



Totowa Public Schools

English Language Arts

Grade 4

Aligned to NJSL 2020

BOE Adopted: 08/31/2022

Revised: 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Networks	8 Weeks	
Adaptations	6 Weeks	Lessons satisfy DEI & Pw/D
Diversity	8 Weeks	Lessons satisfy DEI, AAPI, Holocaust Laws
Impacts	6 Weeks	Lessons satisfy Amistad Law
Features	8 Weeks	Lessons satisfy Climate Change Law
		Curricular Mandate List

Unit Title	Networks
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>In this unit students will collaborate with others to determine how a place can affect how we live. Know about different types of narrative nonfiction and understand their elements. Use language to make connections between reading narrative nonfiction and writing a personal narrative and use elements of narrative nonfiction writing to write a personal narrative.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can visiting new places expand our understanding of our place in the world? • In what ways can a place enrich our lives? • What can living in outer space teach us about the human body? • How can people influence the places where they live? • What are the advantages of living in different places?
Enduring Understandings	<ul style="list-style-type: none"> • How can a place affect how we live?
Learning Outcomes	<ul style="list-style-type: none"> • Collaborate with others to determine how a place can affect how we live. • Know about different types of narrative nonfiction and understand their elements. • Use language to make connections between reading narrative nonfiction and writing a personal narrative. • Use elements of narrative nonfiction writing to write a personal narrative. • Know the setting and events • Brainstorm and set a purpose

- Plan a personal narrative
- Develop an idea with support details
- Use transition words when writing

Assessment Evidence

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>

Resources to Promote Learning

Resources: Digital and Print	<p>Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform</p> <p><i>Readings: Reaching for the Moon, Rare Treasure: Mary Anning and Her Remarkable Discoveries, “Twins in Space”, Life at the Top, Barbed Wire Baseball</i></p> <p>Approved Class Resource List</p>
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Content & Interdisciplinary Standards

2016 New Jersey Student Learning Standards for English Language Arts

Reading: Informational Text

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.4.1 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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

Range of Reading and Level of Text Complexity

NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Reading: Foundational Skills

Phonics and Word Recognition

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events.
- W.4.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.3e. Provide a conclusion that follows from the narrated experiences or events.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

- SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1e. Form and use prepositional phrases.
- L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

2020 SLS: Computer Science & Design Thinking

- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate)
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.

- 9.4.5.TL.5: Collaborate digitally to produce an artifact

Interdisciplinary / 21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking & Problem Solving • Collaboration and Team Work • Digital Citizenship • Global and Cultural Awareness • Information and Media Literacy
Social Studies	<ul style="list-style-type: none"> • 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
SEL	<ul style="list-style-type: none"> • Self-Awareness <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Unit Title	Adaptations
Unit Duration	6 Weeks
Unit Summary & Rationale	<i>In this unit students will collaborate with others to determine how living things adapt to the world around them, know about different types of informational text and understand their structures and features, use language to make connections between reading and writing informational text.</i>

Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What challenges do animals face in their environments? • How do adaptations help animals survive? • What different purposes do animal adaptations serve? • In what ways do living things depend on each other?
Enduring Understandings	<ul style="list-style-type: none"> • How do living things adapt to the world around them?
Learning Outcomes	<ul style="list-style-type: none"> • Collaborate with others to determine how living things adapt to the world around them. • Use language to make connections between reading and writing informational text. • Know about different types of informational text and understand their structures and features. • Use elements of informational text to write an article. • Students will learn about Sign Language and how people communicate. • Sign Language with Tiffany (<i>DEI & Pw/D</i>)
Assessment Evidence	
Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.

Alternative & Benchmark	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources: Digital and Print	<p>Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform</p> <p>Readings: <i>Feathers: Not Just for Flying</i>, <i>Animal Mimics</i>, from <i>Minn of the Mississippi</i>, from <i>Butterfly Eyes and Other Secrets of the Meadow</i>, <i>The Weird and Wonderful Echidna</i> and <i>The Very Peculiar Platypus</i>, <i>Sign Language with Tiffany</i> (DEI and Pw/D)</p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	
2016 New Jersey Student Learning Standards for English Language Arts	
<p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> RI.4.1 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. <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 	

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

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2020 SLS: Computer Science & Design Thinking

- 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

- 8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies.
- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate)
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

Interdisciplinary / 21st Century Connections

Connections and Skills

- Critical thinking & Problem Solving
- Collaboration and Team Work
- Digital Citizenship

	<ul style="list-style-type: none"> • Global and Cultural Awareness • Information and Media Literacy
Science	<ul style="list-style-type: none"> • 4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. • 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
Social Studies	<ul style="list-style-type: none"> • 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. • 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SEL	<ul style="list-style-type: none"> • Self-Management <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Unit Title	Diversity
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>In this unit, students will explore how we can understand people through culture. Students will examine different cultures and what makes each culture unique.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do new places influence us? • How do people with interests different from ours help us grow?

	<ul style="list-style-type: none"> • Why do people communicate in diverse ways? • How do our experiences help us see the world differently? • How does music bring people together?
Enduring Understandings	<ul style="list-style-type: none"> • How can we reach new understandings through exploring diversity?
Learning Outcomes	<ul style="list-style-type: none"> • Collaborate with others to determine how we reach new understandings about diversity. • Identify and explain different types of fiction and understand their elements. • Use language to make connections between reading and writing fiction. • Use elements of narrative writing to write a realistic fiction story. • <i>The Wishtree (DEI & Holocaust)</i> • Celebrate United Nations Day (<i>DEI</i>) • Collaborate with other students on Nations Night (<i>DEI</i>) • <i>Chef Roy Choi and the Street Food Remix (AAPI)</i> • Giving Thanks Around the World (AAPI)
Assessment Evidence	
Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.

	<p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources: Digital and Print	<p>Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform</p> <p>Readings: <i>Out of My Mind</i>, <i>Realistic Fiction</i>, <i>Trombone Shorty</i>, <i>Weslandia</i> and “<i>The Circuit</i>”, <i>Poetry Collection</i>, <i>The Wishtree (DEI/Holocaust)</i>, Giving Thanks Around the World (AAPI), Chef Roy Choi and the Street Food Remix (<i>AAPI</i>)</p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	
2016 New Jersey Student Learning Standards for English Language Arts	
<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> • RL.4.1 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. <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text. <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> • RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). <p>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p>	

- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

Reading: Informational Text

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Range of Reading and Level of Text Complexity

NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Reading: Foundational Skills

Phonics and Word Recognition

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

Speaking and Listening

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.4.1b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- L.4.1c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- L.4.1e. Form and use prepositional phrases.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2a. Use correct capitalization.
- L.4.2c. Use a comma before a coordinating conjunction in a compound sentence.
- L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

2020 SLS: Computer Science & Design Thinking

- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate)
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.

- 9.4.5.TL.5: Collaborate digitally to produce an artifact

Interdisciplinary / 21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking & Problem Solving • Collaboration and Team Work • Digital Citizenship • Global and Cultural Awareness • Information and Media Literacy
Social Studies	<ul style="list-style-type: none"> • 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SEL	<ul style="list-style-type: none"> • Relationship Skills • Social Awareness New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx

Unit Title	Impacts
Unit Duration	6 Weeks
Unit Summary & Rationale	<i>In this unit students will collaborate with others to determine how stories shape our world.</i>
Unit Goals	

Essential Questions	<ul style="list-style-type: none"> • Why should we do good deeds without expecting anything in return? • How can being different be an advantage? • How can revealing a secret make it lose its power? • How can what we learn from stories guide our actions? • How can being disobedient cause problems?
Enduring Understandings	<ul style="list-style-type: none"> • How do our stories shape our world?
Learning Outcomes	<ul style="list-style-type: none"> • Explain how different stories, shape our world. • Collaborate with others to determine how stories shape our world. • Identify and explain different types of traditional literature and understand their elements. • Use language to make connections between reading and writing. • Use elements of opinion writing to write an opinion essay. • Students will conduct a research project on influential leaders during the Civil Rights Unit. (<i>Amistad</i>)
Assessment Evidence	
Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.

	<p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources: Digital and Print	<p>Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform</p> <p>Readings: from <i>Can You Guess My Name?</i>, <i>Thunder Rose</i>, “<i>La Culebra (The Snake)</i>”, <i>The Secret of the Winter Count</i>, “<i>Pandora</i>” and “<i>Race to the Top</i>”</p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	
2016 New Jersey Student Learning Standards for English Language Arts	
<p>Reading: Literature</p> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text. <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> • RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). <p>Craft and Structure</p> <p>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> • RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. <p>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	

- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

Reading: Informational Text

Range of Reading and Level of Text Complexity

NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Reading: Foundational Skills

Phonics and Word Recognition

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- SL.4.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

Language

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

2020 SLS: Computer Science & Design Thinking

- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate)
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

Interdisciplinary / 21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking & Problem Solving • Collaboration and Team Work • Digital Citizenship • Global and Cultural Awareness • Information and Media Literacy
Social Studies	<ul style="list-style-type: none"> • 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

SEL	<ul style="list-style-type: none"> • Relationships Skills • Self-Awareness • Responsible Decision Making New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx
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Unit Title	Features
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn about different types of information text and understand their structure and features. Students will use language to make connections between reading and writing, as well as use their knowledge of elements and structure of poetry to write a poem. Lessons in this unit satisfy climate change law.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What happens to what we throw away? • What makes an extreme location a place to both protect and explore? • What do we know about Earth's features and processes? • In what ways do volcanoes impact Earth? • What daily actions can help reduce pollution?
Enduring Understandings	<ul style="list-style-type: none"> • Why is it important to understand our planet?
Learning Outcomes	<ul style="list-style-type: none"> • Explain why it is important to understand our planet.

- Write a poem using the elements and structure of poetry.
- Identify connections in reading and writing.
- Identify and explain the different types of informational text and understand their structures and features.
- Lessons in this unit satisfy *Climate Change* requirement.
- *Minn of the Mississippi* (reading) - *Climate Change*
- *Perils and Promise* - *Climate Change*
- Along the Mississippi River (video) - *Climate Change*
- Career Exploration – Students will examine careers that study the environment.

Assessment Evidence

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>

Resources to Promote Learning

Resources: Digital and Print	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform Readings: <i>from Planet Earth, Volcanoes, from The Top 10 Ways You Can Reduce Waste (CLIMATE CHANGE), The Himalayas, Trashing Paradise and “Bye Bye Plastic Bags on Bali”</i> , <i>Minn of the Mississippi (reading) - Climate Change Perils and Promise - Climate Change, Along the Mississippi River (video) - Climate Change</i> , Approved Class Resource List
Content & Interdisciplinary Standards	
2016 New Jersey Student Learning Standards for English Language Arts	
<p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> RI.4.1 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. <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. <p>NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <ul style="list-style-type: none"> RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <p>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <p>Integration of Knowledge and Ideas</p> <p>NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	

- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

Range of Reading and Level of Text Complexity

NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Reading: Foundational Skills

Phonics and Word Recognition

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Writing

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

Speaking and Listening

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Language

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.4.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
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2020 SLS: Career Readiness, Life Literacies, and Key Skills

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- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

Interdisciplinary / 21st Century Connections

Connections and Skills

- Critical thinking & Problem Solving
- Collaboration and Team Work
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy

Social Studies	<ul style="list-style-type: none"> • 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions. • 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
SEL	<ul style="list-style-type: none"> • Social Awareness New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx

Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs		
Time/General	Processing	Comprehension
<ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks

Tests/Quizzes/Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda
ELL, Enrichment, Gifted & Talented Strategies		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> • Provide explicit, systematic instruction in vocabulary. • Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement. • Expose ELLs to rich language input. • Scaffolding for ELLs language learning. • Encourage continued L1 language development. • Alphabet knowledge • Phonological awareness • Print awareness • Design instruction that focuses on all of the foundational literacy skills. • Recognize that many literacy skills can transfer across languages. • English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English. • Graphic organizers • Modified texts • Modified assessments 		

- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.