

Marking Period		Unit Title	Recommended Instructional Days
3		Diversity	45 days
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit	
<i>Progress Indicator:</i> RL.4.1, RL.4.2, RL.4.3, RL.4.6, RL.4.10 <u>Grade 4 ELA Standards</u>	<i>Progress Indicator:</i> RI.4.7, RI.4.10		
Foundational Skills Strand:	Writing Strand:	Essential Question/s: How can we reach new understandings through exploring diversity? Why do people communicate in diverse ways? How do our experiences help us see the world differently? How does music bring people together? How do new places influence us? How do people with interests different from ours help us grow?	
<i>Progress Indicator:</i> RF.4.3, RF.4.3.a,	<i>Progress Indicator:</i> W.4.3, W.4.4, W.4.5, W.4.9		
Speaking and Listening Strand:	Language Strand:	Activity Description: Week 1 - Reading Workshop: <i>Out of My Mind</i> (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) Understand characters in realistic fiction better by noticing the changes they undergo Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through: <ul style="list-style-type: none"> ● academic vocabulary ● word study ● read like a writer ● write for a reader ● spelling 	
<i>Progress Indicator:</i> SL.4.1, SL.4.4	<i>Progress Indicator:</i> L.4.1, L.4.2, L.4.5, L.4.6		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies		
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Social Awareness ● Responsible Decision-Making ● Relationship Skills 	<ul style="list-style-type: none"> ● Recognize the importance of self-confidence in handling daily tasks and challenges 		

	<ul style="list-style-type: none">● Recognize the skills needed to establish and achieve personal and educational goals● Demonstrate an understanding of the need for mutual respect when viewpoints differ● Develop, implement, and model effective problem-solving and critical thinking skills● Utilize positive communication and social skills to interact effectively with others	<ul style="list-style-type: none">● language and conventions <p>Writing Workshop: Introduce Mentor Stacks and immerse in realistic fiction texts</p> <p>Week 2 - Reading Workshop: <i>Mama's Window</i> (Holocaust Law: N.J.S.A. 18A:35-28) Analyze plot and setting to understand important elements of realistic fiction</p> <p>Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none">● academic vocabulary● word study● read like a writer● write for a reader● spelling● language and conventions <p>Writing Workshop: Develop elements of realistic fiction writing</p> <p>Week 3 - Reading Workshop: <i>Trombone Shorty</i> (Amistad Law: N.J.S.A. 18A 52:16A-88) Make connections across texts by considering author's purpose and genre</p> <p>Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none">● academic vocabulary● word study● read like a writer● write for a reader● spelling● language and conventions <p>Writing Workshop: Develop the structure of realistic fiction writing</p> <p>Week 4-</p>
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		<p>Reading Workshop: <i>Weslandia</i> and <i>"The Circuit"</i> Determine how the author's choice of point of view impacts the reader</p> <p>Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none">● academic vocabulary● word study● read like a writer● write for a reader● spelling● language and conventions <p>Writing Workshop: Apply writer's craft and conventions of language to develop and write realistic fiction</p> <p>Week 5 -</p> <p>Reading Workshop: Poetry Collection Use the power of visual imagery to make personal connections to the theme of a poem</p> <p>Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none">● academic vocabulary● word study● read like a writer● write for a reader● spelling● language and conventions <p>Writing Workshop: Publish, celebrate, and assess realistic fiction writing</p> <p>Week 6-</p> <p>Inquiry and research- Let's All Play! Research Articles</p> <ul style="list-style-type: none">● Generate ideas for inquiry● Research local and national historical landmarks● Engage in productive collaboration● Incorporate media● Celebrate and reflect
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		<p>UNIT 5 Week 3 - Reading Workshop: The Top 10 Ways You Can Reduce Waste Analyze and summarize argumentative text Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"> ● academic vocabulary ● word study ● read like a writer ● write for a reader ● spelling ● language and conventions <p>Writing Workshop: Develop the structure of poetry writing</p> <p>Book Club- <i>The Lemonade War</i></p> <p>Interdisciplinary Connections: <i>Follow the “Cross-Curricular” discussion prompts in your teacher’s manual to address the standards below.</i></p> <p>SOC.6.1- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. SCI.4.PS3.D Energy in Chemical Processes and Everyday Life</p>
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Small Group - Verbal Discussions ● Lesson/Skill Quiz ● Exit Tickets ● Progress Check-Ups ● Cold Reads ● Practice Tests 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● District Diagnostic Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● District Assessments ● Standardized Tests ● Published Writing Pieces

<ul style="list-style-type: none"> ● Test Banks ● Journal Writing ● Whiteboard/Communicator ● Peer/Self Assessment ● Reading Response Log ● Think/Write-Pair-Share ● Graphic Organizers ● 3-2-1 Strategy 	<ul style="list-style-type: none"> ● Selection /Unit Tests 		
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Digital and Print Version of Texts ● Centers/Stations ● Journals ● Leveled Readers ● Mentor Stack ● Writing Notebook ● Student Interactive ● MyView Literacy ● Reading Anchor Charts/Editable Anchor Charts ● Listening Comprehension Read Aloud 	<ul style="list-style-type: none"> ● Below Level Readers ● Choice Boards ● Differentiated Literacy Stations ● Small Group Guide ● Graphic organizers 	<ul style="list-style-type: none"> ● WIDA Can Do Descriptors ● Online Thesaurus ● Below Level Readers ● Language Awareness Handbook ● StoryBoard Graphic Organizer 	<ul style="list-style-type: none"> ● Enrichment Readers ● Extension Activities in Resource Download Center ● Research and Inquiry Activities in teacher's guide ● Tiered Content/Activities ● Provide a variety of rigorous material ● Challenge spelling words
Supplemental Resources			

<p>Technology:</p> <ul style="list-style-type: none"> ● Student Technology Device (chromebook; computer; ipad; etc.) ● SmartBoard ● Meeting Application (Google Meets; Zoom; etc.) ● Camera & Microphone ● Document Camera ● IXL BBOED ● Interactive Whiteboard ● CommonLit ● Readworks ● Flipgrid ● Quizizz ● Kahoot ● Learn 360 ● BrainPop ● Edcite <p>Other:</p> <ul style="list-style-type: none"> ● Whiteboard ● Chart Paper ● Markers 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core</p>
<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual 	<ul style="list-style-type: none"> ● Introduce skills/vocabulary before lesson ● Teacher modeling ● Use of visual & multi-sensory formats 	<ul style="list-style-type: none"> ● Visual Learning ● Pre-Teaching Skills/Language ● Teacher Modeling ● Personal Experiences/Prior Knowledge 	<ul style="list-style-type: none"> ● Compacting ● Inquiry Based Instruction ● Higher-Order Thinking Questions ● Interest Based Content

<p>instruction as needed</p>	<ul style="list-style-type: none"> ● Pair with higher level students ● Utilize a multi-sensory (VAKT) approach during instruction ● Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Allow students to retake test for additional credit ● Provide additional times and preferential seating as needed ● Scaffolding ● Highlight key vocabulary ● Text-to-Speech ● Use of anchor charts ● Sentence Stems ● Graphic Organizers 	<ul style="list-style-type: none"> ● Guided Writing ● Pair students with advanced language skills ● Scaffolding ● Choice Boards ● Differentiated Writing Stations ● Extended Conferences ● Sentence Stems <p>(Refer to TE for ELL Targeted Minilesson Support)</p>	<ul style="list-style-type: none"> ● Student-Driven Instruction ● Tiered Content/Activities ● Create an enhanced set of introductory activities ● Intensive accelerated instruction
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	<p>Disciplinary Concept:</p>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<ol style="list-style-type: none"> 1. Financial Health 2. Career Awareness & Planning 3. Creativity and Innovation 4. Digital Citizenship 5. Global & Cultural Awareness 6. Information and Media Literacy 7. Technology Literacy 	
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> ● You can give back in areas that matter to you. ● An individual's passions, aptitude and skills can affect his/her employment and earning potential. ● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. ● Digital identities must be managed in order to create a positive digital footprint. ● Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. ● Different digital tools have different purposes
	<i>Performance Expectation/s:</i>	<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>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</p> <p>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</p> <p>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</p> <p>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</p> <p>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 (Standards in Action:Climate</p>

		<i>Change)</i>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	N/A	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>