

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 Title	Recommended Instructional Days
2	Unit 3: Heroes	Approximately 30 Days

<p align="center">Grade NJSL- ELA</p>	<p align="center">Core Ideas and Practices Interdisciplinary Standards</p>
<p align="center">Language Domain</p>	<p>Essential Question/s:</p> <p>Reading</p> <ul style="list-style-type: none"> ● What makes a hero? ● What is historical fiction? ● What qualities do we see in heroes? ● How do we analyze the plot and setting? ● How do we correct or confirm predictions? ● How can a hero’s actions affect other people? ● How do we analyze characters? ● How do we infer the theme of a text? ● How do challenges turn ordinary people into heroes? ● How do we compare and contrast texts? ● How do we analyze text structure? ● Why do people need heroes? ● How do we effectively summarize informational text? ● How do we monitor our comprehension? ● What kinds of actions can be heroic? ● What are poetic characteristics?
<p>Foundational Reading</p> <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Foundational Writing</p> <p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.</p>	

- E. Change y to i (cried) in words with suffixes, when required.
- F. Spell regular two- and three-syllable words that:
- ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-, -able, -ness, -ful) and suffix -tion.
- G. Spell common words in English, including regular and irregular forms.
- L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- B. Capitalize appropriate words in titles.
- C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- E. Use appropriate pronouns with clear referents.
- F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- L.KL.3.1** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- B. Choose words and phrases for effect.

Language

- How can I develop knowledge about language to make connections between reading and writing?

Activity Description:

Week 1 - Anchor Text: *Below Deck: A Titanic Story*

Close Reading Target Skill: Analyze Plot and Setting

- Historical Fiction Anchor Chart
- Distance Learning Support - Skill Videos: Analyze Plot and Setting
- iReady Aligned Lessons
- Literacy Stations - Table of Contents - Read for Meaning
 - Characters, Setting, & Theme Pages 34 - 35
 - Characters, Setting, & Plot Page 42

Word Study: Prefixes pre-, dis-, in-, im-, non-

Language and Conventions: Subject-Verb Agreement

- Reading-Writing Bridge
 - Word Study Page 50
 - Spelling Page 53
 - Language and Conventions Page 54
- Resource Download Center
 - Word Study Page 89
 - Spelling Page 94
 - Language and Conventions Page 99
- iReady Aligned Lessons
- Literacy Stations - Table of Contents - Words to Know
 - Prefixes and Suffixes Page 93

<p>C. Recognize and observe differences between the conventions of spoken and written English.</p>	<ul style="list-style-type: none">- Words with Prefixes <i>un-, dis-</i> Page 97• Literacy Stations - Table of Contents - Words Wise<ul style="list-style-type: none">- Prefixes <i>un-, re-, mis-, dis-, and non-</i> Page 109- Prefixes <i>im-</i> and <i>in-</i> - Page 126
Reading Domain	
<p>Reading Literature</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales, and myths from diverse cultures).</p> <p>RL.IT.3.3. Describe the development of individual characters’ traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.MF.3.6. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.CT.3.8. Compare and contrast the elements (themes, settings, and plots) of literary texts written by the same author about similar characters.</p> <p>Reading Informational</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).</p> <p>RL.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.</p>	<p>Week 2 - Anchor Text: <i>Granddaddy’s Turn: A Journey to the Ballet Box</i> Amistad Law/Diversity & Inclusion</p> <p>Close Reading Target Skill: Analyze Characters</p> <ul style="list-style-type: none">• Historical Fiction Anchor Chart• Distance Learning Support - Skill Videos: Analyze Characters• iReady Aligned Lessons• Literacy Stations - Table of Contents - Read for Meaning<ul style="list-style-type: none">- Characters, Setting, Theme Pages 34 - 35- Characters, Setting, & Plot Page 42 <p>Word Study: Abbreviations Language and Conventions: Edit for Subject-Verb Agreement</p> <ul style="list-style-type: none">• Reading-Writing Bridge<ul style="list-style-type: none">- Word Study Page 84- Spelling Page 87- Language and Conventions Page 88• Resource Download Center<ul style="list-style-type: none">- Word Study Page 90- Spelling Page 95- Language and Conventions Page 100• iReady Aligned Lessons
Writing Domain	<p>Week 3 - Anchor Text: from <i>Little House on the Prairie</i> and <i>By the Shores of Silver Lake</i></p>

W.AW.3.1. Write opinion texts to **present an idea with reasons and information.**

A. Introduce an opinion clearly.

B. Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.

C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).

D. Provide a conclusion related to the opinion presented.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with **basic story elements.**

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence

B. Use dialogue and description to develop experiences and events or show the responses of characters to situations

C. Use transitional words and phrases to manage the sequence of events

D. Use concrete words and phrases and sensory details to convey experiences and events

E. Provide a conclusion or sense of closure **that follows the narrated experiences or events**

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

A. Identify audience, purpose, and intended length of composition before writing.

B. Consider writing as a process, including self-evaluation, revision and editing.

Close Reading Target Skill: Infer Theme

- Historical Fiction Anchor Chart
- Distance Learning Support - Skill Videos: Infer Theme
- iReady Aligned Lessons
- Themes of myths, fables, and folktales 7T9
- Literacy Stations - Table of Contents - Read for Meaning
 - Plot and Theme Page 50

Word Study: Suffixes -ful, -y, -ness

Language and Conventions: Simple Verb Tenses

- Reading-Writing Bridge
 - Word Study Page 120
 - Spelling Page 123
 - Language and Conventions Page 124
- Resource Download Center
 - -Word Study Page 91
 - Spelling Page 96
 - Language and Conventions Page 101
- Literacy Stations - Table of Contents - Words to Know
 - Prefixes and Suffixes Page 93
 - Words with Prefixes *un-*, *dis-* & *Suffix -ful* Page 97
 - Suffixes -ly, -ful, -ness, -less, -able, and -ible Page 111
 - Suffixes -y, -ish, -hood, -ment Page 122

Week 4 - Anchor Text: *Mama Miti: Wangari Maathai and the Trees of Kenya*
Amistad Law/Diversity & Inclusion

Close Reading Target Skill: Analyze Text Structure

- Biography Anchor Chart

C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

A. Identify audience, purpose, and intended length of composition before writing.

B. Consider writing as a process, including self-evaluation, revision and editing.

C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

Speaking and Listening Domain

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

- Distance Learning Support - Skill Videos: Analyze Text Structure (*Each type of text structure has its own video*)
- iReady Aligned Lessons
- Literacy Stations - Table of Contents - Read for Meaning
 - Cause & Effect Pages 47, 49

Word Study: Vowel Teams oo, ew, ue, ui, eu
Language and Conventions: Irregular Verbs

- Reading-Writing Bridge
 - Word Study Page 154
 - -Spelling Page 157
 - Language and Conventions Page 158
- Resource Download Center
 - Word Study Page 92
 - Spelling Page 97
 - Language and Conventions Page 102
- iReady Aligned Lessons

Week 5 - Anchor Text: *Poems About Heroes*

Close Reading Target Skill: Explain Poetic Characteristics

- Poetry Anchor Chart
- Distance Learning Support - Skill Videos: Explain Poetic Characteristics

Word Study: Irregular Plural Nouns
Language and Conventions: Pronouns

- Reading-Writing Bridge

<p>SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 🌱</p> <p>SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		<ul style="list-style-type: none"> - Word Study Page 186 - Spelling Page 189 - Language and Conventions Page 190 <ul style="list-style-type: none"> ● Resource Download Center <ul style="list-style-type: none"> - Word Study Page 93 - Spelling Page 98 - Language and Conventions Page 103 ● Literacy Stations - Table of Contents - Word Wise <ul style="list-style-type: none"> - Irregular Plurals Page 113 ● iReady Aligned Lessons
<p>Social and Emotional Learning:</p> <p style="text-align: center;"><i>Competencies</i></p>	<p>Social and Emotional Learning:</p> <p style="text-align: center;"><i>Sub-Competencies</i></p>	<p><u>Writer's Workshop</u></p> <p><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> ● How do I write an Opinion Essay? ● How do I use language to make connections between reading and writing opinion essays? <p><u>Activity Description:</u></p> <p style="background-color: yellow;">Argumentative Writing</p> <p>Week 1 Introduce & Immerse</p> <ul style="list-style-type: none"> ● Introduce & explore argumentative writing (opinion essays) ● Read & analyze mentor texts ● Brainstorm topics & develop point of view ● Plan argumentative essay <p>My View Resources - Student Interactive/Teacher's Edition</p> <ul style="list-style-type: none"> ● Opinion Essay Page 253 /T340
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Social Awareness ● Responsible Decision-Making ● Relationship Skills 	<ul style="list-style-type: none"> ● Recognize the importance of self-confidence in handling daily tasks and challenges ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others 	

- Plan Your Opinion Essay Page 257 /T356
- Literacy Stations-Table of Contents: Let's Write
 - Persuasive Advertisement Page 59
 - News Article Page 65
 - Persuasive Text Page 67
 - Book Review Page 76

Week 2

- Develop an introduction
- Develop a body
- Compose a conclusion
- Publish, celebrate, & assess

My View Resources - Student Interactive/Teacher's Edition

- Compose an Introduction Page 325 /T388
- Organize Supporting Reasons Page 326 /T392
- Organize Supporting Facts Page 327 /T396
- Compose a Conclusion Page 328 /T400
- Use Technology Page 329 /T404
- Literacy Stations-Table of Contents: Let's Write
 - Persuasive Advertisement Page 59
 - News Article Page 65
 - Persuasive Text Page 67
 - Book Review Page 76
 - Edit for Spelling Page 402/T440
 - Use Technology to Publish Page 401/T436
 - Assessment Page 405/T452

Week 3

- Complete text dependent questions with a focus on story elements

		<p>Week 4 & 5</p> <ul style="list-style-type: none">• Shared Writing: Literary Analysis Tasks - Refer to writing folder for suggestions <p>Week 6</p> <ul style="list-style-type: none">• Independent Literary Analysis Tasks - Refer to writing folder for suggestions• Assess <p>Interdisciplinary Connections:</p> <p>Social Studies</p> <ul style="list-style-type: none">• History, Culture, and Perspectives SOC.6.1.4.D• Geography, People, and the Environment SOC.6.1.4.B <p>Science</p> <ul style="list-style-type: none">• Earth's Systems 3-ESS2-1• Earth's Systems 3-ESS2-2 <p>Week 1 Social Studies/Science</p> <ul style="list-style-type: none">• Student Interactive <i>Steps on the Moon</i> - Pages 16-17• Cross-Curricular Perspectives - Science<ul style="list-style-type: none">- TE: T45- TE: T46• Cross-Curricular Perspectives - Social Studies<ul style="list-style-type: none">- TE: T35- TE: T47- TE: T5• Background Building Videos
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- YouTube Search: "Titanic Background Building Videos for Kids"

Week 2 Social Studies/Science

- Student Interactive *You Are My Hero* - Pages 60 - 61
- Cross-Curricular Perspectives - Social Studies
 - TE: T110
 - TE: T112

Week 3 Social Studies/Science

- Student Interactive *American Heroes* - Pages 94 - 95
- Cross-Curricular Perspectives - Social Studies
 - TE: T166
- Background Building Videos
 - Search - Natural Disasters for Kids

Week 4 Social Studies/Science

- Student Interactive *Needing Heroes* - Pages 130 - 131
- Cross-Curricular Perspectives - Social Studies
 - TE: T226
 - TE: T229
 - TE: T232
 - TE: T234
 - TE: T237

Week 5 Social Studies/Science

- Student Interactive *Acting Heroically* - Pages 164 - 165

		<ul style="list-style-type: none"> • Cross-Curricular Perspectives - Social Studies <ul style="list-style-type: none"> - TE: T286 - TE: T294
<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"> • Small Group - Verbal Discussions • Lesson/Skill Quiz • Exit Tickets • Test Banks • Journal Writing • Whiteboard/Communicator • Peer/Self Assessment • Reading Response Log • Think/Write-Pair-Share - Teacher ToolKit • Graphic Organizers • Four Corners Strategy • 3-2-1 Strategy • Teacher Observation • Writing Conferences • Peer/Self-Assessment • Pre-Writing and Published Works • Anecdotal Records • Lists, Charts, Graphic Organizers • Quick Write • Writing Center 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • District Approved Assessments - iReady & LinkIt! <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Weekly Comprehension Quiz • Weekly Progress Check-Up • Cold Reads • Published Writing Pieces • Unit 3 Assessment

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ML</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Savvas Learning Platform - Easy Bridge ● Literacy Stations ● Journals ● Leveled Readers ● Read Aloud Trade Books ● Reading Anchor Charts/Editable Anchor Charts ● Listening Comprehension Read Aloud ● Student Interactive ● Mentor Stack ● Writing Notebook ● Centers/Stations ● Journals ● Student Portfolios ● District Approved Resources 	<ul style="list-style-type: none"> ● Below Level Readers ● Choice Boards ● Differentiated Literacy Stations ● Choice Boards ● Differentiated Literacy Stations ● Small Group Guide ● Graphic organizers ● Collaborative activities 	<ul style="list-style-type: none"> ● WIDA Can Do Descriptors ● Online Thesaurus ● Below Level Readers ● Language Awareness Handbook ● StoryBoard Graphic Organizer <p style="color: red; text-align: center;">Refer to TE for ML Targeted Minilesson Support</p>	<ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities ● Tiered Content/Activities ● Provide a variety of rigorous material ● Writing Club ● Enrichment Activities ● Tiered Content/Activities ● Provide a variety of rigorous material
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Student Technology Device (chromebook; computer; ipad; etc.) ● SmartBoard/ Promethean Board ● Document Camera ● LMS (Schoology) 			

<ul style="list-style-type: none"> • iReady • CommonLit • Learning A-Z (RazKids) • ReadWorks • District-Approved Resources <p>Other:</p> <ul style="list-style-type: none"> • Writing Graphic Organizers • 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/ML</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic • Provide individual instruction as needed 	<ul style="list-style-type: none"> • Introduce skills/vocabulary before the lesson • Teacher modeling • Use of visual & multi-sensory formats • Pair with higher-level students • Utilize a multi-sensory (VAKT) approach during instruction • Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) • Modify test content and/or format 	<ul style="list-style-type: none"> • Visual Learning • Pre-Teaching Skills/Vocabulary • Teacher Modeling • Pair students with advanced language skills • Scaffolding • Choice Boards • Differentiated Literacy Centers • Sentence Stems <p style="color: red;">Refer to TE for ML Targeted Miniesson Support</p>	<ul style="list-style-type: none"> • Compacting • Inquiry-Based Instruction • Higher-Order Thinking Questions • Interest-Based Content • Student-Driven Instruction • Tiered Content/Activities • Create an enhanced set of introductory activities • Intensive accelerated instruction • Real-world investigators and problem solvers

	<ul style="list-style-type: none">● Allow students to retake test for additional credit● Provide additional times and preferential seating as needed● Scaffolding● Highlight key vocabulary● Text-to-Speech● Use of anchor charts, sentence stems, & graphic organizers		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <ol style="list-style-type: none">1. Career Awareness & Planning2. Creativity and Innovation3. Critical Thinking & Problem-Solving4. Global & Cultural Awareness5. Information and Media Literacy6. Technology Literacy
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	Core Ideas:	<ul style="list-style-type: none">• An individual’s passions, aptitude and skills can affect his/her employment and earning potential.• Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions• Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.• The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.• Individuals from different cultures may have different points of view and experiences.• Culture and geography can shape an individual’s experiences and perspectives.• Specific situations require the use of relevant sources of information.• Different digital tools have different purposes.• Collaborating digitally as a team can often develop a better artifact than an individual working alone.
	Performance Expectation/s:	<ul style="list-style-type: none">• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.• 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements• 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).• 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

		<ul style="list-style-type: none"> ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). ● 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. ● 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
	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. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● 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. 	

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>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>