

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Mary E. Roberts Elementary School  
Multilingual Learners Program*

*English as a Second Language  
4th Grade*

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## [Course Description and Fundamental Concepts](#)

The Multilingual Learners curriculum is a developmental English language program designed for students whose first language is not English. The New Jersey Student Learning Standards as well as the WIDA English Language Proficiency Standards, provide the context of the ESL curriculum in grades K-12. The curriculum emphasizes 21st century world content of social studies, science and mathematics through a literacy lens.

Emphasis is placed on the development of English language proficiency in the **four language domains**: *listening, speaking, reading and writing* and across the **five levels of language proficiency**: *Entering, Developing, Emerging, Expanding and Bridging*. For learning to occur, language must be comprehensible and just beyond the current ability level (i+1) (Krashen, 1982).

English language development takes place over multiple years, is variable and is dependent on many factors including age, maturation, classroom experiences, motivation and attitude.

## New Jersey Student Learning Standards (NJSLs)

### **Subject/Content Standards**

*Include grade appropriate subject/content standards that will be addressed*

<b>Standard #</b>	<b>Standard Description</b>
<b>NJSLSA.R1.</b>	<b>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.</b>
<b>NJSLSA.R2</b>	<b>. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>NJSLSA.R3.</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
<b>NJSLSA.R4.</b>	<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
<b>NJSLSA.R6.</b>	<b>Assess how point of view or purpose shapes the content and style of a text.</b>
<b>NJSLSA.R7.</b>	<b>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>
<b>NJSLSA.R9.</b>	<b>Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>
<b>NJSLSA.R10.</b>	<b>Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b>
<b>RL.4.1.</b>	<b>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.</b>
<b>RL.4.2.</b>	<b>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</b>
<b>RL.4.3.</b>	<b>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</b>
<b>RL.4.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</b>
<b>RL.4.5.</b>	<b>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</b>

<b>RL.4.6.</b>	<b>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</b>
<b>RL.4.7.</b>	<b>Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</b>
<b>RL.4.9.</b>	<b>Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge of genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</b>
<b>RL.4.10.</b>	<b>By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</b>
<b>RI.4.1.</b>	<b>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.</b>
<b>RI.4.2.</b>	<b>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b>
<b>RI.4.3.</b>	<b>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</b>
<b>RI.4.4.</b>	<b>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</b>
<b>RI.4.5.</b>	<b>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.</b>
<b>RI.4.6.</b>	<b>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</b>
<b>RI.4.7.</b>	<b>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.</b>
<b>RI.4.8.</b>	<b>Explain how an author uses reasons and evidence to support particular points in a text.</b>
<b>RI.4.9.</b>	<b>Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</b>
<b>RI.4.10.</b>	<b>By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</b>
<b>RF.4.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. 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.</b>

<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>NJSLSA.W1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>NJSLSA.W2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>NJSLSA.W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
<b>NJSLSA.W4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</b>
<b>NJSLSA.W5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
<b>NJSLSA.W6.</b>	<b>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>
<b>NJSLSA.W7.</b>	<b>Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</b>
<b>NJSLSA.W8.</b>	<b>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>
<b>NJSLSA.W9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
<b>NJSLSA.W10.</b>	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>
<b>W.4.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.</b>

W.4.2.	<p><b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.</b></p>
W.4.3.	<p><b>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.</b></p>
W.4.4.	<p><b>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b></p>
W.4.5.	<p><b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</b></p>
W.4.6.	<p><b>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</b></p>
W.4.7.	<p><b>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</b></p>
W.4.8.	<p><b>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</b></p>
W.4.9.	<p><b>Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</b></p>
W.4.10.	<p><b>Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b></p>



<b>NJSLSA.SL1.</b>	<b>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>
<b>NJSLSA.SL2.</b>	<b>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>
<b>NJSLSA.SL3.</b>	<b>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b>
<b>NJSLSA.SL4.</b>	<b>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b>
<b>NJSLSA.SL5.</b>	<b>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>
<b>NJSLSA.SL6.</b>	<b>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>
<b>SL.4.1.</b>	<b>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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. 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. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</b>
<b>SL.4.2.</b>	<b>Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</b>
<b>SL.4.3.</b>	<b>Identify the reasons and evidence a speaker provides to support particular points.</b>
<b>SL.4.4.</b>	<b>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.</b>
<b>SL.4.5.</b>	<b>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</b>
<b>SL.4.6.</b>	<b>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.</b>
<b>NJSLSA.L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>NJSLSA.L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

<b>NJSLSA.L3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
<b>NJSLSA.L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>NJSLSA.L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>NJSLSA.L6.</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>
<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., to, too, two; there, their).</b>
<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization. B. Use commas and quotation marks to mark direct speech and quotations from a text. C. Use a comma before a coordinating conjunction in a compound sentence. D. Spell grade-appropriate words correctly, consulting references as needed.</b>
<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey ideas precisely. B. Choose punctuation for effect. C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</b>
<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). C. 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.</b>

<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</b>
<b>L.4.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

**WIDA Standards**

<b>Standard #</b>	<b>Standard Description</b>
<b>1</b>	<i>English language learners communicate for Social and Instructional Purposes within the school setting.</i>
<b>2</b>	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</i>
<b>3</b>	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</i>
<b>4</b>	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</i>
<b>5</b>	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</i>

**Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))**  
*List appropriate units below for which standards will be addressed*

<b>By Grade 5</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
1, 3, 4, 5, 7, 8	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<p><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p><b>9.2.5.CAP.2:</b> Identify how you might like to earn an income.</p> <p><b>9.2.5.CAP.3:</b> Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p><b>9.2.5.CAP.4:</b> Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p>
4, 5, 6, 7, 8	Income and benefits can vary depending on the employer and type of job or career.	<p><b>9.2.5.CAP.5:</b> Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</p>
6, 8	There are a variety of factors to consider before starting a business.	<p><b>9.2.5.CAP.6:</b> Compare the characteristics of a successful entrepreneur with the traits of successful employees. •</p> <p><b>9.2.5.CAP.7:</b> Identify factors to consider before starting a business.</p>
1, 4, 8	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	<p><b>9.2.5.CAP.8:</b> Identify risks that individuals and households face.</p> <p><b>9.2.5.CAP.9:</b> Justify reasons to have insurance.</p>

**Life Literacies and Key Skills (Standard 9.4)***List appropriate units below for which standards will be addressed*

<b>By Grade 5</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
1, 3, 4, 5, 8	<b>Creativity and Innovation:</b> Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	<b>9.4.5.CI.1:</b> 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). <b>9.4.5.CI.2:</b> Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
2, 3, 5, 8	<b>Creativity and Innovation:</b> Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	<b>9.4.5.CI.3:</b> 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). <b>9.4.5.CI.4:</b> 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).
2, 3, 4, 5, 7, 8	<b>Critical Thinking and Problem-solving:</b> The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	<b>9.4.5.CT.1:</b> Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). <b>9.4.5.CT.2:</b> Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). <b>9.4.5.CT.3:</b> Describe how digital tools and technology may be used to solve problems. <b>9.4.5.CT.4:</b> Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

8	<b>Digital Citizenship:</b> Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.	<i>9.4.5.DC.1: Explain the need for and use of copyrights.</i> <i>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</i> <i>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</i>
1-8	<b>Digital Citizenship:</b> Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	<i>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</i>
1, 6, 7, 8	<b>Digital Citizenship:</b> Digital identities must be managed in order to create a positive digital footprint.	<i>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity</i>
1, 4, 7	<b>Digital Citizenship:</b> Digital tools have positively and negatively changed the way people interact socially.	<i>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</i> <i>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</i>
3, 4	<b>Digital Citizenship:</b> Digital engagement can improve the planning and delivery of climate change actions.	<i>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</i>
1, 3, 6, 7, 8	<b>Global and Cultural Awareness:</b> Culture and geography can shape an individual’s experiences and perspectives.	<i>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</i>
1-8	<b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	<i>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</i>

2, 4, 5	<p><b>Information and Media Literacy:</b> Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.</p>	<p><i>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</i></p> <p><i>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.</i></p>
1, 8	<p><b>Information and Media Literacy:</b> Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.</p>	<p><i>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</i></p> <p><i>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</i></p>
1, 6, 7	<p><b>Information and Media Literacy:</b> Specific situations require the use of relevant sources of information.</p>	<p><i>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</i></p> <p><i>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).</i></p>
3, 4, 6, 7	<p><b>Technology Literacy:</b> Different digital tools have different purposes.</p>	<p><i>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</i></p> <p><i>9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.</i></p> <p><i>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</i></p>
1, 8	<p><b>Technology Literacy:</b> Collaborating digitally as a team can often develop a better artifact than an individual working alone.</p>	<p><i>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).</i></p> <p><i>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</i></p>

**Interdisciplinary Connections ([2020 NJSLs](#))**

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

**Visual & Performing Arts Integration ([Standard 1](#)) *Crosswalk with old VPA Integration Chart***

List appropriate units below for which standards (1.1 through 1.5) may be addressed

<b>Unit Addressed</b>	<b>Artistic Process</b>	<b>Anchor Standard</b>
<b>1, 5</b>	<b>Creating</b>	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
<b>2, 8</b>	<b>Connecting</b>	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
<b>4, 5, 7</b>	<b>Performing/ Presenting/ Producing</b>	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
<b>8</b>	<b>Responding</b>	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>



**Pacing Guide** (All Dates are approximate based on the school calendar)

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<b>Unit 1: Living Traditions</b>	<b>September</b> (~19 days)
<b>Unit 2: Animal Intelligence</b>	<b>October</b> (~19 days)
<b>Unit 3: Amazing Places</b>	<b>November</b> (~16 days)
<b>Unit 4: Power of Nature</b>	<b>December</b> (~15 days)
<b>Unit 5: Invaders!</b>	<b>January</b> (~18 days)
<b>Unit 6: Treasure Hunters</b>	<b>February</b> (~18 days)
<b>Unit 7: Moving Through Space</b>	<b>March/April</b> (~15-20 days)
<b>Unit 8: Saving a Piece of the World</b>	<b>May/June</b> (~15-20 days)

## Units Scope and Sequence

### **Unit Name: Living Traditions**

#### **Learning Goals: What do I want my students to learn?**

##### **Standards**

[NJSLS - RL.4.1; RL.4.2; RL.4.3; RL.4.4; RL.4.5; RL.4.6; RL.4.7; RL.4.9; RI.4.2; RI.4.4; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; RF.4.4c; W.4.2a; W.4.2b; W.4.2c; W.4.2d; W.4.2e; W.4.3a; W.4.3b; W.4.3c; W.4.3d; W.4.3e; W.4.4; W.4.5; W.4.8; W.4.9a; W.4.10; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.1d; SL.4.2; SL.4.3; SL.4.4; L.4.4a; L.4.4b; L.4.6](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

##### **Fundamental Concepts / Big Ideas**

- How important are traditions?
- What traditions are important to my family and me?
- How do my traditions differ from others?

##### **Learning Objectives**

Students will be able to...

- Express feelings about events
- Sort main idea and details
- Summarize a portion of a text
- Identify story elements of a fictional text
- Make predictions about events in a fictional text using context clues
- Discuss traditions and cultural customs for holidays, ceremonies, and birthdays

## Unit Name: Animal Intelligence (Animal Behavior)

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.4.3; RL.4.4; RL.4.10; RI.4.1; RI.4.2; RI.4.4; RI.4.5; RI.4.6; RI.4.7; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; RF.4.4c; W.4.2a; W.4.2b; W.4.2c; W.4.2d; W.4.2e; W.4.4; W.4.5; W.4.9a; W.4.9b; W.4.10; SL.4.2; SL.4.4; SL.4.5; L.4.2d; L.4.3a; L.4.4a; L.4.4b; L.4.4c; L.4.5a; L.4.5b; L.4.6*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Just how smart are animals?
- What are adaptations and how do they help animals?
- What do animals need in order to survive?

#### Learning Objectives

Students will be able to...

- Determine proper punctuation in writing based on context and purpose
- Explain how characters solve conflicts in folktales
- Analyze fictional characters with character traits using dialogue and actions.
- Apply vocabulary in context in speaking and writing
- Analyze how animals solve problems and exhibit intelligence

## Unit Name: Amazing Places (Geography)

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.4.1; RL.4.2; RL.4.3; RL.4.5; RL.4.6; RL.4.9; RL.4.10; RI.4.1; RI.4.4; RI.4.6; RI.4.8; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; W.4.1a; W.4.1b; W.4.1c; W.4.1d; W.4.3a; W.4.3b; W.4.3c; W.4.3d; W.4.3e; W.4.4; W.4.5; W.4.8; W.4.9a; W.4.9b; W.4.10; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.1d; SL.4.2; SL.4.3; SL.4.4; SL.4.5; SL.4.6; L.4.2d; L.4.3c; L.4.4a; L.4.4b; L.4.4c; L.4.5a; L.4.5b; L.4.5c; L.4.6*  
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLs - Life Literacies and Key Skills](#)  
[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Why learn about other places?
- What covers Earth's surface?
- How big is the world?

#### Learning Objectives

Students will be able to...

- Name and identify continents and oceans and parts of Earth on a globe
- Describe various landforms found on Earth
- Make comparisons using simile and metaphor sentence structure
- Use text features to enhance understanding of nonfiction text
- Apply vocabulary in context in speaking and writing
- Identify compound words and the words that they make up

## Unit Name: Power of Nature (Natural Resources)

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.4.1; RL.4.2; RL.4.4; RL.4.5; RL.4.6; RL.4.7; RL.4.9; RL.4.10; RI.4.1; RI.4.2; RI.4.3; RI.4.4; RI.4.5; RI.4.7; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; W.4.2a; W.4.2b; W.4.2c; W.4.2d; W.4.2e; W.4.4; W.4.5; W.4.6; W.4.9b; W.4.10; SL.4.1a; SL.4.1b; SL.4.2; SL.4.4; L.4.2d; L.4.4a; L.4.4b; L.4.5a; L.4.5c; L.4.6*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- How do we relate to nature?
- How can we save energy?
- What are ways humans can use natural resources effectively?

#### Learning Objectives

Students will be able to...

- Identify cause and effect events relating to nature
- Accurately write sentences in present tense with proper subject-verb agreement
- Offer/Explain solutions to problems in fictional and nonfictional text

## Unit Name: Invaders! (Ecosystems)

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.4.2; RL.4.4; RL.4.5; RL.4.10; RI.4.1; RI.4.2; RI.4.3; RI.4.4; RI.4.5; RI.4.7; RI.4.8; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; RF.4.4c; W.4.1a; W.4.1b; W.4.1c; W.4.1d; W.4.4; W.4.5; W.4.9b; W.4.10; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.1d; SL.4.2; SL.4.3; SL.4.4; L.4.2b; L.4.2d; L.4.3c; L.4.4a; L.4.4b; L.4.5a; L.4.5b; L.4.5c; L.4.6*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- When do harmless things become harmful?
- What are unhealthy or harmful signs on food?
- How do people change ecosystems?

#### Learning Objectives

Students will be able to...

- Explain the water cycle process in speaking and writing
- Interpret charts and graphs related to precipitation and weather in regional locations
- Use adjectives in comparative and superlative functions to enhance writing
- Discuss how water affects everyone and everything on Earth

## Unit Name: Treasure Hunters

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.4.1; RL.4.4; RL.4.5; RL.4.9; RI.4.1; RI.4.2; RI.4.3; RI.4.4; RI.4.5; RI.4.6; RI.4.7; RI.4.8; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; RF.4.4c; W.4.2a; W.4.2b; W.4.2c; W.4.2d; W.4.2e; W.4.4; W.4.5; W.4.9b; W.4.10; SL.4.1c; SL.4.2; SL.4.3; SL.4.4; SL.4.5; SL.4.6; L.4.2d; L.4.3c; L.4.4a; L.4.4b; L.4.4c; L.4.6*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Why do we seek treasure?
- What are different reasons humans have explored the world?
- Who were pirates and what was their life like?

#### Learning Objectives

Students will be able to...

- Read and listen to folktales and historical accounts to increase knowledge and understanding of their characteristics
- Discuss the desires and goals of pirates
- Differentiate firsthand and secondhand accounts of pirate lives
- Demonstrate understanding of stories by responding to questions
- Interpret text features such as maps and graphs and connect them to information about treasure hunting

## Unit Name: Moving Through Space

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.4.1; RL.4.2; RL.4.3; RL.4.4; RL.4.5; RL.4.7; RL.4.9; RL.4.10; RI.4.2; RI.4.4; RF.4.3a; RF.4.4a; RF.4.4b; RF.4.4c; W.4.6; W.4.9a; W.4.10; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.1d; SL.4.2; SL.4.3; SL.4.4; SL.4.5; SL.4.6; L.4.2d; L.4.3c; L.4.4a; L.4.4b; L.4.5a; L.4.5c; L.4.6*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- What does it take to explore space?

#### Learning Objectives

Students will be able to...

- Orally explain and compare speeds of various animals and objects
- Interpret graphs and charts to explain information presented
- Identify factual information to record about historical people and events
- Determine the meaning of multiple meaning words by context
- Apply prefixes and suffixes to create newly related words



## Unit Name: Saving a Piece of the World

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.4.1; RL.4.6; RL.4.7; RI.4.1; RI.4.2; RI.4.3; RI.4.4; RI.4.6; RI.4.7; RI.4.8; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; RF.4.4c; W.4.1a; W.4.1b; W.4.1c; W.4.1d; W.4.2a; W.4.2b; W.4.2c; W.4.2d; W.4.2e; W.4.10; SL.4.2; L.4.3a; L.4.3c; L.4.4a; L.4.4b; L.4.5b; L.4.6*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- What's worth protecting?
- How do we determine value or importance?
- How do I back up my opinions with facts?

#### Learning Objectives

Students will be able to...

- Discuss the events leading up to the extinction of buffalo (American bison)
- Explain the meanings of idioms and describe instances to use them
- Differentiate elements of fiction from nonfiction
- Sort fact and opinion sentences
- Apply context clues to decipher unknown words
- Discuss how individuals fought for what they believed in

Please contact the Content Supervisor for any questions.