

2024-2025 Gifted & Talented Grade 4 Unit 2: Literacy World Music

Content Area: **Gifted and Talented**
Course(s):
Time Period: **Full Year**
Length: **8 Weeks**
Status: **Published**

4th Language Arts - World Culture - World Music

Unit Rationale

The focus of Unit 1 is to expand 4th grade G&T students' knowledge and understanding of music around the world, beyond where they live. In previous grades, G&T students have explored holidays and homes in previous grades. Building upon that knowledge, this unit will focus on music and musical instruments around the world. Students will choose and research a genre or musical instrument. Students will have an opportunity to study the culture, history, and music of an instrument or genre of music. Students will create a culminating presentation to share this info with their peers. This world culture unit encourages acceptance, inclusivity, and cultural awareness. Music is an essential element of culture that gives insight into other societies.

SEL Competencies

SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2	Self-Management
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3	Social Awareness
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of

	settings
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5	Relationship Skills
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

21st Century Life and Career, G&T Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new

technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

GIFT.PK-12.1

Learning and Development

GIFT.PK-12.1.1

Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.

GIFT.PK-12.1.1.1

Educators engage students with gifts and talents in identifying interests, strengths, and gifts.

GIFT.PK-12.1.1.2

Educators assist students with gifts and talents in developing identities supportive of achievement.

GIFT.PK-12.1.2

Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.

GIFT.PK-12.1.2.1

Educators develop activities that match each student's developmental level and culture-based learning needs.

GIFT.PK-12.1.3

Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

Essential Questions

Why does music vary around the world?

How does a country's culture impact its music and instruments?

Why is some music considered traditional?

What similarities and differences exist between tradition music around the world?

Instructional Plan

This unit allows students to explore and research music around the world. The teacher will introduce different types of music, instruments, and cultures. The teacher will use books, videos, and online resources to expose students to the content. Students will choose a type of music to research, create a multimedia presentation, and share it with their classmates.

LESSONS AND RESOURCES

- [4th World Music Lessons Outline](#)
- [4th Music Around The World Resource Folder](#)
- [World Music Research Sheet](#)
- [4th World Music Instrument Research Sheet](#)
- [World Music Research Sheet II](#)

1 Where in the world? Geography Intro

Student Learning Intentions or We are learning to ... (WALT)

We are learning to identify the continents.

We are learning to identify and locate different countries.

We are learning to identify famous places around the world.

We are learning about different cultures.

Student Success Criteria ... “I can statements”

I can find and label continents on the map.

I can name some countries in each continent.

I can name some famous places in each continent.

I can share information about different cultures around the world.

Instructional Strategies and Activities

1. Introduce a map/globe
2. Whole class World KWL. Continents? Countries? Cities? Famous places? Languages? Climate?
3. Show and discuss [Brain Pop Continents Movie](#)
4. Student map exploration and discussion. Where are you from? Where are your ancestors from? Where have you been? Where do you want to go?
5. Group Activity. Complete the [Geography Challenge.](#)
6. Discuss and Score.
7. Complete KWL

8. Reflect

Formative Assessments

- 1) Observation
- 2) Class discussion
- 3) Group Work
- 4) Self Assessment
- 5) Completed or attempted Geography Challenge
- 6) Exit Ticket

Instructional Materials and Resources

Gifted & Talented Website([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Gifted & Talented Drive([Linked here](#))

Reflections and Suggested Modifications

2 Music Around The World Exploration

Student Learning Intentions or We are learning to ... (WALT)

We are learning about different countries and cultures.

We are learning about different types of music around the world.

We are learning how the geographic location of an area might impact the music.

Student Success Criteria ... "I can statements"

I can find continents and countries on a map.

I can explore music from different countries and cultures.

I can notice similarities and differences in music around the world.

Instructional Strategies and Activities

1. Review map/globe. Countries and Continents.
2. Whole class- begin music around the world KWL or Schema Map.
3. Introduce and explore music from Africa and Asia. Use books, Epic, and video clips.
4. Research and discuss notable instruments.
5. Research and discuss languages and cultures of North and South America. Students can collaboratively research.
6. Compare and Contrast discussion.
7. Complete KWL or Schema Map.
8. Reflect.

Formative Assessments

- 1) Observation
- 2) Class discussion
- 3) Group Work
- 4) Self Assessment
- 5) Completed KWL or other knowledge collecting activity
- 6) Exit Ticket

Instructional Materials and Resources

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[World Music Research Sheet](#)

[4th World Music Instrument Research Sheet](#)

[World Music Research Sheet II](#)

Gifted & Talented Website([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Reflections and Suggested Modifications

3 Music Around The World Exploration II

Student Learning Intentions or We are learning to ... (WALT)

We are learning about different countries and cultures.

We are learning about different types of music around the world.

We are learning how the geographic location of an area might impact the music.

Student Success Criteria ... “I can statements”

I can find continents and countries on a map.

I can explore music from different countries and cultures.

I can notice similarities and differences in music around the world.

Instructional Strategies and Activities

1. Review map/globe. Countries and Continents.
2. Whole class- begin music around the world KWL or Schema Map.
3. Introduce and explore music from Australia and Europe. Use books, Epic, and video clips.
4. Research and discuss notable instruments.
5. Research and discuss languages and cultures of North and South America. Students can collaboratively research.
6. Compare and Contrast discussion.
7. Complete KWL or Schema Map.
8. Reflect.

Formative Assessments

- 1) Observation
- 2) Class discussion
- 3) Group Work
- 4) Self Assessment
- 5) Completed KWL or other knowledge collecting activity
- 6) Exit Ticket

Instructional Materials and Resources

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Reflections and Suggested Modifications

4 Music Around The World Exploration III

Student Learning Intentions or We are learning to ... (WALT)

We are learning about different countries and cultures.

We are learning about different types of music around the world.

We are learning how the geographic location of an area might impact the music.

Student Success Criteria ... "I can statements"

I can find continents and countries on a map.

I can explore music from different countries and cultures.

I can notice similarities and differences in music around the world.

Instructional Strategies and Activities

1. Review map/globe. Countries and Continents.
2. Whole class- begin music around the world KWL or Schema Map.
3. Introduce and explore music from North and South America. Use books, Epic, and video clips.
4. Research and discuss notable instruments.
5. Research and discuss languages and cultures of North and South America. Students can collaboratively research.
6. Compare and Contrast discussion.
7. Complete KWL or Schema Map.
8. Reflect.

Formative Assessments

- 1) Observation
- 2) Class discussion
- 3) Group Work
- 4) Self Assessment
- 5) Completed KWL or other knowledge-collecting activity
- 6) Exit Ticket

Instructional Materials and Resources

[4th Music Around The World Resource Folder](#)

[World Music Research Sheet](#)

[4th World Music Instrument Research Sheet](#)

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Reflections and Suggested Modifications

5 Music Research I

Student Learning Intentions or We are learning to ... (WALT)

We are learning about different countries and cultures.

We are learning about different types of music around the world.

We are learning how the geographic location of an area might impact the music.

We are learning to choose a type of music or instrument to research.

We are learning to research a chosen country and its culture.

Student Success Criteria ... “I can statements”

I can choose a type of music to research.

I can choose a traditional instrument to research.

I can begin to research a country and its culture.

I can locate the country I am researching on a map.

I can find appropriate resources for my research.

Instructional Strategies and Activities

1. Whole class geography review.
2. Model choosing a type of music and instrument.
3. Model collecting appropriate resources for the research.
4. Introduce research sheet.
5. Students research collaboratively and independently
6. Students share what they learned.
6. Reflect

Formative Assessments

- 1) Observation
- 2) Class discussion
- 3) Group Work
- 4) Self Assessment
- 5) Research Packet
- 6) Exit Ticket

Instructional Materials and Resources

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Reflections and Suggested Modifications

6 Music Research II

Student Learning Intentions or We are learning to ... (WALT)

We are learning about different countries and cultures.

We are learning about different types of music around the world.

We are learning how the geographic location of an area might impact the music.

We are learning to research a chosen country and its culture.

We are learning to research a chosen type of music or instrument.

Student Success Criteria ... “I can statements”

I can research a country and its culture.

I can locate the country I am researching on a map.

I can research a type of music or instrument.

I can complete my research packet.

Instructional Strategies and Activities

1. Whole class geography review.
2. Model researching and notetaking using the research packet.
4. Highlight student research
5. Students research collaboratively and independently
6. Students share what they learned.
6. Reflect

Formative Assessments

- 1) Observation
- 2) Class discussion
- 3) Group Work
- 4) Self Assessment
- 5) Research Packet
- 6) Exit Ticket

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Reflections and Suggested Modifications

7 Presentation Creation

Student Learning Intentions or We are learning to ... (WALT)

We are learning to create a presentation to share our research about music around the world.

We are learning to organize our information into subtopics in order to to best teach our audience.

We are leaning to write an informational text using researched facts and details to explain.

We are learning to use text features and graphics to enhance our presentation.

Student Success Criteria ... "I can statements"

I can use Slides/Sites/WeVideo or another multimedia tool to create a presentation.

I can organize my information into headings and subheadings to prepare to write.

I can write using researched facts to explain each section of my presentation.

I can add text features and graphics to my presentation.

Instructional Strategies and Activities

1. Whole class geography review.
2. Model using Slides/Sites/WeVideo etc.
3. Model informational writing strategies
4. Model adding text features and graphics.
5. Students work independently and collaboratively.

6. Share.
7. Reflect.

Formative Assessments

- 1) Observation
- 2) Class discussion
- 3) Group Work
- 4) Self Assessment
- 5) Presentation- Slides/Sites/WeVideo
- 6) Exit Ticket

Instructional Materials and Resources

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Reflections and Suggested Modifications

8 Presentation Creation

Student Learning Intentions or We are learning to ... (WALT)

We are learning to create a presentation to share our research about music around the world.

We are learning to organize our information into subtopics in order to best teach our audience.

We are leaning to write an informational text using researched facts and details to explain.

We are learning to use text features and graphics to enhance our presentation.

Student Success Criteria ... “I can statements”

I can use Slides/Sites/WeVideo or another multimedia tool to create a presentation.

I can organize my information into headings and subheadings to prepare to write.

I can write using researched facts to explain each section of my presentation.

I can add text features and graphics to my presentation.

I can add video clips to my presentation.

Instructional Strategies and Activities

1. Whole class geography review.
2. Model using Slides/Sites/WeVideo etc.
3. Model informational writing strategies
4. Model adding text features, graphics, and video clips.
5. Students work independently and collaboratively.
6. Share.
7. Reflect.

Formative Assessments

- 1) Observation
- 2) Class discussion
- 3) Group Work
- 4) Self Assessment
- 5) Presentation- Slides/Sites/WeVideo
- 6) Exit Ticket

Instructional Materials and Resources

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Reflections and Suggested Modifications

9 Class Presentation

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT create a presentation about our music research.
- 2) WALT present to the class, teaching our peers about different types music around the world.

Student Success Criteria ...

I can present my project to my classmates.

I can speak loudly and clearly.

I can respectfully respond to questions after the presentation.

Instructional Strategies and Activities

- 1) Introduce rules and expectations for *Gifted and Talented* class.
- 2) Model expectations for giving a presentation
- 3) Present Slides/Sites/WeVideo to classmates
- 4) Q&A with class
- 5) Reflect

Formative Assessments

- 1) Observation
- 2) Class discussion
- 3) Group Work
- 4) Self Assessment
- 5) Completed Slides Presentation

Instructional Materials and Resources

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Reflections and Suggested Modifications

Pre-Assessments

4th Second Marking Period: Reading and Literacy G&T Requirements

- Instructional Level R from the 1st interval November-December of the Fountas & Pinnell Instructional Level Expectations for Reading (Exceeds Expectations)
- Earn an E in Reading, Writing, and Word Study on their most recent report card.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer

questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing

or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

This unit explores music around the world, a natural opportunity to explore a diverse array of cultures and music.

See Crosswalks.

New Jersey Student Learning Standards: Content Area

ELA.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.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.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.
ELA.W.IW.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.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.
ELA.W.IW.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
ELA.W.IW.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
ELA.W.IW.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELA.W.IW.4.2.E	Provide a conclusion related to the information or explanation presented.
ELA.W.NW.4.3.D	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
ELA.W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.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.

ELA.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.

ELA.SL.UM.4.5

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

ELA.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.

Integration of Career Readiness. Life Literacies and Key Skills

TECH.9.4.5.CI

Creativity and Innovation

TECH.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).

TECH.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).

TECH.9.4.5.CI.4

Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

TECH.9.4.5.TL

Technology Literacy

TECH.9.4.5.TL.4

Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

TECH.9.4.5.GCA

Global and Cultural Awareness

TECH.9.4.5.IML

Information and Media Literacy

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

Culture and geography can shape an individual's experiences and perspectives.

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

Collaborating digitally as a team can often develop a better artifact than an individual working alone.

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.

Integration of Computer Science and Design Thinking

CS.3-5.8.1.5.AP.1

Compare and refine multiple algorithms for the same task and determine which is the most appropriate.

CS.3-5.8.1.5.AP.6

Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.

CS.3-5.8.1.5.DA.1

Collect, organize, and display data in order to highlight relationships or support a claim.

CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
CS.3-5.8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
CS.3-5.DA	<p>Data & Analysis</p> <p>Different algorithms can achieve the same result. Some algorithms are more appropriate for a specific use than others.</p> <p>Individuals develop programs using an iterative process involving design, implementation, testing, and review.</p> <p>Data can be organized, displayed, and presented to highlight relationships.</p> <p>Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.</p>

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

ELA.K-12.4	Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
ELA.K-12.5	Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
ELA.K-12.6	<p>Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.</p> <p>Regions form and change as a result of unique physical conditions, economies, and cultures.</p>
ELA.W.IW.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.W.IW.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
ELA.W.IW.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELA.W.IW.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
ELA.W.IW.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELA.W.IW.5.2.E	Provide a conclusion related to the information of explanation presented.
ELA.W.IW.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.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.
ELA.W.IW.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELA.W.IW.4.2.E	Provide a conclusion related to the information or explanation presented.
	<p>Geography, People, and the Environment: Global Interconnections</p> <p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.</p>

SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
ELA.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.
ELA.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.
ELA.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.
SOC.6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
SOC.6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.