Unit 3 - Diversity

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

In this unit, students will explore how we can understand people through culture. Students will examine different cultures and what makes each culture unique.

Enduring Understandings

How can we reach new understandings through exploring diversity?

Essential Questions

How do new places influence us?
How do people with interests different from ours help us grow?
Why do people communicate in diverse ways?
How do our experiences help us see the world differently?
How does music bring people together?

Learning Objectives

Collaborate with others to determine how we reach new understandings about diversity.
Identify and explain different types of fiction and understand their elements.
Use language to make connections between reading and writing fiction.
Use elements of narrative writing to write a realistic fiction story.
The Wishtree (DEI & Holocaust)
Celebrate United Nations Day (DEI)
Collaborate with other students on Nations Night (DEI)
Chef Roy Choi and the Street Food Remix (AAPI)
Giving Thanks Around the World (AAPI)

Cursive Handwriting
Reviewing foundational skills for reading and writing cursive handwriting.
Formulating letters and words utilizing cursive handwriting.
Creating accurate stroke sequence, letter size, and connections.

Standards: Content

L	Language
L.RF	Foundational Skills: Reading Language
	Phonics and Word Recognition
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.
	Fluency
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.
L.WF	Foundational Skills: Writing Language
	Spelling
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.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.
	Sentence Composition (Grammar, Syntax, and Punctuation)
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.D	Form irregular verbs; form and use progressive tenses.
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.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.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.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.
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.4.5	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.
W	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.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.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.
SL	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).
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.

Standards: Interdisciplinary

9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Assessment Evidence

Formative	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform
Readings: Out of My Mind, Realistic Fiction, Trombone Shorty, Weslandia and "The Circuit", Poetry

Collection, The Wishtree (DEI/Holocaust), Giving Thanks Around the World (AAPI), Chef Roy Choi and the Street Food Remix (AAPI), Clifter Handwriting Tool (University of Iowa Reading Research Center), Carson Dellosa Education Handwriting: Cursive Workbook Grade 3-5,

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
X	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change	X	Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	X	Relationship Skills
	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		