

4th Grade Art

Course Compendium

UNITS OF STUDY*

Unit 1- *Lines*

Unit 2- *Space*

Unit 3- *Shape and Form*

Unit 4- *Color and Value*

Unit 5- *Texture*

INTERDISCIPLINARY CONNECTIONS

Social Studies

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Language Arts

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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

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

Math

4.OA.C.5. Generate and analyze patterns.

4.MD.C.5 Geometric measurement: understand concepts of angle and measure angles

4. G. A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Technology

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks <p>WIDA Can Do Descriptors for Grade1 WIDA Essential Actions Handbook FABRIC Paradigm Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p>National Center on Universal Design for Learning - About UDL UDL Checklist UDL Key Terms</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Preassess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</p>
		Students with 504 Plan
At Risk Learners / Differentiation Strategies		
<ul style="list-style-type: none"> Alternative Assessments Choice Boards Group Investigations Learning Contracts Leveled Rubrics Multiple Texts 	<ul style="list-style-type: none"> Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activitie 	<ul style="list-style-type: none"> Jigsaw Exploration by Interest Flexible Grouping Goal-Setting with Students Open-Ended Activities Use of Reading Buddies Work Alone/Together

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