

4th Grade

Content Area: **Interdisciplinary**
Course(s):
Time Period: **Trimester 2**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Information Literacy	Trimester	Cycles
Literary Genres	1	1
Author's Purpose	1	1
Determine the main idea of a text	2	1
Determine the theme of a text	2	1
Describe in depth the characters, setting, and events in a story.	3	2
Compare and contrast stories from different literary genres	3	1
Digital Citizenship		
My Media Choices	1	1
Private and Personal Information	1	1
Digital Footprint	2	1
Healthy Media Choices	2	1
A Creator's Rights and Responsibilities	3	1
STEM/Coding		
English Character Profile	3	3
Online Poster	3	3

LA.W.4.9.A	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining

	what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.5.D.1	Understand the need for and use of copyrights.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.5.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.5.A.CS1	The characteristics and scope of technology.
TECH.8.2.5.A.CS2	The core concepts of technology.
TECH.8.2.5.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
TECH.8.2.5.E.1	Identify how computer programming impacts our everyday lives.
TECH.8.2.5.E.2	Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
TECH.8.2.5.E.3	Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
TECH.8.2.5.E.4	Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).
TECH.8.2.5.E.CS1	Computational thinking and computer programming as tools used in design and engineering.
	Key Ideas and Details
	Craft and Structure

Unit Overview

Enduring Understandings

- Knowledge about the research process
- Locating appropriate information resources
- Listen attentively to a variety of literary genres
- Knowledge of author's purpose
- Recognition of literary genres and their characteristics
- Knowledge and understanding of appropriate internet etiquette

- Knowledge of information available to support personal interests
- Knowledge of literature genres
- Evaluate how healthy different types of media choices are.
- Begin to develop their own definition of a healthy media balance.
- Explain the difference between private and personal information.

Essential Questions

- How do you search with keywords?
- Why is it important to be flexible with your search terms?
- How do you know where to find the best information for your research?
- Why is it important to use a variety of different sources?
- What information is appropriate for me to share when I am on the internet?
- Why did an author write this piece of text?
- Why is it important to be an active listener?
- Is all information useful?
- How do your personal interests affect your selection of materials and information? • How do you identify the differences between literature genres?
- What makes a healthy media choice?
- What information about you is OK to share online?

New Jersey Student Learning Standards (No CCS)

Targeted NJ Core Curriculum Content Standards:

{TEC.K-4.8.1.A.2} Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).

{TEC.K-4.8.1.A.3} Input and access text and data, using appropriate keyboarding techniques or other input devices.

{TEC.K-4.8.1.B.3} Social Aspects

Practice appropriate Internet etiquette.

{TEC.K-4.8.1.B.4} Social Aspects

Recognize the ethical and legal implications of plagiarism of copyrighted materials.

{TEC.K-4.8.1.B.5} Information Access and Research

Recognize the need for accessing and using information.

{TEC.K-4.8.1.B.6} Information Access and Research

Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.

{TEC.K-4.8.1.B.7} Information Access and Research

Locate specific information by searching a database.

{TEC.K-4.8.1.B.9} Problem Solving

Solve problems individually and/or collaboratively using computer applications.

(NJ Core Curr)

{TEC.K-4.8.1.B.2.c} Social Aspects

Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:

On-line library resources

{TEC.K-4.8.1.B.2.d} Social Aspects

Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:

Personal security and safety issues

{TEC.K-4.8.1.B.2.a} Social Aspects

Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:

Internet access

{TEC.K-4.8.1.B.2.b} Social Aspects

Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:

Copyrighted materials

{LA.4.3.1.A.1} Identify differences of various print formats, including newspapers, magazines, books, and reference resources.

{LA.4.3.1.A.3} Identify and locate features that support text meaning (e.g., maps, charts, illustrations).

{LA.4.3.1.D.2} Read at different speeds using scanning, skimming, or careful reading as appropriate.

{LA.4.3.1.E.3} Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).

{LA.4.3.1.F.4} Use a grade-appropriate dictionary (independently) to define unknown words.

{LA.4.3.1.G.1} Discuss underlying themes across cultures in various texts.

{LA.4.3.1.G.2} Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies).

{LA.4.3.1.G.3} Cite evidence from text to support conclusions.

{LA.4.3.1.G.4} Understand author's opinions and how they address culture, ethnicity, gender, and historical periods.

{LA.4.3.1.G.6} Recognize an author's point of view.

{LA.4.3.1.G.7} Identify and summarize central ideas in informational texts.

{LA.4.3.1.G.8} Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction.

{LA.4.3.1.G.9} Recognize literary elements in stories, including setting, characters, plot, and mood.

{LA.4.3.1.G.10} Identify some literary devices in stories.

{LA.4.3.1.G.11} Identify the structures in poetry.

{LA.4.3.1.G.13} Read regularly in materials appropriate for their independent reading level.

{LA.4.3.1.H.1} Use library classification systems, print or electronic, to locate information.

{LA.4.3.1.H.2} Investigate a favorite author and produce evidence of research.

{LA.4.3.1.H.3} Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.

{LA.4.3.2.A.2} Develop an awareness of form, structure, and author's voice in various genres.

{LA.4.3.2.D.2} Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

{LA.4.3.3.A.1} Use details, examples and reasons to support central ideas or clarify a point of view.

{LA.4.3.3.A.2} Stay focused on a topic and ask relevant questions.

{LA.4.3.3.A.3} Take turns without dominating.

{LA.4.3.3.B.1} Develop questioning techniques (e.g., who, what, when, where, why, and how).

{LA.4.3.3.B.4} Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.

{LA.4.3.3.B.5} Reflect and evaluate information learned as a result of the inquiry.

{LA.4.3.3.D.1} Speak for a variety of audiences and purposes.

{LA.4.3.3.D.4} Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.

{LA.4.3.3.D.5} Participate in a dramatization or role-play across the curriculum.

{LA.4.3.3.D.6} Read aloud with fluency.

{LA.4.3.4.A.1} Listen actively for a variety of purposes such as enjoyment and obtaining information.

{LA.4.3.4.A.2} Listen attentively and critically to a variety of speakers.

{LA.4.3.4.A.3} Interpret vocabulary gained through listening.

{LA.4.3.4.B.1} Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident.

{LA.4.3.4.B.2} Develop listening strategies (e.g., asking questions and taking notes) to understand what is heard.

{LA.4.3.4.B.3} Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.

{LA.4.3.5.A.4} Distinguish between factual and fictional visual representations.

{LA.4.3.5.A.7} Demonstrate an awareness of different media forms and how they contribute to communication.

{LA.4.3.5.B.1} Understand that creators of both print media and electronic media have a purpose and target audience for their work.

{LA.4.3.5.B.4} Compare and contrast media sources, such as film and book versions of a story.

{LA.4.3.5.C.1} Express preferences for media choices.

Amistad Integration

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

Goals:

- 1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

Amistad resources will be taken from [Amistad Resources link](#).

LA.RI.11-12.10b

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior

Holocaust/Genocide Education

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

- a.** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
- b.** The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Interdisciplinary Connections

The following standards are also being followed and met from the American Association of School Librarians (AASL), Information Literacy and Power:

Standard 1: The student who is information literate accesses information efficiently and effectively.

1:3 Develops search strategies

1:3:1 Identifies keywords

1:3:3 Uses subject headings

1:4 Accesses information using a variety of sources

1:4:2 Utilizes online library catalogs

1:4:3 Browses print collections

1:4:5 Utilizes internet based-based resources

Standard 2: The student who is information literate evaluates information critically and competently.

2:3 Identifies inaccurate and misleading information

2:3:1 Differentiates between fact and opinion, and identifies inaccuracies

Standard 3: The student who is information literate uses information accurately and creatively

3:1 Organizes information to achieve specific purposes

3:1:2 Integrates information from a variety of formats into a finished product/presentation

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

4:1 Locates information relevant to personal interests

4:1:1 Has knowledge of the variety of sources available pertaining to personal interests

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

5:1 Recognizes differences between literary genres

5:1:1 Is aware of the various literature genres

5:1:2 Identifies favorite literature genres

5:1:3 Identifies characteristics of each literary genre

5:3 Designs creative products

5:3:1 Creates appropriate products that convey information capitalizing on the unique qualities of a chosen format

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society

7:1 Respects the ideal of equitable access to information

7:1:1 Returns materials in a timely manner so that others have access

7:2 Gathers information from diverse sources

7:2:2 Evaluates usefulness of information

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

PFL.9.1.12.A.8

Analyze different forms of currency and how currency is used to exchange goods and services.

Technology Standards

See Technology standards listed above.

21st Century Themes/Careers

- Global Awareness/Digital Citizenship
- Coding/Computer Science
- Information Literacy
- STEAM based activities
- Diversity / Multi-cultural exposure and awareness

HPE.2.2.8.A.2

Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Financial Literacy Integration

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and] ¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.
- c. <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>

Instructional Strategies & Learning Activities

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories

- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

*Add or remove any of these as you see fit.

Formative Assessments

Summative Assessment

Benchmark Assessments

Alternate Assessments

Resources & Technology

BOE Approved Texts

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.

- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

*Add to or remove any of these as you see fit.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

*Add to or remove any of these as you see fit.

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions

- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

