

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Gifted & Talented Grade 4**

Adopted February 15, 2022

### **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.

### **Course Description**

The purpose of the district program for the gifted and talented is to provide appropriate educational services for those students who have been identified as having or possessing exceptional abilities that are both dynamic and inclusive. Through a differentiated curriculum, both in depth and scope, these students will be challenged to maximize their potential. A safe, inclusive, and culturally responsive learning environment will be provided so that these individuals with gifts and talents become effective learners and develop social and emotional well-being

The Gifted and Talented program for the gifted students understands that language, culture, economic status, family background, and/or disability can influence the learning of individuals with gifts and talents. Through this understanding, opportunities are created by the staff to respond to the needs of the individuals. The gifted and talented program creates opportunities for students to see beyond that which is apparent to the average learner and be innovative and creative in their thinking. The emphasis in grades kindergarten through eight will be placed on developing the individual gifts and talents of the students within the program as we grow and evolve to meet their individual needs.

## Course Description

The purpose of the district program for the gifted and talented is to provide appropriate educational services for those students who have been identified as having or possessing exceptional abilities that are both dynamic and inclusive. Through a differentiated curriculum, both in depth and scope, these students will be challenged to maximize their potential. A safe, inclusive, and culturally responsive learning environment will be provided so that these individuals with gifts and talents become effective learners and develop social and emotional well-being

The Gifted and Talented program for the gifted students understands that language, culture, economic status, family background, and/or disability can influence the learning of individuals with gifts and talents. Through this understanding, opportunities are created by the staff to respond to the needs of the individuals. The gifted and talented program creates opportunities for students to see beyond that which is apparent to the average learner and be innovative and creative in their thinking. The emphasis in grades kindergarten through eight will be placed on developing the individual gifts and talents of the students within the program as we grow and evolve to meet their individual needs.

## Curriculum Units/Pacing Guide

<b>Unit # / Title</b>	<b>Number of Days</b>
Unit 1 : <u>Public Speaking/Writing</u>	7-10
Unit 2: <u>Social Studies/Multicultural/Globalization</u>	7-10
Unit 3: <u>Business/College &amp; Career Readiness</u>	30-40
Unit 4: <u>Math/STEM</u>	7-10
Unit 5: <u>Genius Hour</u>	7-10

## Unit Standards Overview

Overview	Standards	Unit Skills Focus
<p><b>Unit 1</b> <b>Public Speaking/Writing</b></p>	<p>Primary Focus Standards:            SL.4.1            SL4.2            SL 4.4            W4.2            W 4.6            W 4.7</p>	<ul style="list-style-type: none"> <li>• Comprehend and express what it means to be a “digital citizen” and what comprises their digital footprint</li> <li>• Use persuasive speech to debate a position</li> <li>• Understand the proper ways to use technology for presenting</li> <li>• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</li> <li>• Research and build knowledge through investigation</li> </ul>
<p><b>Unit 2</b> <b>Social Studies/Multicultural/Globalization</b></p>	<p>Primary Focus Standards:            SS 6.1            SS 6.2            SS6.3</p>	<ul style="list-style-type: none"> <li>• Familiarize with the geography and cultures of the United States</li> <li>• Research personal culture and language</li> <li>• Map, measure and view the immigration of their within or to the US</li> <li>• Develop the ability to become independent investigators</li> <li>• Develop Knowledge and skills for living and being productive in a diverse society</li> </ul>
<p><b>Unit 3</b> <b>Business/College &amp; Career Readiness</b></p>	<p>Primary Focus Standards:            CAP 9.1</p>	<ul style="list-style-type: none"> <li>• Understand the foundation for starting a business</li> </ul>

	<p>CAP 9.2 CAP 9.4</p>	<ul style="list-style-type: none"> <li>• Create a concept and model for a business</li> <li>• Understand the value of marketing and advertising</li> <li>• Create basic finances that relate to business operations</li> </ul>
<p>Unit 4 STEM</p>	<p>Primary Focus Standards: ETS 1-1 ETS 1-2 ETS 1-3</p>	<ul style="list-style-type: none"> <li>• Understand what renewable energy is and how they can save energy in their daily lives</li> <li>• Evaluate their own digital footprint and the affect it has</li> </ul>
<p>Unit 5 Genius Hour</p>	<p>Primary Focus Standards: Varies by project</p>	<ul style="list-style-type: none"> <li>• Student designed project plan for a topic that is of interest to each individual child</li> <li>• Execute the approved plan designed by the student</li> <li>• Collaborate with a mentor that is relevant to the project topic</li> </ul>



## Curricular Units

Unit 1 Assessment Plan		
<b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	
<ul style="list-style-type: none"> <li>● Group discussion</li> <li>● Observation</li> <li>● Peer Assessment</li> <li>● Reflective Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Project based assessment</li> </ul>	
Unit 1 Suggested Modifications/Accommodations/Extension Activities		
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p><u>NAGC Position Statement</u>  <b>Examples of Strategies and Practices that Support English Language Learners:</b>  <b>*All WIDA Can Do Descriptors can be found at:</b>  <a href="https://wida.wisc.edu/teach/cando/desc-riptors">https://wida.wisc.edu/teach/cando/desc-riptors</a></p> <ul style="list-style-type: none"> <li>● Pre-teaching of vocabulary and concepts</li> <li>● Visual learning, including graphic organizers</li> <li>● Use of cognates to increase comprehension</li> <li>● Teacher modeling</li> <li>● Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>● Scaffolding</li> <li>● Word walls</li> <li>● Sentence frames</li> </ul>	<p><u>NAGC Position Statement</u>  <b>Examples of Strategies and Practices that Support Students with Disabilities:</b>  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>● Use of visual and multisensory formats</li> <li>● Use of assisted technology</li> <li>● Use of prompts</li> <li>● Modification of content and student products</li> <li>● Testing accommodations</li> <li>● Authentic assessments</li> </ul>	<p><u>G&amp;T Program Standards</u></p>

<ul style="list-style-type: none"> <li>● Think-pair-share</li> <li>● Cooperative learning groups</li> <li>● Teacher think-aloud</li> </ul>		
--	--	--

Unit 1 Connections		
<p><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <a href="#">NJ Technology Standards</a></p>	<p><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <a href="#">NJ Career Readiness Practices</a></p>	
<p><b>Technology Standards: Technology standards are embedded throughout all curricular units:</b></p> <ul style="list-style-type: none"> <li>● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> <li>● All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> </ul>	<p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3 Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Apply appropriate academic and technical skills.</li> <li>● CRP3: Attend to personal health and financial well-being.</li> <li>● CRP4: Communicate clearly and effectively and with reason.</li> <li>● CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6: Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9: Model integrity, ethical leadership and effective management.</li> <li>● CRP10: Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> <li>● CRP12: Work productively in teams while using global competence</li> </ul>	
<p><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p>	

<p>Refer to the <u>21st Century Life and Skills</u></p> <p><b>21st Century Themes and Skills</b></p> <p><b>21st Century Themes</b></p> <ul style="list-style-type: none"> <li>● Global Awareness</li> <li>● Environmental Literacy</li> <li>● Health Literacy</li> <li>● Civic Literacy</li> </ul> <p><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>● Creativity and Innovation (E)</li> <li>● Critical Thinking and Problem Solving (T) (A)</li> <li>● Communication (E)</li> <li>● Collaboration (E) (T)</li> </ul>	<p>Refer to the <u>NJ Student Learning Standards</u></p> <p><b>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</b></p>
---	---



**Unit 2 Assessment Plan**

<p align="center"><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center"><b>Summative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> <li>● Project based assessment</li> </ul>
<ul style="list-style-type: none"> <li>● Group discussion</li> <li>● Observation</li> <li>● Peer Assessment</li> <li>● Reflective Assessment</li> </ul>	

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
<p align="center"><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center"><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center"><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p><b><u>NAGC Position Statement</u></b>  <b>Examples of Strategies and Practices that Support English Language Learners:</b>  <b>* All WIDA Can Do Descriptors can be found at:</b>  <a href="https://wida.wisc.edu/teach/cando/descriptors">https://wida.wisc.edu/teach/cando/descriptors</a></p> <ul style="list-style-type: none"> <li>● Pre-teaching of vocabulary and concepts</li> <li>● Visual learning, including graphic organizers</li> <li>● Use of cognates to increase comprehension</li> <li>● Teacher modeling</li> <li>● Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>● Scaffolding</li> <li>● Word walls</li> <li>● Sentence frames</li> <li>● Think-pair-share</li> </ul>	<p><b><u>NAGC Position Statement</u></b>  <b>Examples of Strategies and Practices that Support Students with Disabilities:</b>  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>● Use of visual and multisensory formats</li> <li>● Use of assisted technology</li> <li>● Use of prompts</li> <li>● Modification of content and student products</li> <li>● Testing accommodations</li> <li>● Authentic assessments</li> </ul>	<p align="center"><b><u>G&amp;T Program Standards</u></b></p>

<ul style="list-style-type: none"> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	
--	--

Unit 2 Connections	
<p style="text-align: center;"><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;">Refer to the <u>NJ Technology Standards</u></p> <p><b>Technology Standards: Technology standards are embedded throughout all curricular units:</b></p> <ul style="list-style-type: none"> <li>• 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> </ul> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p style="text-align: center;"><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;">Refer to the <u>NJ Career Readiness Practices</u></p> <p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3 Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>• CRP1: Act as a responsible and contributing citizen and employee.</li> <li>• CRP2: Apply appropriate academic and technical skills.</li> <li>• CRP3: Attend to personal health and financial well-being.</li> <li>• CRP4: Communicate clearly and effectively and with reason.</li> <li>• CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6: Demonstrate creativity and innovation.</li> <li>• CRP7: Employ valid and reliable research strategies.</li> <li>• CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9: Model integrity, ethical leadership and effective management.</li> <li>• CRP10: Plan education and career paths aligned to personal goals.</li> <li>• CRP11: Use technology to enhance productivity.</li> <li>• CRP12: Work productively in teams while using global competence</li> </ul>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;">Refer to the <u>21st Century Life and Skills</u></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;">Refer to the <u>NJ Student Learning Standards</u></p>

**21st Century Themes and Skills**

**21st Century Themes**

- Global Awareness
- Environmental Literacy
- Health Literacy
- Civic Literacy

**21st Century Skills**

- Creativity and Innovation (E)
- Critical Thinking and Problem Solving (T) (A)
- Communication (E)
- Collaboration (E) (T)

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**

**Unit 3 Assessment Plan**

<p align="center"><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> <li>● Group discussion</li> <li>● Observation</li> <li>● Peer Assessment</li> <li>● Reflective Assessment</li> </ul>	<p align="center"><b>Summative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
	<ul style="list-style-type: none"> <li>● Project based assessment</li> </ul>

<p align="center"><b>Unit 1 Suggested Modifications/Accommodations/Extension Activities</b></p>		
<p align="center"><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center"><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center"><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p><u>NAGC Position Statement</u></p> <p><b>Examples of Strategies and Practices that Support English Language Learners:</b></p> <p><b>*All WIDA Can Do Descriptors can be found at:</b>  <a href="https://wida.wisc.edu/teach/cando/descriptors">https://wida.wisc.edu/teach/cando/descriptors</a></p> <ul style="list-style-type: none"> <li>● Pre-teaching of vocabulary and concepts</li> <li>● Visual learning, including graphic organizers</li> <li>● Use of cognates to increase comprehension</li> <li>● Teacher modeling</li> <li>● Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>● Scaffolding</li> <li>● Word walls</li> <li>● Sentence frames</li> </ul>	<p><u>NAGC Position Statement</u></p> <p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b></p> <p><b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>● Use of visual and multisensory formats</li> <li>● Use of assisted technology</li> <li>● Use of prompts</li> <li>● Modification of content and student products</li> <li>● Testing accommodations</li> <li>● Authentic assessments</li> </ul>	<p align="center"><u>G&amp;T Program Standards</u></p>

<ul style="list-style-type: none"> <li>● Think-pair-share</li> <li>● Cooperative learning groups</li> <li>● Teacher think-aloud</li> </ul>		
--	--	--

**Unit 3 Connections**

**NJSLS - Technology**  
*When possible, provide links to specific samples/ documents/ assignments/etc.*  
 Refer to the NJ Technology Standards

**Career Readiness Practices**  
*When possible, provide links to specific samples/ documents/ assignments/etc.*  
 Refer to the NJ Career Readiness Practices

**Technology Standards: Technology standards are embedded throughout all curricular units:**

- 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices and Standard 9.1, 9.2, and 9.3 Career Ready Practices:**

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence

**21st Century Skills**  
*When possible, provide links to specific samples/ documents/ assignments/etc.*  
 Refer to the 21st Century Life and Skills

**Interdisciplinary Connections**  
*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*  
 Refer to the NJ Student Learning Standards



**21st Century Themes and Skills**

**21st Century Themes**

- Global Awareness
- Environmental Literacy
- Health Literacy
- Civic Literacy

**21st Century Skills**

- Creativity and Innovation (E)
- Critical Thinking and Problem Solving (T) (A)
- Communication (E)
- Collaboration (E) (T)

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**

**Unit 4 Assessment Plan**

<b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>		<b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> <li>● Group discussion</li> <li>● Observation</li> <li>● Peer Assessment</li> <li>● Reflective Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Project based assessment</li> </ul>	

<b>Unit 1 Suggested Modifications/Accommodations/Extension Activities</b>		
<p align="center"><b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p><b><u>NAGC Position Statement</u></b> <b>Examples of Strategies and Practices that Support English Language Learners:</b> <b>*All WIDA Can Do Descriptors can be found at:</b> <a href="https://wida.wisc.edu/teach/cando/descriptors">https://wida.wisc.edu/teach/cando/descriptors</a></p> <ul style="list-style-type: none"> <li>● Pre-teaching of vocabulary and concepts</li> <li>● Visual learning, including graphic organizers</li> <li>● Use of cognates to increase comprehension</li> <li>● Teacher modeling</li> <li>● Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>● Scaffolding</li> <li>● Word walls</li> <li>● Sentence frames</li> </ul>	<p align="center"><b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p><b><u>NAGC Position Statement</u></b> <b>Examples of Strategies and Practices that Support Students with Disabilities:</b> <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>● Use of visual and multisensory formats</li> <li>● Use of assisted technology</li> <li>● Use of prompts</li> <li>● Modification of content and student products</li> <li>● Testing accommodations</li> <li>● Authentic assessments</li> </ul>	<p align="center"><b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p><b><u>G&amp;T Program Standards</u></b></p>

<ul style="list-style-type: none"> <li>● Think-pair-share</li> <li>● Cooperative learning groups</li> <li>● Teacher think-aloud</li> </ul>		
--	--	--

Unit 4 Connections		
<p><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <u>NJ Technology Standards</u></p>	<p><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <u>NJ Career Readiness Practices</u></p>	
<p><b>Technology Standards: Technology standards are embedded throughout all curricular units:</b></p> <ul style="list-style-type: none"> <li>● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> </ul> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3 Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Apply appropriate academic and technical skills.</li> <li>● CRP3: Attend to personal health and financial well-being.</li> <li>● CRP4: Communicate clearly and effectively and with reason.</li> <li>● CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6: Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9: Model integrity, ethical leadership and effective management.</li> <li>● CRP10: Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> <li>● CRP12: Work productively in teams while using global competence</li> </ul>	
<p><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <u>21st Century Life and Skills</u></p>	<p><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p>Refer to the <u>NJ Student Learning Standards</u></p>	

<p><b>21st Century Themes and Skills</b></p> <p><b>21st Century Themes</b></p> <ul style="list-style-type: none"> <li>● Global Awareness</li> <li>● Environmental Literacy</li> <li>● Health Literacy</li> <li>● Civic Literacy</li> </ul> <p><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>● Creativity and Innovation (E)</li> <li>● Critical Thinking and Problem Solving (T) (A)</li> <li>● Communication (E)</li> <li>● Collaboration (E) (T)</li> </ul>	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>
---	---

**Unit 5 Assessment Plan**

<p style="text-align: center;"><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p style="text-align: center;"><b>Summative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> <li>● Project based assessment</li> </ul>
<ul style="list-style-type: none"> <li>● Group discussion</li> <li>● Observation</li> <li>● Peer Assessment</li> <li>● Reflective Assessment</li> </ul>	

<b>Unit 1 Suggested Modifications/Accommodations/Extension Activities</b>		
<p style="text-align: center;"><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p style="text-align: center;"><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p style="text-align: center;"><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p><u>NAGC Position Statement</u></p>	<p><u>NAGC Position Statement</u></p> <p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b></p>	<p><u>G&amp;T Program Standards</u></p>

<p><b>Examples of Strategies and Practices that Support English Language Learners:</b></p> <p><b>*All WIDA Can Do Descriptors can be found at:</b>  <a href="https://wida.wisc.edu/teach/cando/descriptors">https://wida.wisc.edu/teach/cando/descriptors</a></p> <ul style="list-style-type: none"> <li>● Pre-teaching of vocabulary and concepts</li> <li>● Visual learning, including graphic organizers</li> <li>● Use of cognates to increase comprehension</li> <li>● Teacher modeling</li> <li>● Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>● Scaffolding</li> <li>● Word walls</li> <li>● Sentence frames</li> <li>● Think-pair-share</li> <li>● Cooperative learning groups</li> <li>● Teacher think-aloud</li> </ul>	<p><b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>● Use of visual and multisensory formats</li> <li>● Use of assisted technology</li> <li>● Use of prompts</li> <li>● Modification of content and student products</li> <li>● Testing accommodations</li> <li>● Authentic assessments</li> </ul>	
---	---	--

<b>Unit 5 Connections</b>		
<p><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <a href="#">NJ Technology Standards</a></p>	<p><b>Technology Standards: Technology standards are embedded throughout all curricular units:</b></p> <ul style="list-style-type: none"> <li>● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to</li> </ul>	<p><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <a href="#">NJ Career Readiness Practices</a></p>
		<p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3 Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Apply appropriate academic and technical skills.</li> </ul>



<p>solve problems individually and collaborate and create and communicate knowledge.</p> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<ul style="list-style-type: none"> <li>● CRP3: Attend to personal health and financial well-being.</li> <li>● CRP4: Communicate clearly and effectively and with reason.</li> <li>● CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6: Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9: Model integrity, ethical leadership and effective management.</li> <li>● CRP10: Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> <li>● CRP12: Work productively in teams while using global competence</li> </ul>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <a href="#">21st Century Life and Skills</a></p> <p><b>21st Century Themes and Skills</b></p> <ul style="list-style-type: none"> <li>● Global Awareness</li> <li>● Environmental Literacy</li> <li>● Health Literacy</li> <li>● Civic Literacy</li> </ul> <p><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>● Creativity and Innovation (E)</li> <li>● Critical Thinking and Problem Solving (T) (A)</li> <li>● Communication (E)</li> <li>● Collaboration (E) (T)</li> </ul>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p>Refer to the <a href="#">NJ Student Learning Standards</a></p> <p><b>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</b></p>

