

Swedesboro-Woolwich Public Schools Content Area Guidance Document

GRADE 4– Gifted and Talented (Trimester 1 Oct-Dec)

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit Overview

FOURTH GRADERS DO NOT START G&T UNTIL OCTOBER**

In Trimester 1, students will learn to:

- Recognize the importance of leadership and respect in a school.
- Students will read Because of Mr. Terupt and analyze the characters and plot.
- Students will create “Leadership Lessons” to promote respect in the school.
- Students will create positive posters to be displayed in the school.

Pacing Guide (Yearlong Pacing as Separated by Units)

Unit Title	Duration (How many days/weeks?)	Standards (NJSLs)	Learning Scales	Criteria for Success (How will students demonstrate understanding?)
Criminal Justice	20 Class Periods, 2 class periods per 6 day cycle weeks.	NJLSA.R1. Read closely to determine what the text says explicitly and to make logical	Link Scales with Targets	Students will listen and read along with the novel Because

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		<p>inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>(GIFT.PK-12.1.3.1) Educators provide a variety of research based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents,</p>		<p>of Mr. Terupt.</p> <p>Students will create positive posters for the school to display that reflect leadership and respect for all.</p> <p>Students will come up with leadership lessons and activities that they can share with their grade level.</p>
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		abilities, and strengths. (GIFT.PK-12.23.3.4.2) Educators use differentiated product based assessments to measure progress of students with gifts and talents		
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Grade X – Unit X “Title” Length “Y weeks”				
Unit Vocabulary				
leadership	respect	culture	motivation	accountability
mentorship	open-mindedness	responsibility	extrovert	introvert
decisiveness	integrity			

Preparation for College, Careers, and Beyond	
<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 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.

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- CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law (under rationale statement)	LGBT Law	Disabilities Law
<ul style="list-style-type: none"> Literature connections READ ALOUDS of the following stories: Because of Mr. Terupt 	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i></p>	<ul style="list-style-type: none"> Students will learn that we should work together to keep our planet living in harmony with both humans and the environment. 	<ul style="list-style-type: none"> Students will learn that students of different racial backgrounds should be treated with respect and dignity. 	<ul style="list-style-type: none"> Students will learn that students of different religious backgrounds should be treated with respect and dignity. 	<ul style="list-style-type: none"> Students will learn that students of different sexualities and genders should be treated with respect and dignity. 	<ul style="list-style-type: none"> Students will learn that students of different abilities should be treated with respect and dignity.

Possible Assessment and Instructional Modifications			
Special Education	At-Risk (Math Strategies and ELA Strategies)	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts Tiered lessons and assignments Highlight key directions Test in alternative site 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> Additional time for assignments Review of directions Review sessions Use of mnemonics Have student restate information Provision of notes or outlines Concrete examples Support auditory 	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning Link to Folder of Specific Resources (e.g. Leveled texts, project descriptions) 	<ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests Clarify test directions, read test questions Read test passages aloud (for comprehension assessment) Link to Folder of Specific Resources (e.g. Leveled texts, visual sets)

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<ul style="list-style-type: none"> ● Use of word processor ● Allow for redos/retakes ● Link Folder of Specific Resources (modified assignments or activities) 	<p>presentations with visuals</p> <ul style="list-style-type: none"> ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 		
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Individualized Learning Opportunities

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Link Specifics in this Section from one Google Folder ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Stop and Jots ● Graphic organizers ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Common Summative Assessments (link in one folder) ● Open-Ended Responses ● Observed Peer Teaching and Reviews of Projects 	<ul style="list-style-type: none"> ● Link folder of any specific examples ● Students will read Because of Mr. Terupt and consider some of the things they might have experienced in school or outside of school in terms of being treated with respect or feeling bullied. ● Students will consider which types of lessons they feel that 	<ul style="list-style-type: none"> ● Link folder of any specific examples ● Because of Mr. Terupt Novel Study ● Posters of Positivity ● Lessons of Leadership

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		<p>students should learn about when it comes to respect for others, especially those that are different from yourselves.</p>	
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