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Cliffside Park Public Schools

GRADE: 4

Fourth Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: June

Unit Name: New Jersey

Unit 5: Culture & Perspectives: Cultural Heritage

- To understand immigration in U.S.
- To share aspects of one's culture with others
- To share in and experience aspects of other cultures

Resource: Scott Foresman Social Studies: *New Jersey* 2011

Duration: June

Essential Questions:

- How did the Great Migration change the population of New Jersey?

Enduring Understandings:

- Immigration and the Great Migration, changed the population of New Jersey.



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NJ Student Learning Standards for Social Studies

Social Studies : 6.1.4.D.17

States & Capitals: 6.1.4.B.10

Map Skills: 6.1.4.B.1, 6.1.4.B.2, 6.1.4.B.3, 6.1.4.B.4

Current Events: 6.1.4.A.14, 6.1.4.A.15, 6.1.4.A.16

African American History: 6.1.4.A.10

Historical Figures: 6.1.4.C.12, 6.1.4.D.6

Active Citizenship: 6.3.4.A.1, 6.3.4.A.2, 6.3.4.A.3, 6.3.4.A.4, 6.3.4.B.1, 6.3.4.C.1, 6.3.4.D.1

Technology: 8.1.5.A.3 8.1.5.A.5 8.1.2.B.1 8.1.P.C.1

NJ Student Learning Standards for ELA

Compare & Contrast: 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

Interdisciplinary Connections:

- Students will write a letter from an immigrant's journey about the problems they faced transitioning to the American culture.
 - 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.

Technology:

- websites
- PowerPoint presentations
- SmartBoards



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- video projects

Language Arts Literacy:

- A-Z books
- Magic Tree House (Pope Osborne) books and DVDs
- Magic School Bus (Cole) books & DVDs
- Scott-Foresman Social Studies: New Jersey (Prentice-Hall, 2011)
- Macmillan-McGraw-Hill (2003) Reading text and Leveled Books
- Time for Kids Authentic Literature List (appendix)
- National Geographic for Kids

Library Science:

- **Research: individuals and events in history**

Music: The Star-Spangled Banner

Tier 2 Vocabulary: understand, share, compare, contrast,

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

Websites:

- <http://www.penntreatymuseum.org/treaty.php>
- www.webquest.com
- www.enchantedlearning.com
- <http://mce.k12tn.net/> www.free.ed.gov



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- www.nationalgeographic.com www.educationworld.com
- <http://njamistadcurriculum.com/>
- <http://www.state.nj.us/state/divisions/historical>
- <http://www.state.nj.us/>
- <http://academickids.com>
- www.pearsonsuccessnet.com

Books:

A-Z BOOKS:

- *We're in Business* (Level "R")
- *Inventions* (Level "R")

BOOKS

- *Ellis Island: New Hope in a New Land* (Jacobs)

SmartBoard

- PearsonSuccessnetplus.com

21st Century Themes and Skills:

(CRP Standards)

12 Career Ready Practices follow the link below.

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

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.



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Assessments and Performance Tasks:	<p>Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit.</p> <p>Activities:</p> <ul style="list-style-type: none">● Observe Flag Day● Commemorate the adoption of the U.S. flag by 2nd Continental Congress in 1777● Star-Spangled Banner (Music)● Use geographical tools: political and physical maps and globes for directionality● Find current events to compare community, state, national & global challenges and solutions● Reports and/or projects on history figures● Community Walk● Borough Hall● Mock Election: Advocate for environmental issue● Native American Art <p>Assessments</p> <ul style="list-style-type: none">● Reviews: Lesson, Chapter,● Unit Observation● Rubrics● Hands-on Unit Projects● Internet Activities● Chapter Tests● Write and Share



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**Differentiation/Accommodations/Modifications
(Alternate Modes of Instruction and Support)**

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Gifted and Talented students will choose one important woman in New Jersey history and write an essay on her life.</p> <p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p>	<p>English Language Learners will research one important woman in New Jersey history and create a Google Slides presentation for the class.</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p>	<p>Students with IEPs/504s will research one important woman in New Jersey history and create a Google Slides presentation for the class.</p> <p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and</p>	<p>At-Risk Learners will research one important woman in New Jersey history and create a Google Slides presentation for the class.</p> <p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p>



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<p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> <p>Collaboration between ELL and general education teacher to maximize learning</p>	<p>modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>
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Sources

New Jersey Department of Education: <http://www.state.nj.us/education/>
 New Jersey Student Learning Standards: <http://www.state.nj.us/education/aps/cccs/ss/>
 Pearson, MyWorld Social Studies: <https://www.successnetplus.com/>
 Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
 Educational Technology: <http://www.state.nj.us/education/techno/>

Holocaust, Genocide, Tolerance, and Acceptance

- Kindergarten-4th grade banded Curriculum through State of New Jersey Commission on Holocaust



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- https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

GRADE: K-6 (Banded Curriculum)

Unit Name: Amistad Education
Duration: 1 week
Enduring Understanding: <ul style="list-style-type: none">• Slaves revolted against their superiors and eventually gained their freedom.
Essential Questions: <ul style="list-style-type: none">• Why were slaves used in the Americas?• How were slaves brought to the Americas?• How were slaves on the <i>Amistad</i> slave ship able to gain their freedom?
Topics Covered: <ul style="list-style-type: none">• Slavery• Amistad• Civil War• Human rights• Africa• Middle Passage• Triangular Trade
Assessments: Formative: <ul style="list-style-type: none">• Newsela articles• www.readworks.com• www.izzit.org• Upfront Magazine articles• Grade appropriate articles regarding slavery Summative: <ul style="list-style-type: none">• End of unit assessments



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- Writer's workshop reflection
- Reader's workshop discussion

Alternative:

- Grade appropriate classroom discussions that focus on slavery and the *Amistad* slave revolt

Relevant Standards:

NJSLS--Social Studies

- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

CCSS (English/Language Arts and Social Studies/History Literacy Standards

- CCSS.ELA-LITERACY.RH.9-10.1 through CCSS.ELA-LITERACY.RH.9-10.10

Interdisciplinary Activities and Connections:

- Social Studies and Art teachers can work together to find drawing/sketching/coloring activities that display bravery.

Core Instructional Materials/Resources/Digital Tools:

- My World Social Studies K-3 Series, Pearson
- Brain Pop
- Teacher Tube



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<ul style="list-style-type: none"> • Youtube • Supplemental reading materials that focus on slavery and the Amistad 		
Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> • Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas. • Amplify learning by providing more challenging texts • Allow G & T students to complete author studies on specific writers during this time period • Create Google Slide 	<ul style="list-style-type: none"> • Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas. • Allow for peer to peer collaboration within the classroom • Assign an English speaking mentor to help student with language difficulties 	<ul style="list-style-type: none"> • Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas. • Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports • Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) • Text to speech • Students will be provided with graphic organizers • Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting • Students will not be penalized for spelling and grammar errors



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<p>presentation on pertinent topics from within the unit</p> <ul style="list-style-type: none">● Allow G & T students to identify and define higher level terms within the unit of study	<ul style="list-style-type: none">● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in	<ul style="list-style-type: none">● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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