

Social Studies Grade 4

Unit Title: Becoming Researchers - Unit 1, Module A

Overview: This unit of study focuses on collaboration to problem solve. Students will engage to become globally aware and socially responsible citizens and contribute to their local, state, national, and global communities. Students will consider multiple perspectives, value diversity, and promote cultural understanding as goals.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.5.CivicsPI.1** - Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **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.
- **6.1.5.CivicsCM.1** - Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.2** - Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- **6.1.5.CivicsCM.3** - Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.Civic.DP.1** - Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- **6.1.5.Civic.PR.1** - Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- **6.1.5.Civic.PR.3** - Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsPR.4** - Explain how policies are developed to address public problems.
- **6.1.5.CivicsHR.4** - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS ELA Reading

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.-** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RL.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.PP.4.6.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RI.CR.4.1.-** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and making relevant connections when drawing inferences from the text.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

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- **RI.IT.4.3.-** Describe the impact of individuals and events throughout the course of the text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RI.TS.4.4.-** 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.
- **RI.AA.4.7.-** Analyze how an author uses facts, details, and explanations to develop ideas or to support their reasoning.

NJSLS ELA Writing

- **W.AW4.1.-** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.4.2.-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.4.3.-** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.4.5.-** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.-** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.EW.4.7.-** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

NJSLS ELA Writing Foundational Skills

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -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.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

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NJSLS ELA Speaking and Listening

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

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

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Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.	
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering information, seeking resources, and applying critical thinking skills.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.	
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	

Central Idea/Enduring Understanding:

Social Studies:

- The physical environment can both accommodate and be endangered by human activities.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Creativity and innovation affect lifestyle and access to information

Essential/Guiding Question:

Social Studies:

- How does human interaction impact the environment?
- What impact does the advancement in science and technology have on individuals and/or societies?
- How do creativity and innovation affect lifestyle?
- How has creativity and innovation resulted in scientific achievement?

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<ul style="list-style-type: none"> • Creativity and innovation have led to improvements in lifestyle, and access to information • Prejudice and discrimination can be obstacles to understanding other cultures. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers will use point of view and author evidence to understand texts. • Writers will use a biography based on experiences of a scientist. • Learners will understand how researchers and scientists do their work. 	<ul style="list-style-type: none"> • How can stereotyping and prejudice lead to conflict? <p>Reading/Writing:</p> <ul style="list-style-type: none"> • How do readers consider point of view and author evidence? • How do writers use evidence, events, and description to write a biography?
<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>Porpoises in Peril</i> by Gwendolyn Hooks - A story of four researchers who travel to an island near Taiwan to find out why local porpoises are losing weight and acting strangely. Scientists used advanced technology and map skills to solve the problem of human impact on the environment and society. • <i>Mary Anning: The Girl Who Cracked Open the World</i> by Debora Pearson - A biography of a real woman in England during the 1800s whose father taught her to collect fossils. She overcame hardships and prejudice to become a renowned scientist. • <i>Fragile Frogs</i> from <i>The Frog Scientist</i> by Pamela S. Turner - This story describes the work of scientists who study amphibian decline. It also describes the work of global scientists who collaborate to further their research. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>Porpoises in Peril</i> by Gwendolyn Hooks - A story of four researchers who travel to an island near Taiwan to find out why local porpoises are losing weight and acting strangely. • <i>Mary Anning: The Girl Who Cracked Open the World</i> by Debora Pearson - A biography of a real woman in England 	<p><u>Skills (Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Human Interactions Impact the Environment • Environmental Concerns • Advances in Science and Technology • Physical Environment • Prejudice and Discrimination <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Problem and Solution • Character • Point of View • Context Clues • Sequence • Story Structure • Word Choice • Analyze Visuals

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<p>during the 1800s whose father taught her to collect fossils.</p> <ul style="list-style-type: none"> • <i>Fragile Frogs</i> from <i>The Frog Scientist</i> by Pamela S. Turner - Describes the work of scientists who study amphibian decline. 	<ul style="list-style-type: none"> • Subject of a Biography • Draw Inferences • Main Idea and Key Details • Compare and Contrast Characters • Cause and Effect • Make Connections Across Texts • Write to Support a Topic • Write a Paragraph with a Clear Purpose • Write a Short Biography • Write an Informative/Explanatory Paragraph • Write and Support a Topic Sentence • Retell Events in Correct Order • Research and Write an Essay • Create a Visual and Caption • Write a Paragraph Using Specific Language • Write a Summary Paragraph • Write a Paragraph to Introduce a Person • Write a Guiding Question to Guide Research • Write a Draft Using Concrete Words • Organize Ideas in a Draft • Strengthen Draft with Linking Words • Write an Engaging Conclusion • Revise, Edit, and Proofread • Format and Publish Text
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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, communities, different perspectives, good sportsmanship, and how to collaborate with each other.

NJSLS Heath and PE

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

NJSLA Science

3-5-ETS1-3.B Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Social Studies Creation:** Classrooms will participate in civic engagement to create a document (poster, Google Slides/Docs, writing piece, etc.) that fosters expectations and rules to build a safe and accepting classroom environment.
- **Informative/Explanatory Task:** Write a Biographical Spotlight - Scholars will complete a short investigative project

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading

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about a scientist or researcher who has made a difference. They will conduct research and use that information to write a biographical spotlight about their subject.

- **Scholars will:**
 - clearly introduce the subject of a biography.
 - develop a main idea statement about their subject.
 - include facts and details that explain the highlights of their subject's life and work.
 - organize information logically.
 - clearly link ideas using transitional words and phrases.
 - provide an effective concluding statement.

Student Self-Assessment(s):

- **Social Studies - Turn & Talk:** What impacts does the advancement in science and technology have on individuals and/or societies? How does human interaction impact the environment?

- Benchmark Vocabulary
- Writing keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies - Pose a real life environmental issue that is occurring nationally or globally and have students collaborate to create solutions the community can use to solve the problem.
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Days 1-7: establish and analyze beginning of the year rules and routines, discuss teacher responsibility to maintain fair and consistent rules
- Day 8: discuss the impact of human interaction on the environment
- Day 17: explain the effects of prejudice on the advancement of society

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-8: *Porpoises in Peril*

Days 9-12: *Mary Anning The Girl Who Cracked Open the World*

Day 13: *Porpoises in Peril, Mary Anning The Girl Who Cracked Open the World*

Resources:

SOCIAL STUDIES

- *Anchor charts*
- *Porpoises in Peril*
- *Mary Anning*
- *"Fragile Frogs" in the Text Collection*
- *Social Studies Weekly*
- [ReadWorks](#)
- [Epic](#)
- [Ducksters](#)
- [National Geographic Kids](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [GLSEN Educator Resources](#)

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<p>Days 14-15: “Fragile Frogs” from The Frog Scientists</p> <p>Days 16-18: Science Squad: Porpoises in Peril, Mary Anning: The girl who cracked Open the World, and “Fragile Frogs” from The Frog Scientist</p> <p>Build Understanding</p> <ul style="list-style-type: none">• Set the Purpose• Engage Scholars• Read• Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none">• Cite Text Evidence• By-the-Way Words & Benchmark Vocabulary• Reading/Language Analysis <p>WRITING: Informational/Explanatory Writing</p> <ul style="list-style-type: none">• Set the Purpose• Teach and Model• Prepare to Write• Independent Writing Practice• Share Writing	<ul style="list-style-type: none">• Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none">• <i>Porpoises in Peril</i>• <i>Mary Anning The Girl Who Cracked Open the World</i>• “Fragile Frogs” from The Frog Scientists <p>WRITING: Texts</p> <ul style="list-style-type: none">• <i>Porpoises in Peril</i>• <i>Mary Anning The Girl Who Cracked Open the World</i>• “Fragile Frogs” from The Frog Scientists		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading	<p>On Grade Level Students</p> <p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension	<p>Struggling Students</p> <p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills	<p>Special Needs/ELL</p> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p>

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<ul style="list-style-type: none"> Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit Title: Unit 1 Module B - Becoming Researchers

Overview: This unit of study focuses on collaboration to problem solve. Students will consider multiple perspectives and use critical thinking skills as goals.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- 6.1.5.CivicsPI.1** - Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsCM.1** - Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2** - Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.3** - Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.GeoSV.1** - Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

NJSLS ELA Reading

- RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.TS.4.4.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.TS.4.4.** 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.
- **RI.PP.4.5.** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RI.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

NJSLS ELA Reading Foundational Skills

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A** Read grade-level text with purpose and understanding.
- **L.RF.4.4.B** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W. IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.4.2.A.** Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.4.2.B.** Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- **W.IW.4.2.C.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.IW.4.2.D.** Provide a conclusion related to the information or explanation presented.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A.** Identify audience, purpose, and intended length of composition before writing.
- **W.WP.4.4.B.** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C.** Consider writing as a process, including self-evaluation, revision and editing.

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- **W.WP.4.4.D.** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- **W.WP.4.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

NJSLS ELA Writing Foundational Skills

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -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.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

NJSLS ELA Speaking and Listening

- **SL.PE.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.PE.4.1.A** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** 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.PE.4.1.D** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

NJSLS ELA Language

- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B** Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C** Choose punctuation for effect.
- **L.KL.4.1.D** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A** Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B** Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C** Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D** Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E** Form and use possessive nouns and pronouns.
- **L.WF.4.3.F** Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G** Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H** Use apostrophes for possession.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.VL.4.2.C** 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.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B** Determine the meaning of words and phrases that allude to significant characters found in literature.

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- **L.VI.4.3.C** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.4.3.D** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering information, seeking resources, and applying critical thinking skills.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	
<u>Central Idea/Enduring Understanding:</u> Social Studies: The physical environment can both accommodate and be endangered by human activities. <ul style="list-style-type: none"> • Advancements in science and technology can have unintended consequences that impact individuals and/or societies. • Creativity and innovation affect lifestyle and access to information • Creativity and innovation have led to improvements in lifestyle, and access to information • Prejudice and discrimination can be obstacles to understanding other cultures. Reading/Writing: <ul style="list-style-type: none"> • Readers use information presented in different ways and from different sources to understand a topic. • Writers use organizational structure, specific word choice, and evidence when explaining a topic. • Learners understand that multiple sources and evidence can be used to build ideas and information. 		<u>Essential/Guiding Question:</u> Social Studies: <ul style="list-style-type: none"> • How does human interaction impact the environment? • What impact does the advancement in science and technology have on individuals and/or societies? • How do creativity and innovation affect lifestyle? • How has creativity and innovation resulted in scientific achievement? • How can stereotyping and prejudice lead to conflict? Reading/Writing: <ul style="list-style-type: none"> • How do readers summarize ideas by using clues from both text and supporting visuals? • How do writers research and use ideas from informational texts?

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<p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none">• <i>Movers and Shaper</i> by Patricia Macnair - An informational text that explains the different functions within the body. It explains and demonstrates how technology is used to look inside of the body.• <i>King of the Parking Lot</i> by Gaby Triana - This story is about King Richard III and the discovery of his body under a parking lot by Philipa Langley. Through this investigation, research is conducted through the discovery of his skeleton and through artifacts about his personality. <p>Reading/Writing:</p> <ul style="list-style-type: none">• <i>Skeletons Inside and Out</i> by Claire Daniel - A story that explains the purpose of skeletons of many different animals.• <i>Movers and Shaper</i> by Patricia Macnair - An informational text that explains the different functions within the body. It explains and demonstrates how technology is used to look inside of the body.• <i>King of the Parking Lot</i> by Gaby Triana - This story is about King Richard III and the discovery of his body under a parking lot by Philipa Langley. Through this investigation research is conducted through the discovery of his skeleton and through artifacts about his personality.	<p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none">• Human Interactions Impact the Environment• Advances in Science and Technology• Physical Environment• Prejudice and Discrimination <p>Reading/Writing:</p> <ul style="list-style-type: none">• Problem and Solution• Character• Point of View• Context Clues• Sequence• Story Structure• Word Choice• Analyze Visuals• Subject of a Biography• Draw Inferences• Main Idea and Key Details• Compare and Contrast Characters• Cause and Effect• Make Connections Across Texts• Write to Support a Topic• Write a Paragraph with a Clear Purpose• Write a Short Biography• Write an Informative/Explanatory Paragraph• Write and Support a Topic Sentence• Retell Events in Correct Order• Research and Write an Essay• Create a Visual and Caption• Write a Paragraph Using Specific Language• Write a Summary Paragraph• Write a Paragraph to Introduce a Person• Write a Guiding Question to Guide Research• Write a Draft Using Concrete Words• Organize Ideas in a Draft• Strengthen Draft with Linking Words• Write an Engaging Conclusion
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	<ul style="list-style-type: none"> ● Revise, Edit, and Proofread ● Format and Publish Text
<p><u>Interdisciplinary Connections:</u> The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, communities, different perspectives, good sportsmanship, and how to collaborate with each other.</p> <p><u>NJSLS Heath and PE</u> 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p><u>NJSLA Science</u> 3-5-ETS1-3.B Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u> Performance Based Assessment: Social Studies Creation: Students can create a character sketch with qualities that make a successful leader supported with reasoning.</p> <ul style="list-style-type: none"> ● Informative/Explanatory Task: Create an infographic - Scholars will conduct a short investigative project on an animal of their choice and create an infographic that indicates the key features of the animal. Then they will write a supporting introduction and conclusion telling more about the animal. ● Scholars will: <ul style="list-style-type: none"> ○ Analyze the infographics in the text they read. ○ Research the key features of the animal they chose. ○ Clearly introduce their topic and use an infographic to aid comprehension ○ Develop the topic with facts, concrete details and domain specific vocabulary. ○ Provide a brief conclusion to sum up the information. <p>Student Self-Assessment(s):</p> <ul style="list-style-type: none"> ● Social Studies - Turn & Talk: What impact does technological advancement have when studying the human body? 	<p><u>Other Evidence:</u> Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Social Studies - Create a chart to identify technological advances and describe how they contributed to society. ● Selection Test - Anchor Text ● Performance-Based Assessment - Module B ● End of Unit 1 Assessment

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Days 1-8: maintain beginning of the year rules and routines, reevaluate teacher responsibility to maintain fair and consistent rules
- Day 9: discuss the impact of technology on studying the human body
- Day 13-15: explain the effects of stereotypes

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-8: *Skeletons Inside and Out*

Days 9-11: *Movers and Shapers*

Day 12: *Skeletons Inside and Out and Movers and Shapers*

Days 13-15: *King of the Parking Lot*

Days 16: *Skeletons Inside and Out and King of the Parking Lot*

Lesson 17-18: *Skeletons Inside and Out, King of the Parking Lot, and Movers and Shapers*

Build Understanding

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary
- Reading/Language Analysis

WRITING: Informational/Explanatory Writing

- Set the Purpose
- Teach and Model
- Prepare to Write
- Independent Writing Practice
- Share Writing

Resources:

SOCIAL STUDIES

- *Anchor charts*
- *Skeletons Inside and Out*
- *Movers and Shapers*
- *King of the Parking Lot*
- *Social Studies Weekly*
- [ReadWorks](#)
- [Epic](#)
- [Ducksters](#)
- [National Geographic Kids](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas. Advancing Opportunities](#)

**Be sure to only include applicable resources.*

READING: Texts

- *Skeletons Inside and Out*
- *Movers and Shapers*
- *King of the Parking Lot*

WRITING: Texts

- *Skeletons Inside and Out*
- *Movers and Shapers*
- *King of the Parking Lot*

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance - Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

Unit Title: Unit 2 Module A - Interactions in Nature and Culture

Overview: This unit of study focuses on collaboration to solve problems, then reflecting on the positive and negative effects that occur as a result. Students will engage to become globally aware and socially

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responsible citizens and contribute to their local, state, national, and global communities. Students will consider multiple perspectives, value diversity, and promote cultural understanding as goals.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.5.CivicsPI.1** - Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **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.
- **6.1.5.CivicsPR.1** - Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- **6.1.5.CivicsPR.3** - Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsPR.4** - Explain how policies are developed to address public problems.
- **6.1.5.CivicsCM.1** - Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.2** - Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- **6.1.5.CivicsCM.3** - Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.CivicsCM.4** - Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

NJSLS ELA Reading

- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RL.PP.4.5.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

NJSLS ELA Reading Foundational Skills

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.

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- **L.RF.4.4.A** Read grade-level text with purpose and understanding.
- **L.RF.4.4.B** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.NW.4.3.A.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.NW.4.3.B.** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.NW.4.3.C.** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.NW.4.3.D.** Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
- **W.NW.4.3.E.** Provide a conclusion that follows from the narrated experiences or events.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A.** Identify audience, purpose, and intended length of composition before writing.
- **W.WP.4.4.B.** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.4.4.D.** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- **W.WP.4.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

NJSLS ELA Writing Foundational Skills

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -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.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.

Social Studies Grade 4

- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

NJSLS ELA Speaking and Listening

- **SL.PE.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.PE.4.1.A** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** 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.PE.4.1.D** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.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.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

NJSLS ELA Language

- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B** Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C** Choose punctuation for effect.
- **L.KL.4.1.D** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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- **L.WF.4.3.H** Use apostrophes for possession.

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- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.VL.4.2.C** 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.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.4.3.D** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- **L.4.2.-** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
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Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person

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- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

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Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.

Central Idea/Enduring Understanding:

Social Studies:

- Rules and laws are developed to protect people's rights and the security and welfare of society.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Patterns of settlement across Earth's surface differ from region to region, place to place, and time to time.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- The cultures 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.

Essential/Guiding Question:

Social Studies:

- How do rules and laws protect the rights of people, help resolve conflicts, and promote the common good?
- How are the regions of the United States similar and different?
- Why are some areas more suited for settlement than others?
- How has 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?
- How can an individual's beliefs, values, and traditions reflect more than one culture?

Social Studies Grade 4

<p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers understand that themes in literary texts can be interpreted from dialogue and descriptions. • Writers understand that dialogue and description reveal character traits and story themes. • Learners understand that cultures interact with and interpret nature in different ways. 	<p>Reading/Writing:</p> <ul style="list-style-type: none"> • How do readers identify themes in literary texts? • How do writers use dialogue and description to develop the theme of a story?
<p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>How the Stars Fell into the Skies</i> by Jerrie Oughton - A retelling of a Navajo legend explaining one of the mysteries of the world. • <i>Pecos Bill</i> and <i>John Henry</i> by Mary Pope Osborne - Two popular American folktales. <i>John Henry</i> is a folktale about a man who is known as the best steel driver in the country and <i>Pecos Bill</i> is a tall tale about a legendary cowboy hero who is larger than life. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>Why the Sea is Salty</i> by Dot Meharry - A story that explains the natural phenomenon of the ocean's salinity. • <i>How the Stars Fell into the Skies</i> by Jerrie Oughton - A retelling of a Navajo legend. It is a legend told to explain one of the mysteries of the world. • <i>Pecos Bill</i> and <i>John Henry</i> by Mary Pope Osborne - Two popular American folktales. <i>John Henry</i> is a folktale about a man who is known as the best steel driver in the country and <i>Pecos Bill</i> is a tall tale about a legendary cowboy hero who is larger than life. 	<p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Rules and Laws • Patterns of Settlement • Folklore • Culture <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Setting • Details and Examples • Point of View • Genre • Analyze Problem and Solution • Analyze Word Choice • Analyze Theme • Idioms • Analyze Dialogue • Figurative Language • Craft and Structure • Analyze Descriptive Details • Analyze Character Motivation • Key Events and Details • Make Connections • Compare Word Choices • Write an Opening Paragraph • Write a Narrative • Write a Scene with Dialogue • State and Support a Theme • Introduce and Write About Characters • Describe Setting • Describe a Tradition

Social Studies Grade 4

	<ul style="list-style-type: none"> • Write a Vivid, Descriptive Paragraph • Use Figurative Language • Plan a Short Narrative • Prewrite/Draft Introduction • Add Dialogue • Revise a Narrative • Write a Conclusion • Edit and Proofread • Publish a Narrative with a Visual
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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, communities, different perspectives, good sportsmanship, and how to collaborate with each other.

NJSLS Heath and PE

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

NJSLS Science

4-ESS2-2.E Analyze and interpret data from maps to describe patterns of Earth's features.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- Social Studies Task:** Pose New Jersey state laws to students and have them form opinions on the effectiveness and relativity of each law.
- **Narrative Task:** Scholars will write a tall tale that includes an element of nature and displays the characteristics of the genre: larger-than-life characters, a problem that is solved in a humorous way, and exaggeration of characters and events.
 - **Scholars will:**
 - establish a situation that introduces the narrator and/or characters.
 - organize a clear sequence of events using transitional words and phrases.
 - use dialogue, description, and sensory details to develop the characters and events.
 - provide a conclusion that makes sense based on the events of the tall tale.

Other Evidence:

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies - Have students discuss and create a law that would benefit their community needs.
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A

Social Studies Grade 4

Student Self-Assessment(s): <ul style="list-style-type: none">● Social Studies - Turn & Talk: Describe the regions within each text. How were they similar and how are they different?			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> SOCIAL STUDIES: Interdisciplinary Connections <ul style="list-style-type: none">● Day 5: Explain the purpose of laws to ensure a safe and orderly society● Days 9-16: Describe how regions of the United States were formed through American folklore <u>Daily Lesson Components (see ReadyGen TE)</u> READING: Daily Lessons Days 1-4: <i>Why the Sea is Salty</i> Days 5-8: <i>How the Stars Fell into the Sky</i> Day 9-12: <i>“Pecos Bill”</i> Days 13-16: <i>“John Henry”</i> Lesson 17-18: <i>Why the Sea is Salty, How the Stars Fell into the Sky, “Pecos Bill”, “John Henry”</i> Build Understanding <ul style="list-style-type: none">● Set the Purpose● Engage Scholars● Read● Turn and Talk Close Read: <ul style="list-style-type: none">● Cite Text Evidence● By-the-Way Words & Benchmark Vocabulary● Reading/Language Analysis WRITING: Informational/Explanatory Writing <ul style="list-style-type: none">● Set the Purpose● Teach and Model● Prepare to Write● Independent Writing Practice● Share Writing		<u>Social Studies Resources:</u> SOCIAL STUDIES <ul style="list-style-type: none">● <i>Anchor charts</i>● <i>Why the Sea is Salty</i>● <i>How the Stars Fell into the Sky</i>● <i>“Pecos Bill”</i>● <i>“John Henry”</i>● <i>Social Studies Weekly</i>● ReadWorks● Epic● Ducksters● National Geographic Kids Additional Social Studies Resources: <ul style="list-style-type: none">● The New Jersey Amistad Commission Interactive Curriculum● NJ Commission on Holocaust Education● Learning for Justice Disabilities Law Resources: <ul style="list-style-type: none">● GLSEN Educator Resources● Respect Ability: Fighting Stigmas, Advancing Opportunities <i>*Be sure to only include applicable resources.</i> READING: Texts <ul style="list-style-type: none">● <i>Why the Sea is Salty</i>● <i>How the Stars Fell into the Sky</i>● <i>“Pecos Bill”</i>● <i>“John Henry”</i> WRITING: Texts <ul style="list-style-type: none">● <i>Why the Sea is Salty</i>● <i>How the Stars Fell into the Sky</i>● <i>“Pecos Bill”</i>● <i>“John Henry”</i>	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader’s & Writer’s Journal	Reader’s & Writer’s Journal	Reader’s & Writer’s Journal	Any student requiring further accommodations and/or modifications will

Social Studies Grade 4

<ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance - Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit Title: Unit 2 Module B - Interactions in Nature and Culture

Overview: This unit of study focuses on Indigenous cultures, explaining how their environment influenced migration and acquisition of resources. Students will discuss power dynamics across nations, within individual nations, and European arrival. Students will consider multiple perspectives, value diversity, and promote cultural understanding as goals.

Social Studies Grade 4

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **6.1.5.GeoPP.2** - Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.5.CivicsCM.1** - Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.4** - Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- **6.1.5.GeoPP.3** - Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- **6.1.5.GeoPP.5** - Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- **6.1.5.GeoSV.5** - Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- **6.1.5.GeoGI.3** - Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- **6.1.5.EconET.1** - Identify positive and negative incentives that influence the decisions people make.
- **6.1.5.EconET.3** - Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **6.1.5.EconEM3** - Describe how supply and demand influence price and output of products.
- **6.1.5.EconEM5** - Explain why individuals and societies trade, how trade functions, and the role of trade.
- **6.1.5.EconGE.4** - Compare and contrast how the availability of resources affects people across the world differently.
- **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.HistoryCC.5** - Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryCC.6** - Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.5.HistoryCC.8** - Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- **6.1.5.HistoryCC.11** - Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- **6.1.5.HistoryUP.2** - Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- **6.1.5.HistoryUP.4** - Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- **6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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NJSLS ELA Reading

- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures
- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RI.TS.4.4.** 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.
- **RI.PP.4.5.** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RI.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

NJSLS ELA Reading Foundational Skills

- **RF.4.3.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.
- **RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4.a.-** Read grade-level text with purpose and understanding.
- **RF.4.4.b.-** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **RF.4.4.c.-** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.AW.4.1.-** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.AW.4.1.A-** 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.
- **W.AW.4.1.B.-** Provide reasons that are supported by facts from texts and/or other sources.
- **W.AW.4.1.C.-** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

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- **W.AW.4.1.D.-** Provide a conclusion related to the opinion presented.
- **W.IW4.2.A.-** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid comprehension.
- **W.IW.4.2.B.-** Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A-** Identify the audience, purpose and intended length of composition before writing.
- **W.RW.4.7.-** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

NJSLS ELA Writing Foundational Skills

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -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.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

NJSLS ELA Speaking and Listening

- **SL.PE.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.PE.4.1.A-**Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** - Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** - 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.PE.4.1.D** - Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.ES.4.3.-** Identify the reasons and evidence a speaker provides to support particular points.

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- **SL.PI.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.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**SL.4.1.-** Engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly.

NJSLS ELA Language

- **L.KL.4.1.-**Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.-**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.C.-**Choose punctuation for effect.
- **L.KL.4.1.D.-** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- **L.VL.4.2.-**Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.B.-**Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.VL.4.2.C.-**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.
- **L.VI.4.3.-**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.B.-**Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C.-**Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.4.3.D.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).**L.4.1.-** Demonstrate command of the conventions and usage when writing or speaking.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.

Social Studies Grade 4

Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	The ability to solve problems effectively begins with gathering information, seeking resources, and applying critical thinking skills.

Social Studies Grade 4

<p><u>Central Idea/Enduring Understanding:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> ● In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. ● Places are jointly characterized by their physical and human properties. ● Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. ● Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. ● American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. ● Cultures struggle to maintain traditions in a changing society. ● The cultures 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 cultures, and their individual points of view. <p>Reading/Writing:</p> <ul style="list-style-type: none"> ● Readers understand the importance of supporting opinions about various texts. ● Writers understand that they can draw evidence from literary and informational texts to state and support opinions. ● Learners understand the effects of nature and culture on communities. 	<p><u>Essential/Guiding Question:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> ● Why is it important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges? ● How have landforms, climate and weather, and the availability of resources impacted where and how people live and work in different regions of New Jersey and the United States? ● What impact did European colonization have on Native American populations? ● How is America's growth as a nation impacted by voluntary and involuntary immigration? ● How is culture expressed through and influenced by the behavior of people? ● How has the American identity evolved over time? ● How have various cultural groups dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices? ● How does an individual's beliefs, values, and traditions reflect more than one culture? ● How are experiences and events interpreted differently by people with different cultural or individual perspectives? <p>Reading/Writing:</p> <ul style="list-style-type: none"> ● How can readers state and support opinions about both literary and informational texts? ● How do writers use text evidence to support their opinions?
<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> ● <i>The Longest Night</i> by Jacqueline Guest - A story of a boy, Wind Runner, who completes a three-day coming-of-age ritual common to his tribe that lives near Hudson Bay. Explains how natural resources are used in daily life. 	<p><u>Skills(Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> ● Diverse Cultures ● Patterns of Settlement ● Regions ● Landforms ● Physical Environment ● Natural Resources

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- *Northwest Coast Peoples from Kids Discover* by Lois Markham - A text that gives information about the coastal Northwest Native Americans' culture and describes their world.
- *Three Native Nations: Of the Woodlands, Plains, and Desert* by John K. Manos - An informative text about three native nations. Historical facts explain the names of the nations, their various parts, and how each tribe changed when Europeans arrived.

Reading/Writing:

- *The Longest Night* by Jacqueline Guest - A story of a boy, Wind Runner, who completes a three-day coming-of-age ritual common to his tribe that lives near Hudson Bay.
- *Northwest Coast Peoples from Kids Discover* by Lois Markham - A text that gives information about the coastal Northwest Native Americans' culture and describes their world.
- *Three Native Nations: Of the Woodlands, Plains, and Desert* by John K. Manos - An informative text about three native nations. Historical facts explain the names of the nations, their various parts, and how each tribe changed when Europeans arrived.
- Readers will state and support opinions to demonstrate their understanding of both literary and informational texts.

- European Colonization

Reading/Writing:

- Describe Characters
- Word Choice
- Author's Purpose
- Draw Inferences
- Figurative Language
- Describe Key Events
- Main Idea/Key Details
- Events in a Historical Text
- Text Structure
- Summarize
- Explain Events
- Summarize and Contrast
- Compare and Contrast
- Support an Opinion with Evidence
- Write an Opinion Paragraph
- Group Related Ideas in Paragraphs
- State and Support Reasons
- Paraphrase/Quote from Text
- Determine Valid Evidence to Support Opinion
- Write Opinion About a Visual
- Plan and Prewrite for Opinion Piece
- Write to State/Support Opinion
- Write a Summary that Includes an Opinion
- Write an Introductory Paragraph
- Organize by Grouping Related Information
- Write a Concluding Paragraph
- Edit/Proofread to Strengthen Writing
- Publish/Present Opinion Writing

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, communities, different perspectives, good sportsmanship, and how to collaborate with each other.

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NJSLS Heath and PE

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

NJSLS Science

4-ESS2-2.E Analyze and interpret data from maps to describe patterns of Earth's features.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

Social Studies Task: Use a Venn diagram to compare and contrast the similarities and differences of each tribe.

- **Opinion Task:** Scholars will think about the various Native American cultures they read about. They will then write an opinion essay explaining in which group they would like to grow up.
- **Scholars will:**
 - Introduce the topic and state their opinion.
 - Provide reasons for their opinion and use text evidence to support them.
 - Provide a conclusion that restates their opinion.

Student Self-Assessment:

- **Social Studies Turn and Talk:** Discuss the traditions and culture of the different tribes.

Other Evidence:

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies - Students respond: How are the Native American continuing to keep their culture alive in today's society?
- Selection Test - Anchor Text
- Performance-Based Assessment - Module B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Day 5: explain the purpose of laws to ensure a safe and orderly society
- Days 9-16: describe how regions of the United States were formed through American folklore

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-6: *The Longest Night*

Days 7-8: *"Northwest Coast People"*

Resources:

SOCIAL STUDIES

- *Anchor Charts*
- *The Longest Night*
- *"Northwest Coasts People"*
- *Three Native Nations: Of the Woodlands, Plains, Plains and Desert*
- *Social Studies Weekly*
- [ReadWorks](#)
- [Epic](#)
- [Ducksters](#)
- [National Geographic Kids](#)

Social Studies Resources:

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<p>Day 9: <i>The Longest Night and “Northwest Coast People”</i></p> <p>Days 10-15: <i>Three Native Nations: Of the Woodlands, Plains and Desert</i></p> <p>Lesson 16: <i>The Longest Night, Three Native Nations: Of the Woodlands, Plains, and Desert</i></p> <p>Lesson 17-18: <i>The Longest Night, “Northwest Coast Peoples” and Three Native Nations: Of the Woodlands, Plains, and Desert</i></p> <p>Build Understanding</p> <ul style="list-style-type: none">• Set the Purpose• Engage Scholars• Read• Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none">• Cite Text Evidence• By-the-Way Words & Benchmark Vocabulary• Reading/Language Analysis <p>WRITING: Informational/Explanatory Writing</p> <ul style="list-style-type: none">• Set the Purpose• Teach and Model• Prepare to Write• Independent Writing Practice• Share Writing	<ul style="list-style-type: none">• The New Jersey Amistad Commission Interactive Curriculum• NJ Commission on Holocaust Education• Learning for Justice <p>Disabilities Law Resources:</p> <ul style="list-style-type: none">• GLSEN Educator Resources• Respect Ability: Fighting Stigmas. Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none">• <i>The Longest Night</i>• <i>“Northwest Coast People”</i>• <i>Three Native Nations: Of the Woodlands, Plains and Desert</i> <p>WRITING: Texts</p> <ul style="list-style-type: none">• <i>The Longest Night</i>• <i>“Northwest Coast People”</i>• <i>Three Native Nations: Of the Woodlands, Plains and Desert</i>		
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<p>High-Achieving Students</p>	<p>On Grade Level Students</p>	<p>Struggling Students</p>	<p>Special Needs/ELL</p>
<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth	<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth	<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p>

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Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	<ul style="list-style-type: none"> Foundational Skills Guided Writing Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance - Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Unit 3 Module A - Exploring Impact and Effect

Overview: This unit of study focuses on collaboration to problem solve. Students will analyze maps to infer where earthquakes will occur and understand the impact on regions. Students will also consider multiple perspectives, value diversity, and promote cultural understanding as goals.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.5.GeoSV.1** - Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- **6.1.5.GeoPP.2** - Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.5.GeoHE.3** - Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

NJSLS ELA Reading

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of a character, setting, or event that draws on textual evidence.

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- **RL.TS.4.4.-** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.MF.4.6.-** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.CR.4.1.-** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RI.TS.4.4.-** 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.
- **RI.PP.4.5.-** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- **RI.MF.4.6.-** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.-** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RI.CT.4.8.-** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

NJSLS ELA Reading Foundational Skills

- **RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.4.3.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.
- **RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4.a.-** Read grade-level text with purpose and understanding.
- **RF.4.4.b.-** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

NJSLS ELA Writing

- **W.IW.4.2.-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.4.2.A.-** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- **W.IW.4.2.B.-** Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.4.2.C.-** Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

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- **W.IW.4.2.D.-** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.IW.4.2.E.-** Provide a conclusion related to the information or explanation presented.
- **W.AW.4.1.-** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

NJSLS ELA Writing Foundational Skills

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -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.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

NJSLS ELA Speaking and Listening

- **SL.PE.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.PE.4.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B-** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C-** 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.

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- **RSL.PE.4.1.D-** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.-** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.-** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.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.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

NJSLS ELA Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.VL.4.2.C.** -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.
- **L.VI.4.3.** -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A.** -Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B.** -Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C.** -Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.4.3.D.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial	-Determine locations of places and interpret information available on maps and

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Thinking	globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).	
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	
9.4.5.Cl.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives	Collaboration with individuals with diverse

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	about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).	perspectives can result in new ways of thinking and/or innovative solutions.
<p><u>Central Idea/Enduring Understanding:</u></p> <p>Social Studies:</p> <p>Different types of maps are used for specific purposes.</p> <ul style="list-style-type: none"> • Places are jointly characterized by their physical and human properties. • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Advancements in science and technology can impact individuals and/or societies. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers understand that different types of texts can be used to analyze similar topics and ideas. • Writers understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic. • Learners understand that science is a newer method of explaining natural phenomena. 		<p><u>Essential/Guiding Question:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • How are maps used to inform about different types of information? • How have landforms, climate and weather, and the availability of resources impacted where and how people live and work in different regions of New Jersey and the United States? • How are the regions of the United States similar and different? • How has advancements in science and technology impacted individuals and/or societies? <p>Reading/Writing:</p> <ul style="list-style-type: none"> • How do readers use both literary and informational texts to increase their understanding of a topic? • How do writers use evidence from both literary and informational texts to state and support an opinion?
<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>Earthquakes</i> by Seymour Simon - A text to inform about the causes and impacts of earthquakes and using maps to show the areas of the world where they usually occur. • <i>Quake!</i> by Gail Langer Karwoski - A historical fiction story about a boy, his family, and dog describing the events during and after the catastrophic 1906 earthquake in San Francisco. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>Earthquakes</i> by Seymour Simon - A text to inform about the causes and impacts of earthquakes and to show the areas of the world where they usually occur. 		<p><u>Skills(Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Natural Disasters • Landforms • Availability of Resources • Regions • Physical Environment • Advances in Science and Technology <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Sequence • Visuals • Explain an Event • Compare/Contrast

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<ul style="list-style-type: none"> • <i>Quake!</i> by Gail Langer Karwoski - A historical fiction about a boy, his family, and his dog during and after the 1906 earthquake in San Francisco. • <i>Earthshaker's Bad Day</i> by Gaby Triana - A Greek myth about the origin and causes of earthquakes. • <i>The Monster Beneath the Sea</i> by Stacia Deutsch - A Japanese myth about a giant catfish named Namazu who flips his tail against the ocean floor and causes earthquakes. 	<ul style="list-style-type: none"> • Figurative Language • Word Meanings • Draw Inferences • Similes/Metaphors • Compare Settings • Sensory Details • Describe a Character • Synonyms • Context Clues • Describe an Event • Summarize • Purpose of a Text • Make Connections • State and Support an Opinion • Write an Opinion Paragraph • Use Facts/Details to Support Opinion • Write an Opinion Paragraph About Comparisons • Write an Introductory Paragraph • Support an Opinion with Facts and Details • Support Opinion with Valid Evidence • Write an Opinion Paragraph about a Simile • Use Text Evidence to Support an Opinion • Write an Opinion Paragraph about a Description • Support an Opinion with Text Evidence • Plan an Opinion Piece that Compares/Contrasts • Write a Draft of an Opinion Piece • Write a Closing Paragraph • Reverse a Closing Paragraph • Revise a Draft Using Linking Words • Edit and Proofread an Opinion Piece • Publish and Present an Opinion Piece
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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of map skills, communities and their environment, different perspectives, and how to collaborate with each other.

NJSLS Science

4-ESS3-2.B Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

4-ESS2-2.B Analyze and interpret data from maps to describe patterns of Earth's features.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

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<ul style="list-style-type: none"> ● Social Studies: Display maps from the text “Earthquakes” and have students explain the purpose of each one. ● Opinion Task: Identify Effective Writing-Scholars will analyze two of the texts they have read in this module-<i>Earthquakes</i> and <i>Quake!</i>-and state and support an opinion about which text more effectively portrays the impact of earthquakes on human beings. ● Scholars will: <ul style="list-style-type: none"> ○ introduce the topic and state their opinion. ○ create a clear organizational structure. ○ provide reasons that are supported by evidence from the texts. ○ use linking words to connect their reasons to their opinion. ○ provide a conclusion that summarizes their opinion. <p>Student Self-Assessment(s)</p> <ul style="list-style-type: none"> ● Social Studies - Turn & Talk: What are the positive and negative effects of a catastrophic event, like an earthquake, have on the community and region? 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Social Studies - Write an opinion response explaining why you would or would not choose to live in an area prone to a natural disaster. ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>SOCIAL STUDIES: Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Days 1-6: explain the different purposes of maps ● Days 7-12: describe the effects of a natural disaster <p><u>Daily Lesson Components (see ReadyGen TE)</u></p> <p>READING: Daily Lessons</p> <p>Days 1-6: Earthquakes</p> <p>Days 7-12: Quake!</p> <p>Day 13: Earthquakes and Quake!</p> <p>Days 14-15: “Earthshaker’s Bad Day” and “The Monster Beneath the Sea”</p> <p>Lesson 16: Earthquakes, “Earthshaker’s Bad Day” and “The Monster Beneath the Sea”</p>	<p><u>Social Studies Resources:</u></p> <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> ● <i>Anchor charts</i> ● <i>Earthquakes</i> ● <i>“Quake”</i> ● <i>“Earthshaker’s Bad Day”</i> ● <i>“The Monster Beneath the Sea”</i> ● <i>Social Studies Weekly</i> ● ReadWorks ● Epic ● Ducksters ● National Geographic Kids <p>Additional Social Studies Resources:</p> <ul style="list-style-type: none"> ● The New Jersey Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Learning for Justice
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<p>Lessons 17-18: Earthquakes, Quake!, “Earthshaker’s Bad Day” and “The Monster Beneath the Sea”</p> <p>Build Understanding</p> <ul style="list-style-type: none">• Set the Purpose• Engage Scholars• Read• Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none">• Cite Text Evidence• By-the-Way Words & Benchmark Vocabulary• Reading/Language Analysis <p>WRITING: Informational/Explanatory Writing</p> <ul style="list-style-type: none">• Set the Purpose• Teach and Model• Prepare to Write• Independent Writing Practice• Share Writing	<p>Disabilities Law Resources:</p> <ul style="list-style-type: none">• GLSEN Educator Resources• Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none">• <i>Earthquakes</i>• <i>Quake!</i>• <i>“Earthshaker’s Bad Day”</i>• <i>“The Monster Beneath the Sea”</i> <p>WRITING: Texts</p> <ul style="list-style-type: none">• <i>Earthquakes</i>• <i>Quake!</i>• <i>“Earthshaker’s Bad Day”</i>• <i>“The Monster Beneath the Sea”</i>		
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<p>High-Achieving Students</p>	<p>On Grade Level Students</p>	<p>Struggling Students</p>	<p>Special Needs/ELL</p>
<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading	<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading	<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time</p>

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Text Club Routines TR24-27	Text Club Routines TR24-27	<ul style="list-style-type: none"> Listen to Reading 	Provide visual aids
Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Strategies Handbook: <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance - Based Assessment Lesson 	Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
		Scaffolded Instruction - Strategic Support If...then...Quick Check	
		ReadyUp! Intervention	

Unit Title: Unit 3 Module B - Exploring Impact & Effect

Overview: This unit of study focuses on the impact of natural disasters. Students will analyze maps to infer where natural disasters occur and understand the impact on regions.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.5.GeoSV.1** - Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- **6.1.5.GeoPP.2** - Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.5.GeoHE.3** - Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

NJSLS ELA Reading

- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.TS.4.4.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RL.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

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- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RI.TS.4.4.** 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.
- **RI.PP.4.5.** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RI.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

NJSLS ELA Reading Foundational Skills

- **RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.4.3.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.
- **RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4.a.-** Read grade-level text with purpose and understanding.
- **RF.4.4.b.-** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **RF.4.4.c.-** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.IW.4.2.-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.4.2.A.-** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- **W.IW.4.2.B.-** Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.4.2.C.-** Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- **W.IW.4.2.D.-** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.IW.4.2.E.-** Provide a conclusion related to the information or explanation presented.
- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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- **W.WP.4.4.A.-** Identify audience, purpose, and intended length of composition before writing.
- **W.WP.4.4.B.-** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C.-** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.4.4.D.-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- **W.WP.4.4.E.-** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.-** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources
- **W.RW.4.7.-** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

NJSLS ELA Writing Foundational Skills

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -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.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

NJSLS ELA Speaking and Listening

- **SL.PE.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.PE.4.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B-** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C-** 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.

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- **RSL.PE.4.1.D-** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.-** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.-** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.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.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

NJSLS ELA Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.VL.4.2.C.** -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.
- **L.VI.4.3.** -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A.** -Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B.** -Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.D.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes

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	-Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

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<p><u>Central Idea/Enduring Understanding:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Different types of maps are used for specific purposes. • Places are jointly characterized by their physical and human properties. • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Catastrophic environmental events have positive and negative effects on communities. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers understand that specific strategies can be used to help them understand what they read. • Writers understand that research of both literary and informational texts can be used to convey ideas and information. • Learners understand the effects of changes in nature on both the environment and people. 	<p><u>Essential/Guiding Question:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • How are maps used to inform about different types of information? • How have landforms, climate and weather, and the availability of resources impacted where and how people live and work in different regions of New Jersey and the United States? • What are positive and negative effects that occur after a natural disaster? <p>Reading/Writing:</p> <ul style="list-style-type: none"> • How do readers draw inferences from and analyze text to develop understanding? • How do writers research and use ideas from both literary and informational texts?
<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>Anatomy of a Volcanic Eruption</i> by Amie Jane Leavitt - The text gives information about how and why volcanic eruptions occur, how scientists try to predict these eruptions, and the impact on regions. • <i>Escape from Pompeii</i> by Christina Balit - Describes the cultural aspect of Pompeii and follows two young children who lived in the city before Mt. Vesuvius erupted. It explains how the natural disaster began and the impact on the city and its citizens. • <i>A Tsunami Unfolds</i> by Kimiko Kajikawa and Susan Korman - An informative text about the tsunami that hit Japan in March 2011. It looks at the lasting impacts and how Japan has recovered. It includes personal accounts from survivors, statistics and maps explaining the disaster. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>Anatomy of a Volcanic Eruption</i> by Amie Jane Leavitt - The text gives information 	<p><u>Skills(Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Natural Disasters • Landforms • Availability of Resources • Regions • Physical Environment • Environmental Concerns • Geographic Tools • Advances in Science and Technology <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Recognize and Explain Genre • Interpret Visuals

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<p>about how and why volcanic eruptions occur and how scientists try to predict these eruptions.</p> <ul style="list-style-type: none"> ● <i>Escape from Pompeii</i> by Christina Balit - Tells the story of two young children who lived in Pompeii before Mt. Vesuvius destroyed the city. It explains how the natural disaster began and what impact it had on the city and its citizens. ● <i>A Tsunami Unfolds</i> by Kimiko Kajikawa and Susan Korman - An informative text about the tsunami that hit Japan in March 2011. 	<ul style="list-style-type: none"> ● Sentence Length ● Summarize ● Context Clues ● Cause and Effect ● Describe Details ● Author's Purpose ● Mood and Atmosphere ● Character Traits ● Compare/Contrast Secondhand Accounts ● Descriptive Details ● Compare and Contrast ● Understand Scientific Texts ● Word Choice ● Craft and Structure ● Make Connections Across Texts ● Research and Write Informative Paragraph ● Create a Diagram ● Group Related Information in a Paragraph ● Write Paragraphs to Summarize ● Write Paragraphs Using Precise Vocabulary ● Write Paragraphs to Explain ● Write Research Questions for an Interview ● Develop a Topic and Write a Draft ● Plan and Draft Travel Brochures ● Conduct Research and Write to Inform ● Write an Informative Paragraph ● Write Two Informative Paragraphs ● Plan and Prewrite a News Report ● Draft a News Report ● Write a Strong Conclusion ● Revise a News Report ● Edit/Proofread a News Report ● Publish and Present a News Report
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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the communities and their environments, different perspectives, and how to collaborate with each other.

NJSLS Science

4-ESS3-2.B Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

4-ESS2-2.B Analyze and interpret data from maps to describe patterns of Earth's features.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Social Studies:** Compare and contrast the impact of volcanoes and tsunamis.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

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<ul style="list-style-type: none"> ● Informative/Explanatory Task: Write a News Report - Have scholars choose a natural event to research (for example, a hurricane, tornado or other storm, flood, volcanic eruption, or erosion). They will write a news report that explains the effects of the natural event on both living things and Earth. ● Scholars will: <ul style="list-style-type: none"> ○ introduce the topic clearly. ○ group related information into paragraphs with headings. ○ develop the topic with information from their research. ○ include illustrations and other visuals or multimedia, when appropriate, to support their writing. ○ link ideas using words and phrases such as <i>another</i>, <i>for example</i>, <i>also</i>, and <i>because</i>. ○ use precise and domain-specific vocabulary. ○ provide a strong conclusion. <p>Student Self-Assessment(s):</p> <ul style="list-style-type: none"> ● Social Studies - Turn & Talk: Looking at a map of the Ring of Fire, what are some natural disasters that can occur in the regions? What are some additional effects? 	<ul style="list-style-type: none"> ● Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Social Studies - Students create an infographic of one volcanic eruption and one tsunami disaster, indicating where on a map it occurred and a short description of what happened. ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A & B ● End-of-Unit 3 Assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>SOCIAL STUDIES: Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Days 1-8 & 12-15: explain the different purposes of maps & describe the effects of a natural disaster ● Days 9-10: describe the effects of a natural disaster <p><u>Daily Lesson Components (see ReadyGen TE)</u></p> <p>READING: Daily Lessons</p> <p>Days 1-8: <i>Anatomy of a Volcanic Eruption</i></p> <p>Days 9-10: <i>Escape from Pompeii</i></p> <p>Day 11: <i>Anatomy of a Volcanic Eruption & Escape from Pompeii</i></p> <p>Days 12-15: <i>A Tsunami Unfolds</i></p>	<p><u>Social Studies Resources:</u></p> <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> ● <i>Anchor charts</i> ● <i>Anatomy of a Volcanic Eruption</i> ● <i>"Escape from Pompeii"</i> ● <i>A Tsunami Unfolds</i> ● <i>Social Studies Weekly</i> ● ReadWorks ● Epic ● Ducksters ● National Geographic Kids <p>Additional Social Studies Resources:</p> <ul style="list-style-type: none"> ● The New Jersey Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Learning for Justice
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<p>Day 16: <i>Anatomy of a Volcanic Eruption & A Tsunami Unfolds</i></p> <p>Days 17-18: <i>Anatomy of a Volcanic Eruption, Escape from Pompeii, and A Tsunami Unfolds</i></p> <p>Build Understanding</p> <ul style="list-style-type: none"> • Set the Purpose • Engage Scholars • Read • Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence • By-the-Way Words & Benchmark Vocabulary • Reading/Language Analysis <p>WRITING: Informational/Explanatory Writing</p> <ul style="list-style-type: none"> • Set the Purpose • Teach and Model • Prepare to Write • Independent Writing Practice • Share Writing 			
<p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Respect Ability: Fighting Stigmas. Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none"> • <i>Anatomy of a Volcanic Eruption</i> • <i>Escape from Pompeii</i> • <i>A Tsunami Unfolds</i> <p>WRITING: Texts</p> <ul style="list-style-type: none"> • <i>Anatomy of a Volcanic Eruption</i> • <i>Escape from Pompeii</i> • <i>A Tsunami Unfold</i> 			
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time</p>

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<ul style="list-style-type: none"> Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance - Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit Title: Unit 4 Module A - Creating Innovative Solutions

Overview: This unit of study focuses on collaboration to problem solve with innovative solutions. Students will engage to become socially responsible citizens and contribute to their local communities. They will consider multiple perspectives and promote cultural understanding. Students will become financially and economically aware to understand the concept of money.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.5.CivicsPI.1** - Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPD.2** - Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- **6.1.5.CivicsPR.3** - Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsHR.4** - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM.3** - Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.EconNM.6** - Examine the qualities of entrepreneurs in a capitalistic society.

NJSLS ELA Reading

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.-** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RL.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

Social Studies Grade 4

- **RL.TS.4.4.-** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.MF.4.6.-** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RL.CT.4.8.-** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **RI.CR.4.1.-** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

NJSLS ELA Reading Foundational Skills

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A.** Read grade-level text with purpose and understanding.
- **L.RF.4.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.NW.4.3-** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.NW.4.3.a.-** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.NW.4.3.b.-** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.NW.4.3.c-** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.NW.4.3.d.-** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.NW.4.3.e.-** Provide a conclusion that follows from the narrated experiences or events.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

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NJSLS ELA Writing Foundational Skills

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -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.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

NJSLS ELA Speaking and Listening

- **SL.PE.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.PE.4.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B-** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C-** 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.
- **RSL.PE.4.1.D-** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.-** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.-** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.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.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**SL.4.1.-** Engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly.

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NJSLS ELA Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C.** -Choose punctuation for effect.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.VI.4.3.** -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A.** -Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B.** -Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C.** -Recognize and explain the meaning of common idioms, adages, and proverbs.**L.4.1.-** Demonstrate command of the conventions and usage when writing or speaking.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

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- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.FI.1	Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.	People can choose to save money in many places such as home in a piggy bank, bank, or credit union.
9.1.5.FP.2	Identify the elements of being a good steward of money.	An individual's financial traits and habits affect his/her finances.
9.1.5.FP.3	Analyze how spending choices and decision-making can result in positive or negative consequences.	Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
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).	Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
9.2.5.CAP.2	Identify how you might like to earn an income.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.

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9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.	There are a variety of factors to consider before starting a business.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.
<u>Central Idea/Enduring Understanding:</u> Social Studies: <ul style="list-style-type: none"> • People make decisions based on their needs, wants, and the availability of resources. • Economics is a driving force for the occurrence of various events and phenomena in societies. • Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. • Availability of resources affects economic outcomes. • 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. Reading/Writing: <ul style="list-style-type: none"> • Readers understand the elements of narrative texts and how to use them to determine the theme of a story. • Writers understand that they can draw evidence from literary texts to analyze and reflect on story elements. • Learners understand that collaboration often leads to creative solutions. 		<u>Essential/Guiding Question:</u> Social Studies: <ul style="list-style-type: none"> • What is the difference between a want and a need? • How does supply and demand influence price and the output of products? • How is the production, distribution, and consumption of goods and services interrelated and affected by the global market and events in the world community? • How does the availability of resources affect people across the world? • How does money, savings, debt, and investment play a role in individual lives? • What are the qualities of entrepreneurs in a capitalistic society? Reading/Writing: <ul style="list-style-type: none"> • How do readers describe in depth the elements of a story? • How do writers use narrative elements successfully when creating stories?
<u>Content:</u> Social Studies: <ul style="list-style-type: none"> • <i>Lunch Money</i> by Andrew Clements - The story of a money-loving boy who wants to create an innovative comic book business in his school in order to make money. He must learn to work with peers and adults to accomplish his goals in order to produce and 		<u>Skills(Objectives):</u> Social Studies: <ul style="list-style-type: none"> • Wants and Needs • Availability of Resources • Supply and Demand • Economics • Producers and Consumers

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sell his product based on supply and demand.

- *Max Malone Makes a Million* by Charlotte Herman - A narrative text about a boy who decides to get rich quickly by starting a business with available resources and learns that there is no easy way to make a million dollars.
- *Coyote School News* by Joan Sandin - A story about a boy who attends a one-room school in the late 1930s. Narrated sections give first-person accounts of what happens to the main character as well as cultural perspective. Issues of a school newspaper present information from the points of view of the other characters.

Reading/Writing:

- *Lunch Money* by Andrew Clements - The story of a money-loving boy who wants to create a comic book business in his school in order to make money. He must learn to work with peers and adults to accomplish his goals.
- *Max Malone Makes a Million* by Charlotte Herman - A narrative text about a boy who decides to get rich quickly by starting a business with a friend and learns that there is no easy way to make a million dollars.
- *Coyote School News* by Joan Sandin - A story about a boy who attends a one-room school in the late 1930s. Narrated sections give first-person accounts of what happens to the main character. Issues of a school newspaper present information from the points of view of the other characters.

- Production, Distribution, and Consumption of Goods and Services
- Money, Savings, Debt, and Investment
- Financial Decisions
- Culture

Reading/Writing:

- Genre
- Interpret Visuals
- Author's Word Choice
- Draw Inferences
- Summarize
- Descriptive Details
- Character Traits
- Figurative Language
- Theme
- Character Development
- Transitions and Signal Words
- Mood and Word Choice
- Analyze Characters
- First-Person Narration
- Context Clues
- Compare Settings
- Compare Text Features and Structures
- Make Connections Across Texts
- Write the Beginning of a Story
- Write About Characters Facing a Challenge
- Write a Scene of Dialogue
- Write an Opening Paragraph
- Intro a Character Who Describes the Setting
- Write a Scene About Two Characters
- Write a Personal Narrative in Sequence
- Write a Draft of a Narrative About Two Char.
- Write a Sequel Using Dialogue
- Develop and Write a Narrative
- Write a Conclusion to an Existing Story

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	<ul style="list-style-type: none"> ● Write a Narrative About a Problem and Solution ● Plan and Prewrite a Narrative ● Write a Draft of a Narrative ● Write a Conclusion to a Narrative ● Revise the Draft of a Narrative ● Edit and Proofread a Narrative ● Publish and Present a Narrative
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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, advocating for change, character education, communities, different perspectives, building healthy competition, and how to collaborate with each other.

NJSLS Heath and PE

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

NJSLS Computer Science and Design Thinking

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- Social Studies:** Brainstorm a business that would benefit your local city/town. Write a letter to your local government officials explaining why the business is important and how it would help the community.
- **Narrative Task:** Write a Short Story- Scholars will write a short story about a character who solves a problem or overcomes a challenge with an innovative solution.
 - **Scholars will:**
 - establish a situation, introduce the narrator and/or characters, and organize a logical sequence of events.
 - use dialogue to develop events and show the responses of characters to situations.
 - use a variety of transitional words and phrases to manage the sequence of events.
 - use specific words, phrases, and sensory details to describe experiences and events.

Other Evidence:

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies- Students will create a business proposal (business name, description, products and prices).
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A

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- provide an effective conclusion that follows from the narrated events.

Student Self-Assessment(s):

- **Social Studies - Turn & Talk:** What are the characteristics of a successful business?

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Days 1-9: understand the importance of money, create an innovative business plan using available resources, and advocate for change.
- Days 10-12: create an innovative business plan using available resources and understand how quality affects outcomes.
- Days 14-15: describes how culture influences the value of education and how innovative ideas help make an unfortunate situation better.

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-9: *Lunch Money*

Days 10-12: *Max Malone Makes a Million*

Day 13: *Lunch Money; Max Malone Makes a Million*

Days 14-15 *“Coyote School News”*

Day 16: *Lunch Money; Coyote School News”*

Days 17-18: *Lunch Money, Max Malone Makes a Million, “Coyote School News”*

Build Understanding

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary
- Reading/Language Analysis

WRITING: Informational/Explanatory Writing

- Set the Purpose
- Teach and Model
- Prepare to Write
- Independent Writing Practice
- Share Writing

Social Studies Resources:

SOCIAL STUDIES

- *Anchor charts*
- *Lunch Money*
- *“Max Malone Makes a Million”*
- *“Coyote School News”*
- *Social Studies Weekly*
- [*ReadWorks*](#)
- [*Epic*](#)
- [*Ducksters*](#)
- [*National Geographic Kids*](#)

Additional Social Studies Resources:

- [*The New Jersey Amistad Commission Interactive Curriculum*](#)
- [*NJ Commission on Holocaust Education*](#)
- [*Learning for Justice*](#)

Disabilities Law Resources:

- [*GLSEN Educator Resources*](#)
- [*Respect Ability: Fighting Stigmas, Advancing Opportunities*](#)

**Be sure to only include applicable resources.*

READING: Texts

- *Lunch Money*
- *Max Malone Makes a Million*
- *“Coyote School News”*

WRITING: Texts

- *Lunch Money*
- *Max Malone Makes a Million*
- *“Coyote School News”*

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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance - Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit Title: Unit 4 Module B - Creating Innovative Solutions

Overview: This unit of study focuses on collaboration to problem solve with innovative solutions. Students will engage to become socially responsible citizens and contribute to their local communities. They will consider multiple perspectives about the economy. Students will understand the concept of money and finances.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **6.1.5.CivicsPI.1** - Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPD.2** - Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- **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.
- **6.1.5.CivicsHR.4** - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM.3** - Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.EconET.3** - Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

NJSLS ELA Reading

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.-** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RL.4.3.-** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RL.TS.4.4.-** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.MF.4.6.-** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RL.CT.4.8.-** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **RI.CR.4.1.-** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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- **RI.MF.4.6.-** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RI.CT.4.8.-** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

NJSLS ELA Reading Foundational Skills

- **RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.4.3.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.
- **RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4.a.-** Read grade-level text with purpose and understanding.
- **RF.4.4.b.-** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **RF.4.4.c.-** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.NW.4.3-** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.NW.4.3.a.-** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.NW.4.3.b.-** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.NW.4.3.c-** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.NW.4.3.d.-** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.NW.4.3.e.-** Provide a conclusion that follows from the narrated experiences or events.
- **W.AW.4.1.-** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

NJSLS ELA Writing Foundational Skills

- **L.WF.4.2 -** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A. -** Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B. -** Write affixed words that involve a sound or spelling change in the base word.

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- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -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.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

NJSLS ELA Speaking and Listening

- **SL.PE.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.PE.4.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B-** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C-** 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.
- **RSL.PE.4.1.D-** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.-** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.-** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.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.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.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.

NJSLS ELA Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.

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- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.VL.4.2.C.** -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.
- **L.VI.4.3.** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.C.** - Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.4.3.D.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- **L.VI.4.3.B.** - Determine the meaning of words and phrases that allude to significant characters found in literature.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship

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- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CP.1	Identify the advantages of maintaining a positive credit history.	There are benefits to having a positive credit history.
9.1.5.EG.1	Explain and give examples of what is meant by the term "tax."	Taxes are collected on a variety of goods and services at the local, state, and federal levels.
9.1.5.EG.3	Explain the impact of the economic system on one's personal financial goals.	There is a broader economic system that influences your financial goals.
9.1.5.EG.5	Identify sources of consumer protection and assistance.	There are agencies, laws, and resources to protect individuals as consumers.
9.1.5.FI.1	Identify various types of financial institutions and services they offer including banks, credit unions, and credit card companies.	People can choose to save money in many places such as home in a piggy bank, bank, or credit unions.
9.1.5.FP.1	Illustrate the impact of financial traits on financial decisions.	An individual's financial traits and habits affected his/her finances. Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
9.1.5.FP.2	Identify the elements of being good stewards of money.	
9.1.5.FP.3	Analyze how spending choices and decision-making can result in positive or negative consequences.	
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.).	

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9.1.5.PB.1	Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.	There are specific steps associated with creating a budget.
9.1.5.PB.2	Describe choices consumers have with money (e.g., save, spend, donate).	Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.	There are a variety of factors to consider before starting a business.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.

<p><u>Central Idea/Enduring Understanding:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • People make decisions based on their needs, wants, and the availability of resources. • Economics is a driving force for the occurrence of various events and phenomena in societies. • Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. • Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. • Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers understand that both literary and informational texts can be analyzed for ideas and information. • Writers understand that writing uses reasons and evidence to support ideas and information. 	<p><u>Essential/Guiding Question:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • How do choices and tradeoffs impact individuals' decisions, including ones made in their communities? • What is the difference between a want and a need? • How does supply and demand influence price and the output of products? • How is the production, distribution, and consumption of goods and services interrelated and affected by the global market and events in the world community? • How does money, savings, debt, and investment play a role in individual lives? • How does creativity and innovation lead to scientific achievement? <p>Reading/Writing:</p> <ul style="list-style-type: none"> • How can readers use text to explain information and ideas? • How do writers support opinions using reasons and evidence?
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<ul style="list-style-type: none"> • Learners understand that innovation is important for sustained economic growth. 	
<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>Using Money</i> by Gail Fay - An informative text that tells the history and purpose of money. The text explains issues related to money and banking, including earning, spending, borrowing, and investing. • <i>A Tale of Two Poggles</i> by Margaret McAllister - A humorous tale in which two clever children collaborate to convince the greedy owner of an envelope factory to let the workers purchase the factory and transform it into an amusement park for economic and community gain. • <i>The Boy Who Invented TV</i> by Kathleen Krull - A biography of Philo Farnsworth, who overcame hardships to create an innovative design and became the inventor of the first television. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>Using Money</i> by Gail Fay - An informative text that tells the history and purpose of money. The text explains issues related to money and banking, including earning, spending, borrowing, and investing. • <i>A Tale of Two Poggles</i> by Margaret McAllister - A humorous tale in which two clever children convince the greedy owner of an envelope factory to let the workers purchase the factory and transform it into an amusement park. • <i>The Boy Who Invented TV</i> by Kathleen Krull - A biography of Philo Farnsworth, the inventor of the first television. • <i>RoBo Cleaner</i> by Alisha Fran-Potter - Juan invents a robot to help clean the cafeteria then finds he needs to work out some of the bugs. 	<p><u>Skills(Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Wants and Needs • Supply and Demand • Economics • Producers and Consumers • Production, Distribution, and Consumption of Goods and Services • Money, Savings, Debt, and Investment • Financial Decisions • Inventions <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Use Reasons/Evidence to Talk About Text • Main Idea and Details • Domain-Specific Words • Draw Conclusions • Synonyms and Antonyms • Craft and Structure • Summarize • Character Analysis • Word Choice • Theme • Dialogue • Draw Inferences • Determine Character Motivation • Analyze Descriptive Details • Key Ideas and Details • Make Connections • Write in Response to a Question • Write an Opinion and Support it with Details • State and Support an Opinion Clearly • Create Brochure with Stated/Supported Opinion • Opinion Paragraph Supporting POV • Write a Short Essay

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	<ul style="list-style-type: none"> • Research and Write About a Topic • Conclude with a Strong Statement • State and Provide Reasons for Opinion • Select Strong Supporting Reasons • Research Facts/Info to Support an Opinion • Draft an Opinion Paragraph • Write Conclusion to Sum Up Opinion • Draft Opinion Paragraph • Plan and Prewrite Response to Prompt • Use Details from Texts to Support Opinion • Revise/Strengthen Opinion Essay • Publish/Present Opinion Essay
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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of finances, character education, communities, different perspectives, how to collaborate with others, advocating for change, and persevering through hardships.

NJSLA Science

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Social Studies:** Create a list of daily expenses. Sort them into categories of wants and needs.
- **Opinion Task:** Write About Innovations- As a class, brainstorm a list of technology-related innovations that have impacted the economy and changed the way people do things, such as televisions, ATMs, cell phones, etc. Scholars will choose one innovation that they feel has had the greatest impact on people's daily lives. Scholars will state and support their opinion.
- **Scholars will:**
 - introduce the topic clearly and state their opinion.
 - create an organizational structure that supports their opinion.
 - provide reasons that are supported by facts and details.
 - use linking words and phrases such as for instance, in order to, and because to connect their reasons to their opinion.

Other Evidence:

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies- Students can research one way that innovation has helped people. Create a poster showing how this innovation has been helpful.
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B

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<ul style="list-style-type: none"> ○ provide a conclusion that summarizes their opinion. <p>Student Self-Assessment(s):</p> <ul style="list-style-type: none"> ● Social Studies - Turn & Talk: What are good financial practices? 	<ul style="list-style-type: none"> ● End-of-Unit Assessment
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>SOCIAL STUDIES: Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Days 1-8: understand financial responsibility ● Days 9-13: discuss how innovative ideas can lead to successful change ● Day 14-15: explain how persevering through challenges and how creativity can lead to innovative design <p><u>Daily Lesson Components (see ReadyGen TE)</u></p> <p>READING: Daily Lessons</p> <p>Days 1-8: <i>Using Money</i></p> <p>Days 9-13: <i>The Tale of Two Poggles</i></p> <p>Day 14-15: <i>The Boy Who Invented TV</i></p> <p>Days 16: <i>Using Money and The Boy Who Invented TV</i></p> <p>Days 17: <i>"Robo Cleaner"</i></p> <p>Lesson 18: <i>Using Money, A Tale of Two Poggles, and The Boy Who Invented TV</i></p> <p>Build Understanding</p> <ul style="list-style-type: none"> ● Set the Purpose ● Engage Scholars ● Read ● Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence ● By-the-Way Words & Benchmark Vocabulary ● Reading/Language Analysis <p>WRITING: Informational/Explanatory Writing</p> <ul style="list-style-type: none"> ● Set the Purpose ● Teach and Model ● Prepare to Write ● Independent Writing Practice ● Share Writing 	<p><u>Social Studies Resources:</u></p> <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> ● <i>Anchor charts</i> ● <i>Using Money</i> ● <i>A Tale of Two Poggles</i> ● <i>"The Boy Who Invented TV"</i> ● <i>Social Studies Weekly</i> ● <i>ReadWorks</i> ● <i>Epic</i> ● <i>Ducksters</i> ● <i>National Geographic Kids</i> <p>Additional Social Studies Resources:</p> <ul style="list-style-type: none"> ● <i>The New Jersey Amistad Commission Interactive Curriculum</i> ● <i>NJ Commission on Holocaust Education</i> ● <i>Learning for Justice</i> <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> ● <i>GLSEN Educator Resources</i> ● <i>Respect Ability: Fighting Stigmas, Advancing Opportunities</i> <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none"> ● <i>Using Money</i> ● <i>The Tale of Two Poggles</i> ● <i>The Boy Who Invented TV</i> ● <i>"Robo Cleaner"</i> <p>WRITING: Texts</p> <ul style="list-style-type: none"> ● <i>Using Money</i> ● <i>The Tale of Two Poggles</i> ● <i>The Boy Who Invented TV</i> ● <i>"Robo Cleaner"</i>
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>	

Social Studies Grade 4

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance - Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

Unit Title: Grade 4: Branches of Government & United States Constitution

Overview: This unit of study focuses on understanding the different components of government and the important doctrines that have helped shape society. Students will work collaboratively to understand how to be a good citizen and the importance of democracy.

Social Studies Grade 4

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPI.2:** Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- **6.1.5.CivicsPI.3:** 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.
- **6.1.5.CivicsPI.5:** Explain how government functions at the local, county, and state level.
- **6.1.5.CivicsPI.6:** Distinguish the roles and responsibilities of the three branches of the national government.
- **6.1.5.CivicsPI.7:** Explain how national and state governments share power in the federal system of government.
- **6.1.5.CivicsPI.8:** Describe how the United States Constitution defines-and limits the power of government.
- **6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
- **6.1.5.CivicsHR.1:** Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- **6.1.5.CivicsCM.6:** Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

NJSLS ELA Reading

- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RI.TS.4.4.** 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.
- **RI.PP.4.5.** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RI.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

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NJSLS Foundational Skills: Reading Language

- **L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4.A.-**Read grade-level text with purpose and understanding.
- **RF.4.4.B.-**Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **RF.4.4.C.-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing

- **W.AW.4.1.-** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.AW.4.1.A-** 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.
- **W.AW.4.1.B-** Provide reasons that are supported by facts from texts and/or other sources.
- **W.AW.4.1. C-** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- **W.AW.4.1.D-** Provide a conclusion related to the opinion presented.
- **W. IW.4.2.-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W. IW.4.2.A-** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- **W. IW.4.2.B-** Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W. IW.4.2.C-** Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- **W. IW.4.2.D-** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W. IW.4.2.E-** Provide a conclusion related to the information or explanation presented.
- **W.NW.4.3.A-** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.NW.4.3.D-** Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4A-** Identify audience, purpose, and intended length of composition before writing.
- **W.WR.4.5.-** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.RW.4.7.-** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
- **W.SE.4.6.-** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

NJSLS ELA Writing Foundational Skills

- **L.WF.4.2 -**Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A. -**Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

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- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -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.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

NJSLS ELA Speaking and Listening

- **SL.PE.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.PE.4.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** - Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** - 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.PE.4.1.D** - Review key ideas expressed and explain ideas and understanding in light of the discussion.
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- **L.KL.4.1.C.** -Choose punctuation for effect.

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- **L.KL.4.1.D.-** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- **L.VL.4.2.-** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.B.-** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.VL.4.2.C.-** 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.
- **L.VI.4.3.-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.B.-** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C.-** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.4.3.D.-** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- **L.4.1.-** Demonstrate command of the conventions and usage when writing or speaking.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship

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- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).	
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).	Specific situations require the use of relevant sources of information.
9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).	Collaborating digitally as a team can often develop a better artifact than an individual working alone.

Central Idea/Enduring Understanding:

- The three branches of government are the legislative, executive, and judicial.
- Each branch of the government has its own job to do, but the three branches have to work together to ensure that the leaders of the government do not have too much power.
- The legislative branch makes, changes, and repeals laws. Senators in the Senate and Representatives in the House of

Essential/Guiding Question:

- What are the three branches of government?
- What key powers does each branch have?
- How do the branches of government work together to meet the ever-changing needs of our country?
- Why is each branch important?

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<p>Representatives work in the legislative branch.</p> <ul style="list-style-type: none">• The President, cabinet members, and people who work in departments and agencies are part of the executive branch. The executive branch carries out laws, and the agencies and departments see that laws are enforced.• The judicial branch interprets and defines what laws mean in specific cases and determines if laws go against the Constitution. Supreme Court justices and federal judges are part of the judicial branch.• The government has the authority and power to make, carry out, and enforce laws.• The Constitution is a document that protects our freedoms. The constitution is there to make sure the government does not have too much power. The freedoms and rights of people are protected by the Bill of Rights.• A system called checks and balances keeps different parts of the government from having too much power.”• The United States Government has a responsibility to make sure that people are allowed to vote and to ask the government to change any laws they think are unfair.	<ul style="list-style-type: none">• How do we determine who the people in government are?• What is the Constitution and why is it important?• What is the impact of the Bill of Rights on everyday life?• How is the government useful to its citizens?• What would happen if we had no government?• Can everyone participate in government?• How do people become elected officials?• How are laws created and passed?• How is America represented by various symbols and monuments?
<p><u>Content:</u></p> <ul style="list-style-type: none">• Rules and laws are developed to protect people’s rights and the security and welfare of society.• The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.• American constitutional government is based on principles of limited government, shared authority, fairness, and equality.• There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.• In a representative democracy, individuals elect representatives to act on the behalf of the people.	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none">• Explain the three branches of government.• Describe the purpose of the executive branch, legislative branch, and judicial branch of government.• Explain how powers are separated across different branches of government and why.• Explain checks and balances.• Explain the difference between the Senate and House of Representatives.• Explain the purpose of government.• Interpret the contents of the Constitution and the Bill of Rights.• Explain how elections work and why they are important.• Explore how people become elected officials.• Describe ways the government is useful to people.

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<ul style="list-style-type: none"> • The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. • The United States democratic system requires active participation of its citizens. • In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. • 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. 	<ul style="list-style-type: none"> • Determine how a law is passed. • Explain how various American symbols reflect American values • Acquire and Apply Vocabulary: authority, enforce, democracy, separation, majority, branch, veto, executive, judicial, legislative, cabinet, influence, bodies, debate, contradict, justices, deliberate, deliberating, right, freedoms, Democratic, Republican, campaign, poll, common good, budget
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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of finances, character education, communities, different perspectives, how to collaborate with others, advocating for change, and persevering through hardships.

NJSLS Visual and Performing Arts

1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.

1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Written Products <ul style="list-style-type: none"> ○ Interviews ○ Journal Responses ○ Learning Logs ○ Lists ○ Graphic Organizers ○ Exit Tickets ○ Quizzes • Artistic Products <ul style="list-style-type: none"> ○ Posters, Charts, ○ Graphs, Diagrams ○ Projects ○ Illustrations with Captions ○ Murals, Dioramas, Collages ○ Photographs • Multiple-form Products (Writing, Drawing, and Speaking) <ul style="list-style-type: none"> ○ Oral Presentations ○ Debates ○ Role Play 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Rubrics • Observations and Anecdotal Notes • Class and Group Discussions • Student Participation - Individual and Group • Cooperation • Collaboration
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- Reenactments

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Select suggested strategies to support the following:

1. **Content Knowledge** - Develop background knowledge about key historic events.
2. **Informational Texts** - Read, analyze, and write about informational texts.
3. **Projected-Based Learning** - Engage scholars in the content with hands-on projects and activities to teach important thinking and problem-solving skills.
4. **Discussion** - This is a powerful tool for testing ideas out and strengthening thinking.

Suggested Strategies:

- Read and discuss articles.
- Read and discuss related books.
- After shared reading and/or read aloud of articles/books, guide scholars to
 - Discuss using DOK questioning.
 - Complete written response to a prompt.
 - Prepare and present a presentation with visuals to clarify information.
 - Debate topic.
 - Scholars respond by identifying the main idea and supporting details.
 - Supporting information and opinions with evidence from the text.
- After shared reading and/or read aloud of articles/books create or select from the following questions/prompts reflecting the content and guide scholars to answer orally or in writing:
 - Why does the government have different branches? Support your answer with evidence from the text.
 - Explain why the Bill of Rights is important.
 - How does the government work together to uphold the freedoms and

Resources:

Branches of Government and the United States Constitution Digital Articles:

ReadWorks.org

- *The Three Branches of Government*
- *American Government - Branches of Government: A Closer Look*
- *United States Government*
- *American Government - Preamble to the United States Constitution*
- *The United States Constitution*
- *President of the United States*
- *American Government Part 1 - The Bill of Rights*
- *American Government Part 2 - The Bill of Rights*
- *The What and Who of Elections?*
- *Our System of Checks and Balances*
- *Checks and Balances in the United States Government*
- *The Job of the President*
- *How Government Works: The President's Job*
- *The Powers of Congress*
- *How Government Works: What is the Job of the Government?*
- *The Constitution of the United States*
- *Washington D.C.: The Nation's Capital*

Suggested Book Titles (Substitute with Similar Titles):

- *Government for Kids: Baby Professor*
- *C is for the Constitution: Baby Professor*
- *We the Kids: The Preamble to the Constitution: David Catrow*
- *The United States Constitution: Stephen Gnoza*
- *If You Were There When They Signed the Constitution: Elizabeth Levi*
- *Shhh, We're Writing the Constitution: Jean Fritz*

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<ul style="list-style-type: none">rights protected by the Bill of Rights?○ Describe the difference between the Senate and the House of Representatives and why are they both important?○ Why is the executive branch important?○ Why is the President's cabinet important?○ What power and influence does the President have in the United States?● Branches of Government: - View video links. Select one of the following activities to depict the Three Branches of Government:<ul style="list-style-type: none">○ Flipbook○ Flowchart○ Poster○ Personal Tree○ Bulletin Board● View the website by clicking <i>History</i> and then the <i>United States Government</i> to explore the following: Branches of Government, United States Constitution, Overview (Checks and Balances), and Elections.● View educational videos on websites to learn about the Constitution and the Bill of Rights.● View website for activities - <i>Celebrate the Constitution</i>● We Need a Law - Follow Steps to Role Play:<ul style="list-style-type: none">○ Choose one scholar to be a citizen with a concern and another scholar to be the President. Divide the rest of the class into two groups - the Senate and the House of Representatives.○ Discuss with class a few laws citizens may want to pass (e.g., adding another holiday, lowering or raising a tax for a specific purpose, etc.).	<ul style="list-style-type: none">● Digital Articles & Read Alouds● Sample Questions/Prompts● https://www.usa.gov/branches-of-government-lesson-plan?source=kids● https://www.youtube.com/watch?v=mt5K4ZK0ILY● Digital and Print Sources● Art Supplies● https://www.ducksters.com/history/us_government.php● https://constitutioncenter.org/learn/hall-pass● http://www.scholastic.com/browse/article.jsp?id=3750120● Role Play● Class Groupings● Class Discussion
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<ul style="list-style-type: none">○ Direct the concerned citizen to decide which idea he/she would like to see become a law.○ Choose a lawmaker from the House to write a bill.○ The chosen lawmaker presents the bill to the House. They discuss the bill, add any changes, and then vote. If it passes, it is sent to the Senate.○ The Senate discusses the bill, adds its own changes, and votes.○ If changes are made, it is sent back to the House for approval. If it passes without changes, it is sent to the President to sign.○ The chosen President decides whether to sign the bill. If he does, the bill becomes law. If he vetoes the bill, the bill goes back to Congress.○ If both houses of Congress pass the bill with a $\frac{2}{3}$ margin, the bill becomes law.● Arrange the class so that a third of the class works for the Executive Branch, a third works for the Legislative Branch, and the rest work for the Judicial Branch of government. Brainstorm ways fairness and equality can take place based on the three branches working together.● Utilize online pictures of various buildings and monuments in Washington, D.C. Scholars choose a monument/memorial located in Washington, D.C. and research and then write a sample tour, explaining who/what each place is honoring.● Choose a President whom you admire who also has a monument or memorial remembering him, and write about his contributions to our government, as well as how his monument/memorial affects American identity.● Constitutional Hall - Scholars create a <i>Class Constitution</i> for their classroom establishing a classroom "government". This document will describe the rights and	<ul style="list-style-type: none">● Online Pictures● Digital and Print Sources● Digital and Print Sources● Class Constitution
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rules of classroom citizens, how rules are enforced and by whom, how decisions are made, how new rules are added, etc.			
<ul style="list-style-type: none">Students will write journal entries speculating on what would happen without a government. Students will compare and contrast (via a Venn Diagram) what their lives as classroom citizens would be like with and without a government.Following a read-aloud on voting, scholars work in cooperative groups to answer the following questions: <i>Who is eligible to vote in the United States? What is voter registration? What type of voting technology and systems exist in the United States? Why is voting important?</i>Select and debate an Essential Question from the unit. Scholars state a claim and then support the claim with evidence.	<ul style="list-style-type: none">Venn DiagramJournal EntriesArticle/Read Aloud on VotingEssential Questions for Unit		
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize technology	Utilize technology	Utilize technology	Utilize technology
Provide interest-based learning choices	Provide interest-based learning choices	Provide interest-based learning choices	Provide interest-based learning choices
Student-led activities	Provide student work samples	Provide student work samples	Provide student work samples
Problem-solve collaboratively using background knowledge, talents, and skills	Problem-solve collaboratively using background knowledge, talents, and skills	Problem-solve collaboratively using background knowledge, talents, and skills	Problem-solve collaboratively using background knowledge, talents, and skills
Critical thinking questions	Critical thinking questions	Modify critical thinking questions	Modify critical thinking questions
Peer-led small group collaboration	Peer-led small group collaboration	Teacher-led small group instruction	Teacher-led small group instruction
General use of varied modalities – kinesthetic, visual, auditory, tactile	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities -	Specific use of modalities - kinesthetic, visual, auditory, tactile
			Small group projects with teacher guidance

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		kinesthetic, visual, auditory, tactile Paired projects with teacher guidance Flexible time allotment Repetition of content	Flexible time allotment Repetition of content
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Unit Title: Holidays/Observances/Events

Overview: This unit of study focuses on the recognition of the nuances of one's own and other cultures. Students will engage in the quest to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among and between groups of people.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPI.8:** Describe how the United States Constitution defines and limits the power of government.
- **6.1.5.CivicsPD.2:** Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- **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.
- **6.1.5.Civic.DP.1:** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- **6.1.5.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- **6.1.5.CivicsPR.4:** Explain how policies are developed to address public problems.
- **6.1.5.CivicsHR.1:** Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- **6.1.5.CivicsHR.2:** Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- **6.1.5.CivicsHR.3:** Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

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- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.2:** Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.GeoPP.5:** Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- **6.1.5.GeoPP.6:** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- **6.1.5.EconNM.7:** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- **6.1.5.HistoryCC.2:** Use a variety of sources to illustrate how the American identity has evolved over time.
- **6.1.5.HistoryCC.3:** Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
- **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.HistoryCC.6:** Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.5.HistoryCC.7:** Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- **6.1.5.HistoryCC.8:** Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- **6.1.5.HistoryCC.13:** Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- **6.1.5.HistoryCC.15:** Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- **6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- **6.1.5.HistoryUP.4:** Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.HistorySE.2:** Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

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NJSLS ELA Reading:

- **RI.CR.4.1.-** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RI.TS.4.4.-** 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.
- **RI.PP.4.5. -** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- **RI.MF.4.6. -** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.-** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

NJSLS ELA Writing:

- **W.AW.4.1. -** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.4.2 -** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.4.3.-**Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.4.5.-** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation or different aspects of a topic.
- **W.SE.4.6.-** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7. -** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

NJSLS Speaking and Listening:

- **SL.PE.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.ES.4.3. -** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.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.
- **SL.UM.4.5. -** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.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.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.2.5.CAP.2	Identify how you might like to earn an income.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.	Income and benefits can vary depending on the employer and type of job or career.
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.	Digital engagement can improve the planning and delivery of climate change actions.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.
Central Idea/Enduring Understanding: Scholars will... <ul style="list-style-type: none"> ● Muslim Heritage Month – <ul style="list-style-type: none"> ○ Celebrate the history and contributions of Muslim Americans to the United States. ● Dr. Martin L. King, Jr. Day – <ul style="list-style-type: none"> ○ Identify the accomplishments of Dr. Martin Luther King Jr. ○ Demonstrate the importance of community service. ● Holocaust Remembrance Day – 		Essential/Guiding Question: Why do we celebrate these holidays? <ul style="list-style-type: none"> ● Muslim Heritage Month - Month of January ● Dr. Martin L. King, Jr. Day - Third Monday in January ● Holocaust Remembrance Day- January 27th ● Black History Month- Month of February ● Freedom Day - February 1st ● Presidents Day- Third Monday in February ● Women's History - Month of March ● Arbor Day- April 29th ● Celebrate Diversity Month - Month of April ● Emancipation Day - April 16th

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- Explain discrimination and what actions we can choose to prevent or dismantle it.
- Discuss what tolerance and the acceptance of others mean.
- **Black History Month –**
 - Explain the influence of African Americans on the history, culture, and achievements of the United States.
 - Research African Americans and their contributions.
- **Freedom Day –**
 - Explain the 13th amendment.
 - Explain the history of civil rights.
 - Research information about a famous civil rights leader.
- **Presidents Day –**
 - Explain Presidents Day and the contributions of current and past presidents.
 - Identify the accomplishments of George Washington and Abraham Lincoln.
- **Women's History –**
 - Explain the accomplishments and impact of females around the world.
- **Arbor Day –**
 - Explain Arbor Day and the importance of trees.
 - Research ways to help planet Earth.
 - Discuss the similarities and differences between Earth Day and Arbor Day.
- **Celebrate Diversity Month –**
 - Explore the diversity of different cultures.
 - Demonstrate an understanding of the diversity within our own community.
 - Identify their family traditions.
- **Emancipation Day –**
 - Discuss slavery and describe ways enslaved people gained their freedom.

- **Asian American Pacific Islander Heritage Month** - Month of April
- **Memorial Day** - Last Monday of May
- **Flag Day** - June 14th
- **Juneteenth** - June 19th
- **Hispanic Heritage Month** - 9/15 thru 10/15
- **Labor Day** - September 6th
- **Commodore Barry Day** - September 13th
- **Constitution Day** - September 17th
- **National Indigenous People Day** - October 12th
- **Veteran's Day** - November 11th
- **Thanksgiving** - 4th Thursday

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- Demonstrate an understanding of the importance of the “Underground Railroad.”
- Explain the Emancipation Proclamation.
- **Asian American Pacific Islander Heritage Month –**
 - Explain the contributions and influence of Asian Americans & Pacific Islander Americans to the history, culture, and achievements of the United States.
 - Explore countries in Asia and Pacific Islands to understand their culture and traditions.
- **Memorial Day –**
 - Demonstrate an understanding of the sacrifices service members have made so Americans can have the rights and freedoms we have today.
- **Flag Day –**
 - Explain the symbolism of the American flag.
- **Juneteenth –**
 - Explain the basic concepts of diversity, tolerance, responsibility and respect for others.
 - Compare and contrast the dissemination of information from past to present and how it impacted the lives of enslaved people.
 - Compare and contrast the Emancipation Proclamation and the 13th Amendment.
- **Hispanic Heritage Month –**
 - Explain the contributions and influence of Hispanic Americans to the history, culture, and achievements of the United States.
 - Explore Hispanic countries to understand their culture and traditions.
- **Labor Day –**
 - Demonstrate an understanding of the American Labor Movement.

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<ul style="list-style-type: none"> ○ Explain the contributions of laborers to the development and achievements of the United States. ● Commodore Barry Day – <ul style="list-style-type: none"> ○ Identify the accomplishments of Commodore Barry. ○ Explain how Barry helped NJ during the Revolutionary War. ● Constitution Day – <ul style="list-style-type: none"> ○ Demonstrate an understanding that citizens have a responsibility to follow rules and laws. ○ Explain how the Constitution describes how the United States government is organized. ○ Describe the branches of the government. ● National Indigenous Peoples' Day – <ul style="list-style-type: none"> ○ Recognize the original inhabitants of North America. ○ Explain the history of European colonists and Americans taking over land & how Indigenous People are living to keep their culture alive today. ● Veteran's Day – <ul style="list-style-type: none"> ○ Recognize the sacrifices our veterans have made for our freedoms. ○ Explain the difference between Memorial Day and Veteran's Day. ● Thanksgiving Day – <ul style="list-style-type: none"> ○ Recognize how the Wampanoag people and colonial Pilgrims gathered together for a harvest meal in 1621. ○ Explain how different families celebrate Thanksgiving today. 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Muslim Heritage Month is observed during the month of January to raise awareness and increase understanding of the meaningful histories and cultures of Muslim communities. It is also to honor the contributions of Muslim Americans to the United States. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Civil Rights ● Freedom ● Oppression ● Symbols of Freedom

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| <ul style="list-style-type: none">• Dr. MLK, Jr. Day is observed on the third Monday in January to commemorate the birthday of Dr. King. It is when the nation honors the life and work of Dr. King.• Holocaust Remembrance Day is observed on January 27th to remember the importance of teaching tolerance and respecting differences. It is a reminder to not spread messages of hate, or exclude people because of race, shadeism, gender, religious beliefs, etc..• Black History Month is observed during the month of February. It is a time when communities across the country commemorate the history of people of African descent in America and pay tribute to the many achievements of Black men and women.• National Freedom Day is an observance in the United States that honors the signing of a resolution that proposed the 13th amendment of the nation's constitution on February 1, 1865. Abraham Lincoln, who was the president at the time, signed the resolution to outlaw slavery. This anniversary is annually observed on February 1.• President's Day is observed on the third Monday in February. It is a U.S. holiday that takes place on George Washington's birthday, was expanded to also honor Abraham Lincoln, and currently honors past and present U.S. Presidents.• Women's History Month is celebrated to honor the important contributions and accomplishments of women.• Celebrate Diversity Month is observed during the month of April to foster respect and open-mindedness for other cultures, religions, and gender identities.• Emancipation Day is a holiday in Washington D.C. to mark the anniversary of the signing of the Compensated Emancipation Act, which president Abraham Lincoln signed on April 16, 1862. | <ul style="list-style-type: none">• Famous American Women• Women's Suffrage• Cultural Diversity• Heroes• Famous African American Inventors• The Constitution of the United States• Rules• Patriotism• Customs• Rights and Responsibilities• Constitution of the United States• Memorials• Underground Railroad |
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- Earth Day is an annual event that demonstrates support for environmental protection.
- Arbor Day is always celebrated on the last Friday in April. Much like Earth Day, it is a holiday that celebrates nature. Its purpose is to encourage people to plant trees, and many communities traditionally take the opportunity to organize tree-planting and litter-collecting events on or around the holiday.
- Asian Pacific American Heritage Month is observed during the month of May to honor the contributions of Asian and Pacific Islanders to America.
- Memorial Day is observed on the last Monday of May. It commemorates all men and women who have died in military service for the United States.
- Flag Day is celebrated on June 14th in the United States. It commemorates the adoption of the flag of the United States of America.
- Juneteenth is a celebration commemorating the end of slavery in the United States. The Emancipation Proclamation became official on January 1, 1863 but it wasn't until June 19, 1865 that the news reached Galveston, Texas that all enslaved people in rebelling states were now free.
- Hispanic Heritage Month is observed from September 15th to October 15th to honor the contributions of Hispanic and Latinx people to America.
- Labor Day is observed on the first Monday of September to honor and recognize the Labor Union and contributions of laborers to the development and achievements of the United States.
- Commodore John Barry was an important figure in American history. He is known as "The Father of the American Navy". He was given the important task of putting together our navy as the American colonies were fighting for independence from England and was made a Captain in

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the Continental Navy. Commodore Barry remained head of the navy until his death on September 13, 1803. The Commodore Barry Bridge, in honor of Commodore John Barry, opened in 1974 which crosses the Delaware River connecting Pennsylvania and New Jersey.

- Constitution Day is observed on September 17 to commemorate the signing of the Constitution on September 17, 1787. Delegates to the Constitutional Convention met for the last time to sign the document.
- Indigenous Peoples' Day is both a celebration and reflection of the original peoples of North America. We celebrate the people and their heritage, culture and tribal roots while reflecting on the stories in history of Americans taking over their land and effecting their heritage, and how Indigenous people have overcome to maintain their culture and heritage.
- Veteran's Day is a national holiday celebrated on November 11 to honor military veterans for their service. "World War I – known at the time as "The Great War" - officially ended when the Treaty of Versailles was signed on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice or temporary cessation of hostilities, between the Allied nations and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of "the war to end all wars.""
- Thanksgiving Day is a national holiday celebrated on the fourth Thursday of November to honor the Wampanoag and colonial Pilgrims' 1621 harvest meal. It is a day to give thanks and sacrifice for the blessings of the harvest.

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Interdisciplinary Connections:

The discussions/activities in this unit emphasize character education initiatives, art and cultural celebrations, recognize and celebrate various cultures through month-long acknowledgement, word language awareness, climate and environmental conservation.

Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - Interviews
 - Journal Responses
 - Learning Logs
 - Lists
 - Graphic Organizers
 - Exit Tickets
 - Quizzes
- **Artistic Products**
 - Posters, Charts,
 - Graphs, Diagrams
 - Projects
 - Illustrations with Captions
 - Murals, Dioramas, Collages
 - Photographs
- **Multiple-form Products (Writing, Drawing, and Speaking)**
 - Oral Presentations
 - Debates
 - Role Play
 - Reenactments

Other Evidence:

- Rubrics
- Teacher Observation and Anecdotal Notes
- Class and Group Discussion
- Student Participation - Individual and Group
- Cooperation
- Collaboration

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Muslim Heritage Month

- Read and discuss “The Proudest Blue” by Ibtihaj Muhammad. Discuss the purpose and teach tolerance of the hijab to Muslim girls.
- Learn more about Muslim culture and Muslim Americans.
- Read information on National Geographic Kids about Ramadan. Then read the book “Lailah’s Lunchbox: A Ramadan Story.” Research what foods are eaten during Ramadan.

Dr. Martin Luther King, Jr.

- Read and discuss the contributions of Dr. Martin Luther King, Jr.

Resources:

Muslim Heritage Month

- “The Proudest Blue” by Ibtihaj Muhammad
https://www.youtube.com/watch?v=cfmc_llybcU&t=0s
- Go through slides [Did You Know](#)
- National Geographic Kids - Ramadan:
<https://kids.nationalgeographic.com/history/article/ramadan>
- “Lailah’s Lunchbox” by Reem Faruqi
https://www.youtube.com/watch?v=rjZ_EpecEKk

Dr. Martin Luther King, Jr.

- Martin Luther King, Jr. Biography
- *Who was Martin King, Jr?* by Bonnie Bader

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- Read aloud *Who was Martin King, Jr?* by Bonnie Bader and discuss his life and how he fought for “Civil Rights” in our country. Tell why he was an American hero.
- Create a community service project on Dr. King, Jr. 's birthday.

Holocaust Remembrance Day

- Read aloud *The Whispering Town* by Jennifer Elvgren. Cultivate class discussion on the words discrimination, tolerance, and unity. How were people in the town privately uniting to fight against discrimination?
- Read aloud *Everyone is Equal: The Kids' Book of Tolerance* by Anders Hanson. Why is accepting people's differences important? How can we learn to accept or tolerate people who are different and have different opinions? What can we do to include others?

Black History Month

- Complete a research project or poster on an African American.
- Explore or watch a video in a Daily Discussion/Spotlight on different African Americans every day of the month.

Freedom Day

- Use a variety of research tools (internet, library, etc.) to research the 13th Amendment. Have students create a timeline of the amendment from introduction to its passing.
- Discuss what civil rights are. Why are civil rights important? What was the Civil Rights Movement?
- Use a variety of research tools (internet, library, etc.) to write a report about “Civil Rights” leaders from the past or present.

Presidents Day

- Watch PBS Learning Media “All About the Holiday: Presidents Day.” Discuss why America celebrates Presidents Day.


(or similar book)

- https://www.readworks.org/find-content#!s0:191935.191941/q:martin%20luther%20king%20jr/g:20/t:s:/k:/cid:/f:0/pt:/features:/staff_picks:191941/sel:/

Holocaust Remembrance Day

- EPIC reading app: *The Whispering Town* by Jennifer Elvgren
- EPIC reading app: *Everyone is Equal: The Kids' Book of Tolerance* by Anders Hanson

Black History Month

- EPIC reading app
- <https://www.ducksters.com/biography/africanamericans.php>
-  African American History Month: Student...

Freedom Day

- <https://constitutioncenter.org/interactive-constitution/amendments/amendment-xiii>
- <https://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html>
- https://www.ducksters.com/history/civil_rights/
- <http://www.pbs.org/black-culture/explore/civil-rights-leaders/#.WBtTly3x6M8>

Presidents Day

- <https://why.pbslearningmedia.org/resource/43c3ae84-c685-4828-9d7e-1c8fc09cad3f/presidents-day-all-about-the-holidays/>

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- Choose a current or past president to research. Then write a brief poem about that president.
- Use a variety of research tools (internet, library, etc.) to write a short biography on George Washington or Abraham Lincoln, highlighting their accomplishments.

Women's History

- Use a variety of research tools (internet, library, etc.) to prepare and present a research report on a past or current woman who has made an impact on society.
- Write a letter from the point of view of a woman in the 1900's explaining a stand on allowing women to vote.
- Create a talk show interviewing famous women who influenced the right to vote in 1900.

Celebrate Diversity Month

- Invite community members from different backgrounds to discuss their traditions and culture. How has their heritage influenced their choices and values?
- Read aloud *Your Family Tree* by Robin Koontz. Create a family tree. Write an essay about a family tradition.
- Create an identity map to celebrate each students' diverse backgrounds and character.

Emancipation Day

- Read aloud *Escaping Slavery: Sweet Clara and the Freedom Quilt*. Have students work in pairs to complete a problem, solution, and plot chart. Students can also research information about secret codes in quilt patterns to create a quilt showing a route from New Jersey to Canada.
- Read aloud *The Underground Railroad* by Sheila Griffin Llana and discuss the importance of the "Underground Railroad."
- Research information about the Emancipation Proclamation. Why did

- <https://www.ducksters.com/biography/uspresidents/>
- <https://www.ducksters.com/biography/uspresidents/georgewashington.php>
- <https://www.ducksters.com/biography/uspresidents/abrahamlincoln.php>

Women's History

- <http://www.angelfire.com/anime2/100import/>
- Sample letter
- <https://kids.nationalgeographic.com/history/article/womens-suffrage-movement>

Celebrate Diversity Month

- EPIC reading app: *Your Family Tree* by Robin Koontz
- https://www.facinghistory.org/sites/default/files/Starburst_Identity_Chart_1.pdf

Emancipation Day

- *Escaping Slavery: Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (or similar book)
- EPIC reading app: *The Underground Railroad* by Sheila Griffin Llanas (or similar book)
- http://teacher.scholastic.com/activities/bhistory/underground_railroad/
- <https://civilwar.mrdonn.org/emancipation-proclamation.html>

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President Abraham Lincoln only free enslaved people in Confederate states and not the whole country?

Earth Day

- Create actionable promises students can implement in their daily lives to help the planet.
- Read books on EPIC about Earth Day.

Arbor Day

- Create a list of ways to help the environment and Earth.
- Discuss the differences of Earth Day and Arbor Day. Why are planting trees important?
- Sequence the steps of planting a flower or plant. Then plant a flower or plant. Draw and name the stages of the plant life cycle.

Asian Pacific American Heritage Month

- Use a variety of research tools (internet, library, etc.) to prepare and present a research report on a person with Asian or Pacific Islander heritage who has contributed to society.
- Research traditions, holidays, landmarks, and general information about a country in Asia or Pacific Islands. Create posters or a Google Slide for students to “travel” around and learn more about another country.
- Revisit excerpts of *Why the Sea is Salty* or *The Monster Beneath the Sea* that explain aspects of nature. Research other Asian and Pacific Islander folktales and myths that explain how other aspects of nature came to be.

Memorial Day

- Read aloud *H is for Honor (A Military Family Alphabet)* by Devin Scillian. Discuss the various terms for each letter

Earth Day

- <https://www.scholastic.com/parents/family-life/parent-child/6-ways-to-celebrate-earth-day.html>
- <https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/earth-day/>
- <https://www.getepic.com/collection/323476/earth-day>

Arbor Day

- EPIC reading app: *Celebrations in my World: Arbor Day* by Lynn Peppas (or similar book)
- https://www.ducksters.com/holidays/arbor_day.php
- <https://www.arborday.org/kids/>
- **Arbor Day/Earth Day** (slide presentation)

Asian Pacific American Heritage Month

- <https://www.zinnedproject.org/materials/asian-americans-and-moments-in-peoples-history/>
- <https://www.ducksters.com/geography/asia.php>
- <https://kids.nationalgeographic.com/geography/countries>
- ReadyGen Texts: *Why the Sea is Salty* & *The Monster Beneath the Sea*

Memorial Day

- *H is for Honor* by Devin Scillian (or similar book)

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and their definitions. Have students choose a few of the terms and write about the terms they chose in their journals.

- Read “Memorial Day - Celebrating Memorial Day” from ReadWorks. What is Memorial Day? How can we honor the sacrifices of our service members?

Flag Day

- Watch PBS Learning Media “All About the Holiday: Flag Day.” Research the history and symbolism of the American flag.

Juneteenth

- In cooperative groups assume the role of a reporter. Write a newspaper article with a headline about news of the Emancipation Proclamation arriving in Galveston, Texas on June 19, 1865. Explain what the Emancipation Proclamation is. Why did it take so long for the news to arrive in Texas? What consequences did keeping enslaved people from being emancipated have on their lives? Explain in detail.
- Students can partner read *Let’s Celebrate Emancipation Day & Juneteenth* by Barbara de Rubertis. Create a Venn Diagram to compare and contrast the Emancipation Proclamation and the 13th Amendment. Discuss how Emancipation Day, Freedom Day, and Juneteenth are similar and different.

Hispanic Heritage Month

- Use a variety of research tools (internet, library, etc.) to prepare and present a research report on a past or current Hispanic and Latinx Americans who have made an impact on society.
- Host a travel fair! Use a variety of research tools (internet, library, etc.) to research information on a Spanish speaking country. Then create travel

- <https://www.readworks.org/article/SummerReads-Memorial-Day---Celebrating-Memorial-Day/d4e5407f-170b-4161-9385-f7f10cb08621#!articleTab:content/>

Flag Day

- https://why.pbslearningmedia.org/resource/339cef7c-616c-461d-8752-f611b00d7c87/flag-day-all-about-the-holidays/#.WRt8pGgrl2x?utm_source=twitter&utm_campaign=ss_2017&utm_medium=stationsocial
- <https://kidskonnnect.com/holidays-seasons/flag-day/>

Juneteenth

- <https://www.ducksters.com/holidays/juneteenth.php>
- <http://www.history.com/news/ask-history/what-is-juneteenth>
- EPIC reading app: *Let’s Celebrate Emancipation Day & Juneteenth* by Barbara de Rubertis

Hispanic Heritage Month

- https://www.readworks.org/find-content#!s0:191935,191982/q:g/t/cid:pt/features:/staff_pick_s:191982/sel:/
- <https://www.berlitz.com/blog/spanish-speaking-countries-capitals>
- <https://docs.google.com/document/d/1RiPIILcZYZ8Bz8juso1RPFdAEG8oL8tusuwgSSzMpKQ/edit?usp=sharing>

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brochures. Identify the countries that some of our famous trail blazers are from.

- Read a novel to students from the Diverse authors or on EPIC.

Labor Day

- Read “Labor Day- What is Labor Day?” from ReadWorks. What is Labor Day? What was the purpose of a labor union?

Commodore Barry

- Use a variety of research tools (internet, library, etc.) to research Commodore John Barry. Construct a timeline of Barry’s life.
- Break students into groups and assign each group a section to read from the link from US History that is listed. Have each group report out on what they learned about Commodore Barry. Identify how a naval captain helped protect NJ during the Revolutionary War.

Constitution Day

- In a class meeting, review classroom rules, or write rules together. Use the United States Constitution as a model to create their own classroom constitutions.
- Research and discuss how the U.S. government works.

Indigenous Peoples’ Day

- Explore the culture of the Native Americans. Read “Native People of the American Southeast” from National Geographic Kids. What were some of the customs of these peoples? Why did they move west?
- Explore the culture of the Native Americans. Read “Native People of the American Northeast” from National Geographic Kids. What are some of the customs of these people? Why did they move west?

- <https://www.getepic.com/collection/1491859/celebrate-hispanic-heritage-month>

Labor Day

- <https://www.readworks.org/article/SummerReads-Labor-Day---What-is-Labor-Day/1f10f556-e87b-44ca-a0df-ff629c6cc642#!articleTab:content/>

Commodore Barry

- [https://kids.kiddle.co/John_Barry_\(naval_officer\)](https://kids.kiddle.co/John_Barry_(naval_officer))
- <http://www.ushistory.org/people/commodorebarry.htm>

Constitution Day

- United States Constitution
- List of classroom rules
- <http://www.scholastic.com/teachers/collection/constitution-day>
- https://www.ducksters.com/history/us_government.php
- Social Studies Weekly: Unit 1: Article 4 Constitution

Indigenous Peoples’ Day

- <https://kids.nationalgeographic.com/history/topic/native-americans>
- Social Studies Weekly: Unit 5: Week 22
- ReadyGen Texts: *The Longest Night, Three Native Nations: Of the Woodlands, Plains, and Desert & The Northwest Coast Peoples*

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- Reference *The Longest Night, Three Native Nations: Of the Woodlands, Plains, and Desert, and The Northwest Coast Peoples*. Tell students that we will be reading these texts in Unit 2 B. We will learn about their culture and how they have tried to preserve their culture today.

Veteran's Day

- Discuss with students the difference between Memorial Day and Veteran's Day. Have students participate in a "Reader's Theater" about Veterans Day.
- Have students research specific veterans' stories and experiences. Create a formula poem about a specific veteran.

Thanksgiving Day

- Read "The Inspiration for the Thanksgiving Feast in the United States" from ReadWorks and "The First Thanksgiving" from National Geographic Kids. Compare and contrast the first Thanksgiving and how we celebrate Thanksgiving today.

Veteran's Day

- <https://www.va.gov/opa/vetsday/docs/schoolkit.pdf>
- <http://www.readwritethink.org/classroom-resources/calendar-activities/veterans-celebrated-united-states-20339.html>
- <https://www.va.gov/opa/vetsday/vetdayhistory.asp>

Thanksgiving Day

- <https://www.readworks.org/article/The-Inspiration-for-the-Thanksgiving-Feast-in-the-United-States/c2014a95-d56f-43ac-8d67-8044f3793350#!articleTab:content/>
- <https://kids.nationalgeographic.com/history/article/first-thanksgiving>

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)
- Social Studies Weekly

**Be sure to only include applicable resources.*

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize technology	Utilize technology	Utilize technology	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or
Provide interest-based learning choices	Provide interest-based learning choices	Provide interest-based learning choices	
Student-led activities	Provide student work samples	Provide student work samples	
Problem-solve collaboratively using background knowledge, talents, and skills	Problem-solve collaboratively using background	Pair with on grade level or	

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<p>Critical thinking questions</p>	<p>knowledge, talents, and skills</p> <p>Critical thinking questions</p> <p>Small group instruction</p> <p>General use of varied modalities – kinesthetic, visual, auditory, tactile</p>	<p>higher-achieving students to problem-solve</p> <p>Modify critical thinking questions</p> <p>Small group instruction</p> <p>Specific use of modalities - kinesthetic, visual, auditory, tactile</p> <p>Paired projects with teacher guidance</p> <p>Flexible time allotment</p> <p>Repetition of content</p>	<p>small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p> <p>Utilize technology</p> <p>Provide interest-based learning choices</p> <p>Provide student work samples</p> <p>Pair with on grade level or higher-achieving students to problem solve</p> <p>Modify critical thinking questions</p> <p>Small group instruction</p> <p>Specific use of modalities - kinesthetic, visual, auditory, tactile</p> <p>Small group projects with teacher guidance</p> <p>Flexible time allotment</p> <p>Repetition of content</p>
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Pacing Guide

Course Name	Resource	Standards
MP 1		
UNIT 1 Module A Becoming Researchers 18 days	ReadyGen Literacy - Unit 1 Module A Module A PBA Informational/Explanatory Writing of a Biographical Spotlight	Social Studies and ELA as determined in previous indicators
UNIT 1, Module B Becoming Researchers 18 days	ReadyGen Literacy - Unit 1 Module B Module B PBA- Informational/Explanatory Writing of an Infographic Unit 1 Online Assessment: Beginning of November	Social Studies and ELA as determined in previous indicators
MP 2		
UNIT 2, Module A Interactions in Nature and Culture 18 Days	ReadyGen Literacy- Unit 2, Module A Module A PBA- Narrative Writing, Tall Tale Unit 2 Module A Online Benchmark Assessment	Social Studies and ELA as determined in previous indicators
UNIT 2, Module B Interactions in Nature and Culture 18 Days	ReadyGen Literacy- Unit 2, Module B Module B PBA- Opinion Writing, Write about Native American Cultures Unit 2 Online Benchmark Assessment	Social Studies and ELA as determined in previous indicators Mid-Year Social Studies Benchmark
MP 3		
UNIT 3 Module A Exploring Impact and Effect 18 Days	ReadyGen Literacy- Unit 3, Module A Module A PBA- Opinion Task of Comparing Two Texts	Social Studies and ELA as determined in previous indicators
UNIT 3 Module B Exploring Impact and Effect 18 Days	ReadyGen Literacy - Unit 3 Module B Module B PBA - Informative/Explanatory Task to	Social Studies and ELA as determined in previous indicators

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	Write a News Report Unit 3 Online Assessment	
MP 4		
UNIT 4 Module A Creating Innovative Solutions 18 Days	ReadyGen Literacy - Unit 4 Module A Module B PBA Narrative Writing Write a Short Story	Social Studies and ELA as determined in previous indicators
UNIT 4 Module B Creating Innovative Solutions 18 Days	ReadyGen Literacy - Unit 4 Module B Module B PBA Opinion Writing Write about Innovations Unit 4 Online Assessment	Social Studies and ELA as determined in previous indicators
UNIT 4 Social Studies Focus Branches of Government & United States Constitution	End of unit benchmark	Social Studies Indicators
45 days of ELA/Social Studies 45 days of Social Studies	End of year benchmark	Social Studies and ELA as determined in previous indicators
MP 1-4		
Holidays/Observances/Events based on the calendar year.	Differentiated based on Holidays/Observances/Events	Social Studies/ELA as applicable in the above document.