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OCEAN ACADEMY CHARTER SCHOOL English as a Second Language Curriculum	
Content Area: English As A Second Language	
Course Title: ESL	Grade Level: Grade 4
Unit 1- Traditions & Preserving Species and Culture	45 days
Unit 2- Animal Behavior, Habitats & Migration	45 days
Unit 3- Geographic Tools, Features and Natural Resources	45 days
Unit 4-Exploration & Space	45 days

Introduction:
The English as a Second Language (ESL) curriculum for Grade 4 is a comprehensive and structured program designed to support Multilingual Learners (MLLs) in developing English language proficiency. Grounded in the WIDA English Language Development (ELD) Standards, the curriculum focuses on helping students acquire the academic and social language necessary to access grade-level content and successfully transition into the mainstream classroom environment. The program emphasizes growth in all four language domains: listening, speaking, reading, and writing. Through intentional instruction and engaging activities, students build the skills they need to participate in academic conversations, comprehend complex texts, express their ideas clearly in writing, and understand spoken English in both academic and social settings. While many multilingual learners quickly acquire informal, conversational English, they may struggle with the more complex language required for success in content-area subjects like math, science, and social studies. This curriculum addresses that gap by providing carefully structured lessons that expose students to academic vocabulary, sentence structures, and discourse patterns commonly used in grade-level instruction. Instruction is delivered using a range of both fiction and nonfiction texts and multimedia resources, selected and adapted by ESL teachers to match students' English Language Proficiency (ELP) levels. Lessons are designed to be meaningful, interactive, and culturally responsive, encouraging students to engage with language in real-world and academic contexts.

By supporting language development across all domains and building confidence through scaffolding and consistent practice, the Grade 4 ESL curriculum empowers students to become independent, confident learners capable of thriving in mainstream classrooms and beyond.

WIDA ELD Standards

Proficiency Level Descriptors

Grades 4-5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around specific topics (<i>clean water</i>) with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	multi-word noun groups with connectors (<i>mean and nasty bullies</i>)	expanded noun groups with classifiers (<i>mean and nasty fourth grade bullies</i>)	expanded noun groups with prepositional phrases (<i>my favorite character in this book</i>)	expanded noun groups with embedded clauses (<i>my favorite character who stood up to the bullies</i>)	expanded noun groups with a variety of embedded clauses (<i>my favorite character who stood up to the bullies and hardship</i>)	expanded noun groups with a wide variety embedded clauses and compacted noun groups (nominalization: <i>she stood up to bullies = her courage</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	simple sentences (<i>Strong winds blow through the forest.</i>)	related simple sentences (<i>Winds blow through the forest. The trees sway and shake.</i>)	multiple related simple sentences (<i>Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.</i>)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>The trees sway and shake, and dead branches fall off to the ground.</i>)	compound sentences with frequently used ways of combining clauses (<i>Strong winds blow through the forests, but the mighty oaks stand tall and proud.</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>When strong winds blow through the forests, the trees sway and shake.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	situation-specific words and phrases (<i>between those two black wires</i>)	an increasing number of words and phrases (<i>Over there on the board?</i>)	a growing number of words and phrases in a variety of contexts (<i>lightbulb went off, the electric circuit</i>)	an expanding number of words and phrases including idioms and collocations (<i>push and pull, quit pulling my leg</i>)	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns (<i>the invisible force between two magnets</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>electric shock versus I'm shocked</i>)

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>first, and then, then</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence is...</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	a few types of elaboration (adding familiar adjectives to describe nouns: <i>maple syrup</i>)	some types of elaboration (adding newly learned or multiple adjectives to nouns: <i>thick, sweet, sticky maple syrup</i>)	a growing number of types of elaboration (adding articles or demonstratives to nouns: <i>the dark syrup</i>)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: <i>the long, slow process...</i>)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>the sap which boiled for six hours...</i>)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: <i>a sweet sap that turned into a delicious syrup after hours of boiling and condensing through nominalization: this tedious process</i>)

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Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments and emerging use of simple sentences (<i>the blue one, the red one</i>)	simple sentences (<i>The red side pushed away. The blue side stayed.</i>)	sentences with emerging use of clauses (<i>The red side blocked the paperclip. The blue side picked it up. They are opposites.</i>)	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: <i>The red side repelled the paperclip, but also it...</i>)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: <i>Neither the red one nor the blue one...</i>)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: <i>The magnetic force caused the paperclip to lift off the table because the paperclip is metal.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	some frequently used words and phrases with some precision (<i>social studies, government</i>)	a small repertoire of words and phrases with developing precision (<i>branches of government, executive power</i>)	a growing repertoire of words and phrases with growing precision (<i>the founders, "two if by land..."</i>)	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision (<i>the lights are on but nobody's home...</i>)	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision (<i>as a result of the war, forming a new nation</i>)	a variety of words and phrases, including evaluation, obligation, idioms, and collocations (<i>necessary sacrifices, outdated law, fit for a king</i>)

THE WIDA ELD Standard Statements

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

OCEAN ACADEMY CHARTER SCHOOL Overview	
Content Area: Multilingual Learners	
Unit title: Unit 1- Traditions & Preserving Species and Culture	Duration: 45 days
Grade Level: Fourth Grade	
Introduction/Unit Focus: This unit explores the richness of human cultures and traditions, offering students a deeper understanding of how cultures are both alike and different. Through this unit, students will learn how traditions shape the way people live, connect with one another, and view the world around them. They will explore cultural practices in families, communities, and countries, with an emphasis on recognizing the similarities and unique differences that define various cultures. A key focus of the unit is the concept of cultural exchange and understanding. Students will have the opportunity to share and celebrate their own cultural backgrounds while learning about the diverse cultures of their classmates and school community. By understanding the traditions, practices, and values that make each culture unique, students will develop greater empathy and appreciation for the global community around them. Additionally, this unit helps students grasp the importance of preserving and protecting both nature and culture. It delves into the need to safeguard endangered species, fragile environments, and cultural heritages. Through discussions on conservation efforts, students will learn about the causes and consequences of environmental damage, as well as the ways individuals and societies can take action to protect the world's natural and cultural resources. They will explore the "whys" and "hows" of preserving not only the physical world but also the heritage, traditions, and identities of different communities. The unit fosters a cross-disciplinary connection between nature and personal culture, illustrating how the protection of both is vital for the well-being of the planet and its inhabitants. Students will gain insights into how their actions, big or small, can contribute to positive change in preserving cultural	

practices and protecting the natural world.

Through the integration of a variety of activities, including websites, videos, games, and hands-on projects, students will be encouraged to reflect on their role in both preserving their own heritage and respecting the cultures of others. By the end of the unit, students will have a stronger sense of responsibility toward preserving the environment and cultures and will feel empowered to make a difference in their communities and the world.

Focus Standards (Major Standards)

Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
1. Multi Language Learners communicate for Social and Instructional purposes within the school setting. (Social and Instructional Language)	ELD-SI.4-12-Narrate • Share ideas about one's own and others' lived experiences and previous learning. • Connect stories with images and representations to add meaning • Recount and restate ideas to sustain and move dialogue forward ELD-SI.4-12.Inform • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system Summarize most important aspects of information ELD-.4-12.Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects. • Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue • Support or challenge an opinion,premise, or interpretation • Clarify and elaborate ideas based on feedback • Refine claims and reasoning based on new information or evidence
2. Multi Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. (Language of Language Arts)	ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by • Identifying a theme from details • Analyzing how character attributes and actions develop across event sequences • Determining the meaning of words and phrases used in texts, including figurative

	language, such as metaphors and similes ELD-LA.4-5.Narrate .Expressive Construct language narratives that • Orient audience to context • Develop and describe characters and their relationships • Develop and describe characters and their relationships • Develop story with complication and resolutions, time and event sequences • Engage and adjust for audience ELD-LA.4-5 Inform .Interpretive Interpret information texts in language arts by • Identifying and summarizing main ideas and key details • Analyzing details and examples for key attributes, qualities, and characteristics ELD-LA.4-5. Inform Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Develop coherence and cohesion throughout text ELD-LA.4-5 Argue Interpretive Interpret language arts arguments by • Identifying main ideas • Analyzing points of view about the same event or topic • Evaluating how details, reasons, and evidence support particular points in a text ELD-LA.4-5.Argue Expressive • Introduce and develop a topic clearly, state an opinion • Support opinions with reasons and information • Use a format style • Logically connect opinions to appropriate evidence, facts, and details, offer a concluding statement or section
3. Multi Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science. (Language of Science)	ELD-SC.4-5. Explain.Interpretive Interpret explanations by • Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon • Obtaining and combining evidence and

	information to help explain how or why a phenomenon occurs - Identifying evidence that supports particular points in an explanation ELD-SC.4-5 Explain Expressive Construct scientific explanations that - Describe and/or data about a phenomenon - Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution ELD-SC.4-5 Explain.Interpretive - Defining investigable questions or design problems based on observations data and prior knowledge about a phenomenon
4. Multi Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. (Language of Social Studies)	ELD-SS.4-5.Explain.Interpretive - Determining different opinions in sources for answering compelling and supporting questions about phenomena or events ELD-SS.4-5. Explain. Expressive - Introduce phenomena or events - Describe components, order, causes and effects, or Cycles using relevant examples and details - generalize probable causes and effects of developments or events ELD-SS.4-5.Argue.Interpretive - Identifying topic and purpose (argue in favor or against a physician, present a balanced interpretation, challenge perspective) - evaluating point of view and credibility of a source, based on distinctions between fact and opinion
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.	

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Primary Interdisciplinary Connections:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
 L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.PE.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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

New Jersey Student Learning Standards: 9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Core Ideas

Performance Expectations (Identified with Standard Number and statement)

An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
Culture and geography can shape an individual's experiences and perspectives.	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
New Jersey Student Learning Standards: Computer Science and Design Thinking	
The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.	<i>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</i>
Technology can help solve problems.	<i>8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.</i>
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas. W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Evidence of Student Learning	
Performance Tasks/Use of Technology: • <i>Interactive White Board</i> • <i>Google Docs/Google Slides</i> • <i>Internet Search</i> • <i>Chromebooks</i> • <i>Videos /Websites</i> • <i>Google Earth</i> • <i>Internet Search</i> • <i>Elmo</i> • <i>Chromebooks</i> ○ <i>Cultures China/Inca/Italian</i> ○ <i>Music Latin/ Ganna/ Thia</i> ○ <i>Traditions/Crafts</i>	Other Assessments Formative • Performance/skill demonstration • Student reflection • Do Now • Exit Slips • Observation • Homework/Classwork • Journals • Quizzes • Discussion/Participation Summative • Reading Unit Test

○ Websites/ Videos ■ Endangered animals ■ Cultural heritage ■ Ancient civilizations	● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Have student retell progress ● Teachers observations ● SGO Assessment Benchmark ● SGO Assessment ● State Standardized Assessments (WIDA) ● ACCESS Alternative ● Ongoing assessment of skills ● Anecdotal notes of skills and competencies for each student ● Unit Project ● Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know...</i> ● The importance of traditions and how they shape people's lives. ● What customs, rituals, and beliefs are, and how they reflect cultural values. ● Different cultural holidays, and the roles and responsibilities that come with them. ● The traditional foods, music, and ceremonies associated with various cultures. ● How traditions contribute to maintaining cultural identity and how they can be preserved for future generations. ● How a person's culture connects to the crafts and skills they practice, and the value of preserving these traditions. ● The significance of their own cultural heritage and the value it brings to the community. ● The parts of nature and culture that are essential to protect for future generations. ● Ways we can protect and preserve the important aspects of the world around us, including cultural traditions and natural resources. ● The risks and sacrifices individuals and communities may make to protect what is important to them. ● Which animal species are endangered and what actions can be taken to protect them. ● The importance of preserving cultural	<i>Students will be able to...</i> <u>Language Development</u> ● Express their feelings, opinions, and thoughts effectively in both speaking and writing. ● Practice agreeing and disagreeing respectfully during group discussions. ● Participate in oral language projects, presenting information about culture, traditions, and heritage. ● Ask for and provide information in a variety of contexts, including discussions and interviews. ● Formulate and respond to questions on cultural topics and personal experiences. <u>Vocabulary Acquisition</u> ● Identify and use key Social Studies vocabulary related to culture, traditions, and heritage (e.g., craft, musical, pottery, weave, ancestor, ceremony, marriage, ritual, occasion). ● Apply academic vocabulary to explain and discuss cultural concepts (e.g., crate, culture, express, medium, style, belief, custom, influence, relationships, and role). ● Use vocabulary effectively in context to communicate cultural and historical ideas clearly.

heritage from the past and present, and how it enriches the future.

- That everyone belongs to a culture, and understanding this helps foster respect for others.
- How cultural diversity in a community enriches our lives and broadens our perspectives.
- That cultural awareness allows us to acknowledge and celebrate our own heritage while appreciating others' views and traditions.

Grammar and Language Structure

- Understand and use singular and plural nouns correctly.
- Demonstrate the use of possessive nouns in speaking and writing.
- Use proper nouns appropriately in sentences.
- Construct and identify compound subjects and compound predicates.
- Maintain subject-verb agreement in written and spoken sentences.

Reading Comprehension

- Develop strategies to plan and organize thoughts before reading and writing.
- Monitor comprehension and make adjustments when understanding breaks down.
- Identify and analyze the main idea and supporting details in a variety of texts.
- Understand the plot and structure of stories and informational readings.
- Summarize key events, details, and themes in reading materials.

Writing Proficiency

- Enhance writing fluency through regular journal entries, creative writing, and reflection.
- Incorporate appropriate vocabulary, structure, and personal voice into written work.
- Use visuals (e.g., illustrations, charts) to enhance written and oral presentations.
- Design and create advertisements that communicate ideas clearly.
- Write interview questions to gather and organize information.
- Compose a biographical article, integrating important life details and cultural context.

Essential Questions:

- What is culture, and how does it influence our daily lives?
- Why are traditions important to individuals and communities?
- How do customs, rituals, and beliefs shape different cultures around the world?
- What can we do to preserve our culture and traditions for future generations?
- How does music, art, and storytelling reflect the values of a culture?

Suggested Activities	Resources
These projects will include: ● Review the uniqueness of individuals and cultures ● Similarities between individuals and cultures ● Connecting between cultures and crafts or ceremonies ● Interview skills ● Article writing based on outlined rubric ● Engage in informal and academic discussions ● Review of reading skills to demonstrate comprehension and deeper thinking ● Review the techniques of a good writer ● Review grammatical structures and applications ● Review phonological awareness and applications ● Language frames ● Mapping a goal graphic organizer ● Upright graphic vocabulary strategy ● Rhyming poems about an animal or part of nature that needs protecting ● KWLQ chart for nonfiction reading "Saving Bison from Extinction" ● Research project on other animals that are becoming extinct with 'slides" presentation ○ Persuasive piece about saving the endangered animal ○ Background and historical facts about the animal ● Theme Theater: original play about an animal who needs help and how one person decides to help them ● Visual matching game: ancient ruins and their location ● Project Twitter account: research an ancient civilization and compare and contrast cultures ● Oral language Project: persuasive presentation about a personally important artifact ● Writing: Literary response to previous reading from	● Rosetta Stone ● National Geographic Reach Program ● Learning A-Z ● Supplemental Materials ● Brainpop ● Raz-kids ● Interactive whiteboard ● Chromebooks ● Starfall ● Google translate ● FUNdations materials ● Trade books ● Fiction and nonfiction stories ● Big Books ● TPR ● Realia ● Extended time ● Peer buddies/Bilingual buddies ● Brain breaks ● Graphic organizers ● Fiction and NonFiction stories ● Songs and Chants ● GoNoodle ● Scholastic Reading series ● Read and understand Series
Suggested Options for Differentiation	

Accommodations and Modifications:

Multilingual Learners:

Students will be supported according to the recommendations for “can do’s” as outlined by WIDA <https://wida.wisc.edu/teach/can-do/descriptors>.

- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars
- Charts
- Chunking Information
- Color coding
- Flashcards
- Flexible Grouping
- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction
- Peer Buddies
- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions

- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons
- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Students at Risk of School Failure

Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time

- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives
- Modified Assignments
- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations
- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do
- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- High Frequency Word Books
- Language Song Books
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes:

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OCEAN ACADEMY CHARTER SCHOOL Overview	
Content Area: Multilingual Learners	
Unit Title: Unit 2: Animal Behavior, Habitats & Migration	Duration: 45 days
Grade Level: Fourth Grade	
Introduction/Unit Focus: This unit explores animal behavior, habitats, and migration, focusing on how animals interact with their environments to survive and thrive. Students will learn how animals protect themselves from danger, highlighting the difference between predators and prey, and how animals use their unique traits, intelligence, and memories to stay safe. The unit delves into the fascinating communication methods animals use, whether through sound, body language, or other forms of signaling, to share information and navigate their world. Students will explore how these behaviors contribute to survival and the relationships between different species within an ecosystem. One key area of focus will be invasive species: organisms that enter and often disrupt the habitats of native species. The unit will feature specific examples, such as mold and fungus, to show how these organisms can be both beneficial (e.g., mold's role in decomposing organic matter) and harmful (e.g., invasive species that harm native plants and animals). Students will also examine the impact of human activities on natural environments, understanding how actions like deforestation or pollution can alter habitats and disrupt ecosystems. By exploring the cause and effect of human influence on habitats, students will recognize the interconnectedness of all living things and the importance of maintaining a balance within ecosystems. In summary, this unit encourages students to think critically about the behaviors of animals, the importance of preserving habitats, and how the introduction of non-native species and human activities can have lasting consequences on the environment. It also helps students understand the essential role that every organism plays in maintaining the delicate balance of nature.	
Focus Standards (Major Standards)	
Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
1. English Language Learners communicate for Social and Instructional purposes within the school setting. (Social and Instructional Language)	ELD-SI.4-12.Narrate - Identify and raised questions about what might be unexplained, missing, or left unsaid - recount and restate ideas to sustain and move dialogue forward ELD- SI.4-12.Inform

	- Define and classify facts and interpretation; determine what is known vs. unknown - sort, clarify and summarize relationships ELD-SI.4-12.Explain - Generate and convey initial thinking - compare changing variables, factors and circumstances ELD-SI.4-12 .Argue - Generate questions about different perspectives
2. English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. (Language of Language Arts)	ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by - Identifying a theme from details - Analyzing how character attributes and actions develop across event sequences ELD-LA.4-5.Narrate .Expressive Construct language narratives that - Orient audience to context - Develop and describe characters and their relationships - Develop and describe characters and their relationships - Develop story with complication and resolutions, time and event sequences ELD-LA.4-5 Inform .Interpretive Interpret information texts in language arts by - Analyzing details and examples for key attributes, qualities, and characteristics ELD-LA.4-5. Inform Expressive Construct informational texts in language arts that - Introduce and define topic and/or entity for audience ELD-LA.4-5 Argue Interpretive Interpret language arts arguments by - Identifying main ideas - Analyzing points of view about the same event or topic - Evaluating how details, reasons, and evidence support particular points in a text ELD-LA.4-5.Argue Expressive - Introduce and develop a topic clearly, state an opinion - Support opinions with reasons and

	information ● Use a format style
3. English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science. (Language of Science)	ELD-SC.4-5.Explain. Interpretive Interpret scientific explanations by ● Obtaining and combining evidence and information to help explain how or why a phenomenon occurs ● identifying evidence that supports particular points in an explanation ELD-SC.4-5. Explain. Expressive Construct scientific explanations that ● Describe observations and or data about a phenomenon ● Established neutral or objective standards and communicating results ● Develop reasoning to show relationships between evidence and claims ELD-SC.4-5. Argue. Interpretive interpret scientific arguments by ● Identifying Relevant evidence from data, models, and / or information from investigations are phenomena or design Solutions ● Comparing reasoning and claims based on evidence ELD-SC.4-5.Argue.Expressive construct scientific arguments that ● Introduce topic / phenomenon in issues related to the Natural and design world ● Make end Define exclaim based on evidence, data, and or model ● establish a neutral tone or an objective stance
Supporting and Additional Standards	
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.TS.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.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

W.IW.4.2. 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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.

- A. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- B. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- C. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- D. Provide a conclusion related to the information or explanation presented.

SL.PE.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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

New Jersey Student Learning Standards: 9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)

New Jersey Student Learning Standards: Computer Science and Design Thinking

Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

New Jersey Student Learning Standards: Climate Change Mandate

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
Populations live in a variety of habitats and change in those habitats affects the organisms living there.	3-LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Evidence of Student Learning

Performance Tasks/Use of Technology: ○ <i>Animals</i> ○ <i>Protection</i> ○ <i>Animal intelligence</i> ○ <i>The little boy who cried wolf</i> ○ <i>Communication</i> ○ <i>Mold/ fungi</i><i>The magic school bus: The Giant Germ (reader or video)</i> ○ <i>Experiment:</i>	Other Assessments Formative ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● Homework/Classwork ● Journals
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■ <i>Game: Animal Habitats:</i> ■ <i>Invasive species</i> ■ <i>Barnegat Bay</i> ● Students will view building background video for unit ● Students will practice color names via adventure story on chromebook ● Students will practice unit topics via a match game on Chromebook. ● Students will practice unit sight words via viewing of sight word video ● Students will practice names of school tools using talking flashcards.	● Quizzes ● Discussion/Participation Summative ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Have student retell progress ● Teachers observations ● SGO Assessment Benchmark ● SGO Assessment ● State Standardized Assessments (WIDA) ● ACCESS Alternative ● Ongoing assessment of skills ● Anecdotal notes of skills and competencies for each student ● Unit Project- School ● Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know...</i> ● The various ways animals behave and interact with their environment ● How animals protect themselves and survive in their habitats ● The difference between predator and prey, and the strategies each uses for survival ● How animals show intelligence and communicate, including their skills and memories ● What deception and tricks are, and how animals use them to survive ● How animals adapt physically and behaviorally to their environments ● How humans can work with and train animals ● The role of mold, fungi, and other seemingly "gross" organisms, and their benefits in nature ● When once harmless organisms or behaviors can become harmful, and why ● The importance of habitat preservation and how habitats change over time ● How life forms compete for space, resources, and habitats ● How we can use the scientific process to observe, experiment, and draw	<i>Students will be able to...</i> <u>Language Skills</u> ● Describe animals, their behaviors, and how they interact with their environment ● Give and ask for information about animals, habitats, and their survival strategies ● Participate in discussions, share ideas, and express thoughts clearly ● Use appropriate gestures and expressions to support communication ● Speak at a natural pace while ensuring clarity in pronunciation ● Create mental images and visual representations to support understanding ● Use and practice key language patterns related to animal behavior and habitats <u>Phonics and Grammar</u> ● Identify letters and the sounds they make, focusing on phonetic patterns ● Differentiate between uppercase and lowercase letters, using them correctly in writing ● Identify and use nouns, understanding

conclusions • Why certain species or habitats become threatened or endangered • The different types of extraordinary organisms that can be found in the natural world • How we can make inferences and describe observations based on evidence	the difference between singular and plural nouns • Use proper nouns, possessive nouns, and compound subjects correctly • Apply subject-verb agreement and proper sentence structures <u>Reading Skills</u> • Use illustrations in texts to support comprehension and make inferences • Recognize and use common language patterns in scientific texts • Apply concepts of print, such as directionality, punctuation, and capitalization <u>Writing Skills</u> • Write their own name clearly and legibly • Illustrate and label pictures to demonstrate understanding of concepts • Create captions for pictures, explaining what they depict • Write simple sentences using vocabulary, phonics, and grammatical structures learned in the unit • Use appropriate spelling, punctuation, and sentence structure when writing <u>Vocabulary Development</u> • Identify and use science-related vocabulary • Apply academic vocabulary in context
Essential Questions:	
• How do animals protect themselves from danger, and what behaviors help them survive in different environments? • What is the difference between predator and prey, and how does this relationship affect animal behavior and habitats? • How do animals communicate, and what role does memory play in their survival? • What are invasive species, and how do they impact the balance of an ecosystem? • How do human activities affect habitats, and what are the consequences of these changes on animals and ecosystems? • What can we learn from studying animals, and how does understanding their behaviors help us protect and preserve	

their habitats?	
Suggested Activities	Resources
• Quizzes along with videos • Daily writing: fanciful story, character descriptions, emails, journal entries and dialogue, lists and more. • Research an animal and their traits and intelligences • Stories with vocabulary builders • Venn diagrams for comparing characters and animals • Theme Theater: extension of one of the stories read so far (mouse, deer and farmer; • Letter of inquiry or business like letter (asking for information about a specific animal from a scientist, organization or museum) • Oral language project: TV talk show with "animal experts" • <i>Visuals</i> • <i>Realia</i> • <i>Pre-teaching vocabulary</i> • <i>Sentence starters</i> • <i>Writing frames</i> • <i>Conversation frames</i> • <i>Translation applications</i> • <i>Yes/No questions (LEP 1 & 2)</i> • <i>Word Banks</i> • <i>Simplified directions</i> • <i>Modeling</i> • Performing an experiment with mold using scientific journals and the scientific process. • Story charts to retell stories • Vocabulary activities such as matching, games, word webs and inference charts • Key word investigators • Adjectives grammar wheel game • Orally retelling stories and recording themselves • Creating a scientific fiction story using examples for unit 6 and either fungi or mold as the main character • Diagram of a habitat destroyed by humans or an invasive species: label the diagram and use a venn diagram to compare • Research invasive species and create a presentation on one • Keyword topic books	• Rosetta Stone • National Geographic Reach • Learning A-Z • Supplemental Materials • Brainpop • Raz-kids • Interactive whiteboard • Chromebooks • Starfall • Google translate • FUNdations materials • Trade books • Fiction and nonfiction stories • Big Books • TPR • Realia • Extended time • Peer buddies/Bilingual buddies • Brain breaks • Graphic organizers • Fiction and NonFiction stories • Songs and Chants • GoNoodle

- Compare and contrast two animals that migrate and predict why they migrate
- KWLQ chart for readings
- Create a scientific journal for the mold experiment, or daily for the animal videos share in a scientific work group
- Persuasive essay: Why others should take action to protect local ecosystems

Suggested Options for Differentiation

Accommodations and Modifications:

Multilingual Learners:

Students will be supported according to the recommendations for “can do’s” as outlined by WIDA <https://wida.wisc.edu/teach/can-do/descriptors>.

- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars
- Charts
- Chunking Information
- Color coding
- Flashcards
- Flexible Grouping
- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction
- Peer Buddies
- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons

- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

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- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction

- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

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- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
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- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
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- Peer Support
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- Review behavior expectations
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Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
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- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject

- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

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- Classroom library resources
- FUNdations Materials
- High Frequency Word Books
- Language Song Books
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes:

OCEAN ACADEMY CHARTER SCHOOL Overview

Content Area: Multilingual Learners

Unit Title: Unit 3: Geographic Tools and Features and Natural Resources

Duration: 45 days

Grade Level: Fourth Grade

Introduction/Unit Focus:

This unit, Geographic Tools, Features, and Natural Resources, introduces students to the essential skills needed to understand and explore geography. Students will learn how to use maps and recognize key map features, such as hemispheres, continents, and countries, to identify locations around the world. They will explore the characteristics of different landforms and understand how they shape the physical world.

Additionally, students will examine the climate conditions found in various locations, including extreme weather and temperature patterns. They will learn how these conditions, along with the landforms in different areas, influence life in those regions. A major focus will be on the elements: wind, water, air, and earth and their powerful effects on the environment. Students will explore how these elements are interconnected and how humans can harness natural energy resources like solar, wind, and hydroelectric power to create renewable, clean energy.

The unit will also address the negative impacts of these natural forces, such as the destructive power of tornadoes, hurricanes, and floods. Students will understand how these natural disasters occur and how they affect both the environment and human life. Finally, students will engage in hands-on activities to better understand these concepts and how we can protect ourselves and our planet from environmental hazards.

This unit provides students with a comprehensive understanding of how the world's geography, natural elements, and human activities are all interconnected, while encouraging them to think critically about sustainability and the impact of natural disasters.

Focus Standards (Major Standards)

Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
1. English Language Learners communicate for Social and Instructional purposes within the school setting. (Social and Instructional Language)	ELD-SI.4-12.Narrate • Connect stories with images and representations to add meaning • Identify and raised questions about what might be unexplained, missing, or left unsaid • create closure recap and offered next steps ELD-SI.4-12. Inform • Define and classify facts and interpretation; determine what is known vs. unknown • sort, clarify and summarize relationships ELD-SI.4-12.Explain • Compare changing variables, factors, and circumstances • offer alternatives to extend or deepen an awareness or factors that contribute to particular outcomes • act on feedback to revise understanding of how or why something is or works in particular ways
2. English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. (Language of Language Arts)	ELD-LA.4-5.Narrate.Interpretive • Identifying a theme from details ELD-LA.4-5. Inform.Interpretive interpret informational text in language arts by • Identifying and summarizing main ideas and key details • evaluating the impact of key word choices in a text ELD-LA.4-5.Inform.Expressive • Introduce and define topic or entity for audience • Develop coherence and cohesion
4. English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science. (Language of Science)	ELD-SC.4-5.Explain.Interpretive Interpret scientific explanations by • Identifying evidence that support particular points in an explanation ELD-SC.4-5 .Explain.Expressive Construct scientific explanation that • Summarize and or compare multiple

	solutions to a problem based on how well they meet the criteria and constraints of the design solution ELD-SC.4-5.Argue.Interpretive Interpret scientific arguments by • Distinguishing among facts, reasoned judgment based on Research findings, and speculation in an explanation ELD-SC.4-5 .Argue.Expressive Construct a scientific argument that • Make and define a claim based on evidence, data and or model • Signal logical relationships among reasoning, relevant evidence, data and or a model when making a claim
5. English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	ELD-SS.4-5.Explain.Interpretive Interpret social studies explanations by • analyzing sources for a series of contributing factors or causes • Evaluating disciplinary Concepts and ideas that are open to different interpretations ELD-SS .4-5.Argue.Interpretive Interpret social studies arguments by • Analyzing relevant information from multiple sources to develop claims in response to compelling questions ELD-SS.4-5.Argue.Expressive Construct social studies arguments that • Introduce topic • select relevant information to support claims with evidence from multiple sources • establish perspective • show relationships between claims with reasons and multiple sources of evidence
Supporting and Additional Standards	
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.	

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

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Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

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Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Primary Interdisciplinary Connections:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- D. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- E. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- F. 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.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

- A. Provide reasons that are supported by facts from texts and/or other sources.
- B. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- C. Provide a conclusion related to the opinion presented.

W.IW.4.2. 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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.

- A. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- B. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- C. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- D. Provide a conclusion related to the information or explanation presented.

SL.PE.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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

New Jersey Student Learning Standards: 9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Digital engagement can improve the planning and delivery of climate change actions.	9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action.
You can give back in areas that matter to you	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Digital engagement can improve the planning and delivery of climate change actions.	9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

New Jersey Student Learning Standards: Computer Science and Design Thinking

Engineers create and modify technologies to meet people's needs and wants; scientists ask	8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct
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questions about the natural world.	the problem.
The technology developed for the human designed world can have unintended consequences for the environment.	8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources
Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.	8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures. A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.	6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. 3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
Evidence of Student Learning	
Performance Tasks/Use of Technology: • <i>Interactive White Board</i> • <i>Google Docs/Google Slides/Sheets</i> • <i>Google Earth</i> • <i>Internet Search</i> • <i>Elmo</i> • <i>Chromebooks</i> • <i>Websites/Videos related to the following:</i> ○ <i>Map skills</i> ○ <i>Geography</i> ○ <i>Land forms</i> ○ <i>Natural resources</i> ■ <i>Renewable:</i> ■ <i>Wind:</i> ■ <i>Tornados:</i> ■ <i>Hurricanes:</i> ■ <i>Water:</i>	Other Assessments Formative • Performance/skill demonstration • Student reflection • Do Now • Exit Slips • Observation • Homework/Classwork • Journals • Quizzes • Discussion/Participation Summative • Reading Unit Test • Key Words Unit Test • Grammar Unit Test • Diagnostic Assessment • Have student retell progress • Teachers observations • SGO Assessment Benchmark • SGO Assessment • State Standardized Assessments (WIDA) • ACCESS Alternative

	• Ongoing assessment of skills • Anecdotal notes of skills and competencies for each student • Unit Project- School • Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know...</i> • Why it is important to learn about different places and cultures around the world • How to locate and identify countries, continents, and borders on a map • What makes various places unique and how to describe their characteristics • How to use maps and understand geological features like mountains, rivers, and valleys • The different types of landforms and the features that shape them • How extreme weather and conditions impact different places and their inhabitants • The powerful forces of nature such as wind and water, and how they influence the environment • How we can harness the power of wind and water for renewable energy • The different types of water (freshwater, saltwater, etc.) and their importance to life • How natural forces and elements (wind, water, earth, air) shape the world we live in • The role of natural resources and how we depend on them for survival • The interconnectedness of nature and humanity, and how both are impacted by environmental changes • The importance of diversity within human and natural systems • How understanding different places and environments helps us better appreciate the world	<i>Students will be able to...</i> <u>Language Skills</u> • Describe and provide detailed information about different places, landforms, and geographical features • Ask and answer questions related to geographical locations, landforms, and the environment • Participate in discussions about maps, weather, and the natural world • Speak clearly and confidently, using appropriate pacing • Use gestures and expressions to support communication and understanding • Create visual representations to explain geographical concepts • Apply and reuse language patterns to describe and discuss topics related to geography and natural resources <u>Vocabulary Development</u> • Identify and apply key Science and Social Studies vocabulary, such as continent, country, equator, globe, hemisphere, inhabitant, map, canyon, elevation, landform, ocean, plain, plateau, and valley • Use academic-related vocabulary, including border, imagine, range, suggest, transport, feature, locate, physical, region, and surface <u>Phonics Skills</u> • Identify letters and the sounds they make • Differentiate between uppercase and lowercase letters <u>Grammar Skills</u> • Recognize and use nouns in context • Understand and differentiate between

	singular and plural nouns <u>Reading Skills</u> • Use illustrations and other visual supports to enhance comprehension • Recognize and apply language patterns from texts to support reading understanding • Apply concepts of print to enhance reading fluency and understanding <u>Writing Skills</u> • Identify and write their own name with correct spelling and form • Illustrate and label pictures to support written descriptions • Create captions for images using vocabulary and grammatical structures learned during the unit • Write sentences that integrate the unit's vocabulary, phonics, and grammar concepts effectively
Essential Questions:	
• How do maps and other geographic tools help us understand the world around us? • What makes different places, landforms, and regions unique and important? • How do natural forces like wind, water, and the elements shape our planet and affect different locations? • How do humans use natural resources, and what role do these resources play in sustaining life on Earth? • What are the effects of natural disasters like hurricanes, tornadoes, and floods on the environment and human communities? • How are the four elements (air, earth, water, and wind) connected to both the natural world and human activities?	
Suggested Activities	Resources
• Theme matching game • Noun scavenger hunt • Map and globe activities using hands on maps and globes or digital maps and globes	• Learning A-Z • Supplemental Materials • Brainpop • Raz-kids • Interactive whiteboard • Chromebooks

- Interactive stories from the text
- Three step interview activity for learning new vocabulary or concepts
- Free verse poem about a place/landform
- Vocabulary matching for landforms
- T-chart
- Research project on landforms, hemisphere, extreme places or regions
- Comparing text features using a T-Chart for 2 stories in the unit
- Descriptive free write about a place
- Oral language project linked to the research project
- Academic language frames
- Cause and effect folding charts for different natural interactions
- Writing directions for natural disaster safety
- Reading scientific articles related to the elements and asking and answering questions related to the articles
- Tornado experiment:
- Research project: related to tornado alley or known hurricanes such as Sandy, Andrew, Katrina
- Persuasive writing: why we should stop pollution or over use of resources
- Oral Language Project: creating wind chimes and writing and reading directions, explanations and opinions.
- Orally presenting a weather report for a natural disaster
- Problem and solution flip cards
- Sensory language bubble
- Theme theater: act out an extension to one of the stories in this unit
- Tall Tale: create a story based on a person's struggle with nature

- Starfall
- Google translate
- FUNdations materials
- Trade books
- Fiction and nonfiction stories
- Big Books
- TPR
- Realia
- Extended time
- Peer buddies/Bilingual buddies
- Brain breaks
- Graphic organizers
- Fiction and NonFiction stories
- Songs and Chants
- GoNoodle

Suggested Options for Differentiation

Accommodations and Modifications:

Multilingual Learners:

Students will be supported according to the recommendations for "can do's" as outlined by WIDA <https://wida.wisc.edu/teach/can-do/descriptors>.

- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars
- Charts
- Chunking Information
- Color coding
- Flashcards
- Flexible Grouping

- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction
- Peer Buddies
- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons
- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Students at Risk of School Failure

Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives
- Modified Assignments
- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations

- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do
- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- High Frequency Word Books
- Language Song Books
- Practice Master
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes:

OCEAN ACADEMY CHARTER SCHOOL
Overview

Content Area: Multilingual Learners

Unit Title: Unit 4: Exploration & Space

Duration: 45 days

Grade Level: Fourth Grade**Introduction/Unit Focus:**

Exploration and Space is a unit that explores the history and significance of space travel, as well as the reasons behind exploring space. Students will learn about the achievements of space missions, the technologies used in space exploration, and the challenges faced by astronauts as they venture beyond Earth.

This unit focuses on the scientific and mathematical aspects of space exploration, with a particular emphasis on concepts like speed, measurement, and height. Students will understand how space missions are planned and how important math and science are in making space travel possible. They will also explore the scientific principles behind space travel, such as gravity, force, and motion, and how they affect the movement of spacecraft.

Additionally, students will engage with activities that help them apply their knowledge in real-life contexts, such as calculating distances, understanding the scale of planets, and exploring the tools that scientists use to study outer space. By the end of the unit, students will have a deeper understanding of the importance of space exploration, the advancements it has brought to our world, and how the study of space continues to shape our future.

Focus Standards (Major Standards)**Wida: Grades K-12
THE WIDA ELD STANDARDS****Key Language Uses**
Multilingual Learners Will...

1. English Language Learners communicate for Social and Instructional purposes within the school setting.
(Social and Instructional Language)

ELD-SI.4-12.Narrate

- Identify and raise questions about what might be unexplained, missing, or left unsaid
- create closure recap and offered next steps

ELD-SI.4-12. Inform

- Define and classify facts and interpretation; determine what is known vs. unknown
- sort, clarify and summarize relationships

ELD-SI.4-12.Explain

- offer alternatives to extend or deepen an awareness or factors that contribute to particular outcomes
- act on feedback to revise understanding of how or why something is or works in particular ways

2. English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. (Language of Language Arts)

ELD-LA.4-5.Narrate.Interpretive

Interpret language arts narratives by

- Analyzing how character attributes and actions develop across event sequences

ELD-LA.4-5.Narrate .Expressive

Construct language narratives that

	• Develop and describe characters and their relationships • Develop story with complication and resolutions, time and event sequences ELD-LA.4-5 Inform .Interpretive Interpret information texts in language arts by • Analyzing details and examples for key attributes, qualities, and characteristics • Identifying and summarizing main ideas and key details • evaluating the impact of key word choices in a text ELD-LA.4-5. Inform Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience ELD-LA.4-5 Argue Interpretive Interpret language arts arguments by • Identifying main ideas • Analyzing points of view about the same event or topic • Evaluating how details, reasons, and evidence support particular points in a text ELD-LA.4-5.Argue Expressive • Introduce and develop a topic clearly, state an opinion • Support opinions with reasons and information
3. English Language Proficiency Standard English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.	ELD-MA.4-5.Explain.Interpretive Interpret mathematical explanation by • Identifying concept or entity • Analyzing problem-solving steps • evaluating a pattern or structure that follows a given rule ELD-MA.4-5.Explain.Expressive Construct mathematical explanations that • Introduce concept or entity • Share solution with others • describe data and or steps to solve problem • State reasoning used to generate solution ELD-MA.4-5 .Argue.Interpretive interpret Mathematics arguments that

	• compare conjecture using definitions, patterns and or rules • distinguishing commonalities and differences among ideas and justifications • extracting patterns or rules from solution strategies to create generalization ELD-MA.4-5.Argue. Expressive Construct mathematics arguments that • Create conjecture using definitions, patterns and rules • generalize commonalities and differences across cases • Justify conclusions with patterns or rules • evaluate others' arguments
4. English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science. (Language of Science)	ELD-SC.4-5.Explain.Interpretive Interpret scientific explanations by • Identifying evidence that support particular points in an explanation ELD-SC.4-5 .Explain.Expressive Construct scientific explanation that • Summarize and or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution ELD-SC.4-5.Argue.Interpretive Interpret scientific arguments by • Distinguishing among facts, reasoned judgment based on Research findings, and speculation in an explanation ELD-SC.4-5 .Argue.Expressive Construct a scientific argument that • Make and define a claim based on evidence, data and or model
Supporting and Additional Standards	
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	

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L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- G. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- H. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- I. 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.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
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- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

SL.PE.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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the

discussion.

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Core Ideas

Performance Expectations (Identified with Standard Number and statement)

Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

New Jersey Student Learning Standards: Computer Science and Design Thinking

Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Many factors influence the accuracy of inferences and predictions.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

How information is sent

*8.1.5.NI.2
Information needs a physical or wireless path to travel to be sent and received.*

New Jersey Student Learning Standards: Climate Change Mandate

Core Ideas

Performance Expectations (Identified with Standard Number and Statement)

Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Evidence of Student Learning

Performance Tasks/Use of Technology:

Other Assessments

Interactive White Board • Google Docs/Google Slides/Sheets • Google Earth • Internet Search • Elmo • Chromebooks • Websites/ Videos related to: ◦ Space: ◦ Moon: ◦ Speed: ◦ Measurement: ◦ Astronauts	Formative • Performance/skill demonstration • Student reflection • Do Now • Exit Slips • Observation • Homework/Classwork • Journals • Quizzes • Discussion/Participation Summative • Reading Unit Test • Key Words Unit Test • Grammar Unit Test • Diagnostic Assessment • Have student retell progress • Teachers observations • SGO Assessment Benchmark • SGO Assessment • State Standardized Assessments (WIDA) • ACCESS Alternative • Ongoing assessment of skills • Anecdotal notes of skills and competencies for each student • Unit Project- School • Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know...</i> • The history and key figures in space exploration, including significant milestones and technological advancements. • The different parts of space (planets, stars, moons, galaxies) and their characteristics. • Why space exploration is important and how it helps us learn more about the universe, Earth, and our place in it. • The challenges astronauts face during space exploration and what is required for successful missions. • The technological advancements that have changed space exploration over time. • The concept of speed, how it is measured, and how motion is defined in space and on Earth.	<i>Students will be able to...</i> Communication Skills • Describe and explain information clearly about space exploration and its key components (e.g., astronauts, planets, motion, speed). • Participate in discussions about space, asking and answering questions to build understanding. • Express ideas clearly and at an appropriate pace during conversations and presentations. • Use gestures and visual expressions to support and clarify communication. • Create and share visual representations to demonstrate understanding of space concepts. • Reuse language patterns to deepen their understanding and fluency in expressing

- How the tilt of the Earth affects the seasons and influences life on our planet.
- The positions of the Sun and Moon and how they relate to solar and lunar eclipses.
- How the positions of the Sun and Moon influence tidal patterns on Earth.
- The importance of understanding physical space in relation to space exploration and its unique features.

ideas about space exploration and related topics.

Vocabulary Development

- Identify and use science vocabulary related to space exploration (e.g., astronaut, launch, orbit, planet, rotation).
- Understand and apply math vocabulary to describe motion, speed, and measurement (e.g., acceleration, height, motion, measure, speed).
- Use academic vocabulary for problem-solving and understanding concepts in both math and science (e.g., average, distance, rate, scale, solve, capacity, constant, limit, resistance, technology).

Phonics Skills

- Recognize and identify the sounds of letters and words associated with space exploration.
- Differentiate between uppercase and lowercase letters when reading, writing, and applying new vocabulary in space-related contexts.

Grammar Mastery

- Identify and use nouns related to space exploration (e.g., astronaut, rocket, orbit) and ensure correct singular/plural forms.
- Understand and apply subject-verb agreement in sentences related to space exploration.
- Use correct punctuation and grammar to create well-structured sentences when writing about space.

Reading Comprehension

- Use illustrations and visual cues to help understand space-related texts and concepts.
- Follow language patterns in reading materials to build fluency and comprehension.
- Apply concepts of print to improve reading comprehension (e.g., title, headings, captions, diagrams).

Writing Proficiency

- Write their own name and related

	vocabulary terms from the unit correctly. ● Illustrate and label pictures related to space exploration, such as the planets, spacecraft, or astronauts. ● Create captions for space-related images, showing understanding of the vocabulary and concepts. ● Write simple sentences using the vocabulary, phonics, and grammar learned during the unit, demonstrating understanding of key concepts like motion, space, and technology.
Essential Questions:	
● What are the main reasons humans explore space, and how do we benefit from space exploration? ● How do we measure and describe speed, motion, and distance in space travel? ● What are the key components of a space mission, and who is involved in the exploration of space? ● How does space exploration help us understand the history, technology, and advancements in our understanding of the universe? ● In what ways do the positions of the sun, moon, and Earth affect life on our planet, such as the changing seasons and tides? ● How has space technology evolved over time, and what challenges do we face when exploring space?	
Suggested Activities	Resources
● Experiment: motion and speed using rolling objects and different motion positions ● Vocabulary folding chart or trifold chart ● Math articles with mathematical tools such as charts and graphs to be deciphered as a class and replicated with alternative data related to the class. ● Light from sun to earth research and experiment ● Graph: research animals and their movement and apply to a graph using paper or technology ● Flashlight experiment ● Measuring scavenger hunt around the school with rulers ● Email: write an email in the character of an astronaut to an important person in	● National Geographic Reach program ● Rosetta Stone ● Learning A-Z ● Supplemental Materials ● Brainpop ● Raz-kids ● Interactive whiteboard ● Chromebooks ● Starfall ● Google translate ● FUNdations materials ● Trade books ● Fiction and nonfiction stories ● Big Books ● TPR ● Realia ● Extended time ● Peer buddies/Bilingual buddies

- your life
- Oral language project: presentation on research speed of vehicles and graph creation
- Story plot
- Vocabulary upright graphics
- Research: Use nasa.gov to research one recent event in the NASA program and space missions
- Writing: use an image of space on the board and have students write descriptively
- Amazing fact chart
- Project: plan a trip to the moon using sequence and facts
- Theme theater: act out your planned trip to the moon and a problem that may arise with an astronaut when they reach the moon
- Perspective writing: what is something that changed your perspective on the idea of "fast".

- Brain breaks
- Graphic organizers
- Fiction and NonFiction stories
- Songs and Chants
- GoNoodle

Suggested Options for Differentiation

Accommodations and Modifications:

Multilingual Learners:

Students will be supported according to the recommendations for "can do's" as outlined by WIDA <https://wida.wisc.edu/teach/can-do/descriptors>.

- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars
- Charts
- Chunking Information
- Color coding
- Flashcards
- Flexible Grouping
- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction
- Peer Buddies
- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:

- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons

- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Students at Risk of School Failure

Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives
- Modified Assignments
- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations
- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do
- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers

- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- High Frequency Word Books
- Language Song Books
- Practice Master
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes: