

**Glen Ridge Board of Education**  
**Language Arts**  
**Grade One**  
***Full Year***

***New Jersey Student Learning Standards***

## English Language Arts Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

## Course Description:

The first grade Language Arts curriculum prepares students to achieve their maximum potential in Language Arts literacy through exposure to achieve their maximum potential in Language Arts literacy through exposure to quality children's literature in a wide variety of genres from which grade-appropriate strategies and skills are specifically taught.

Name of Course		
Unit 1: Getting To Know Us		
Time Allotted (days of instruction): 6 Weeks		
New Jersey Student Learning Standards (NJSLS)		
<ul style="list-style-type: none"><li>● RL.1.1 Ask and answer questions about key details in a text</li><li>● RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson</li></ul>		
<ul style="list-style-type: none"><li>● RL.1.1. Ask and answer questions about key details in a text.</li><li>● RI.1.2. Identify the main topic and retell key details of a text.</li><li>● RI.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li><li>● RI.1.7. Use the illustrations and details in a text to describe its key ideas.</li></ul>		
<ul style="list-style-type: none"><li>● RF.1.1.A Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</li><li>● RF.1.2.A.B.C.D. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li><li>● RF.1.3.B. Know and apply grade-level phonics and word analysis skills in decoding words.</li><li>● RF.1.4.A. Read with sufficient accuracy and fluency to support comprehension.</li></ul>		
<ul style="list-style-type: none"><li>● W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li></ul>		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>● What do you do at school?</li><li>● What is it like where you live?</li><li>● What makes a pet special?</li></ul>	<ul style="list-style-type: none"><li>● Students will be able to...</li><li>● Demonstrate understanding of the organization and basic features of print.</li></ul>	<ul style="list-style-type: none"><li>● Listen to audio clips (21st Century Tech)</li><li>● Read unit selections and additional guided reading and respond in a variety of ways</li></ul>

<ul style="list-style-type: none"> <li>● What do friends do together?</li> <li>● How does your body move?</li> </ul>	<ul style="list-style-type: none"> <li>● Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>● Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.</li> <li>● Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>● Decode regularly spelled one-syllable words.</li> <li>● Read words with inflectional endings.</li> <li>● Recognize and read grade appropriate irregularly spelled words.</li> <li>● Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>● Ask and answer questions about key details in a text.</li> <li>● Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>● Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>● Identify the main topic and retell key details of a text.</li> <li>● Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>● Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>● Ask and answer questions about key details in a text read aloud or information presented orally or through</li> </ul>	<ul style="list-style-type: none"> <li>● Assessments at the end of each “Weekly” lesson</li> <li>● Practice of skills learned through use of Your Turn Book and additional materials obtained through internet</li> <li>● Practice putting weekly spelling words in ABC order and other activities.</li> <li>● Students celebrate their personal narrative by publishing it and reading to the class.</li> <li>● Student Journals</li> <li>● Personal Narrative</li> <li>● Prompted writing</li> <li>● Response to literature</li> <li>● Story summaries</li> <li>● Create a song about school activities, using a familiar tune. Use previous stories read in the Anthology Literature to write words for the songs</li> <li>● Create a travel poster advertising a special place in their community. The poster could include pictures of the place, describe it with a caption, and tell why people should visit.</li> <li>● Make a diorama to show a pet at home. Children can use a small box, clay, paper, and other materials to show what the animal looks like, where it lives, and what it likes to do.</li> <li>● Research and write directions for how to play a game from long ago or from a different country. Draw pictures illustrating the game and its equipment.</li> <li>● Make a list of activities that require movement. Students choose one activity, then illustrate and describe all the ways that their bodies move during that activity.</li> </ul>
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	<p>other media.</p> <ul style="list-style-type: none"> <li>● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use end punctuation for sentences.</li> </ul>	
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Wonders Reading/Language Arts Program, Macmillan/McGraw-Hill</li> <li>● DRA2</li> <li>● Literably.com reading assessments</li> <li>● Wonders Reading workbook, Your Turn, Macmillan/McGraw-Hill</li> <li>● Various leveled Guided Reading Books</li> <li>● Leveled Workstation Cards</li> <li>● Wonders activities purchased through TPT</li> <li>● Google Apps for Education</li> <li>● Wonders digital component</li> <li>● Various picture books such as:  <u>This School Year Will Be The Best!</u> By Kay Winters  <u>Alicia's Happy Day</u> by Meg Starr  <u>Cool Dog, School Dog</u> by Deborah Heiligman  <u>Friends All Around</u> by Miela Ford  <u>Move!</u> By Steve Jenkins &amp; Robin Page  <u>Raising Dragons</u> by Jerdine Nolen  <u>The Busy Body Book</u> by Lizzy Rockwell  <u>A Splendid Friend Indeed</u> by Suzanne Bloom  <u>Go, Go, Go! Kids on the Move!</u> By Stephen R Swinburne</li> </ul>	
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community</li> <li>● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> <li>● • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility,</li> </ul>	

	persistence). • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li> <li>● 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</li> </ul>
<b>Diversity/Inclusion</b>	Through our class discussions the students will relate to the uniqueness of all individuals and how friends are all different nationalities and socio-economic groups

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Strategic Questioning</li> <li>● Think-Pair-Share</li> <li>● Classroom Polls</li> <li>● Compare &amp; Contrast</li> <li>● K-W-L Charts</li> <li>● Center Activities</li> <li>● Worksheets</li> <li>● Thumbs Up/Thumbs Down</li> <li>● Whiteboard Responses</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Projects</li> <li>● Rubric</li> <li>● Make Connections</li> <li>● Summarize</li> <li>● Open-Response Questions</li> </ul>	<ul style="list-style-type: none"> <li>● DRA Running Records</li> <li>● Projects</li> <li>● Unit Assessments</li> <li>● Portfolio</li> <li>● Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Guest speaker/discussion</li> <li>● Presentations</li> <li>● Model</li> <li>● Portfolio</li> <li>● Reflection</li> <li>● Poster Presentation</li> <li>● Create a Picture Book</li> <li>● Discussion</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Make lessons virtual</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Label important words</li> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Preferential seating</li> <li>● Provide small group instruction</li> <li>● Provide individualized instruction</li> <li>● Provide multi-sensory instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Provide positive reinforcement</li> <li>● Provide small group instruction</li> <li>● Provide individualized instruction</li> <li>● Provide multi-sensory instruction</li> <li>● Provide oral as well as written instructions/directions</li> <li>● Provide assistance with organization of materials/notebooks</li> <li>● Directions repeated, clarified, reworded or</li> </ul>	<ul style="list-style-type: none"> <li>● Provide enrichment opportunities</li> <li>● Allow independent projects based on student interest</li> <li>● Provide interactive group work</li> <li>● Provide research opportunities</li> <li>● Encourage extracurricular academic activities</li> <li>● Allow student to set individual goals</li> <li>● Allow independent study of choice</li> <li>● Create a poster of family tree</li> <li>● Make a model to use to form an explanation or</li> </ul>

<ul style="list-style-type: none"> <li>● Provide pictorial instructions/direction/representations</li> <li>● Directions repeated, clarified, reworded or simplified</li> <li>● Provide text in native language</li> <li>● Allow extra time</li> <li>● Allow verbal rather than written responses</li> <li>● Modify questions and quantity on tasks</li> <li>● Provide prompts-mnemonics, color coding, cue cards</li> </ul>	<p>simplified</p> <ul style="list-style-type: none"> <li>● Provide short breaks</li> <li>● Fewer items per page</li> <li>● Provide refocusing and redirection</li> <li>● Allow extra time for task completion</li> <li>● Allow verbal rather than written responses</li> <li>● Whenever possible read information on worksheets or text aloud</li> <li>● Provide video and online books for gathering extended information</li> <li>● Provide prompts-mnemonics, color coding, cue cards, pictures</li> <li>● Consult with Child Study Team</li> </ul>	<p>make a prediction</p> <ul style="list-style-type: none"> <li>● Write a prompt based on one of the concepts presented in the unit</li> <li>● Consult with G&amp;T teacher</li> </ul>
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Name of Course
<b>Unit 2: Our Community</b>
<b>Time Allotted (days of instruction): 6 Weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>● RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or less</li> <li>● RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>● RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>● RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</li> </ul>
<ul style="list-style-type: none"> <li>● RI.1.2. Identify the main topic and retell key details of a text.</li> <li>● RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>● RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>● RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</li> </ul>
<ul style="list-style-type: none"> <li>● RF.1.2.A. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>● RF.1.2.B. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● RF.1.2.C. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>● RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>● RF.1.3.B. Decode regularly spelled one-syllable words.</li> <li>● RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> <li>● RF.1.4.A. Read grade-level text with purpose and understanding.</li> </ul>
<ul style="list-style-type: none"> <li>● W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> </ul>

- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media

- L.1.1.B. Use common, proper, and possessive nouns.
- L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- L.1.2.C Use commas in dates and to separate single words in a series
- L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

**(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)**

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● What jobs need to be done in a community?</li> <li>● What buildings do you know? What are they made of?</li> <li>● Where do animals live together?</li> <li>● How do people help out in the community?</li> <li>● How can you find your way around?</li> </ul>	<ul style="list-style-type: none"> <li>● Identify key ideas and details when reading.</li> <li>● Differentiate between different types of text such as stories and poems.</li> <li>● To be able to integrate prior knowledge with stories which they are reading</li> <li>● Demonstrate mastery of the organization and basic features of print</li> <li>● Demonstrate mastery of spoken words, syllables, and sounds by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>● Know and apply phonics and word analysis skills in decoding words.</li> <li>● Read with sufficient accuracy and fluency to support comprehension</li> <li>● Write narratives to support their opinion</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to audio clips</li> <li>● Read unit selections and additional guided reading and respond in a variety of ways</li> <li>● Assessments at the end of each "Weekly" lesson</li> <li>● Practice of skills learned through use of Your Turn Book and additional materials obtained through internet</li> <li>● Practice putting weekly spelling words in ABC or, in sentences, wipe off boards</li> <li>● Students celebrate their writing by publishing it and reading to the class</li> <li>● Student Journals</li> <li>● Informative/Explanatory Writing</li> <li>● Prompted writing</li> <li>● Response to literature</li> <li>● Story summaries</li> <li>● Choose a job in the community and make a list of questions they have about that job. Have a parent or paraprofessional help research answers to the questions.</li> <li>● Make a diorama of a building in the community. Include labels to describe the building materials.</li> <li>● Create an animal habitat and research different animals that live in that particular habitat</li> </ul>

		<p>This can be done as either a poster or diorama.</p> <ul style="list-style-type: none"> <li>● Make a list of things that could be done to improve Linden Avenue School. Choose one and write and illustrate a plan for making the improvement.</li> <li>● Create a map of an area in Glen Ridge that you like and add to the map what would improve that particular area. (ie park)</li> </ul>
<p><b>Resources/Materials</b></p>		<ul style="list-style-type: none"> <li>● Wonders Reading/Language Arts Program, Macmillan/McGraw-Hill</li> <li>● DRA2</li> <li>● Wonders Reading workbook, Your Turn, Macmillan/McGraw-Hill</li> <li>● Various leveled Guided Reading Books</li> <li>● Leveled Workstation Cards</li> <li>● Wonders activities purchased through TPT</li> <li>● Various picture books such as:</li> <li>● <i>Millie Waits for the Mail</i> by Alexander Steffensmeier</li> <li>● <i>3 Little Dassies</i> by Jan Brett</li> <li>● <i>Babies in the Bayou</i> by Jim Arnosky</li> <li>● <i>The Story of Martin Luther King Jr.</i> by Johnny Ray Moore</li> <li>● <i>Me on the Map</i> by Joan Sweeney</li> <li>● <i>The True Story of the 3 Little Pigs!</i> by Jon Scieszka</li> <li>● <i>Cactus Hotel</i> by Brenda Z. Guiberson</li> <li>● <i>The Cow that Went Oink</i> by Bernard Most</li> <li>● <i>Meet the Meerkat</i> by Darrin Lunde</li> <li>● Teacher webpage</li> <li>● Wonders digital component</li> </ul>
<p><b>Interdisciplinary Connections</b></p>		<p>Social Studies:</p> <ul style="list-style-type: none"> <li>● 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</li> <li>● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</li> <li>● 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</li> <li>● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</li> <li>● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul> <p>Science:</p>



	<ul style="list-style-type: none"> <li>● 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</li> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives</li> <li>● 9.4.2.CI.2: Demonstrate originality and inventiveness in work</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li> <li>● 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</li> </ul>
<b>Diversity/Inclusion</b>	Through class discussion about Martin Luther King, Jr. after reading the story children will dig deep and discover the influence that Dr. King had in changing our world. We will discuss racism and the struggles which were faced.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Strategic Questioning</li> <li>● Think-Pair-Share</li> <li>● Classroom Polls</li> <li>● Compare &amp; Contrast</li> <li>● K-W-L Charts</li> <li>● Center Activities</li> <li>● Worksheets</li> <li>● Thumbs Up/Thumbs Down</li> <li>● Whiteboard Responses</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Projects</li> <li>● Rubric</li> <li>● Make Connections</li> <li>● Summarize</li> <li>● Open-Response Questions</li> </ul>	<ul style="list-style-type: none"> <li>● DRA Running Records</li> <li>● Projects</li> <li>● Unit Assessments</li> <li>● Portfolio</li> <li>● Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Guest speaker/discussion</li> <li>● Presentations</li> <li>● Model</li> <li>● Portfolio</li> <li>● Reflection</li> <li>● Poster Presentation</li> <li>● Create a Picture Book</li> <li>● Discussion</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Make lessons virtual</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Label important words</li> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Preferential seating</li> <li>● Provide small group instruction</li> <li>● Provide individualized instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Provide positive reinforcement</li> <li>● Provide small group instruction</li> <li>● Provide individualized instruction</li> <li>● Provide multi-sensory instruction</li> <li>● Provide oral as well as written instructions/directions</li> <li>● Provide assistance with organization of materials/notebooks</li> </ul>	<ul style="list-style-type: none"> <li>● Provide enrichment opportunities</li> <li>● Allow independent projects based on student interest</li> <li>● Provide interactive group work</li> <li>● Provide research opportunities</li> <li>● Encourage extracurricular academic activities</li> <li>● Allow student to set individual goals</li> <li>● Allow independent study of choice</li> <li>● Create a poster of family tree</li> </ul>

<ul style="list-style-type: none"> <li>● Provide multi-sensory instruction</li> <li>● Provide pictorial instructions/direction/representations</li> <li>● Directions repeated, clarified, reworded or simplified</li> <li>● Provide text in native language</li> <li>● Allow extra time</li> <li>● Allow verbal rather than written responses</li> <li>● Modify questions and quantity on tasks</li> <li>● Provide prompts-mnemonics, color coding, cue cards</li> </ul>	<ul style="list-style-type: none"> <li>● Directions repeated, clarified, reworded or simplified</li> <li>● Provide short breaks</li> <li>● Fewer items per page</li> <li>● Provide refocusing and redirection</li> <li>● Allow extra time for task completion</li> <li>● Allow verbal rather than written responses</li> <li>● Whenever possible read information on worksheets or text aloud</li> <li>● Provide video and online books for gathering extended information</li> <li>● Provide prompts-mnemonics, color coding, cue cards, pictures</li> <li>● Consult with Child Study Team</li> </ul>	<ul style="list-style-type: none"> <li>● Make a model to use to form an explanation or make a prediction</li> <li>● Write a prompt based on one of the concepts presented in the unit</li> <li>● Consult with G&amp;T teacher</li> </ul>
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Name of Course
<b>Unit 3: Changes Over Time</b>
<b>Time Allotted (days of instruction): 6 Weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>● RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>● RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>● RL.1.6. Identify who is telling the story at various points in a text.</li> <li>● RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</li> </ul>
<ul style="list-style-type: none"> <li>● RI.1.1. Ask and answer questions about key details in a text.</li> <li>● RI.1.2. Identify the main topic and retell key details of a text.</li> <li>● RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>
<ul style="list-style-type: none"> <li>● RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>● RI.1.7. Use the illustrations and details in a text to describe its key ideas.</li> <li>● RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ul>
<ul style="list-style-type: none"> <li>● RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</li> <li>● RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>● RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>● RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>● RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>

- RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinio, supply a reason for the opinion, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - C. Use commas in dates and to separate single words in a series.
  - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)**

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How do we measure time?</li> <li>● How do plants change as they grow?</li> <li>● What is a folktale?</li> <li>● How is life different than it was long ago?</li> <li>● How do we get our food?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to identify different measurements of time.</li> <li>● Students will read/write words with the long o, u and e patterns in CVCe words.</li> <li>● Students will make and confirm predictions</li> <li>● Students will use intonation, phrasing and expression when reading orally</li> <li>● Students will identify present, past and future verbs.</li> <li>● Students will use commas in a series and in dates.</li> <li>● Students will recognize contractions with NOT</li> <li>● Students will use apostrophes in contractions.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to audio clips</li> <li>● Read unit selections and additional guided reading and respond in a variety of ways</li> <li>● Assessments at the end of each “Weekly” lesson</li> <li>● Practice of skills learned through use of Your Turn Book and additional materials obtained through internet</li> <li>● Practice putting weekly spelling words in ABC order Students celebrate their opinion writing by publishing it and reading to the class.</li> <li>● Student Journals</li> <li>● Opinion Writing</li> <li>● Prompted writing</li> <li>● Response to literature</li> <li>● Story summaries</li> <li>● Make a booklet that shows different ways that people</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will capitalize and underline titles of plays.</li> <li>● Students will become familiar with new high frequency words</li> <li>● Students will use inflectional endings -ed and -ing appropriately</li> <li>● Students will become familiar with soft c, soft g, dge</li> <li>● Students will be able to identify plurals</li> <li>● Students will make and confirm predictions</li> <li>● Students will use the strategy of rereading</li> <li>● Students will compare and contrast within text</li> <li>● Students will be able to identify character, setting, and plot</li> </ul>	<p>measure time. Booklets may include pictures from catalogs and magazines</p> <ul style="list-style-type: none"> <li>● Make a poster that shows the parts of a plant. Label the parts of the plant that change as it grows.</li> <li>● Search for folktales they would like to read. Choose one to read and then at out a scent from the tale for the class.</li> <li>● Make a poster showing objects that are now used in school that didn't exist long ago. Perhaps include information on what schools in the past used in comparison to schools today.</li> <li>● Choose a favorite dish and make a recipe card showing the ingredients in that dish. Write the steps in the recipe.</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Wonders Reading/Language Arts Program, Macmillan/McGraw-Hill</li> <li>● DRA2</li> <li>● Wonders Reading workbook, Your Turn, Macmillan/McGraw-Hill</li> <li>● Various leveled Guided Reading Books</li> <li>● Leveled Workstation Cards</li> <li>● Wonders activities purchased through TPT</li> <li>● Various picture books such as:</li> <li>● Mystery Vine by Cathryn Falwell</li> <li>● A Second is a Hiccup by Hazel Hutchins</li> <li>● Interrupting Chicken by David Ezra Stein</li> <li>● The Last Train by Gordon Titcomb</li> <li>● Where Does Food Come From? By Shelley Rotner and Gary Goss</li> <li>● The Little Red Hen by Philemon Sturgeis</li> <li>● Plant Secrets by Phyllis Limbacher Tildes</li> <li>● Seven Blind Mice by Ed Young On Earth by G. Brian Karas</li> <li>● On Earth by G. Brian Karas</li> <li>● Wonders Digital Component</li> </ul>	
<b>Interdisciplinary Connections</b>	<p>Social Studies:</p> <ul style="list-style-type: none"> <li>● 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there</li> </ul> <p>Science:</p>	

	<ul style="list-style-type: none"> <li>1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. [Clarification Statement: Examples of human problems that can</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>1.MD.B.3 Tell and write time in hours and half hours using analog and digital clocks.</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>9.2 Career Awareness, Exploration, and Preparation 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.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>Standard 8.1 - Computer and information Literacy All students will use computer applications to gather and organize information and to solve problems</li> <li>Standard 8.2 - Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment</li> </ul>
<b>Diversity/Inclusion</b>	Discussion of how different cultures have many different traditions, foods, and ways of life.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>Exit Slips</li> <li>Strategic Questioning</li> <li>Think-Pair-Share</li> <li>Classroom Polls</li> <li>Compare &amp; Contrast</li> <li>K-W-L Charts</li> <li>Center Activities</li> <li>Worksheets</li> <li>Thumbs Up/Thumbs Down</li> <li>Whiteboard Responses</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Projects</li> <li>Rubric</li> <li>Make Connections</li> <li>Summarize</li> <li>Open-Response Questions</li> </ul>	<ul style="list-style-type: none"> <li>DRA Running Records</li> <li>Projects</li> <li>Unit Assessments</li> <li>Portfolio</li> <li>Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Guest speaker/discussion</li> <li>Presentations</li> <li>Model</li> <li>Portfolio</li> <li>Reflection</li> <li>Poster Presentation</li> <li>Create a Picture Book</li> <li>Discussion</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>Make lessons virtual</li> <li>Give students a job in a group. Monitor that they are participating</li> <li>Label important words</li> <li>Provide correction for language errors by</li> </ul>	<ul style="list-style-type: none"> <li>Preferential seating</li> <li>Provide positive reinforcement</li> <li>Provide small group instruction</li> <li>Provide individualized instruction</li> <li>Provide multi-sensory instruction</li> </ul>	<ul style="list-style-type: none"> <li>Provide enrichment opportunities</li> <li>Allow independent projects based on student interest</li> <li>Provide interactive group work</li> <li>Provide research opportunities</li> </ul>

<ul style="list-style-type: none"> <li>modeling, not overt correction</li> <li>● Preferential seating</li> <li>● Provide small group instruction</li> <li>● Provide individualized instruction</li> <li>● Provide multi-sensory instruction</li> <li>● Provide pictorial instructions/direction/representations</li> <li>● Directions repeated, clarified, reworded or simplified</li> <li>● Provide text in native language</li> <li>● Allow extra time</li> <li>● Allow verbal rather than written responses</li> <li>● Modify questions and quantity on tasks</li> <li>● Provide prompts-mnemonics, color coding, cue cards</li> </ul>	<ul style="list-style-type: none"> <li>● Provide oral as well as written instructions/directions</li> <li>● Provide assistance with organization of materials/notebooks</li> <li>● Directions repeated, clarified, reworded or simplified</li> <li>● Provide short breaks</li> <li>● Fewer items per page</li> <li>● Provide refocusing and redirection</li> <li>● Allow extra time for task completion</li> <li>● Allow verbal rather than written responses</li> <li>● Whenever possible read information on worksheets or text aloud</li> <li>● Provide video and online books for gathering extended information</li> <li>● Provide prompts-mnemonics, color coding, cue cards, pictures</li> <li>● Consult with Child Study Team</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage extracurricular academic activities</li> <li>● Allow student to set individual goals</li> <li>● Allow independent study of choice</li> <li>● Create a poster of family tree</li> <li>● Make a model to use to form an explanation or make a prediction</li> <li>● Write a prompt based on one of the concepts presented in the unit</li> <li>● Consult with G&amp;T teacher</li> </ul>
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Name of Course
<b>Unit 4: Creature Features</b>
<b>Time Allotted (days of instruction): 6 Weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>● RL.1.1. Ask and answer questions about key details in a text.</li> <li>● RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>● RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>● RL.1.6. Identify who is telling the story at various points in a text.</li> <li>● RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</li> </ul>
<ul style="list-style-type: none"> <li>● RI.1.1. Ask and answer questions about key details in a text</li> <li>● RI.1.2. Identify the main topic and retell key details of a text.</li> <li>● RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>● RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>● RI.1.7. Use the illustrations and details in a text to describe its key ideas.</li> <li>● RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ul>
<ul style="list-style-type: none"> <li>● RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> </ul>

- RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3.B. Decode regularly spelled one-syllable words.
- RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.2.A. Capitalize dates and names of people.
- L.1.2.B. Use end punctuation for sentences.
- L.1.2.C. Use commas in dates and to separate single words in a series.
- L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.4.C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- L.1.5.B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

**(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)**

Essential Questions	Student Learning Objectives	Activities
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<ul style="list-style-type: none"> <li>● How do animals' bodies help them?</li> <li>● How do animals help each other? How do animals survive in nature?</li> <li>● What insects do you know about?</li> <li>● How are they alike and different?</li> <li>● How do people work with animals?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will understand that there are many ways animals use their bodies to help themselves.</li> <li>● Students will be introduced to the concept that people always told folktales to one another to try to explain why things are a certain way.</li> <li>● Students will identify and generate rhyme</li> <li>● Students will blend with the long a: a, ai, ay</li> <li>● Students will use a graphic organizer to help them organize information in a story</li> <li>● Students will discover that animals help each other</li> <li>● Students will use a word web to help them organize information</li> <li>● Students will blend and build with long e: e, ee, ea, ie</li> <li>● Students will differentiate an informational selection from fiction</li> <li>● Students will become familiar with new high frequency words</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to audio clips</li> <li>● Read unit selections and additional guided reading and respond in a variety of ways</li> <li>● Assessments at the end of each "Weekly" lesson</li> <li>● Practice of skills learned through use of Your Turn Book and additional materials obtained through internet</li> <li>● Practice putting weekly spelling words in ABC order</li> <li>● Students celebrate their writing by publishing it and reading to the class</li> <li>● Student Journals</li> <li>● Opinion Writing</li> <li>● Informative Writing</li> <li>● Narrative Writing</li> <li>● Prompted writing Response to literature</li> <li>● Story summaries</li> <li>● Student will choose an animal to research and find out how it moves. Using clay or dough, students will make a model of the animal in motion.</li> <li>● Student will study traits of an animal and write a short story about how the animals work together to overcome a specific problem.</li> <li>● Students will create a habitat featuring several animals that live in the same habitat and find out information about how each animal survives in the habitat.</li> <li>● Students will choose two insects and make a Venn diagram showing how the insects are alike and how they are different.</li> <li>● Students will research a person who works with animals, such as someone who works in a zoo, vet, or pet store. They will make up questions and act out an interview for the class</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Wonders Reading/Language Arts Program, Macmillan/McGraw-Hill</li> <li>● DRA2</li> <li>● Wonders Reading workbook, Your Turn, Macmillan/McGraw-Hill</li> <li>● Various leveled Guided Reading Books</li> <li>● Leveled Workstation Cards</li> <li>● Wonders activities purchased through TPT</li> </ul>	



	<ul style="list-style-type: none"> <li>• Various picture books such as:</li> <li>• Edward the Emu by Sheena Knowles</li> <li>• What Do You Do With a Tail Like This? By Steve Jenkins</li> <li>• Super Fly Guy by Tedd Arnold</li> <li>• Termites on a Stick: A Chimp Learns to Use a Tool</li> <li>• Online textbook resources (www.macmillanmh.com)</li> <li>• <a href="http://www.curiosoft.com/news/audiobooks.php">http://www.curiosoft.com/news/audiobooks.php</a> (free audio files of children's literature)</li> <li>• Readers Theater Scripts, <a href="http://www.timelessteacherstuff.com/">http://www.timelessteacherstuff.com/</a></li> <li>• Wonders materials purchased through TPT</li> </ul>
<b>Interdisciplinary Connections</b>	<b>Science</b> <ul style="list-style-type: none"> <li>• (1-LS1-1) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</li> <li>• (1-LS1-2) Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</li> <li>• (1-LS3-1) Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>• 9.2 Career Awareness, Exploration, and Preparation 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.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>• Standard 8.1 - Computer and information Literacy All students will use computer applications to gather and organize information and to solve problems</li> <li>• Standard 8.2 - Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment</li> </ul>
<b>Diversity/Inclusion</b>	Through fiction literature such as Fly Guy the children will recognize that all different animals and insects have special features that make them special

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Strategic Questioning</li> <li>• Think-Pair-Share</li> <li>• Classroom Polls</li> <li>• Compare &amp; Contrast</li> <li>• K-W-L Charts</li> <li>• Center Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Rubric</li> <li>• Make Connections</li> <li>• Summarize</li> <li>• Open-Response Questions</li> </ul>	<ul style="list-style-type: none"> <li>• DRA Running Records</li> <li>• Projects</li> <li>• Unit Assessments</li> <li>• Portfolio</li> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Guest speaker/discussion</li> <li>• Presentations</li> <li>• Model</li> <li>• Portfolio</li> <li>• Reflection</li> <li>• Poster Presentation</li> <li>• Create a Picture Book</li> </ul>

<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Thumbs Up/Thumbs Down</li> <li>• Whiteboard Responses</li> <li>• Observation</li> </ul>			<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>• Make lessons virtual</li> <li>• Give students a job in a group. Monitor that they are participating</li> <li>• Label important words</li> <li>• Provide correction for language errors by modeling, not overt correction</li> <li>• Preferential seating</li> <li>• Provide small group instruction</li> <li>• Provide individualized instruction</li> <li>• Provide multi-sensory instruction</li> <li>• Provide pictorial instructions/direction/representations</li> <li>• Directions repeated, clarified, reworded or simplified</li> <li>• Provide text in native language</li> <li>• Allow extra time</li> <li>• Allow verbal rather than written responses</li> <li>• Modify questions and quantity on tasks</li> <li>• Provide prompts-mnemonics, color coding, cue cards</li> </ul>	<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Provide positive reinforcement</li> <li>• Provide small group instruction</li> <li>• Provide individualized instruction</li> <li>• Provide multi-sensory instruction</li> <li>• Provide oral as well as written instructions/directions</li> <li>• Provide assistance with organization of materials/notebooks</li> <li>• Directions repeated, clarified, reworded or simplified</li> <li>• Provide short breaks</li> <li>• Fewer items per page</li> <li>• Provide refocusing and redirection</li> <li>• Allow extra time for task completion</li> <li>• Allow verbal rather than written responses</li> <li>• Whenever possible read information on worksheets or text aloud</li> <li>• Provide video and online books for gathering extended information</li> <li>• Provide prompts-mnemonics, color coding, cue cards, pictures</li> <li>• Consult with Child Study Team</li> </ul>	<ul style="list-style-type: none"> <li>• Provide enrichment opportunities</li> <li>• Allow independent projects based on student interest</li> <li>• Provide interactive group work</li> <li>• Provide research opportunities</li> <li>• Encourage extracurricular academic activities</li> <li>• Allow student to set individual goals</li> <li>• Allow independent study of choice</li> <li>• Create a poster of family tree</li> <li>• Make a model to use to form an explanation or make a prediction</li> <li>• Write a prompt based on one of the concepts presented in the unit</li> <li>• Consult with G&amp;T teacher</li> </ul>

Name of Course
<b>Unit 5: Figure It Out</b>
<b>Time Allotted (days of instruction): 6 Weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>• RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>• RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• RL.1.6. Identify who is telling the story at various points in a text.</li> </ul>

<ul style="list-style-type: none"> <li>● RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</li> </ul>
<ul style="list-style-type: none"> <li>● RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>● RI.1.7. Use the illustrations and details in a text to describe its key ideas.</li> </ul>
<ul style="list-style-type: none"> <li>● RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>● RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>● RF.1.3.B Decode regularly spelled one-syllable words.</li> <li>● RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> <li>● RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.</li> </ul>
<ul style="list-style-type: none"> <li>● W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> <li>● W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>● W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>● W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</li> <li>● W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>● W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</li> </ul>
<ul style="list-style-type: none"> <li>● SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</li> <li>● A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>● C. Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>● SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul>
<ul style="list-style-type: none"> <li>● L.1.1.F Use frequently occurring adjectives.</li> <li>● L.1.1.G Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>● L.1.1.H Use determiners (e.g., articles, demonstratives).</li> <li>● L.1.1.I Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>● L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>● L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>● L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>● L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</li> <li>● L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> </ul>
<p><b>(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)</b></p>

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How can we classify and categorize things?</li> <li>● What can you see in the sky?</li> <li>● What inventions do you know about?</li> <li>● What sounds can you hear? How are they made?</li> <li>● How do things get built?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to build background knowledge about weekly concepts.</li> <li>● Students will work on using word choice and sentence fluency in organizing their writing</li> <li>● Students will capitalize proper nouns</li> <li>● Students will use adjectives that compare.</li> <li>● Students will capitalize and punctuate appropriately when writing</li> <li>● Students will capitalize and underline book titles</li> <li>● Students will recognize abbreviations</li> <li>● Students will continue to work on their fluency, phrasing and intonation in oral reading</li> <li>● Students will identify the problem and solution in realistic fiction</li> <li>● Students will recognize the cause and effect in informational text.</li> <li>● Students will spell words with “ar” “ur” “or” “oi” “oy”</li> <li>● Students will become familiar with irregular plurals</li> <li>● Students will identify words with multiple meanings.</li> <li>● Students will use inflectional endings -er, -est</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to audio clips</li> <li>● Read unit selections and additional guided reading and respond in a variety of ways</li> <li>● Assessments at the end of each “Weekly” lesson</li> <li>● Practice of skills learned through use of Your Turn Book and additional materials obtained through internet</li> <li>● Practice putting weekly spelling words in ABC order</li> <li>● Students celebrate their writing by publishing it and reading to the class</li> <li>● Student Journals</li> <li>● Opinion Writing</li> <li>● Informative Writing</li> <li>● Narrative Writing</li> <li>● Prompted writing Response to literature</li> <li>● Story summaries</li> <li>● Students will create a graph showing the many different ways that objects can be classified and categorized (e.g., size, shape, material, purpose, or texture.)</li> <li>● Students will gather information about constellations. They will use self-sticking stars, cut-out paper with tape, or a drawing to show and label a constellation.</li> <li>● Students will research a child inventor. They will write a report about the inventor and the invention.</li> <li>● Students will write a short radio play and use sound effects. e.g., Jon: Oh no, it’s raining! (sound of raindrops) Amy: Let’s go inside so we don’t get wet. (sound of footsteps)</li> <li>● Students will review bridge types and choose one specific type to research. The student will then build their own model of that style bridge. The model can be made of many different materials, such as toothpicks, cardboard, blocks, craft sticks, yarn, or dried pasta. Hold the materials together with glue.</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Wonders Reading/Language Arts Program, Macmillan/McGraw-Hill</li> </ul>	

	<ul style="list-style-type: none"> <li>● DRA2</li> <li>● Wonders Reading workbook, Your Turn, Macmillan/McGraw-Hill</li> <li>● Various leveled Guided Reading Books</li> <li>● Leveled Workstation Cards</li> <li>● Wonders activities purchased through TPT</li> <li>● Various picture books such as: <ul style="list-style-type: none"> <li>● The Top Job Owl at Home by Arnold Lobel</li> <li>● Snowflake Bentley The Big Dipper</li> </ul> </li> <li>● Teacher webpage</li> <li>● Online textbook resources (www.macmillanmh.com)  <a href="http://www.curiosoft.com/news/audiobooks.php">http://www.curiosoft.com/news/audiobooks.php</a> (free audio files of children’s literature Readers Theater Scripts, <a href="http://www.timelessteacherstuff.com/">http://www.timelessteacherstuff.com/</a> Wonders materials purchased through TPT</li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>● (1-PS4-1) Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</li> <li>● (1-PS4-4) Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● 9.2 Career Awareness, Exploration, and Preparation 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.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● Standard 8.1 - Computer and information Literacy All students will use computer applications to gather and organize information and to solve problems</li> <li>● Standard 8.2 - Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment</li> </ul>
<b>Diversity/Inclusion</b>	Students will recognize the need for building homes and bridges out of different materials based on the location and availability of materials.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Strategic Questioning</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Projects</li> </ul>	<ul style="list-style-type: none"> <li>● DRA Running Records</li> <li>● Projects</li> </ul>	<ul style="list-style-type: none"> <li>● Guest speaker/discussion</li> <li>● Presentations</li> </ul>

<ul style="list-style-type: none"> <li>● Think-Pair-Share</li> <li>● Classroom Polls</li> <li>● Compare &amp; Contrast</li> <li>● K-W-L Charts</li> <li>● Center Activities</li> <li>● Worksheets</li> <li>● Thumbs Up/Thumbs Down</li> <li>● Whiteboard Responses</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Rubric</li> <li>● Make Connections</li> <li>● Summarize</li> <li>● Open-Response Questions</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Assessments</li> <li>● Portfolio</li> <li>● Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Model</li> <li>● Portfolio</li> <li>● Reflection</li> <li>● Poster Presentation</li> <li>● Create a Picture Book</li> <li>● Discussion</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Make lessons virtual</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Label important words</li> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Preferential seating</li> <li>● Provide small group instruction</li> <li>● Provide individualized instruction</li> <li>● Provide multi-sensory instruction</li> <li>● Provide pictorial instructions/direction/representations</li> <li>● Directions repeated, clarified, reworded or simplified</li> <li>● Provide text in native language</li> <li>● Allow extra time</li> <li>● Allow verbal rather than written responses</li> <li>● Modify questions and quantity on tasks</li> <li>● Provide prompts-mnemonics, color coding, cue cards</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Provide positive reinforcement</li> <li>● Provide small group instruction</li> <li>● Provide individualized instruction</li> <li>● Provide multi-sensory instruction</li> <li>● Provide oral as well as written instructions/directions</li> <li>● Provide assistance with organization of materials/notebooks</li> <li>● Directions repeated, clarified, reworded or simplified</li> <li>● Provide short breaks</li> <li>● Fewer items per page</li> <li>● Provide refocusing and redirection</li> <li>● Allow extra time for task completion</li> <li>● Allow verbal rather than written responses</li> <li>● Whenever possible read information on worksheets or text aloud</li> <li>● Provide video and online books for gathering extended information</li> <li>● Provide prompts-mnemonics, color coding, cue cards, pictures</li> <li>● Consult with Child Study Team</li> </ul>	<ul style="list-style-type: none"> <li>● Provide enrichment opportunities</li> <li>● Allow independent projects based on student interest</li> <li>● Provide interactive group work</li> <li>● Provide research opportunities</li> <li>● Encourage extracurricular academic activities</li> <li>● Allow student to set individual goals</li> <li>● Allow independent study of choice</li> <li>● Create a poster of family tree</li> <li>● Make a model to use to form an explanation or make a prediction</li> <li>● Write a prompt based on one of the concepts presented in the unit</li> <li>● Consult with G&amp;T teacher</li> </ul>

<b>Name of Course</b>
<b>Unit 6: Together We Can</b>
<b>Time Allotted (days of instruction): 6 Weeks</b>

**New Jersey Student Learning Standards (NJSLS)**

- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

- RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3.B Decode regularly spelled one-syllable words.
- RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

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**Essential Questions**

**Student Learning Objectives**

**Activities**

<ul style="list-style-type: none"> <li>● How can we work together to make our lives better?</li> <li>● Who helps you?</li> <li>● How can weather affect us?</li> <li>● What traditions do you know about?</li> <li>● Why do we celebrate holidays?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will use the trait of voice in their writing</li> <li>● Students will be able to properly use pronouns, possessive pronouns and special pronouns</li> <li>● Students will capitalize I, days, months, and holidays</li> <li>● Students will use commas in dates and letters</li> <li>● Students will recognize the use of dialogue in stories.</li> <li>● Students will be able to build background knowledge about weekly concepts.</li> <li>● Students will become familiar with their new high frequency words.</li> <li>● Students will spell words with variant vowel /u/ and /o/</li> <li>● Students will work with synonyms</li> <li>● Students will decode words with vowel team syllables</li> <li>● Students will understand compound words</li> <li>● Students will visualize when reading</li> <li>● Students will understand author's purpose</li> <li>● Students will decode three-letter blends</li> <li>● Students will decode r-controlled vowel syllables</li> <li>● Students will understand metaphors</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to audio clips</li> <li>● Read unit selections and additional guided reading and respond in a variety of ways</li> <li>● Assessments at the end of each "Weekly" lesson</li> <li>● Practice of skills learned through use of Your Turn Book and additional materials obtained through internet</li> <li>● Practice putting weekly spelling words in ABC order</li> <li>● Students celebrate their writing by publishing it and reading to the class</li> <li>● Student Journals</li> <li>● Opinion Writing</li> <li>● Informative Writing</li> <li>● Narrative Writing</li> <li>● Prompted writing</li> <li>● Response to literature</li> <li>● Story summaries</li> <li>● Student Journals Opinion Writing Informative Writing Narrative Writing</li> <li>● Prompted writing Response to literature Story summaries</li> <li>● Create a Newspaper: Students will do a research project to write a newspaper article about someone who helps others. Characteristics of a newspaper: articles and images Students use the information from their interview to write an article about a person who helps them.</li> <li>● Create a Mini Tornado: Students will do a research project with a partner to learn more about tornadoes and how they form. Children record what they learn in a foldable. The children will use a water bottle, water and food coloring to make their mini tornado. Fill one bottle <math>\frac{3}{4}</math> full with water. Add a few drops of food coloring to the water. Tape the bottles spout to spout. Turn the bottles over and swirl them. Partners write about the results of their tornado. Partners write three facts they learned about tornadoes.</li> <li>● Create a poster: Students will do a research project with a partner to learn more about traditions.</li> </ul>
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		<p>Students will record their ideas in a Four-Door Foldable. Their poster must include: Information about their chosen tradition Images that illustrate the information Text that tells about the tradition</p> <ul style="list-style-type: none"> <li>● Students will make a Japanese Children’s Day Flag: Children focus on the most important details about the holiday and make their own flags. Material: The shape of the flag will be cut out of fabric or paper. It will hang on a string. Drawing: The design of the fish’s body will be drawn on with pencils or markers. Decorations: The flag can include ribbon or cut paper attached as streamers. Children write a sentence or two, telling what they learned about Children’s Day in their research</li> </ul>
<p><b>Resources/Materials</b></p>		<ul style="list-style-type: none"> <li>● Wonders Reading/Language Arts Program, Macmillan/McGraw-Hill</li> <li>● DRA2</li> <li>● Wonders Reading workbook, Your Turn, Macmillan/McGraw-Hill</li> <li>● Various leveled Guided Reading Books</li> <li>● Leveled Workstation Cards</li> <li>● Wonders activities purchased through TPT</li> <li>● Various picture books such as:</li> <li>● Ling and Ting: Not Exactly the Same</li> <li>● Library Lion</li> <li>● Ruby Bridges Goes to School:</li> <li>● My True Story</li> <li>● A Picture Book of George Washington</li> <li>● Online Resources: Teacher webpage Online textbook resources (www.macmillanmh.com) <a href="http://www.curiosoft.com/news/audiobooks.php">http://www.curiosoft.com/news/audiobooks.php</a> (free audio files of children’s literature Readers Theater Scripts, <a href="http://www.timelessteacherstuff.com/">http://www.timelessteacherstuff.com/</a>)</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>● (1-ESS1-2) Make observations at different times of year to relate the amount of daylight to the time of year.</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>	
<p><b>21st Century Life and Careers</b></p>		<ul style="list-style-type: none"> <li>● 9.2 Career Awareness, Exploration, and Preparation 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.</li> </ul>

<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● Standard 8.1 - Computer and information Literacy All students will use computer applications to gather and organize information and to solve problems</li> <li>● Standard 8.2 - Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment</li> </ul>
<b>Diversity/Inclusion</b>	The story Ruby Bridges Goes to School lends itself to a discussion of what it was like to go to school at first as a child during the times of segregation

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Strategic Questioning</li> <li>● Think-Pair-Share</li> <li>● Classroom Polls</li> <li>● Compare &amp; Contrast</li> <li>● K-W-L Charts</li> <li>● Center Activities</li> <li>● Worksheets</li> <li>● Thumbs Up/Thumbs Down</li> <li>● Whiteboard Responses</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Projects</li> <li>● Rubric</li> <li>● Make Connections</li> <li>● Summarize</li> <li>● Open-Response Questions</li> </ul>	<ul style="list-style-type: none"> <li>● DRA Running Records</li> <li>● Projects</li> <li>● Unit Assessments</li> <li>● Portfolio</li> <li>● Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Guest speaker/discussion</li> <li>● Presentations</li> <li>● Model</li> <li>● Portfolio</li> <li>● Reflection</li> <li>● Poster Presentation</li> <li>● Create a Picture Book</li> <li>● Discussion</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Make lessons virtual</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Label important words</li> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Preferential seating</li> <li>● Provide small group instruction</li> <li>● Provide individualized instruction</li> <li>● Provide multi-sensory instruction</li> <li>● Provide pictorial instructions/direction/representations</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Provide positive reinforcement</li> <li>● Provide small group instruction</li> <li>● Provide individualized instruction</li> <li>● Provide multi-sensory instruction</li> <li>● Provide oral as well as written instructions/directions</li> <li>● Provide assistance with organization of materials/notebooks</li> <li>● Directions repeated, clarified, reworded or simplified</li> <li>● Provide short breaks</li> </ul>	<ul style="list-style-type: none"> <li>● Provide enrichment opportunities</li> <li>● Allow independent projects based on student interest</li> <li>● Provide interactive group work</li> <li>● Provide research opportunities</li> <li>● Encourage extracurricular academic activities</li> <li>● Allow student to set individual goals</li> <li>● Allow independent study of choice</li> <li>● Create a poster of family tree</li> <li>● Make a model to use to form an explanation or make a prediction</li> <li>● Write a prompt based on one of the concepts</li> </ul>

<ul style="list-style-type: none"> <li>• Directions repeated, clarified, reworded or simplified</li> <li>• Provide text in native language</li> <li>• Allow extra time</li> <li>• Allow verbal rather than written responses</li> <li>• Modify questions and quantity on tasks</li> <li>• Provide prompts-mnemonics, color coding, cue cards</li> </ul>	<ul style="list-style-type: none"> <li>• Fewer items per page</li> <li>• Provide refocusing and redirection</li> <li>• Allow extra time for task completion</li> <li>• Allow verbal rather than written responses</li> <li>• Whenever possible read information on worksheets or text aloud</li> <li>• Provide video and online books for gathering extended information</li> <li>• Provide prompts-mnemonics, color coding, cue cards, pictures</li> <li>• Consult with Child Study Team</li> </ul>	<ul style="list-style-type: none"> <li>• presented in the unit</li> <li>• Consult with G&amp;T teacher</li> </ul>
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<b>Name of Course</b>
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<b>Unit 7:</b>
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<b>Time Allotted (days of instruction):</b>
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<b>New Jersey Student Learning Standards (NJSLS)</b>
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<b>Essential Questions</b>		
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<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Activities</b>
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<b>Resources/Materials</b>	
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<b>Interdisciplinary Connections</b>	
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<b>21st Century Life and Careers</b>	
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<b>Technology Standards</b>	
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<b>Diversity/Inclusion</b>	
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<b>Assessments</b>			
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<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
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<b>Modifications</b>		
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<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
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Essential Questions			Student Learning Objectives			Activities		
•			•			•		
Resources/Materials								
Interdisciplinary Connections								
21st Century Life and Careers								
Technology Standards								
Diversity/Inclusion								

Assessments			
Formative	Summative	Benchmarks	Alternative
•	•	•	•

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
•	•	•

**Name of Course**  
**Unit 10:**

**Time Allotted (days of instruction):**

**New Jersey Student Learning Standards (NJSLS)**


**(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)**

Essential Questions			Student Learning Objectives			Activities		
•			•			•		
Resources/Materials								
Interdisciplinary Connections								
21st Century Life and Careers								
Technology Standards								
Diversity/Inclusion								

**Assessments**

<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
•	•	•	•

**Modifications**

<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
•	•	•