

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



| Trimester | Unit Title     | Recommended Instructional Days |
|-----------|----------------|--------------------------------|
| 3         | Unit 4: Events | Approximately 60 Days          |

| Grade<br>NJSLS - ELA   | Core Ideas and Practices<br>Interdisciplinary Standards  |
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| <p><b>Language Domain</b></p> <p><b>Foundational Reading</b></p> <p><b>L.RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>B. Decode words with common Latin suffixes.<br/>D. Read grade-appropriate irregularly spelled words.<br/>E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.</p> <p><b>L.RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.<br/>B. Read grade-level text orally with accuracy, appropriate rate, and expression.<br/>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> | <p><b>Essential Question/s:</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• How do communities change over time?</li> <li>• What is a biography?</li> <li>• How can one person improve a community?</li> <li>• How do we analyze text structure?</li> <li>• How do we correct or confirm predictions?</li> <li>• How can personal stories change society?</li> <li>• How do we identify the main idea and key details?</li> <li>• How do we make inferences?</li> <li>• How do big ideas change communities?</li> <li>• How do we explain the author's purpose?</li> <li>• How do we effectively ask and answer questions?</li> <li>• How can a leader's experiences inspire change?</li> <li>• How do we distinguish viewpoints?</li> <li>• How do we make connections?</li> <li>• How do people support each other in difficult times?</li> <li>• What are the elements of a play?</li> <li>• How do we monitor comprehension?</li> </ul> |

### Foundational Writing

- L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
- B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- F. Spell regular two- and three-syllable words that:
- Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.
- 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).
- G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- H. Paraphrase a main idea or event in order to vary sentence structure and word use.

### Language

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

#### Week 1 - Anchor Text: *The House That Jane Built*

#### Close Reading Target Skill: Analyze Text Structure

- Narrative Nonfiction Anchor Chart
- Distance Learning Support - Skill Videos: Analyze Text Structure (*Each type of text structure has its own video*)
- iReady Aligned Lessons
  - Make predictions about a story FWT
  - Identify text structures UYA
- Literacy Stations - Table of Contents - Read for Meaning
  - Sequence Page 36
  - Compare and Contrast Page 37, 39
  - Cause and Effect Page 47, 49

#### Word Study: r-Controlled Vowels ir, er, ur, ear

#### Language and Conventions: Possessive Pronouns

- Reading-Writing Bridge
  - Word Study Page 248
  - Spelling Page 251
  - Language and Conventions Page 252
- Resource Download Center
  - Word Study Page 133
  - Spelling Page 138
  - language and Conventions Page 143
- Literacy Stations - Table of Contents - Words to Know and Word Wise
  - r-Controlled vowels Page 22, 114

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| <p>I. Organize ideas into paragraphs with main ideas and supporting details.</p> <p><b>L.KL.3.1</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</b></p> <p><b>B. Choose words and phrases for effect.</b></p> <p>C. Recognize and observe differences between the conventions of spoken and written English.</p> <p><b>L.VL.3.2.</b> Determine or clarify the meaning of unknown and multiple-meaning academic <b>and domain-specific</b> words 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><b>L.VI.3.3.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> | <ul style="list-style-type: none"><li>• iReady Aligned Lessons</li></ul> <p><b>Week 2 - Anchor Text:</b> <i>from Frederick Douglass</i><br/><b>Amistad Law/Diversity &amp; Inclusion</b></p> <p><b>Close Reading Target Skill: Identify Main Idea and Key Details</b></p> <ul style="list-style-type: none"><li>• Biography Anchor Chart</li><li>• Distance Learning Support - Skill Videos: Identify Main Idea and Key Details; Make Inferences</li><li>• Literacy Stations - Table of Contents - Read for Meaning<ul style="list-style-type: none"><li>-Main Idea and Details Page 38</li><li>-Draw Conclusions Page 40, 41</li><li>-Plot and Theme Page 50</li></ul></li><li>• iReady Aligned Lessons</li></ul> <p><b>Word Study:</b> Words with VCCCV Pattern<br/><b>Language and Conventions:</b> Contractions</p> <ul style="list-style-type: none"><li>• Reading-Writing Bridge<ul style="list-style-type: none"><li>- Word Study Page 282</li><li>- Spelling Page 285</li><li>- Language and Conventions Page 286</li></ul></li><li>• Resource Download Center<ul style="list-style-type: none"><li>- Word Study Page 134</li><li>- Spelling Page 139</li><li>- Language and Conventions Page 144</li></ul></li><li>• Literacy Stations - Table of Contents - Word Work, Word Wise, and Words to Know<ul style="list-style-type: none"><li>- Contractions Page 16, 108</li><li>- VCCCV Spelling Pattern Page 24, 117</li><li>- Synonyms Page 85, 94</li><li>- Antonyms Page 87, 96</li></ul></li></ul> |
| <b>Reading Domain</b>   |  |
| <p><b>Reading Literature</b></p> <p><b>RL.TS.3.4.</b> 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><b>Reading Informational</b></p>   |  |

**RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

**RI.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).

**RI.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.

**RI.TS.3.4.** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

**RI.PP.3.5.** Distinguish their own point of view from that of the author of a text.

**RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### Writing Domain

**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).

- iReady Aligned Lessons

**Week 3 - Anchor Text:** from *Milton Hershey*

**Close Reading Target Skill: Explain Author's Purpose**

- Elements of Biography Anchor Chart
- Distance Learning Support - Skill Videos: Author's Purpose
- Literacy Stations - Table of Contents - Read for Meaning
  - Generalize Informational Page 45
  - Author's Purpose Page 48
- iReady Aligned Lessons

**Word Study:** Words with -able; -ible; -ation

**Language and Conventions:** Prepositions and Prepositional Phrases

- Reading-Writing Bridge
  - Word Study Page 320
  - Spelling Page 323
  - Language and Conventions Page 324
- Resource Download Center
  - Word Study Page 135
  - Spelling Page 140
  - Language and Conventions Page 145
- Literacy Stations - Table of Contents - Word Work, Words to Know, and Word Wise
  - Suffixes Page 19, 111
  - Synonyms Page 85, 94
  - Antonyms Page 87, 96

**Week 4 - Anchor Text:** *Green City*

**Close Reading Target Skill: Distinguish Viewpoint**

D. Provide a conclusion related to the opinion presented.

**W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly

B. Develop a topic with facts, definitions, **concrete details, text evidence, or other information and examples related to the topic.**

**C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.**

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

**E. Provide a conclusion related to the information or explanation presented.**

**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.

**W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

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

**Speaking and Listening Domain**

- Elements of Narrative Nonfiction Anchor Chart
- Distance Learning Support - Skill Videos: Analyze Text Structure (*Each type of text structure has its own video*)
- Literacy Stations - Table of Contents - Read for Meaning
  - Sequence Page 36
  - Compare and Contrast Page 37, 39
  - Cause and Effect Page 47, 49
- iReady Aligned Lessons

**Word Study:** Homographs

**Language and Conventions:** Comparing with Adjectives

- Reading-Writing Bridge
  - Word Study Page 360
  - Spelling Page 363
  - Language and Conventions Page 364
- Resource Download Center
  - Word Study Page 136
  - Spelling Page 141
  - Language and Conventions Page 146
- Literacy Stations-Table of Contents - Word Work, Word Wise, and Words to Know
  - Homophones Page 26, 89, 119
- iReady Aligned Lessons

**Week 5 - Anchor Text:** *Grace and Grandma*

**Close Reading Target Skill: Identify Play Elements**

- Drama Anchor Chart
- Distance Learning Support - Skill Videos: Play Elements
- Literacy Stations - Table of Contents - Let's Write
  - Play Page 63

**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.

**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.

**SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**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. 

**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

**SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Social and Emotional Learning:**

*Competencies*

**Social and Emotional Learning:**

*Sub-Competencies*

- iReady Aligned Lessons

**Word Study:** Homophones

**Language and Conventions:** Adverbs

- Reading-Writing Bridge
  - Word Study Page 396
  - Spelling Page 399
  - Language and Conventions Page 400
- Resource Download Center
  - Word Study Page 137
  - Spelling Page 142
  - Language and Conventions Page 147
- Literacy Stations - Table of Contents - Word Wise, Word Work, and Words to Know
  - Homophones Page 26, 89, 119

**Writing**

- NJSLA Writing Tasks: Narrative Writing, Literary Analysis Tasks, Research Simulation Tasks - Refer to writing folder for suggestions

**Interdisciplinary Connections:**

**Social Studies**

- 6.1 U.S. History: America in the World
  - B. Geography, People, and the Environment

**Science**

- Earth's Systems 3-ESS2-1
- Earth's Systems 3-ESS2-2

**Week 1 Social Studies/Science**

- Student Interactive *Daniel Burnham* - Pages 220-221
- Cross-Curricular Perspectives - Social Studies
  - TE: T39
  - TE: T47
- Background Building:
  - Britannica Kids Search: Jane Addams
  - YouTube Search: "Communities For Kids"

**Week 2 Social Studies/Science**

- Student Interactive *Sojourner TRUTH* - Pages 259 - 260
- Cross-Curricular Perspectives - Social Studies
  - TE: T100
  - TE: T102
  - TE: T108
- Background Building:
  - Ducksters Search: Frederick Douglass
  - YouTube Search: HomeSchool Pop "Frederick Douglass for Kids"
  - TE: T97 - Background Knowledge - Civil War map of the United States

**Week 3 Social Studies/Science**

- Student Interactive *Think Big* - Pages 293 - 294
- Cross-Curricular Perspectives - Social Studies
  - TE: T160
  - TE: 169
  - TE: 172
  - TE: 173

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|  |  | <p>-</p> <ul style="list-style-type: none"><li>● Background Building:<ul style="list-style-type: none"><li>- Ducksters Search: Milton Hershey</li><li>- YouTube Search: “Milton Hershey: The Chocolate King”</li></ul></li></ul> <p><b>Week 4 Social Studies/Science</b></p> <ul style="list-style-type: none"><li>● Student Interactive <i>Changing the World with One Idea</i> - Pages 330 - 331</li><li>● Cross-Curricular Perspectives - Social Studies<ul style="list-style-type: none"><li>- TE: T223</li><li>- TE: T227</li><li>- TE: T233</li><li>- TE: T237</li></ul></li><li>● Background Building:<ul style="list-style-type: none"><li>- YouTube Search: “Recycling for Kids”</li><li>- YouTube Search: “Going Green at Home &amp; School”</li></ul></li></ul> <p><b>Week 5 Social Studies/Science</b></p> <ul style="list-style-type: none"><li>● Student Interactive <i>Thank You for Understanding</i> - Pages 370 - 371</li><li>● Cross-Curricular Perspectives - Social Studies<ul style="list-style-type: none"><li>- TE: T288</li><li>- TE: T295</li></ul></li><li>● Cross-Curricular Perspectives - Science<ul style="list-style-type: none"><li>- TE: 290</li></ul></li></ul> |
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| <p style="text-align: center;"><b>Assessments (Formative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>  |  | <p style="text-align: center;"><b>Assessments (Summative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>  |
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| <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Small Group - Verbal Discussions</li><li>● Lesson/Skill Quiz</li><li>● Exit Tickets</li><li>● Test Banks</li><li>● Journal Writing</li><li>● Whiteboard/Communicator</li><li>● Peer/Self Assessment</li><li>● Reading Response Log</li><li>● Think/Write-Pair-Share - Teacher ToolKit</li><li>● Graphic Organizers</li><li>● Four Corners Strategy</li><li>● 3-2-1 Strategy</li><li>● Teacher Observation</li><li>● Writing Conferences</li><li>● Peer/Self-Assessment</li><li>● Pre-Writing and Published Works</li><li>● Anecdotal Records</li><li>● Lists, Charts, Graphic Organizers</li><li>● Quick Write</li><li>● Writing Center</li></ul> |  | <p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"><li>● District Approved Assessments - iReady &amp; LinkIt!</li></ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Weekly Comprehension Quiz</li><li>● Weekly Progress Check-Up</li><li>● Cold Reads</li><li>● Published Writing Pieces</li><li>● Unit 4 Assessment</li></ul> |

| Differentiated Student Access to Content:<br>Teaching and Learning <i>Resources/Materials</i>  |  |   |  |
|--|--|---|--|
| Core Resources   | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>   | ML Core Resources   | Gifted & Talented Core Resources   |
| <ul style="list-style-type: none"> <li>● Savvas Learning Platform - Easy Bridge</li> <li>● Literacy Stations</li> <li>● Journals</li> <li>● Leveled Readers</li> <li>● Read Aloud Trade Books</li> <li>● Reading Anchor Charts/Editable Anchor Charts</li> <li>● Listening Comprehension Read Aloud</li> <li>● Student Interactive</li> <li>● District-Approved Resources</li> </ul> | <ul style="list-style-type: none"> <li>● Below Level Readers</li> <li>● Choice Boards</li> <li>● Differentiated Literacy Stations</li> </ul> | <ul style="list-style-type: none"> <li>● WIDA Can Do Descriptors</li> <li>● Online Thesaurus</li> <li>● Below Level Readers</li> <li>● Language Awareness Handbook</li> </ul> <p style="color: red; margin-top: 10px;">Refer to TE for ML Targeted Minilesson Support</p> | <ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Enrichment Activities</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous material</li> </ul> |
| Supplemental Resources   |  |   |  |
| <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Student Technology Device (Chromebook; Computer; iPad; etc.)</li> <li>● SmartBoard/Promethean Board</li> </ul>  |  |   |  |

- Document Camera
- Interactive Whiteboard
- RazKids - Learning A-Z
- CommonLit
- ReadWorks
- Better Lesson - Lesson Resources & Plans
- Character Traits Resources
- Third Grade Skill Based Resources
- Flipgrid
- Quizizz
- Kahoot
- Blooket
- District-Approved Resources

**Other:**

- Whiteboard
- Chart Paper
- Markers

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

| Core Resources  | Alternate Core Resources<br><i>IEP/504/At-Risk/ML</i>   | ML Core Resources   | Gifted & Talented Core  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>• Provide individual instruction as needed</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce skills/vocabulary before the lesson</li> <li>• Teacher modeling</li> <li>• Use of visual &amp; multi-sensory formats</li> <li>• Pair with higher-level students</li> <li>• Utilize a multi-sensory (VAKT) approach during instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Pre-Teaching Skills/Vocabulary</li> <li>• Teacher Modeling</li> <li>• Pair students with advanced language skills</li> <li>• Scaffolding</li> <li>• Choice Boards</li> <li>• Differentiated Literacy Centers</li> <li>• Sentence Stems</li> </ul> <p>Refer to TE for ML Targeted Minilesson Support</p> | <ul style="list-style-type: none"> <li>• Compacting</li> <li>• Inquiry-Based Instruction</li> <li>• Higher-Order Thinking Questions</li> <li>• Interest-Based Content</li> <li>• Student-Driven Instruction</li> <li>• Tiered Content/Activities</li> <li>• Create an enhanced set of introductory activities</li> <li>• Intensive accelerated instruction</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>● Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>● Modify test content and/or format</li> <li>● Allow students to retake test for additional credit</li> <li>● Provide additional times and preferential seating as needed</li> <li>● Scaffolding</li> <li>● Highlight key vocabulary</li> <li>● Text-to-Speech</li> <li>● Use of anchor charts</li> <li>● Sentence Stems</li> </ul> |  | <ul style="list-style-type: none"> <li>● Real-world investigators and problem solvers</li> </ul> |
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| <p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> | <p><b>Disciplinary Concept:</b></p> <ol style="list-style-type: none"> <li>1. Money Management</li> <li>2. Creativity and Innovation</li> <li>3. Global and Cultural Awareness</li> <li>4. Critical Thinking and Problem-Solving</li> <li>5. Information and Media Literacy</li> <li>6. Technology Literacy</li> </ol> |   |
|  | <p><i>Core Ideas:</i></p>  | <ul style="list-style-type: none"> <li>● To be fiscally responsible, an individual's finances should align with his or her values and goals.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Brainstorming can create new, innovative ideas.</li> <li>• Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</li> <li>• Individuals from different cultures may have different points of view and experiences.</li> <li>• Digital tools and media resources provide access to vast stores of information that can be searched.</li> <li>• Digital tools can be used to display data in various ways.</li> <li>• Digital tools have a purpose.</li> </ul>  |
|  | <i>Performance Expectation/s:</i>                                    | <ul style="list-style-type: none"> <li>• <b>9.1.12.FP.2</b> Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.</li> <li>• <b>9.4.2.CI.1</b> Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>• <b>9.4.2.CI.2</b> Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> <li>• <b>9.4.2.CT.1</b> 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).</li> <li>• <b>9.4.2.CT.2</b> Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</li> <li>• <b>9.4.2.CT.3</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> <li>• <b>9.4.2.GCA:1</b> 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).</li> <li>• <b>9.4.2.IML.1</b> Identify a simple search term to find information in a search engine or digital resource.</li> <li>• <b>9.4.2.IML.2</b> Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</li> <li>• <b>9.4.2.TL.4</b> Navigate a virtual space to build context and describe the visual content.</li> <li>• <b>9.4.2.TL.6</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</li> </ul> |
|  | <b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b> |  |

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|  | <ul style="list-style-type: none"> <li>• Act as a responsible and contributing community member and employee.</li> <li>• Consider the environmental, social and economic impacts of decisions.</li> <li>• Attend to financial well-being.</li> <li>• Demonstrate creativity and innovation.</li> <li>• Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• Model integrity, ethical leadership and effective management.</li> <li>• Plan education and career paths aligned to personal goals.</li> <li>• Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>• Work productively in teams while using cultural/global competence.</li> </ul> |
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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)

|          |   |  |   |  |   |          |  |          |   |
|----------|---|--|---|--|---|----------|--|----------|---|
| <b>X</b> | Amistad Law:<br><i>N.J.S.A. 18A<br/>52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> |  | LGBT and Disabilities<br>Law: <i>N.J.S.A. 18A:35-4.35</i> | <b>X</b> | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | <b>X</b> | Standards in Action:<br><i>Climate Change</i> |
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