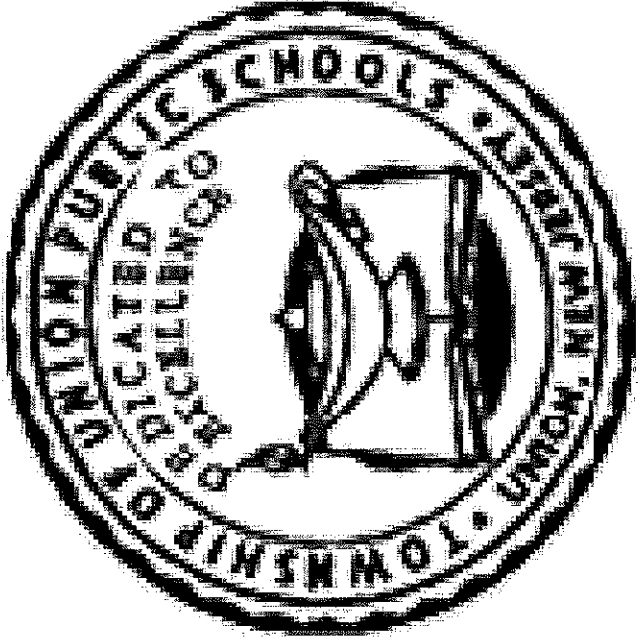
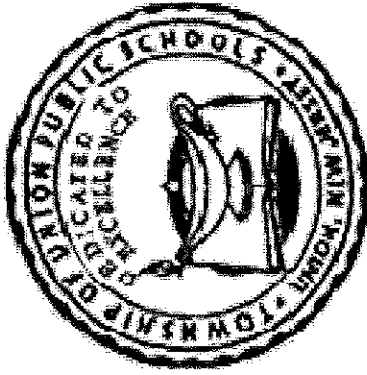


TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 4 Language Arts  
Curriculum Guide  
2016



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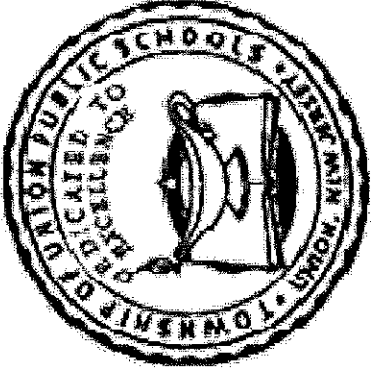
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TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

District Superintendent.....Mr. Gregory Tatum  
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## DEPARTMENT SUPERVISORS

Language Arts/Social Studies 2-5 .....	Mr. Robert Ghiretti
Mathematics/Science 2-5 .....	Ms. Teresa Matthews
Pre K-2 .....	Ms. Maureen Corbett
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts 6-12 .....	Ms. Randi Moran
Math 6-12.....	Dr. Jeremy Cohen
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Special Services.....	Mr. Joseph Seugling

**Curriculum Committee**

**Language Arts  
Grade 4**

**Susan Craig  
Leslie Nigro  
Jaclyn Vincent**

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## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**



## **Course Description**

This curriculum guide has been formulated to enable fourth grade teachers in assisting students to meet the goals required to master the proficiencies outlined in the Common Core Standards for Language Arts Literacy. The guide consists of the standards and strands in the following areas: Reading, Writing, Speaking, Listening, and Viewing.

## **Recommended Textbooks**

Macmillan/McGraw-Hill Treasures Textbooks, Workbooks, and Masters

# Course Proficiencies:

## Students will be able to:

### Reading

- Identify key ideas and details in Literature and Informational text. (RL.4.1-RL.4.3, RI.4.1-RI.4.3))
- Identify craft and structure in Literature and informational text. (RL.4.4-RL.4.6, RI.4.4-RI.4.6)
- Integrate knowledge and ideas in literature and informational text. (RL.4.7, RI.4.7-RI.4.9)
- By the end of the year, read and comprehend literature, including stories and poetry, in the high end of grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10)
- By the end of the year, read and comprehend informational text in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10)
- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.4.3)
- Read with sufficient accuracy and fluency to support comprehension. (RF.4.4)

### Speaking and Listening

- Engage effectively in a collaborative range of discussions with diverse partners about grade 4 topics and texts, building on others' ideas and expressing their own clearly. (SL.4.1)
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2)
- Identify the reasons and evidence a speaker provides to support particular points. (SL.4.3)
- 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. (SL.4.4)
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5)
- Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. (SL.4.6)

### Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition. Provide a concluding statement or section related to the opinion presented. (W.4.1)
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, and concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. (W.4.2)
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and

- descriptive to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3)
- 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.) (W.4.4)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.4.5)
- With 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. (W.4.6)
- Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)
- Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (W.4.10)

#### **Language**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.4.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.4.2)
- Use Knowledge of language and its conventions when writing, speaking, reading, or listening. (L.4.3)
- 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. (L.4.4)
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.4.5)
- 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 and that are basic to a particular topic. (L.4.6)

# **Curriculum Units**

Unit 1: Growing Up

Unit 2: Making A Difference

Unit 3: The Power of Words

Unit 4: Working Together

Unit 5: Habitats

Unit 6: Problem Solving

# Pacing Guide

<u>Content</u>	Number of Days
<u>Unit 1:</u>	25
<u>Unit 2:</u>	25
<u>Unit 3:</u>	25
<u>Unit 4:</u>	25
<u>Unit 5:</u>	25
<u>Unit 6:</u>	25

**Unit 1: Growing Up**

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Making Inferences based upon story details and events	A,B,C,E,F,G,H,K, L,M	RL.4.1
2.	Identification of Main Story Elements in the study of a story structure- Character; Plot; Setting	A,B,C,E,F,G,H,K, L,M	RL.4.3
3.	Comparison and Contrast of Story Elements to describe relationships within the text	A,B,C,E,F,G,H,K, L,M	RI.4.5
4.	Character Analysis through description and relationships	A,B,C,E,F,G,H,K, L,M	RL.4.3
5.	Summarization of the Sequence of Events and Analysis of their influence on future events	A,B,C,E,F,G,H,K, L,M	RL.4.3
6.	Personal Narrative Writing- Strong Sentences: Focus of A Single Event  {Idea Development-Descriptive Details}	A,D,E,F,G,H,I,J, K,L,M	W.4.3a
7.	Personal Narrative Writing- Strong Paragraphs:  Development of A Single Moment  {Idea Development-Descriptive Details}	A,D,E,F,G,H,I,J, K,L,M	W.4.3a
8.	Personal Narrative Writing- The Writing Process  {Pre-Writing; Drafting; Revising; Editing; Publishing}	A,D,E,F,G,H,I,J, K,L,M	W.4.3
9.	Personal Narrative Writing- Strong Sentences:  Describing A Single Object  {Idea Development-Descriptive Details}	A,D,E,F,G,H,I,J, K,L,M	W.4.3d
10.	Personal Narrative Writing- Describing A Setting  {Idea Development-Descriptive Details}	A,D,E,F,G,H,I,J, K,L,M	W.4.3d
11.	Identification, Construction and the Correction of the '4' Sentence Types- Statement; Question; Command; Exclamation- with a focus	A,C,D,E,F,G,H,I,J	L.4.1f

	on mechanics and usage		
12.	Identification, Construction and the Correction of Simple, Complete & Compound Subjects and Predicates with a focus on mechanics and usage	A, C, D, E, F, G, H, I, J	L.4.1
13.	Identification, Construction and the Correction of Simple and Compound Sentences with a focus on mechanics and usage	A, C, D, E, F, G, H, I, J	L.4.1
14.	Identification, Construction and the Correction of Complex Sentences with a focus on mechanics and usage	A, C, D, E, F, G, H, I, J	L.4.1

**Unit 2: Making a Difference**

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Identification of Author's Purpose through Literary Language and Devices: Figurative Language	A, B, C, E, F, G, H, K, L, M	R.CCR.6
2.	Identification of the Main Idea through the common/connected relationships amongst the details in the text	A, B, C, E, F, G, H, K, L, M	RI.4.2
3.	Identification of Cause and Effect through the analysis of the Text Structure	A, B, C, E, F, G, H, K, L, M	RI.4.5
4.	Summarization of the Sequence of Events and the analysis of their influence on future events	A, B, C, E, F, G, H, K, L, M	RL.4.3
5.	Expository Writing – Strong Sentences: "Showing" {Idea Development- Descriptive Words & Phrases}	A, D, E, F, G, H, I, J, K, L, M	W.4.3d
6.	Expository Writing – Strong Paragraphs: "Show Actions" {Idea Development of Word Choice- Descriptive Words & Phrases}	A, D, E, F, G, H, I, J, K, L, M	W.4.3d
7.	Expository Writing – The Writing Process: The 'How-To Article' {Pre-Writing; Drafting; Revising; Editing; Publishing}	A, D, E, F, G, H, I, J, K, L, M	W.4.2

8.	Expository Writing – Strong Sentences: “Strong Verbs” {Development of Word Choice- Descriptive Verbs}	A, D, E, F, G, H, I, J, K, L, M	W.4.3d
9.	Expository Writing – Strong Paragraphs: “Strong Verbs and Descriptive Details” {Development of Word Choice-Descriptive Words, Phrases and Verbs}	A, D, E, F, G, H, I, J, K, L, M	W.4.3d
10.	Identification of, the Mechanics and Usage of, and the Proofreading of Common and Proper Nouns	A, C, D, E, F, G, H, I, J	L.4.1
11.	Identification of, the Mechanics and Usage of, and the Proofreading of Singular and Plural Nouns	A, C, D, E, F, G, H, I, J	L.4.1
12.	Identification of, the Mechanics and Usage of, and the Proofreading of Irregular Plural Nouns	A, C, D, E, F, G, H, I, J	L.4.1
13.	Identification of, the Mechanics and Usage of, and the Proofreading of Singular and Plural Possessive Nouns	A, C, D, E, F, G, H, I, J	L.4.1
14.	Differentiation of Plural Noun Usage and Possessive Noun Usage in Sentences	A, C, D, E, F, G, H, I, J	L.4.1



**Unit 3: The Power Of Words**

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Identify details that help you make inferences to understand the relationships between characters.	A,B,C,E,F,G,H,K, L,M	RL 4.1, RL 4.3
2.	Draw conclusions to help you sequence the plot's main events and explain their influence on future events.	A,B,C,E,F,G,H,K, L,M	RL 4.1, RL 4.3
3.	Explain the importance of verifying facts while distinguishing them from opinions when reading.	A,B,C,E,F,G,H,K, L,M	RI 4.8
4.	Explain why the theme of a work of fiction is important.	A,B,C,E,F,G,H,K, L,M	RL 4.2, RL 4.9
5.	Understand how the setting affects the characters and the main and future events of the plot.	A,B,C,E,F,G,H,K, L,M	RL 4.1, RL 4.3
6.	Determine the meaning of words in context as they are used in text.	A,B,C,E,F,G,H,K, L,M	RL 4.4, RI 4.4
7.	Persuasive Writing-Write supportive reasons and details that give facts, details, or explanations to strengthen an opinion in a logical way.	A,D,E,F,G,H,I,J, K,L,M	W 4.1, W 4.2, W 4.4, W 4.7, W 4.8

<b>8.</b>	Persuasive Writing-Write strong sentences with descriptive language.	A, D, E, F, G, H, I, J, K, L, M	<b>W 4.2b</b>
<b>9.</b>	Persuasive Writing- The Writing Process {Pre-Writing; Drafting; Revising; Editing; Publishing}	A, D, E, F, G, H, I, J, K, L, M	<b>W 4.4, W 4.5, W 4.6 W 4.10</b>
<b>10.</b>	Identify action verbs, linking verbs, and main/helping verbs.	A, C, D, E, F, G, H, I, J	<b>L 4.1, L 4.1b, L 4.6</b>
<b>11.</b>	Appropriately make and use contractions.	A, C, D, E, F, G, H, I, J	<b>L 4.1, L 4.3</b>
<b>12.</b>	Use appropriate verb tenses that agree with the given subject.	A, C, D, E, F, G, H, I, J	<b>L 4.1b, L 4.3</b>
<b>13.</b>	Understand the difference between regular and irregular verbs.	A, C, D, E, F, G, H, I, J	<b>L 4.3</b>
<b>14.</b>	Use irregular verb tenses correctly.	A, C, D, E, F, G, H, I, J	<b>L 4.1b, L 4.3, L 4.4c</b>

**Unit 4: Working Together**

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Summarize and explain the importance of the theme of a fiction story.	A, B, C, E, F, G, H, K, L, M	RL 4.2, RL 4.9
2.	Explain how recognizing the "description" text structure helps you to organize and describe the relationships between ideas.	A, B, C, E, F, G, H, K, L, M	RI 4.5
3.	Understand that analyzing the language that an author uses helps you to determine his or her stated or implied purpose.	A, B, C, E, F, G, H, K, L, M	RL 4.1, RL 4.6, RI 4.1, RI 4.8
4.	Draw conclusions to help you explain the roles and functions of characters in the plot.	A, B, C, E, F, G, H, K, L, M	RL 4.1, RL 4.3
5.	Identify and evaluate the author's perspective toward the subject of a selection.	A, B, C, E, F, G, H, K, L, M	RL 4.1, RL 4.6
6.	Determine the meaning of words in context as they are used in text.	A, B, C, E, F, G, H, K, L, M	RL 4.4, RI 4.4
7.	Fictional Narrative Writing-Develop ideas using strong word choice and voice.	A, D, E, F, G, H, I, J, K, L, M	W 4.3, W 4.4,
8.	Fictional Narrative Writing- Write dialogue of two or more people talking to one another to replace a telling statement and develop strong paragraphs.	A, D, E, F, G, H, I, J, K, L, M	W 4.3b
9.	Fictional Narrative Writing- Add details to a story problem and solution.	A, D, E, F, G, H, I, J, K, L, M	W 4.3
10.	Fictional Narrative Writing- Draw upon a personal experience to write about a believable character using strong sentences.	A, D, E, F, G, H, I, J, K, L, M	W 4.3a,b
11.	Fictional Narrative Writing- Write sentences using sensory details to create a more descriptive setting.	A, D, E, F, G, H, I, J, K, L, M	W 4.3d
12.	Fictional Narrative Writing- The Writing Process {Pre-Writing; Drafting; Revising; Editing; Publishing}	A, D, E, F, G, H, I, J, K, L, M	W 4.4, W 4.5, W 4.6 W 4.10
13.	Identify pronouns and appropriate antecedents.	A, C, D, E, F, G, H, I, J	L 4.1

<b>14.</b>	Understand the difference between subject pronouns and object pronouns.	A, C, D, E, F, G, H, I, J	L 4.1
<b>15.</b>	Understand the various types of pronouns including reflexive and possessive pronouns.	A, C, D, E, F, G, H, I, J	L 4.1a, L 4.3,
<b>16.</b>	Understand and correctly use homophone pronouns.	A, C, D, E, F, G, H, I, J	L 4.1, L 4.3
<b>17.</b>	Use appropriate pronoun-verb agreement.	A, C, D, E, F, G, H, I, J	L 4.1, L 4.3
<b>18.</b>	Use parentheses appropriately to add text to a sentence.	A, C, D, E, F, G, H, I, J	L 4.1, L 4.3

**Unit 5: Habitats**

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Identify common details and themes of selection.	A, B, C, E, F, G, H, K, L, M	RL4.9, RI 4.9, RI4.1, RL4.1
2.	Identify plot including characters, setting, problem and events that lead to a solution of a selection.	A, B, C, E, F, G, H, K, L, M	RL4.2, RL 4.3, RL4.6, RL4.7
3.	Recognize and compare text structures.	A, B, C, E, F, G, H, K, L, M	RI4.7, RL4.5
4.	Compare text structure to describe relationships between ideas in a text.	A, B, C, E, F, G, H, K, L, M	RL 4.5, RL4.7, RL 4.9
5.	Identify the main idea of a selection.	A, B, C, E, F, G, H, K, L, M	RI4.2
6.	Use sequencing skills to describe the relationship between ideas in a text.	A, B, C, E, F, G, H, K, L, M	RI4.3, RL 3.5
7.	Identify and understand adjectives.	A, C, D, E, F, G, H, I, J	L4.1d
8.	Identify and decide between the appropriate articles in a sentence.	A, D, E, F, G, H, I, J, K, L, M	L4.1
9.	Identification of adjectives that compare.	A, C, D, E, F, G, H, I, J	L4.1d
10.	Identification and comparing with the words 'more' and 'most'.	A, C, D, E, F, G, H, I, J	L.4.1d
11.	Identification and comparing with the words 'good' and 'bad'.	A, C, D, E, F, G, H, I, J	L.4.1d
12.	Expository Writing- The Writing Process {Pre-Writing; Drafting; Revising; Editing; Publishing}	A, C, D, E, F, G, H, I, J	W4.2, W4.4, W4.5
13.	Expository Writing- Compare and Contrast Letter {Writing a letter}	A, C, D, E, F, G, H, I, J	W4.2, W4.4, W4.5

**Unit 6: Problem Solving**

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Connect pieces of information to draw conclusions from the text to help identify major events in a biography.	A, B, C, E, F, G, H, K, L, M	RI 4.5, RI4.7, RI4.8
2.	Identify and verify facts and distinguish them from opinions.	A, B, C, E, F, G, H, K, L, M	RI4.4
3.	Identify explicit cause and effect relationships among ideas in a text.	A, B, C, E, F, G, H, K, L, M	RI4.5, RL4.5
4.	Summarize the author's perspective toward the subject of the selection.	A, B, C, E, F, G, H, K, L, M	RI4.8
5.	Identify the problem of a story and how it was solved.	A, B, C, E, F, G, H, K, L, M	RL4.3, RL4.1
6.	Understand and correctly use adverbs.	A, C, D, E, F, G, H, I, J	L4.1a
7.	Understand and correctly compare with adverbs.	A, C, D, E, F, G, H, I, J	L4.1a
8.	Identify and use negatives in sentences	A, C, D, E, F, G, H, I, J	L4.1c, L4.4
9.	Identify and correctly write sentences with prepositions.	A, D, E, F, G, H, I, J, K, L, M	L4.1e
10.	Expository Writing- Create a research report	A, D, E, F, G, H, I, J, K, L, M	W4.2
11.	Expository Writing- The Writing Process {Pre-Writing; Drafting; Revising; Editing; Publishing}	A, D, E, F, G, H, I, J, K, L, M	W4.2, W 4.4, W 4.5, W 4.6 W 4.10

Objectives achieved through reading and analysis of the following texts and assessments:

A. Treasures' Text Book	H. Conferencing
B. Selection Test	I. Writing Portfolio
C. Unit Assessment	J. Writing Rubrics
D. Daily Journal/Writer's Notebook	K. Technology
E. Teacher Observation	L. Self Assessments
F. Exit Slip	M. Chapter Books-*Teacher Choice
	<ul style="list-style-type: none"> <li>• Drita My Homegirl</li> <li>• Tales of A Fourth Grade Nothing</li> <li>• Dear Mr. Henshaw</li> <li>• No Talking</li> <li>• The Tale of Despereaux</li> </ul>
G. Spot Check Assessment	

# Common Core State Standards

## English Language Arts Standards » Reading: Literature » Grade 4

### **Key Ideas and Details**

- CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CCSS.ELA-Literacy.RL.4.3 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).

### **Craft and Structure**

- CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- CCSS.ELA-Literacy.RL.4.5 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.
- CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

### **Integration of Knowledge and Ideas**

- CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- (RL.4.8 not applicable to literature)



- CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

### **Range of Reading and Level of Text Complexity**

- CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **English Language Arts Standards » Reading: Informational Text » Grade 4**

### **Key Ideas and Details**

- CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CCSS.ELA-Literacy.RI.4.3 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.

### **Craft and Structure**

- CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.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.

## **Integration of Knowledge and Ideas**

- CCSS.ELA-Literacy.RI.4.7 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.
- CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## **Range of Reading and Level of Text Complexity**

- CCSS.ELA-Literacy.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **English Language Arts Standards » Reading: Foundational Skills » Grade 4**

### **Phonics and Word Recognition**

- CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-Literacy.RF.4.3a 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**

- CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding.
- CCSS.ELA-Literacy.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- CCSS.ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## *English Language Arts Standards » Writing » Grade 4*

### **Text Types and Purposes**

- CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.4.1a 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.
- CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.
- CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- CCSS.ELA-Literacy.W.4.1d Provide a concluding statement or section related to the opinion presented.
- CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.4.2a 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.
- CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- CCSS.ELA-Literacy.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.

- CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.
- CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

- CCSS.ELA-Literacy.W.4.4 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.)
- CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
- CCSS.ELA-Literacy.W.4.6 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.

### **Research to Build and Present Knowledge**

- CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- CCSS.ELA-Literacy.W.4.8 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.
- CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.W.4.9a 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].”).
- CCSS.ELA-Literacy.W.4.9b 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”).

### **Range of Writing**

- CCSS.ELA-Literacy.W.4.10 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 discipline-specific tasks, purposes, and audiences.

### **English Language Arts Standards » Speaking & Listening » Grade 4**

- CCSS.ELA-Literacy.SL.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.
- CCSS.ELA-Literacy.SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-Literacy.SL.4.1c 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.
- CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas**

- CCSS.ELA-Literacy.SL.4.4 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.
- CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-Literacy.SL.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.

## *English Language Arts Standards » Language » Grade 4*

### **Conventions of Standard English**

- CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.L.4.1a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- CCSS.ELA-Literacy.L.4.1c Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- CCSS.ELA-Literacy.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- CCSS.ELA-Literacy.L.4.1e Form and use prepositional phrases.
- CCSS.ELA-Literacy.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

- CCSS.ELA-Literacy.L.4.1g Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*
- CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.4.2a Use correct capitalization.
- CCSS.ELA-Literacy.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.
- CCSS.ELA-Literacy.L.4.2c Use a comma before a coordinating conjunction in a compound sentence.
- CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

- CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.\*
- CCSS.ELA-Literacy.L.4.3b Choose punctuation for effect.\*
- CCSS.ELA-Literacy.L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### **Vocabulary Acquisition and Use**

- CCSS.ELA-Literacy.L.4.4 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.
- CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- CCSS.ELA-Literacy.L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

- CCSS.ELA-Literacy.L.4.4c 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.
- CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- CCSS.ELA-Literacy.L.4.6 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).



**GRADES 4-5 (July 2015)**  
**PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS**

**Research Simulation Task and Literary Analysis Task**

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p style="text-align: center;">Reading Comprehension and Written Expression</p>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <i>full comprehension</i> of ideas stated explicitly and/or inferentially by providing an <i>accurate</i> analysis;</li> <li>• addresses the prompt and provides <i>effective</i> development of the topic that is <i>consistently appropriate</i> to task, purpose, and audience;</li> <li>• uses <i>clear</i> reasoning supported by <i>relevant</i>, text-based evidence in the development of the topic;</li> <li>• is <i>effectively</i> organized with <i>clear and coherent</i> writing;</li> <li>• uses language <i>effectively</i> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <i>comprehension</i> of ideas stated explicitly and/or inferentially by providing a <i>mostly accurate</i> analysis;</li> <li>• addresses the prompt and provides <i>mostly effective</i> development of the topic that is <i>appropriate</i> to task, purpose, and audience;</li> <li>• uses <i>mostly clear</i> reasoning supported by <i>relevant</i> text-based evidence in the development of the topic;</li> <li>• is organized with <i>mostly clear and coherent</i> writing</li> <li>• uses language that is <i>mostly effective</i> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <i>basic comprehension</i> of ideas stated explicitly and/or inferentially by providing a <i>generally accurate</i> analysis;</li> <li>• addresses the prompt and provides <i>some</i> development of the topic that is <i>somewhat appropriate</i> to task, purpose, and audience;</li> <li>• uses <i>some</i> reasoning and text-based evidence in the development of the topic;</li> <li>• demonstrates <i>some</i> organization with <i>somewhat</i> coherent writing;</li> <li>• uses language to express ideas with <i>some</i> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <i>limited comprehension</i> of ideas by providing a <i>minimally accurate</i> analysis;</li> <li>• addresses the prompt and provides <i>minimal</i> development of the topic that is <i>limited in its appropriateness</i> to task, purpose, and audience</li> <li>• uses <i>limited</i> reasoning and text-based evidence;</li> <li>• demonstrates <i>limited</i> organization and coherence;</li> <li>• uses language to express ideas with <i>limited</i> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <i>no comprehension</i> of ideas by providing an <i>inaccurate or no</i> analysis.</li> <li>• is <i>undeveloped and/or inappropriate</i> to the task, purpose, and audience;</li> <li>• includes <i>little to no</i> text-based evidence;</li> <li>• <i>lacks</i> organization and coherence;</li> <li>• <i>does not</i> use language to express ideas with clarity.</li> </ul>
<p style="text-align: center;">Knowledge of Language and Conventions</p>	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

## Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>is organized with <b>mostly coherent</b> writing;</li> <li>uses language that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li>lacks organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
	Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates <b>full</b> command of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some</b> command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the meaning is <b>generally clear</b>.</p>	<p>The student response to the prompt <b>does not demonstrate</b> command of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

**NOTE:**

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied.

Coded Responses: A=No

response

B=Response is unintelligible or undecipherable

C=Response is not written in English

# Grade 4 Reading Evidences

Grade: 4	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment
	The student's response:
<b>RL 1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>Provides references to details and/or examples in a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text. (1)<sup>1</sup></li> </ul>
<b>RL 2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> <li>Provides a statement of a theme of a text. (1)</li> <li>Provides a summary of the text. (2)</li> </ul>
<b>RL 3:</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).	<ul style="list-style-type: none"> <li>Provides an in-depth description of a <b>character</b> in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (1)</li> <li>Provides an in-depth description of a <b>setting</b> in a story or drama, drawing on specific details in the text. (2)</li> <li>Provides an in-depth description of an <b>event</b> in a story or drama, drawing on specific details in the text. (3)</li> </ul>
<b>RL 5:</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.	<ul style="list-style-type: none"> <li>Provides an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text. (1)</li> </ul>
<b>RL 6:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (1)</li> </ul>
<b>RL 7:</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<ul style="list-style-type: none"> <li>Provides a connection between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and/or directions in the text. (1)</li> </ul>
<b>RL 9:</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the treatment of similar <b>themes and/or topics</b> (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. (1)</li> <li>Provides a comparison and contrast of the treatment of <b>similar patterns of events</b> (e.g., the quest) in stories, myths, and traditional literature from different cultures. (2)</li> </ul>

<sup>1</sup> This evidence combines grade 4 evidences RL1.1 and RL1.2 from Phase 1 and 2.

Grade: 4	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>Provides references to details and/or examples in a text when explaining what the text says explicitly and/or text when explaining inferences drawn from the text. (1)<sup>2</sup></li> <li></li> </ul>
RI 2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>Provides a statement of the main idea of a text. (1)</li> <li>Provides an explanation of how the main idea is supported by key details. (2)</li> <li>Provides a summary of the text. (3)</li> </ul>
RI 3: 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.	<ul style="list-style-type: none"> <li>Provides an explanation of <b>events</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (1)</li> <li>Provides an explanation of <b>procedures</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (2)</li> <li>Provides an explanation of <b>ideas or concepts</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (3)</li> </ul>
RI 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.	<ul style="list-style-type: none"> <li>Provides a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text. (1)</li> </ul>
RI 6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the focus and information in a firsthand and secondhand account of the same event or topic. (1)<sup>3</sup></li> </ul>
RI 7: 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.	<ul style="list-style-type: none"> <li>Provides an interpretation of information presented <b>visually</b> (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). (1)</li> <li>Provides an interpretation of information presented <b>orally</b> (e.g., animations or interactive elements on Web pages). (2)</li> <li>Provides an interpretation of information presented <b>quantitatively</b> (e.g., in charts, graphs, diagrams, or interactive elements on Web pages). (3)</li> <li>Provides an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears. (4)</li> </ul>
RI 8: Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> <li>Provides an explanation of how an author uses <b>reasons</b> to support particular points in a text. (1)</li> <li>Provides an explanation of how an author uses <b>evidence</b> to support particular points in a text. (2)</li> </ul>
RI 9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> <li>Provides a statement that integrates information from two texts on the same topic. (1)</li> </ul>

<sup>2</sup> This evidence combines grade 4 evidences RI1.1 and RI1.2 from Phases 1 and 2.

<sup>3</sup> This evidence combines grade 4 evidences RI6.1 and RI6.2 from Phases 1 and 2.

Grade: 4

Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<b>RI 4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i> ).	<ul style="list-style-type: none"><li>• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>). (1)</li></ul>
<b>RI 4:</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.	<ul style="list-style-type: none"><li>• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area. (1)</li></ul>
<b>L 4:</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.	<ul style="list-style-type: none"><li>• Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text). (1)</li><li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (2)</li></ul>
<b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) 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).	<ul style="list-style-type: none"><li>• Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. (1)</li><li>• Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs. (2)</li><li>• Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (3)</li></ul>
<b>L 6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise	<ul style="list-style-type: none"><li>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., <i>quizzed, whined, stammered</i>). (1)</li></ul>

**L 6:** 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).

- Provides a statement demonstrating accurate meaning and use of grade--appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., *quizzed, whined, stammered*). (1)

# Grade 4: Writing Evidences

<b>Grade: 4</b>	
<b>Claim: Writing: Students write effectively when using and/or analyzing sources.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12</b>	
<b>Standards:</b>	<b>Evidences:</b>
<p><b>W1</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text <u>clearly</u>, state an opinion, and create an <u>organizational structure in which related ideas are grouped to support the writer’s purpose</u>.</li> <li>b. Provide reasons that are <u>supported by facts and details</u>.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>d. Provide a concluding statement or section <u>related to the opinion presented</u>.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>• The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements<sup>2</sup> by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>• The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>• The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic <u>clearly</u> and group related information <u>in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia</u> when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, <u>concrete details, quotations, or other information and examples related to the topic</u>.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic</u>.</li> <li>e. Provide a concluding statement or section <u>related to the information or explanation presented</u>.</li> </ol>	

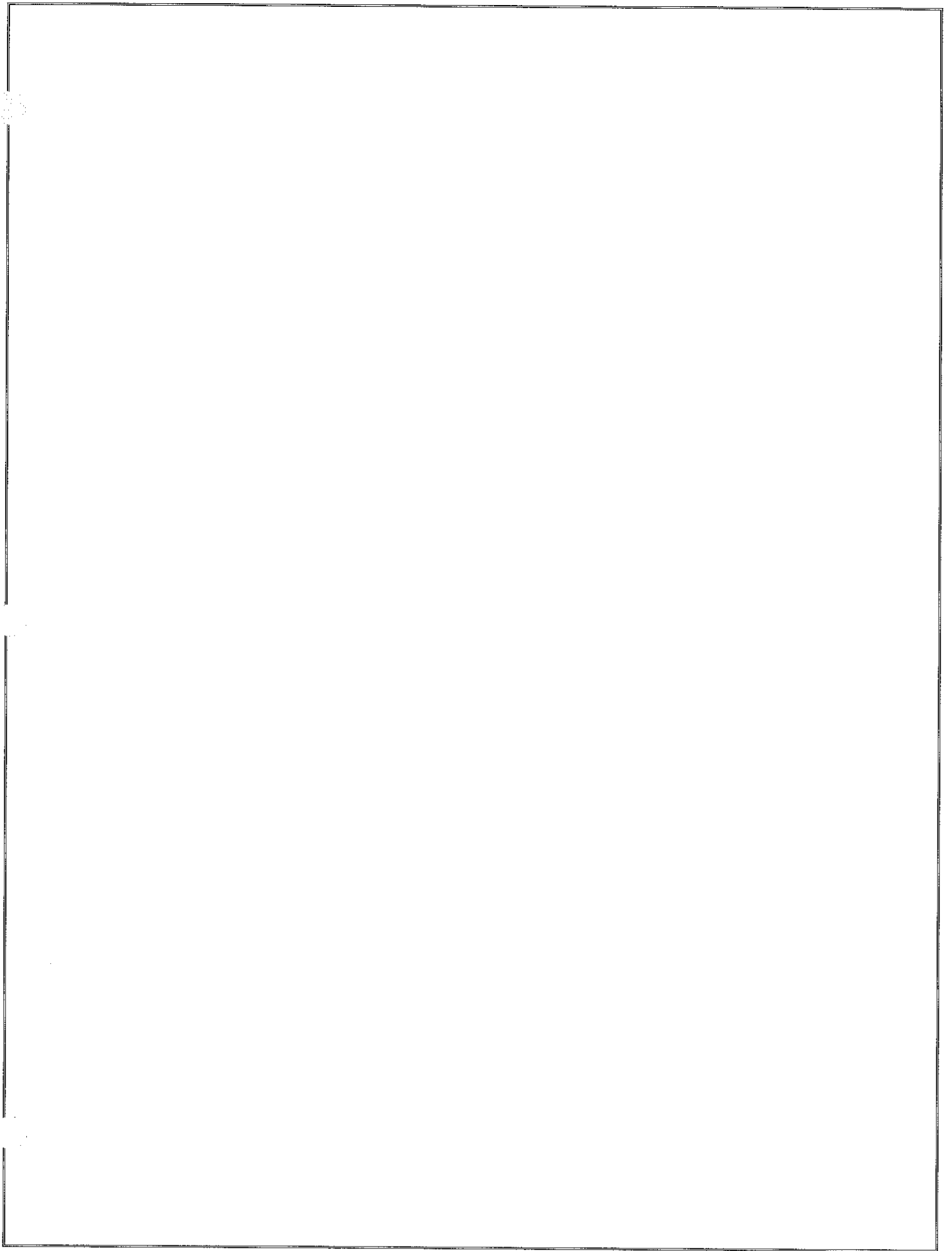
<sup>2</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li><u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></li> <li><u>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u></li> <li><u>Use a variety of transitional words and phrases to manage the sequence of events.</u></li> <li><u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></li> <li><u>Provide a conclusion that follows from the narrated experiences or events.</u></li> </ol>
W3	
W4	<p>Produce <u>clear and coherent</u> 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.)</p>
W5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 4</u> on pages 28 and 29.)</p>
W6	<p>With some guidance and support from adults, use technology, <u>including the Internet</u>, to produce and publish writing as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</u></p>
W7	<p>Conduct short research projects that build knowledge through <u>investigation of different aspects of a topic.</u></p>
W8	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and <u>categorize information</u>, and provide a <u>list of sources.</u></p>



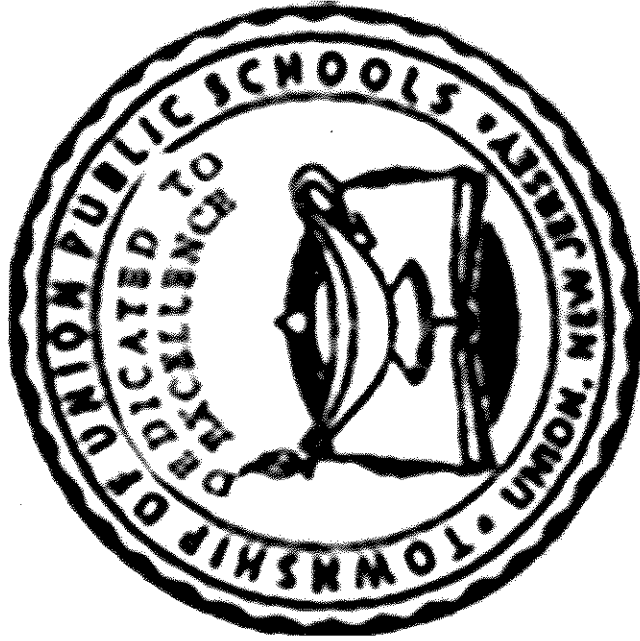
<p>W9</p>	<p><u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>a. <u>Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</u></p> <p>b. <u>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”).</u></p>	
<p>W10</p>	<p><u>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 discipline-specific tasks, purposes, and audiences.</u></p>	



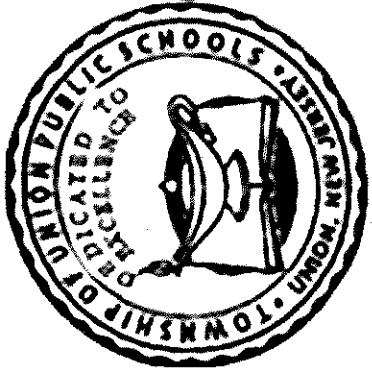




**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Grade 4 Social Studies  
2016**



## **Board Members**

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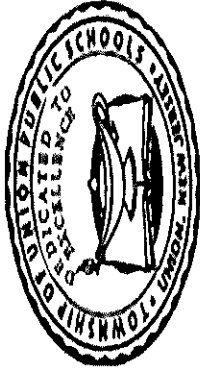
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**TOWNSHIP OF UNION PUBLIC SCHOOLS**

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## DEPARTMENT SUPERVISORS

Language Arts/Social Studies 2-5 .....	Mr. Robert Ghiretti
Mathematics/Science 2-5 .....	Ms. Teresa Matthews
Pre K-2 .....	Ms. Maureen Corbett
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts 6-12 .....	Ms. Randi Moran
Math 6-12.....	Dr. Jeremy Cohen
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Art/Music .....	Mr. Ronald Rago
Special Services.....	Mr. Gregory Pardo
Special Services.....	Mr. Joseph Seugling



**Curriculum Committee  
Social Studies  
Grade 4**

Alison Brehm  
Karen Freitas

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## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

## **Course Description**

The fourth grade social studies curriculum is based on the New Jersey Social Studies Core Curriculum Standards. The learning objectives serve as a framework of the social studies content and are the foundation for the course. These objectives state what content and processes students will be able to do at the conclusion of their fourth grade social studies experience.

The curriculum addresses a broad span of the social sciences. The Core Curriculum Standards for Social Studies includes the following major areas of study: geography, history, culture, and economics. The guide is structured around the concept of the regions in the United States. Essential questions are asked for each of the areas of study. The objectives relate to each of the essential questions.

The same essential questions and objectives for each of the areas of study: geography, history, culture, and economics are applied to each region chosen for specific examination. This gives the students the opportunity to develop expertise in the concepts and processes as they investigate the regions of the United States.

The units of study included are: Our National Story, The United States: Its Land and People, The Northeast, The Southeast, The Midwest, The Southwest, and The West.

**Recommended Textbook**

**Our Country and It's Regions, Macmillan/McGraw Hill, 2009**

## Course Proficiencies

Students will...

- Understand appropriate social studies vocabulary
- Understand how geography has influenced the historic, cultural, and economic regions of the United States.
- Understand how geography has influenced the historic, cultural, and economic regions of New Jersey.
- Recognize and celebrate New Jersey's historical and scientific achievements and economic contributions to the nation.
- Recognize the various cultures found in the U.S. and their contribution to today's society.
- Identify visual information; maps, globes, charts, directionality.
- Recognize the people and events that shape our nation's history:
  - The first Americans
  - The first Settlers
  - French and Indian War
  - American Revolution
  - Civil Rights Movement
- Understand the geography, economy, and people of the following regions of the United States:
  - Northeast
  - Southeast
  - Midwest
  - Southwest
  - West

# **Curriculum Units**

**Unit 1: Our National Story**

**Unit 2: The United States: Its Land and People**

**Unit 3: The Northeast**

**Unit 4: The Southeast**

**Unit 5: The Midwest**

**Unit 6: The Southwest**

**Unit 7: The West**



# Pacing Guide

## Content

Unit 1:  
September- October

Unit 2:  
November-December

Unit 3:  
January

Unit 4:  
February

Unit 5:  
March

Unit 6:  
April

Unit 7:  
May-June

## Unit 1: Our National Story

#	STUDENT LEARNING OBJECTIVES	NJCCCS
1.	Describe the way of life for the people of ancient Cahokia.	6.1, 6.3
2.	Explain how the people of the Eastern Woodlands survived.	6.1, 6.3
3.	Identify the ways in which the Plains and Pueblo people differed.	6.1, 6.3
4.	Recognize the ways in which Native America of the West adapted to their surroundings.	6.1, 6.3
5.	Describe the exchanges between Europeans and Native Americans.	6.1, 6.2, 6.3
6.	Understand why the Spanish and French came to North America.	6.1, 6.2, 6.3
7.	Identify early Dutch and English settlements.	6.1, 6.2, 6.3
8.	Recognize the conflicts between Europeans and Native Americans.	6.1, 6.2, 6.3
9.	Describe the problems that arose between Great Britain and the colonists following the French and Indian War.	6.1, 6.2, 6.3
10.	Explain how taxes and protests eventually led to war.	6.1, 6.2, 6.3
11.	Discuss the advantages of the British in the war.	6.1, 6.2, 6.3
12.	Describe the outcome of the war and the establishment of the new United States government.	6.1, 6.2, 6.3
13.	Describe the growth of the U.S. into the Northwest Territory.	6.1, 6.2, 6.3
14.	Recognize the importance of the Louisiana Purchase.	6.1, 6.2, 6.3
15.	Identify the new methods of travel that were developed in the early 1800s.	6.1, 6.2, 6.3
16.	Summarize how western lands became part of the United States.	6.1, 6.2, 6.3
17.	Recognize that slavery led to a civil war.	6.1, 6.2, 6.3
18.	Describe the strengths and weaknesses of the North and South during the war.	6.1, 6.2, 6.3

<b>19.</b>	Identify the challenges facing the United States after the war.	6.1, 6.2, 6.3
<b>20.</b>	Discuss the conflict caused by westward migration and the impact of technology.	6.1, 6.2, 6.3
<b>21.</b>	Identify reform efforts of the early 1900s.	6.1, 6.2, 6.3
<b>22.</b>	Describe World War I and the struggle for women's suffrage.	6.1, 6.2, 6.3
<b>23.</b>	Explain life in the 1920's.	6.1, 6.2, 6.3
<b>24.</b>	Discuss the New Deal and the reasons that World War II ended the Great Depression.	6.1, 6.2, 6.3
<b>25.</b>	Identify the background and major conflicts of the Cold War.	6.1, 6.2, 6.3
<b>26.</b>	Describe the civil rights movement.	6.1, 6.2, 6.3
<b>27.</b>	Identify the major challenges of the twenty-first century.	6.1, 6.2, 6.3

## Unit 2: The United States: Its Land and People

#	STUDENT LEARNING OBJECTIVES	NJCCCS
<b>1.</b>	Recognize that the United States varies greatly in its landforms, waterways, and resources.	6.1, 6.2, 6.3
<b>2.</b>	Understand that the eastern region includes the area from the Atlantic coast to the Mississippi River Valley.	6.1, 6.2, 6.3
<b>3.</b>	Identify the landforms of the western regions, Alaska, and Hawaii.	6.1, 6.2, 6.3
<b>4.</b>	Relate the vastness of the country to the variety of its ecosystems.	6.1, 6.2, 6.3
<b>5.</b>	Recognize that dividing the United States into regions helps us understand it more easily.	6.1, 6.2, 6.3
<b>6.</b>	Identify the five regions of the United States.	6.1, 6.2, 6.3
<b>7.</b>	Understand that states in a region share resources.	6.1, 6.2, 6.3
<b>8.</b>	Recognize the various factors that affect climate.	6.1, 6.2, 6.3
<b>9.</b>	Understand how mountains affect rainfall.	6.1, 6.2, 6.3
<b>10.</b>	Describe the lake effect.	6.1, 6.2, 6.3
<b>11.</b>	Identify two types of extreme weather and the regions in which it occurs.	6.1, 6.2, 6.3
<b>12.</b>	Understand that in a free enterprise system, everyone makes his or her own economic decisions.	6.1, 6.2, 6.3
<b>13.</b>	Discuss why profit, investors, and supply and demand are important in any business.	6.1, 6.2, 6.3
<b>14.</b>	Explain the importance of planning and teamwork in business.	6.1, 6.2, 6.3
<b>15.</b>	Recognize the difference between needs and wants.	6.1, 6.2, 6.3
<b>16.</b>	Understand that businesses are producers.	6.1, 6.2, 6.3
<b>17.</b>	Describe the role that banks play in the economy.	6.1, 6.2, 6.3
<b>18.</b>	Summarize the circular flow of the economy.	6.1, 6.2, 6.3

<b>19.</b>	Recognize that government power is shared.	6.1, 6.2, 6.3
<b>20.</b>	Understand how state governments work.	6.1, 6.2, 6.3
<b>21.</b>	Describe the work done by local governments and the main way in which they raise money.	6.1, 6.2, 6.3
<b>22.</b>	Describe the type of government we have in the United States.	6.1, 6.2, 6.3
<b>23.</b>	Understand the powers and duties of the three branches of the national government.	6.1, 6.2, 6.3
<b>24.</b>	Discuss the role of tribal government in the United States.	6.1, 6.2, 6.3
<b>25.</b>	Recognize that citizenship involves both rights and responsibilities.	6.1, 6.2, 6.3
<b>26.</b>	Understand that citizens have the power to change things.	6.1, 6.2, 6.3
<b>27.</b>	Identify the values and beliefs that unite Americans.	6.1, 6.2, 6.3

## Unit 3: The Northeast

#	STUDENT LEARNING OBJECTIVES	NJCCCS
1.	Describe mountains and lakes in the Northeast.	6.1, 6.2, 6.3
2.	Understand the importance of the resources of the Northeast.	6.1, 6.2, 6.3
3.	Identify other resources of the Northeast.	6.1, 6.2, 6.3
4.	Describe the climate of the Northeast.	6.1, 6.2, 6.3
5.	Understand that the Northeast's natural resources provide a living for many people.	6.1, 6.2, 6.3
6.	Recognize that many people in the Northeast work in service jobs.	6.1, 6.2, 6.3
7.	Discuss the past and present of cities and suburbs in the Northeast.	6.1, 6.2, 6.3
8.	Know that Native Americans were the Northeast's first people.	6.1, 6.2, 6.3
9.	Discuss the variety of cultures in this region.	6.1, 6.2, 6.3
10.	Recognize that festivals are one way people show culture pride.	6.1, 6.2, 6.3
11.	Identify the variety of activities available in the Northeast.	6.1, 6.2, 6.3

## Unit 4: The Southeast

#	STUDENT LEARNING OBJECTIVES	NJCCCS
<b>1.</b>	Identify the Mississippi River and the wetlands of the Southeast.	6.1, 6.2, 6.3
<b>2.</b>	Explore the coast, hills, mountains, and islands of the Southeast.	6.1, 6.2, 6.3
<b>3.</b>	Describe the warm climate and effects of the Gulf of Mexico.	6.1, 6.2, 6.3
<b>4.</b>	Show the continuing threat of hurricanes to the Southeast.	6.1, 6.2, 6.3
<b>5.</b>	Describe products produced by the farms in the Southeast.	6.1, 6.2, 6.3
<b>6.</b>	Identify renewable and nonrenewable resources found in the Southeast.	6.1, 6.2, 6.3
<b>7.</b>	Summarize the importance of several industries to the Southeast's economy.	6.1, 6.2, 6.3
<b>8.</b>	Describe the importance of tourism to the economy of the Southeast.	6.1, 6.2, 6.3
<b>9.</b>	Identify Native America groups who first lived in the Southeast.	6.1, 6.2, 6.3
<b>10.</b>	Identify immigrant groups that settled in the Southeast.	6.1, 6.2, 6.3
<b>11.</b>	Trace the progress of the civil rights movement.	6.1, 6.2, 6.3
<b>12.</b>	Describe many different musical styles that began in the Southeast.	6.1, 6.2, 6.3

## Unit 5: The Midwest

#	STUDENT LEARNING OBJECTIVES	NJCCCS
1.	Describe how glaciers carved the Midwest's many lakes.	6.1, 6.2, 6.3
2.	Discuss the importance of rivers and soil fertility in the Midwest.	6.1, 6.2, 6.3
3.	Identify Midwest landforms.	6.1, 6.2, 6.3
4.	Discuss the climate extremes of the Midwest.	6.1, 6.2, 6.3
5.	Identify natural resources found in the Midwest.	6.1, 6.2, 6.3
6.	Show the importance of iron to the economy of the Midwest.	6.1, 6.2, 6.3
7.	Identify important Midwestern farm products.	6.1, 6.2, 6.3
8.	Describe how the Midwestern economy has changed over time.	6.1, 6.2, 6.3
9.	Identify Native American groups that lived in the Midwest.	6.1, 6.2, 6.3
10.	Trace the different groups who settled in the Midwest.	6.1, 6.2, 6.3
11.	Show how Midwesterners honor diverse cultural traditions.	6.1, 6.2, 6.3
12.	Describe the artistic, musical, and athletic traditions of the Midwest.	6.1, 6.2, 6.3



## Unit 6: The Southwest

#	STUDENT LEARNING OBJECTIVES	NJCCCS
1.	Understand that the geography of the Southwest is varied.	6.1, 6.2, 6.3
2.	Describe the landforms that can be in the Southwest.	6.1, 6.2, 6.3
3.	Identify the major rivers of the Southwest.	6.1, 6.2, 6.3
4.	Recognize that the scarcity of water poses a challenge.	6.1, 6.2, 6.3
5.	Recognize that oil is the Southwest's most valuable resource.	6.1, 6.2, 6.3
6.	Identify crops grown in the Southwest.	6.1, 6.2, 6.3
7.	Understand that the Southwest has developed a thriving technology sector.	6.1, 6.2, 6.3
8.	Discuss the Native American heritage of the Southwest.	6.1, 6.2, 6.3
9.	Identify the Spanish influence on the Southwest.	6.1, 6.2, 6.3
10.	Understand that immigrants and older Americans have moved to the Southwest in the recent years.	6.1, 6.2, 6.3
11.	Describe the festivals and ceremonies of the Southwest.	6.1, 6.2, 6.3

## Unit 7: The West

#	STUDENT LEARNING OBJECTIVES	NJCCCS
1.	Introduce the many environments of the West.	6.1, 6.2, 6.3
2.	Describe how Western mountains, lakes, and rivers were formed.	6.1, 6.2, 6.3
3.	Trace the effects of the movement of the Earth's plates.	6.1, 6.2, 6.3
4.	Discuss the West's varied climates.	6.1, 6.2, 6.3
5.	Describe the rich natural resources found in the West.	6.1, 6.2, 6.3
6.	Show how different landforms affect the local economies.	6.1, 6.2, 6.3
7.	Discuss different industries and employers in the West.	6.1, 6.2, 6.3
8.	Outline the importance of tourism and the service industry to the economy of the West.	6.1, 6.2, 6.3
9.	Describe ways of life of Native American groups in the West.	6.1, 6.2, 6.3
10.	Trace the movement of groups of people to the West.	6.1, 6.2, 6.3
11.	Discuss celebrations and other tourist attractions in the West.	6.1, 6.2, 6.3

## Unit 1: Our National Story

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are some events that shaped our nation?</p>	<ul style="list-style-type: none"> <li>• Describe the way of life for the people of the ancient Cahokia</li> <li>• Explain how the people of the Eastern Woodlands survived</li> <li>• Identify the ways in which the Plains and Pueblo people differed.</li> <li>• Describe the exchange between the Europeans and Native Americans</li> <li>• Understand why the Spanish and French came to North America.</li> <li>• Recognize the conflicts between Europeans and Native Americans.</li> <li>• Describe the problems that arose between Great Britain and the colonists following the French and Indian War</li> </ul>	<ul style="list-style-type: none"> <li>• Have students pretend to be a European explorer and write a journal entry for the explorer's travel log which he or she describes the longhouse, activities and government of the Iroquois.</li> <li>• Have students use a sequencing chart to organize events about the English in North America.</li> <li>• Have students choose a topic and draw a cartoon that expresses their opinion about the topic.</li> <li>• Provide students with a map of the world and have them use a scale of miles to determine how far it is from the east coast of the US to Great Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessment</li> <li>• Informal Observations</li> <li>• Writing Prompt: What are some events that shaped our nation?</li> </ul>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> <li>• Explain how taxes and protests eventually led to war</li> <li>• Discuss the advantages of the British in the war.</li> <li>• Describe the outcome of the war and the establishment of the new United States Government.</li> <li>• Describe the growth of the US into the Northwest Territory.</li> <li>• Recognize the importance of the Louisiana Purchase.</li> <li>• Identify the new methods of travel that were developed in the early 1800s.</li> <li>• Recognize that slavery led to a civil war. And identify the challenges facing the United States during the war.</li> <li>• Identify reform efforts of the early 1900s.</li> <li>• Describe the World War I</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the First Amendment and have students write a paragraph explaining why this freedom is so important in American society.</li> <li>• Provide students with a map of the United States and have them color the map to outline the territory of the Louisiana Purchase.</li> <li>• Have students research the siege at the Alamo or the discovery of gold in California. Students will pretend they live during the 1830s and 1840s and write a front-page newspaper article announcing the event and its details.</li> <li>• Create posters that the government might have hung in the post offices in the South during the Reconstruction.</li> <li>• Have students compose a</li> </ul>	

	<p>and the struggle for women's suffrage.</p> <ul style="list-style-type: none"><li>• Explain life in the 1920s.</li><li>• Identify the major conflicts of the Cold War.</li><li>• Describe the Civil Rights movement.</li></ul>	<p>speech that the President might have said when Japan bombed Pearl Harbor.</p>	
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## Unit 2: The United States: Its Land and People

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How do people meet their needs?	<ul style="list-style-type: none"> <li>• Recognize that the US varies greatly in its landforms, waterways, and resources.</li> <li>• Relate the vastness of the country to the variety of its ecosystems.</li> <li>• Identify the five regions of the US.</li> <li>• Understand that states in a region share resources.</li> <li>• Recognize the various factors that affect climate.</li> <li>• Understand how mountains affect rainfall.</li> <li>• Describe the lake effect.</li> <li>• Identify 2 types of extreme weather and in which region it occurs.</li> <li>• Understand that in a free enterprise system, everyone makes his or her own economic decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a map to point out states in the western region and provide weather reports for different states over a week.</li> <li>• Explain what acid rain is and have students draw a diagram that shows how acid rain forms and falls back to Earth.</li> <li>• Divide the class into two groups and have them research the statics on tornadoes and hurricanes.</li> <li>• Have students make a poster advertising a business they run.</li> <li>• Have students write a journal entry pretending to be from the 1700s.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessment</li> <li>• Informal Observations</li> <li>• Writing Prompt: How do people meet their needs?</li> </ul>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> <li>• Discuss why profit, investors, and supply and demand are important in any business.</li> <li>• Explain the importance of planning and teamwork in a business.</li> <li>• Recognize the difference between needs and wants.</li> <li>• Understand that businesses are producers.</li> <li>• Describe the role that banks play in the economy,</li> <li>• Summarize the circular flow of the economy.</li> <li>• Recognize that government power is shared.</li> <li>• Understand how the state governments work.</li> <li>• Describe the work done by the local governments and the main way in which they raise money.</li> <li>• Describe the type of</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write a speech to persuade voters be elected governor of the state</li> <li>• Discuss time zones and have students choose a time and then calculate the time in each zone.</li> <li>• Have students write a class story about what it would be like in the day of the life of the president. One student writes the first sentence and then passes the paper on.</li> </ul>	

	<p>government we have in the US.</p> <ul style="list-style-type: none"><li>• Understand the powers and duties of the three branches of government.</li><li>• Recognize that citizenship involves both rights and responsibilities.</li><li>• Understand that citizens have the power to change things.</li><li>• Identify the values and beliefs that unite Americans.</li></ul>		
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## Unit 3: The Northeast

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What causes a region to change?</p>	<ul style="list-style-type: none"> <li>• Describe the mountains and the lakes of the Northeast.</li> <li>• Understand the importance of the resources of the Northeast.</li> <li>• Identify the other resources of the Northeast.</li> <li>• Describe the climate of the Northeast.</li> <li>• Understand that the Northeast's natural resources provide a living for many people.</li> <li>• Describe how the manufacturing industry got started.</li> <li>• Recognize that many people in the Northeast work in service jobs.</li> <li>• Discuss the past and present of cities and suburbs in the Northeast.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a history guidebook of the Northeast that includes the climate, resources, and other information found about this region.</li> <li>• Have students conduct a survey of all fourth grade students to find out what occupations their parents have. Students will then compile the list of service jobs from that list. Have students create a pie chart to show the numbers and compare the number of people with service jobs to the number of people in manufacturing jobs.</li> <li>• Have students use a map to choose of the major cities of the Northeast and research the features of</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessment</li> <li>• Informal Observations</li> <li>• Writing Prompt: What causes a region to change?</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that Native Americans were the Northeast's first people.</li> <li>• Discuss the variety of cultures in this region.</li> <li>• Recognize that festivals are one way people show cultural pride.</li> <li>• Identify the variety of activities available in the Northeast.</li> </ul>	<p>this city.</p> <ul style="list-style-type: none"> <li>• Have students keep a journal pretending they are taking a summer vacation touring the states of the Northeast. Have students write one journal entry that describes their visit to one of the attractions they saw.</li> </ul>	
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## Unit 4: The Southeast

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do people affect the environment?</p>	<ul style="list-style-type: none"> <li>• Identify the Mississippi River and the wetlands of the Southeast.</li> <li>• Explore the coast, hills, mountains, and islands of the Southeast.</li> <li>• Describe the warm climate and effects of the Gulf of Mexico.</li> <li>• Show the continuing threat of hurricanes to the Southeast.</li> <li>• Describe the products produced by farms in the Southeast.</li> <li>• Identify renewable resources found in the Southeast.</li> <li>• Summarize the importance of several industries to the Southeast's economy.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to suppose they are traveling through the Southeast and writing letters back home.</li> <li>• Have them work in groups to plot a route through the Southeast on a map.</li> <li>• Have each student create a weather chart to record the local weather daily for two weeks. Their charts should include the following information for each date: high and low temperature, precipitation type and amount, and wind direction and speed.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessment</li> <li>• Informal Observations</li> <li>• Writing Prompt: How do people affect the environment?</li> </ul>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> <li>• Describe the importance of tourism to the economy of the Southeast.</li> <li>• Identify Native America groups who first lived in the Southeast.</li> <li>• Trace the progress of the civil rights movement.</li> <li>• Describe the many different musical styles that began in the Southeast.</li> </ul>	<ul style="list-style-type: none"> <li>• Divide students into two groups to give a speech on using resources wisely.</li> <li>• Have groups work collaboratively to come up with a list of reasons for their position and against their position.</li> <li>• Divide students into small groups. Help each group identify a tourist attraction in the Southeast to research.</li> <li>• Direct students to appropriate materials to research their chosen tourist attractions, including online resources.</li> <li>• Each group should create a poster advertising their tourist attraction.</li> </ul>	

## Unit 5: The Midwest

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do natural resources affect a region's growth?</p>	<ul style="list-style-type: none"> <li>• Describe how glaciers carved the Midwest's many lakes.</li> <li>• Discuss the importance of rivers and soil fertility in the Midwest.</li> <li>• Identify Midwest landforms.</li> <li>• Discuss the climate extremes of the Midwest.</li> <li>• Identify natural resources found in the Midwest.</li> <li>• Show the importance of iron to the economy of the Midwest.</li> <li>• Identify important Midwestern farm products.</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute tracing paper and have each student trace a map of the Midwest region.</li> <li>• Instruct students to draw a symbol for Mount Rushmore and a symbol for the Indianapolis 500 at the correct locations.</li> <li>• Collect three different soil samples in small pots. Label the pots.</li> <li>• Plant east to grow seed in each pot. Water adequately and put in a sunny window.</li> <li>• Ask students to suppose that they are either a pioneer or an African American who traveled north during the Great Migration.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessment</li> <li>• Informal Observations</li> <li>• Writing Prompt: How do natural resources affect a region's growth?</li> </ul>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> <li>• Describe how the Midwestern economy has changed over time.</li> <li>• Identify Native American groups that lived in the Midwest.</li> <li>• Trace the different groups who settled in the Midwest.</li> <li>• Show how Midwesterners honor diverse cultural traditions.</li> <li>• Describe the artistic, musical, and athletic traditions of the Midwest.</li> </ul>	<ul style="list-style-type: none"> <li>• Have them write a letter to a family member back “home” describing their new life in the Midwest.</li> <li>• Ask students to suggest some places in the Midwest they would like to visit. Mark these places on a large wall map.</li> <li>• Divide students into groups. Assign each group one tourist attraction.</li> <li>• Have each group write a description of the attraction on an index card. Post them on the map and connect to the flags with string.</li> </ul>	

## Unit 6: The Southwest

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How do people adapt to their environments?	<ul style="list-style-type: none"> <li>• Understand that geography of the Southwest is varied.</li> <li>• Describe the landforms that can be seen in the Southwest.</li> <li>• Identify the major rivers of the Southwest.</li> <li>• Recognize that the scarcity of water poses a challenge.</li> <li>• Recognize that oil is the Southwest's most valuable resource.</li> <li>• Identify crops grown in the Southwest.</li> <li>• Understand that the Southwest has developed a thriving technology sector.</li> <li>• Discuss the Native American heritage of the Southwest.</li> </ul>	<ul style="list-style-type: none"> <li>• Many artists travel to the scenic areas of the Southwest to try to capture the beauty of this region with paints, charcoal, and other mediums.</li> <li>• Ask students to study the photograph on pp. 232-233.</li> <li>• Have students write a descriptive paragraph in which they attempt to paint a picture with words to describe the scene shown in the photograph.</li> <li>• Have students work in small groups to create museum exhibits on the agriculture and ranching in the Southwest.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessment</li> <li>• Informal Observations</li> <li>• Writing Prompt: How do people adapt to their environments?</li> </ul>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> <li>• Identify the Spanish influence of the Southwest.</li> <li>• Understand that immigrants and older Americans have moved to the Southwest in recent years.</li> <li>• Describe the festivals and ceremonies of the Southwest.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can make models that show the crops grown in the region or they can make a replica of the pipes and ditches used to irrigate a field.</li> <li>• Ask students to write a children's book about one of the festivals of the Southwest.</li> </ul>	



## Unit 7: The West

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How does technology change people's lives?	<ul style="list-style-type: none"> <li>• Introduce the many environments of the West.</li> <li>• Describe how Western mountains, lakes, and rivers were formed.</li> <li>• Trace the effects of the movement of the Earth's plates.</li> <li>• Discuss the West's varied climates.</li> <li>• Describe the rich natural resources found in the West.</li> <li>• Show how different landforms affect the local economies.</li> <li>• Discuss different industries and employers in the West.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to pick a state they would like to know more about.</li> <li>• As students work through the unit, instruct them to begin a time line of important events in the history of their state.</li> <li>• Have students each choose 3-4 different places in the West. Make sure they have chosen a variety of places.</li> <li>• Have students check the 7-day weather forecast for each of their locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessment</li> <li>• Informal Observations</li> <li>• Writing Prompt: Why does technology change people's lives?</li> </ul>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> <li>• Outline the importance of tourism and the service industry to the economy of the West.</li> <li>• Describe the ways of life of Native America groups in the West.</li> <li>• Trace the movement of groups of people to the West.</li> <li>• Discuss celebrations and other tourist attractions in the West.</li> </ul>	<ul style="list-style-type: none"> <li>• After students have collected the information, have them write a one-minute weather segment. Students can present their weather segments.</li> <li>• Ask students to imagine that they live and work in one of the Western states.</li> <li>• Have students use the information and their imaginations to write a short story about their lives.</li> </ul>	

## Holocaust Lesson

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do people protect and support each other in times of crisis?</p>	<ul style="list-style-type: none"> <li>• To introduce the students to choices faced by non-Jews during the Holocaust</li> <li>• To introduce the role of rescuer.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss Number the Stars by Lois Lowry</li> </ul>	<ul style="list-style-type: none"> <li>• Book Talks</li> <li>• Class Discussion</li> <li>• Written Reflections</li> <li>• Book reviews and/or projects</li> </ul>

**New Jersey Core Curriculum Content Standards**  
**Academic Area**

**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.

**6.3 Active Citizenship in the 21<sup>st</sup> Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.