

[Grade 1 New Jersey State Learning Standards](#)

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text	AW: Argumentative Writing	PE: Participate Effectively	RF: Foundational Skills: Reading Language
CI: Central Ideas and Themes	IW: Informative and Explanatory Writing	II: Integrate Information	WF: Foundational Skills: Written Language
IT: Interactions Among Text Elements	NW: Narrative Writing	ES: Evaluate Speakers	SS: System and Structure of Language
TS: Text Structure	WP: Writing Process	PI: Present Information	KL: Knowledge of Language
PP: Perspective and Purpose in Texts	WR: Writing Research	UM: Use Media	VL: Vocabulary Acquisition, Use, and Literal Meaning
MF: Diverse Media and Formats	SE: Sources of Evidence	AS: Adapt Speech	VI: Vocabulary Acquisition, Use and Interpretative Meaning
AA: Analysis of an Argument	RW: Range of Writing		
CT: Comparison of Texts			

Trimester	Unit 3 Title	Recommended Instructional Days
2	<p>Imagine That</p> <p>Students will explore:</p> <ul style="list-style-type: none"> ● Talk with others about how we use our imaginations. ● Read traditional stories and understand the elements of the genre. ● Use language to make connections between reading and writing traditional stories. 	6 - 8 weeks

- Write poetry using elements of poetry.

Language Domain

Foundational Reading

Progress Indicator:

L.RF.1.2 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.

L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.

L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

L.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

L.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

L.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

L.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.

**Core Ideas and Practices
Interdisciplinary Standards**

L.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.4.A Read grade-level text with purpose and understanding.

Foundational Writing

Progress Indicator:

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.WF.1.1.A Write the upper and lowercase alphabets from memory.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in **L.WF.K.2**)

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in **L.WF.K.3**)

L.WF.1.3.A Write sentences with increasing complexity.

L.WF.1.3.B Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

L.WF.1.3.C Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.

L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

<p>L.WF.1.3.E Use commas in dates and to separate single words in a series.</p> <p>L.WF.1.3.F Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</p> <p>L.WF.1.3.G Write statements in response to questions, and questions transformed from statements, using conventional word order.</p> <p>L.WF.1.3.H Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> <p>L.WF.1.3.I Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p> <p>L.VL.1.2.A Choose flexibly from an array of strategies to determine the meaning of words and phrases.</p> <p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.VI.1.3.A Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	
Reading Domain	
<p>Reading Literature</p> <p><i>Progress Indicator:</i></p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p>	<p><u>Essential Question/s:</u></p> <ul style="list-style-type: none">● How can we use our imaginations?● Why is it important to plan ahead?● How do tricky characters use their imaginations?● How can imagination lead to a new idea?● How can stories help us learn lessons?

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RL.PP.1.5. Identify who is telling the story at various points in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Reading Informational

Progress Indicator:

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.1.2. Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

- Why are art and music classes important?

Core Ideas/Practices

SWBAT:

- Describe the plot to make, correct, and confirm predictions about a story.
- Discuss the author's purpose in order to make connections.
- Describe elements of poetry to make connections to other poems.
- Describe plot and setting to help visualize details of a story.
- Identify persuasive text and make connections between the text and personal experiences.
- Develop elements and structure of poetry writing.
- Apply writer's craft and conventions of language to develop and write poetry.
- Publish, celebrate, and assess poetry writing.
- Understand that the letters of the alphabet have associated sounds.
- Adding the suffix -s to the end of a word makes it plural.
- Recognize the sounds for consonants and short vowels.
- Recognize words with vowel-consonant-e syllable patterns.
- Identify the long vowel sound for each vowel.
- Write all lower-case letters using correct formation.
- Understand that words can be segmented into sounds and that sounds can be blended to form words.
- Recognize consonant blends and digraphs.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing Domain

Progress Indicator:

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

- Understand that changing the initial, medial, or final letter/sound in a word can create new words.
- Recognize that words can be joined together to form sentences.
- Read trick words and understand that trick words are phonetically irregular and cannot be “tapped” out.
- Understand that “Bonus Letters” are doubled consonants at the end of a one syllable word. (ff, ll, ss).
- Change the initial, medial, or final letter/sound in a word can create new words.
- Recognize and identify the characters, setting, and main events of a narrative story.
- Recognize exclamation points and quotation marks and understand how and when they are used.
- Identify and explain “Glued” or welded sounds (am, an).
- Apply suffix -s for pluralization.
- Explain the difference between a narrative and informational text, including author’s purpose.
- Identify and explain “Glued” or welded sounds (ang, ing, ong, ung, ank, ink, onk, unk)
- Explain that when the “r” follows a vowel, it changes the sound of the vowel.
- Recognize that words are made up of parts called syllables.
- Recognize that vowels are short in closed syllables
- Explain how the types of syllables allow readers to understand the sound the vowels make so they can decode words.

<p>W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.</p> <p>W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.</p>		<ul style="list-style-type: none"> ● Utilize technology to read different genres of digital texts through the use of Learning Ally. ● Utilize technology to enhance phonemic awareness/phonics skills through the use of i-Ready.
<p>Speaking and Listening Domain</p>		<p><u>Planning Guide:</u></p>
<p><i>Progress Indicator:</i></p> <p>SL.PE.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.</p> <p>SL.PE.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).</p> <p>SL.PE.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>		<p>Build Background Knowledge</p> <ul style="list-style-type: none"> ● Students will view the following video to promote thinking about unit topic: <ul style="list-style-type: none"> - Unit 3 Video: “Ready, Set, Imagine!” (found on your Savvas Realize account in Unit 3 introduction) ● Class discussion about how people can use their imaginations to create things. <p>Ask and answer questions:</p> <ul style="list-style-type: none"> ● How can we use our imaginations? Why is it important to use our imagination? ● Why is it important to plan ahead? Can you give me an example of when it is important to plan ahead? ● How do tricky characters use their imaginations? ● How can imagination lead to a new idea? How have you used your imagination to create something? ● How can stories help us learn lessons? What lesson have you learned from reading a story? ● Why are art and music classes important?
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p>Build Oral Language:</p> <ul style="list-style-type: none"> ● Oral Language Development ● <u>Weekly vocabulary:</u> begged, gathered, prepared, stored, sadly, fairly, exactly, carefully, draw,

<ul style="list-style-type: none">● Self Awareness● Self-Management● Social Awareness● Relationship Skills● Responsible Decision-Making	<ul style="list-style-type: none">● Recognizing the importance of self-confidence in handling daily tasks and challenges.● Demonstrate an awareness of the expectations for social interactions in a variety of ways.● Demonstrate an understanding of the need for mutual respect when viewpoints differ.● Recognize the skills needed to establish and achieve personal and educational goals.● Utilize positive communication and social skills to interact effectively with others.● Develop, implement, and model effective problem solving and critical thinking skills.	<p>doodle, scribble, decorate, sad, angry, happy, surprised, learn, think, remember, concentrate</p> <ul style="list-style-type: none">● <u>Unit academic vocabulary</u>: create, imagine, possible, suppose● Word Wall - Throughout the unit, begin an academic vocabulary word wall as you generate new vocabulary related to the theme <p><u>Reading Workshop</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none">● Phonological Awareness<ul style="list-style-type: none">○ Segment and blend phonemes○ Manipulate phonemes○ Remove phonemes○ Medial long vowel /u/, /i/, /e/○ Distinguish between long and short vowel sounds for vowels /u/, /i/, /e/○ Final Sounds○ Syllables● Phonics (<i>Foundations</i>)<ul style="list-style-type: none">○ Letter - Keyword - Sound for consonants, short vowels, digraphs, bonus letters, and glued sounds using both standard and large cards to teach consonants and short vowel sounds○ Phoneme Segmentation○ Concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck○ Spelling of ck an the end of words
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- Bonus letter spelling rule: ff, ll, ss and sometimes zz
- Glued sounds: all, am, an

- Reading with accuracy and prosody
- Proofreading
- Baseword and suffix with the suffix -s
- Pluralization
- Vowel extension poster
- Large letter formation grid: teach sky line, plane line, grass line, worm line; use the grid to teach proper letter formation for the letter(s) being taught
- Student Notebook: teacher says the letter formation for the letter(s) being taught as students echo and trace the letter(s) with a finger; teacher says *letter - keyword - sound* and students echo
- Magnetic tile board: teacher gives each student the letter(s) being taught; students match the tile to the letter on the board; echo *letter - keyword - sound*
- Dictation (Dry Erase)
- Dictation (Composition Book)

- High-Frequency Words
 - myView: good, no, put, round, said, could, be, old, why, of, or, live, work, who, out, there, down, drink, now, together, grow, full, around, find, under

Read-Aloud Routine:

- Students will listen actively to you read a story for elements of the genre that will be covered during the lesson
- Read the entire text aloud without stopping
- Reread the text aloud, pausing to model Think Aloud strategies related to the genre
- Unit 3 stories found in your teacher’s manual:
 - Week 1: *The Lion and the Mouse*
 - Week 2: *How Antelope Outsmarted Cheetah*
 - Week 3: *Poems (Think Big, Before)*
 - Week 4: *The Goose and the Golden Egg*
 - Week 5: *Why Kids Need Chores*
- Wrap-Up Activity - refer to your myView manual “Listening Comprehension” pages for corresponding activities for weekly read-aloud routines

Shared Read:

- Introduce the text and preview vocabulary.
- Discuss the “First Read” strategies with students (refer to your myView manual “Introduce the Text” pages). Students can listen to or read the story as their “First Read.”
- Teacher will read the text aloud to students. While reading, use the “Close Read” notes to guide instruction
- Following the reading, students will respond and analyze the text (retell, describe important text features)

- Unit 3 Shared Read stories:
 - Week 1: *The Ant and the Grasshopper*
 - Week 2: *The Clever Monkey*
 - Week 3: *Poetry Collection*
 - Week 4: *The Cow and Tiger*
 - Week 5: *Thumbs Up for Art and Music!*
 - Week 6: *More than a Tale!*

Leveled Readers:

- Unit 3 guided reading levels range from Level B through Level I
- Readers align to unit theme, Imagine That, and to the unit Spotlight Genre, Traditional Stories.
- Refer to the “Matching Texts to Learning” pages each week for suggested texts and the instruction aligned to the week’s instruction and genre.
- Full online access to Grade 1 Leveled Library:
 - levels available from Level B - Level I
 - variety of fiction and nonfiction genres
 - text structures and features aligned to the continuum of text levels
 - readers provide audio and word-by-word highlighting to support students as they read
 - leveled reader search functionality in SavvasRealize.com

Writing Workshop

Introduce and Immerse:

- Poetry- learn the characteristics of poetry
- Generate Ideas

		<ul style="list-style-type: none">● Plan Your Poetry <p>Develop Elements:</p> <ul style="list-style-type: none">● The Five Senses- study how poets use sensory language and imagery● Apply Imagery● Apply Word Choice <p>Develop Structure:</p> <ul style="list-style-type: none">● Line Breaks and White Space● Apply Sound Words● Apply Rhyme <p>Writer’s Craft:</p> <ul style="list-style-type: none">● Pronouns- use pronouns correctly● Apply Spelling Patterns and Rules● Apply Adverbs That Convey Time- use adverbs correctly <p>Publish, Create, and Assess:</p> <ul style="list-style-type: none">● Edit for Nouns● Edit for Complete Sentences with Subject-Verb Agreement● Assessment- publish and share their writing <p><u>Reading-Writing Workshop Bridge</u></p> <p>Academic Vocabulary:</p> <ul style="list-style-type: none">● Related words● Synonyms and Antonyms● Context clues● Word Parts● Oral language
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Handwriting:

- Letters *Gg* and *Jj*
- Letters *Qq* and *Uu*
- Letters *Ss* and *Bb*
- Write Words and Letters *Pp*
- Letters *Rr* and *Nn*

Read Like a Writer, Write for a Reader:

- Third-Person Text
- Word Choice
- Elements of Poetry
- Dialogue

Language & Conventions:

- Singular and Plural Nouns
- Common and Proper Nouns
- Pronouns
- Pronouns *I* and *me*
- Capitalize *I* and Proper Names

Interdisciplinary Connections:

Follow the “Cross-Curricular” discussion prompts in your manual to address the standards below.

Amistad Law:

Question/Discussion Topic: What is a challenge?

What sort of challenges have people had to face when achieving their dream? Performance Tasks: Read the story, “Little Leaders: Bold Women in Black History”, an illustrated book by Vashti Harrison, championing the many women who have

changed the world. Participate in a group discussion about possible challenges faced by the women in the story. Following the discussion, students can illustrate a picture of or write about one of the women that they found to be inspirational.

Social Studies:

SOC.6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.

-“Artist - Kid's Dream Job - Can You Imagine That?” (Youtube video)

SOC.6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

SOC.6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

SOC.6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Science:

SCI.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.

-“All About Ants - 5 Amazing Facts About Ants” (Youtube video)

		<p>SCI.1.LS1.A: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. -“Caracal Cats 101 : Fun Facts & Myths” (Youtube video)</p>
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● K-W-L charts and brainstorming anchor charts to determine student prior knowledge and use of relevant connections ● PBL on-going project and writing task ● Graphic organizers ● Quick Check ● Post-it and/or communicator responses as a temperature gauge ● Independent illustrations in reading notebooks ● Writing pieces ● Thumbs up, thumbs down ● Game activities ● Assess and Differentiate ● Assess Prior Knowledge ● Assess Understanding ● Observational Assessments ● Conferring Checklists ● Rubrics 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Unit Tests <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Weekly student monitoring ● Weekly progress check-ups (completed online through Savvas Realize) ● Student reflections

<ul style="list-style-type: none"> ● Think/Pair/Share 	
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Digital and print version of the text ● myView Literacy ● Centers/Stations ● Leveled readers ● Anchor charts & editable anchor charts ● Student interactives 	<ul style="list-style-type: none"> ● Modified versions of the text ● Leveled readers ● Differentiation/Accommodations/Modifications - materials and resources needed for small group instruction ● Choice Boards 	<ul style="list-style-type: none"> ● Digital and print versions of the text ● Small group materials ● PBL projects ● Online thesaurus ● Leveled readers ● Accommodations and Modifications Checklist for ESL Students 	<ul style="list-style-type: none"> ● Digital and print versions of the text ● Digital access to leveled readers for all grades ● Small group materials to provide differentiation ● Continuous PBL projects

Supplemental Resources

<p>Technology:</p> <ul style="list-style-type: none"> ● Student device (chromebook) ● Teacher device (laptop, chromebook) ● Student access to Savvas Realize myView accounts ● Projector

<ul style="list-style-type: none"> ● SmartBoard/Promethean Board ● Document camera ● RAZ-Plus <p>Other:</p> <ul style="list-style-type: none"> ● Whiteboard ● Expo markers ● Chart paper & markers 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Allow for access to print and digital versions and exemplars of PBL projects and writing tasks 	<ul style="list-style-type: none"> ● Reading -Increase feedback -Vary texts for level of difficulty -Offer choice of organizers and DOLs -Post visuals and anchor charts for making connections -Break into smaller group or 1:1 conferences -Close reading strategies 	<ul style="list-style-type: none"> ● Extend time requirements ● Preferred seating ● Positive reinforcement ● Check often for understanding/review ● Utilize oral/visual directions/prompts when necessary ● Supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric 	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities ● Integrate active teaching/learning opportunities ● Incorporate authentic components ● Propose interest-based extension activities ● Connect students to related talent development opportunities ● Advanced organizers ● Advanced leveled texts ● Tier assignments and

	<ul style="list-style-type: none">-Text based evidence strategies-Tier assignments and assessments-Strategic pairing for guided practice-Highlight/ color-code text-Text to speech<ul style="list-style-type: none">● <u>Writing</u> <p>Tier 1: General instruction</p> <ul style="list-style-type: none">-Schedule time for writing conferences-Spelling-Sentence construction-Classroom environment (visuals, word wall, etc.)-Explicit modeling-After continuous, systematic progress monitoring, locate students who need more support. <p>Tier 2: Small group, adult-led instruction using validated interventions to provide a more tailored,</p>		<ul style="list-style-type: none">● assessments● Compact curriculum● Offer challenging activities● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic
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	<p>individualized educational program.</p> <ul style="list-style-type: none">-Identifying non-responders-Continued progress monitoring <p>Tier 3: Teacher-established learning goals with materials that coincide with the level of the child and may differ from the students' grade level.</p> <ul style="list-style-type: none">-Handwriting instruction-Computer-assisted instruction-Strategy instruction-Cognitive strategy instruction-Utilize a multi-sensory approach during instruction-Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)		
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	<ul style="list-style-type: none">-Modify test content and/or format, allow students to retake test for additional credit-Provide additional times and preferential seating as needed-Review, restate and repeat directions-Provide study guides, and/or break assignments into segments of shorter tasks.-Provide individual instruction as needed <p>Modify assessments and/or rubrics, repeat instructions as needed.</p>		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ol style="list-style-type: none">1. Money Management2. Career Awareness and Planning3. Creativity and Innovation4. Digital Citizenship5. Global and Cultural Awareness6. Critical Thinking and Problem-Solving7. Information and Media Literacy
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8. Technology Literacy	
Core Ideas:	<ul style="list-style-type: none"> ● To be fiscally responsible, an individual’s finances should align with his or her values and goals. ● Different types of jobs require different knowledge and skills. ● Brainstorming can create new, innovative ideas. ● Digital communities allow for social interactions that can result in positive or negative outcomes. ● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. ● Individuals from different cultures may have different points of view and experiences. ● Digital tools and media resources provide access to vast stores of information that can be searched. ● Digital tools can be used to display data in various ways. ● Digital tools have a purpose.
Performance Expectation/s:	<ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. ● 9.1.2.FP.2: Differentiate between financial wants and needs. ● 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. ● 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.2.CI.2 Demonstrate originality and inventiveness

		<p>in work (e.g., 1.3A.2CR1a).</p> <ul style="list-style-type: none">● 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).● 9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).● 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).● 9.4.2.GCA:1 Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,7.1.NL.IPERS.6).● 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource.● 9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).● 9.4.2.TL.4 Navigate a virtual space to build context and describe the visual content.● 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none">● Act as a responsible and contributing community member and employee.● Consider the environmental, social and economic impacts of decisions.● Attend to financial well-being.● Demonstrate creativity and innovation.● Utilize critical thinking to make sense of problems and persevere in solving them.	

	<ul style="list-style-type: none">● Model integrity, ethical leadership and effective management.● Plan education and career paths aligned to personal goals.● Use technology to enhance productivity, increase collaboration and communicate effectively.● Work productively in teams while using cultural/global competence.
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New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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