

**GRADE 4– Gifted and Talented (Trimester 3 Apr- June)**

**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 3, students will learn to:

- Display their projects for STEAM Night and teach others about their project topics.
- In April, students will be able to participate in a Local and County Clean Up
- “Criminal Justice System”: Recognize the different parts of the government (legislative, executive and judicial branches), focusing on the judicial branch and the different parts of the judicial branch (law enforcement, courts, and corrections) and how they work together.
- Process evidence (fingerprinting, paying attention to detail, sketch artist activities)
- Mystery Activities: Students will learn to make inferences and pay attention to details in stories and activities to prepare them for performing their “civic duty” as members of the “jury” in the mock trial.

**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?)
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<p>Criminal Justice</p>	<p>20 Class Periods, 2 class periods per 6 day cycle weeks.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical 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</p>	<p>Link Scales with Targets</p>	<p>Students will learn about the Bill of Rights Amendments and the branches of government.</p> <p>Students will learn about how the Criminal Justice System works, the police, courts, corrections systems with visits from local police and prosecutors.</p> <p>Students will learn to process fingerprints, study scenes to memorize different scenarios and people’s characteristics. They will learn to describe suspects (celebrities) and be sketch artists.</p> <p>Students will become part of the jury in the mock trial. THIS will require that they listen carefully to the case, analyze the evidence, testimonies, and come up with a verdict together through making inferences, connections, and putting events in order.</p>
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		<p>based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths.</p> <p>(GIFT.PK-12.23.3.4.2) Educators use differentiated product based assessments to measure progress of students with gifts and talents</p>		
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**Grade X – Unit X “Title” Length “Y weeks”**

**Unit Vocabulary**

legislative branch	executive branch	judicial branch	law enforcement	courts
corrections	amendments	Bill of Rights	evidence	defendant
prosecution	criminal case	civil case	jury	deliberation
trial	peers	verdict	Constitutional	unconstitutional

**Preparation for College, Careers, and Beyond**

<u><a href="#">Career Ready Practices</a></u>	<u><a href="#">Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</a></u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p>	<p>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.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the</p>

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<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>foundation for future academic and career success.</p>
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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	<a href="#">Climate Change</a>	<a href="#">Amistad Law</a>	<a href="#">Holocaust Law (under rationale statement)</a>	<a href="#">LGBT Law</a>	<a href="#">Disabilities Law</a>
<ul style="list-style-type: none"> <li>Literature connections</li> <li>READ ALOUDS of the following stories:</li> </ul> <p>Mock Trial Materials</p>	<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"> <li>Students will consider that while there are protections for many things under the Constitution, climate change and protections for the environment are not guaranteed, and debate whether they feel they should be part of life and liberty.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn that throughout the years, the laws in the country have changed to reflect the values of the country. (Ex. Ending segregation under the 14th Amendment)</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn that the 1st Amendment guarantees freedoms of speech ,religion, press, assembly, and petition, which is not the same concept in other countries around the world throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn that throughout the years, the laws in the country have changed to reflect the values of the country (LGBTQIA protections under the 14th Amendment)</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn that everyone is entitled to an education under the IDEA act and the 14th Amendment</li> </ul>

Possible Assessment and Instructional Modifications			
<a href="#">Special Education</a>	At-Risk ( <a href="#">Math Strategies</a> and <a href="#">ELA Strategies</a> )	<a href="#">Gifted</a>	<a href="#">English Language Learners</a>
<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><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>Extra time on assessments</li> <li>Use of a graphic organizer</li> <li>Use of concrete materials and objects (manipulatives)</li> </ul>	<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</p>	<ul style="list-style-type: none"> <li><b>Enrichment projects</b></li> <li><b>Higher-level cooperative learning activities</b></li> <li><b>Provide higher-order questioning and discussion opportunities</b></li> <li><b>Tiered centers</b></li> <li><b>Tiered assignments</b></li> <li><b>Alternate assignments/ enrichment assignments</b></li> </ul>	<ul style="list-style-type: none"> <li>Continue practicing vocabulary</li> <li>Choice of test format (multiple-choice, essay, true-false)</li> <li>Vary test formats</li> <li>Read directions to student</li> <li>Provide study guides prior to tests</li> <li>Clarify test directions, read test questions</li> <li>Read test passages aloud (for</li> </ul>

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<ul style="list-style-type: none"> <li>● Opportunities for cooperative partner work</li> <li>● Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>● Differentiated center-based small group instruction</li> <li>● If a manipulative is used during instruction, allow its use on a test</li> <li>● Provide reteach pages if necessary</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Test in alternative site</li> <li>● Use of word processor</li> <li>● Allow for redos/retakes</li> <li>● <b>Link Folder of Specific Resources (modified assignments or activities)</b></li> </ul>	<p>addition the following may be considered:</p> <ul style="list-style-type: none"> <li>● Additional time for assignments</li> <li>● Review of directions</li> <li>● Review sessions</li> <li>● Use of mnemonics</li> <li>● Have student restate information</li> <li>● Provision of notes or outlines</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Use of a study carrel</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Peer or scribe note taking</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Books on tape</li> <li>● Graphic organizers</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Answers to be dictated</li> <li>● Follow a routine/schedule</li> <li>● Teach time management skills</li> <li>● Agenda book and checklists</li> <li>● Adjusted assignment timelines</li> <li>● Varied reinforcement procedures</li> <li>● Work in progress check</li> <li>● Personalized examples</li> <li>● No penalty for spelling errors or sloppy handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Provide texts at higher reading level</b></li> <li>● <b>Extension activities</b></li> <li>● <b>Pairing direct instruction w/coaching to promote self directed learning</b></li> <li>● <b>Link to Folder of Specific Resources (e.g. Leveled texts, project descriptions)</b></li> </ul>	<p>comprehension assessment)</p> <ul style="list-style-type: none"> <li>● <b>Link to Folder of Specific Resources (e.g. Leveled texts, visual sets)</b></li> </ul>
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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"> <li>● <b>Link Specifics in this Section from</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Common Summative</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Link folder of any specific</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Link folder of any specific</b></li> </ul>

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<p><b>one Google Folder</b></p> <ul style="list-style-type: none"><li>● Anecdotal notes during whole group, small group and individual conferences</li><li>● Sharing strategies</li><li>● Turn and talk</li><li>● Stop and Jots</li><li>● Graphic organizers</li><li>● Running Records/skills check off</li></ul>	<p><b>Assessments (link in one folder)</b></p> <ul style="list-style-type: none"><li>● Open-Ended Responses</li><li>● Observed Peer Teaching and Reviews of Projects</li></ul>	<p><b>examples</b></p> <ul style="list-style-type: none"><li>● Students will create a final project to be displayed during STEAM Night about one of the ideas that they learned about during this unit. (Erosion, Non-Renewable vs Renewable Resources, Zero-Waste Living, Compost, Alternative Energy)</li><li>● Students will learn about the US Constitution, Bill of Rights, Government.</li><li>● Students will perform in the mock trial by becoming the jury and analyzing testimony and evidence and deciding on guilt or innocence based on the facts of the case.</li></ul>	<p><b>examples</b></p> <ul style="list-style-type: none"><li>● STEAM NIGHT PROJECT DISPLAY (Individualized/Student-Led Learning Opportunity)</li><li>● CLUE Style Games</li><li>● Fingerprinting Activity</li><li>● Police/Prosecutors Office Presentations</li><li>● Descriptive writing/Sketch Artist Activities</li><li>● Mock Trial Activity (JURY)</li></ul>
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