be able to compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Students will be able to integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably. Students will be able to prepare for and participate

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>(Throughout the unit)</p> <ul style="list-style-type: none"> Students will be able to 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. (Throughout the unit) Students will be able to 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. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Throughout the unit) Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Throughout the unit) 	<p>effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> Students will be able to 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. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Answers to text dependent questions Results of Opinion Writing rubric from unit 3 https://www.heinemann.com/ 	<ul style="list-style-type: none"> Text dependent questions– to be developed throughout the unit Lucy Calkins Opinion Writing rubric https://www.heinemann.com/ Teacher developed quizzes Pearson's end of unit assessments Benchmark assessments like On-Demand Writing Prompts 	<ul style="list-style-type: none"> Student created text dependent questions 	<ul style="list-style-type: none"> Weekly text dependent questions – to be developed throughout the unit

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Oral testing More time on assessments Have students annotate/highlight as teacher reads aloud 	<ul style="list-style-type: none"> Have students read test aloud to teacher Student clarifies what the task is asking before completing 	<ul style="list-style-type: none"> Have students refer to a checklist/rubric to independently self-assess before turning in assessments 	<ul style="list-style-type: none"> Have student research and investigate a problem discussed within the unit/assessment to deepen understanding about how it works and connects to the world

Instructional Strategies: *(List and describe.)*

- **Jigsaw:** Jigsaw is an efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity.
- **Student self-assessment –** Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly.
- **Cooperative learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- **R.A.C.E.:** R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- **Flexible/strategic grouping:** Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Repeated directions Small group mini-lessons for review Additional time for assignments Study guide before assessments 	<ul style="list-style-type: none"> Extra visual cues Encourage asking a peer questions 	<ul style="list-style-type: none"> Small group mini-lessons for review 	<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Unit Vocabulary:

Essential:

Unit Vocabulary:
Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.4.9, NJSLS.W.4.1, NJSLS.RI.4.1, NJSLS.RI.4.2, NJSLS.RI.4.3, NJSLS.RI.4.4, NJSLS.RI.4.6, NJSLS.RI.4.9, NJSLS.SL.4.1, NJSLS.SL.4.4, NJSLS.L.4.1, NJSLS.L.4.2	SAMR: Substitution: <ul style="list-style-type: none"> Digital Primary Sources – website like https://www.archives.gov/education/research/primary-sources Augmentation: <ul style="list-style-type: none"> Kahoot – administer quizzes, discussions or surveys. It is a game based classroom response system played by the whole class in real time. Multiple-choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer. Modification: <ul style="list-style-type: none"> Polleverywhere - invite students to quickly share their interests, knowledge, questions and even hopes around a content area in real time. Redefinition: <ul style="list-style-type: none"> Vlog: A journalistic video documentation 	Global Awareness: In this unit, students will understand the environmental, social, cultural, political, and economic issues around the world. Civic Literacy: This unit will help students actively participate and initiate change in your community and the greater society. Civic literacy is the foundation by which a democratic society functions: Citizen Power as a check and as a means to create avenues for peaceful change.	Creativity & Innovation: Students demonstrate originality and inventiveness in work. Students communicate new ideas to others. Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.

Resources:
Texts/Materials: “My World” by Pearson – grade 4 and grade 5