

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
1	Networks	40 days

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<b>Language Domain</b>	<p><b><u>NOVEL REQUIREMENT:</u></b></p> <p>Life in the West by Teresa Domnauer</p> <p><b><u>Essential Question/s:</u></b>  <b>Trimester 1 Week 1-</b> How can visiting new places expand our understanding of our place in the world?  <b>Trimester 1 Week 2-</b> In what ways can a place enrich our lives?  <b>Trimester 1 Week 3-</b> How did the challenges and experiences of settling in the western frontier shape the lives and perspectives of pioneers in the 19th century?  <b>Trimester 1 Week 4-</b> What can living in outer space teach us about the human body?  <b>Trimester 1 Week 5-</b> What are the advantages of living in different places?  <b>Trimester 1 Week 6-</b> How did the various aspects of life in the western frontier shape the experiences and outcomes for settlers in the 19th century?  <b>Trimester 1 Week 7-</b> How can people influence the places where they live?  <b>Trimester 1 Week 8-</b> RST: What is informative writing?</p> <p><b><u>Activity Description:</u></b></p> <p><b>Trimester 1 Week 1 -</b>  <b>Reading Workshop:</b> <i>Reaching for the Moon</i>            Use text evidence to help explain the author’s purpose in narrative nonfiction</p>
<p><b>Foundational Reading</b></p> <p><b>L.RF.4.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b>Foundational Writing</b></p> <p><b>L.VL.4.2.</b> Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.VI.4.3.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.WF.4.2</b> Demonstrate command of the conventions of encoding and spelling.</p>	

<p><b>L.WF.4.3.</b> Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:</p> <ul style="list-style-type: none"><li>A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.</li><li>B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.</li></ul>	<p><b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"><li>● academic vocabulary- Related Words</li><li>● word study/ spelling- Learn and spell words with Suffixes: -ed, -ing, -s, -er, -est</li><li>● read like a writer- Analyze Author’s Use of Graphics (illustrations)</li><li>● write for a reader- Use graphics (illustrations)</li><li>● language and conventions- Subjects and Predicates</li></ul> <p><b>Close Read Target Skills:</b></p> <ul style="list-style-type: none"><li>● Explain Author’s Purpose</li><li>● Use Text Evidence</li><li>● Words About People and Events</li></ul> <p><b>Compare Texts:</b></p> <ul style="list-style-type: none"><li>● Reflect and Share: Express an Opinion page 38<ul style="list-style-type: none"><li>○ Small Group Activity: Have students work in groups to form an opinion about one book they’ve read this week. Have each student in the group support that opinion with one or two related facts and details from the reading.</li></ul></li></ul> <p><b>Writing Workshop:</b> Introduce Mentor Stacks and immerse in personal narrative texts</p> <p><b>Book Club:</b> “Life in the West” by Teresa Domnauer</p> <p><b><u>Trimester 1 Week 2 -</u></b></p> <p><b>Reading Workshop:</b> <i>Rare Treasure: Mary Anning and Her Remarkable Discoveries</i> Understand biography by analyzing main ideas and details and generating questions</p> <p><b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"><li>● academic vocabulary- Synonyms and Antonyms</li><li>● word study/ spelling- Learn and spell words with Suffixes: -ity, -ty, -ic, -ment</li><li>● read like a writer- Analyze Figurative Language</li><li>● write for a reader- Use Figurative Language</li><li>● language and conventions- Compound Subjects and Predicate</li></ul>
<b>Reading Domain</b>	
<p><b>Reading Literature</b></p> <p><b>RL.CR.4.1.</b> Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.</p> <p><b>RL.IT.4.3.</b> Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p> <p><b>RL.PP.4.5.</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>RL.CT.4.8.</b> Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</p> <p><b>Reading Informational</b></p> <p><b>RI.AA.4.7.</b> Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.</p>	

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

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

### Writing Domain

**W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

- A. Use independent clauses and coordinating conjunctions.
- B. Form irregular verbs; form and use progressive tenses.
- C. Form and use possessive nouns and pronouns.

### Close Read Target Skills:

- Analyze Main Idea and Details
- Generate Questions
- Words About People and Events

### Compare Texts:

- Reflect and Share page 72
  - Small group/ independent: Have students work in groups or partners to form an opinion about what makes a place special. Then, have each student gather two to three pieces of evidence from both of the texts they've read this week to support their opinion. Have students individually use this evidence and opinion to form an opinion paragraph.

### Writing Workshop:

Develop elements of personal narrative writing

**Book Club:** "Life in the West" by Teresa Domnauer

*Who Was Ann Frank?* Biography (**Holocaust Law: N.J.S.A. 18A:35-28**)

### Trimester 1 Week 3

**Prompt:** Imagine you are a pioneer who has just arrived in the western frontier during the 19th century. After reading the first two chapters of "Life in the West," write a story from your own perspective about your experiences. What challenges did you face on your way to the frontier? How did you and your companions overcome these obstacles? What did you see, hear, and feel when you first arrived? How did the landscape, weather, and surroundings affect your mood and expectations? How did you start to settle into your new life? What were your first tasks or goals? How did you interact with other settlers? Use descriptive language to bring your experiences to life, and include details that reflect the historical context and setting of the story.

**Reading Workshop:** "Life in the West" by Teresa Domnauer

Make connections across texts by analyzing text structures and evaluating details

<b>Speaking and Listening Domain</b>		<p><b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"> <li>● academic vocabulary- Related Words + Synonyms and Antonyms</li> <li>● word study/ spelling- Learn and spell words with Suffixes: -ed, -ing, -s, -er, -est, Learn and spell words with Suffixes: -ity, -ty, -ic, -ment</li> <li>● read like a writer- Analyze Author’s Use of Graphics (illustrations), Analyze Figurative Language</li> <li>● write for a reader- Use graphics (illustrations) Use Figurative Language</li> <li>● language and conventions-Subjects and Predicates, Compound Subjects and Predicates</li> </ul> <p><b>Close Read Target Skills:</b></p> <ul style="list-style-type: none"> <li>● Characterization</li> <li>● Theme Identification</li> <li>● Setting Description</li> <li>● Textual Evidence</li> <li>● Sequence of Events</li> </ul> <p><b>Writing Workshop:</b> Develop the structure of personal narrative writing</p> <p><b>Book Club:</b> “Life in the West” by Teresa Domnauer</p> <p><b>Trimester 1 Week 4</b></p> <p><b>Reading Workshop: <i>Twins in Space</i></b> Make connections across texts by analyzing text structures and evaluating details</p> <p><b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"> <li>● academic vocabulary- Context Clues</li> <li>● word study/ spelling- Learn and Spell words with the Syllable Pattern: VCe</li> <li>● read like a writer- Analyze Text Structure</li> <li>● write for a reader- Use Text Structure</li> <li>● language and conventions- Complete Sentences</li> </ul>
<p>SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Social Awareness</li> <li>● Responsible Decision-Making</li> <li>● Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> </ul>	

- 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

**Close Read Target Skills:**

- Analyze Main Idea and Details
- Generate Questions
- Words About People and Events

**Reflect and Share:**

- Interact with Sources
  - Small group/ Independent: Split the class in half. Half of the class should choose a text they've read so far in school about a person's life in outer space and the other half of the class should choose a text about a person's life on Earth. Have students work together to form ideas about what life was like for the characters in the text either on Earth or in space and support their ideas with evidence from the texts. Have students share their responses while taking notes about ideas they haven't come up with. Have students independently use the notes that they took to write a response to answer the question, "How does learning about outer space affect what it means to be human?"

**Writing Workshop:**

Develop the structure of personal narrative writing

**Book Club:**

"Life in the West" by Teresa Domnauer

**Trimester 1 Week 5**

**Reading Workshop:** *Life at the Top*

Make connections across texts by analyzing text features and confirming or correcting predictions

**Reading/Writing Workshop Bridge:**

Bridge reading and writing narrative nonfiction through:

- academic vocabulary- Figurative Language

- word study/ spelling- Learn and Spell words with Vowel Teams and Digraphs
- read like a writer- Analyze Author's Use of Graphics
- write for a reader- Use Graphics
- language and conventions- Fix Run-on Sentences

**Close Read Target Skills:**

- Analyze Text Structure
- Confirm or Correct Predictions
- Compare and Contrast
- Precise Words About a Topic

**Reflect and Share:**

- Write to Sources
  - Have students work in groups to compare and contrast two places that offer advantages to the people that live there. Give students the example of Veronica Ellis explaining the benefits of athletes training at high altitudes. Have students share their responses while taking notes on other people's responses that they may not have thought of and use this information to write a response on, "What are the advantages of living in different places?"

**Writing Workshop:**

Apply writer's craft and conventions of language to develop and write personal narrative

**Book Club:** "Life in the West" by Teresa Domnauer

**Trimester 1 Week 6**

**Prompt:** Write a five paragraph essay about specific aspects of life in the western frontier as depicted in "Life in the West." Describe the daily life and routines of settlers, role of tools in frontier life, Interaction between different cultural groups, challenges faced by pioneers (e.g., weather, geography, conflicts)

and Important historical figures from the western frontier. Conduct research using reliable sources.  
Make connections across texts by analyzing text structures and evaluating details

**Reading/Writing Workshop Bridge:**

Bridge reading and writing narrative nonfiction through:

- academic vocabulary- Context Clues, Figurative Language
- word study/ spelling- VCe, Learn and Spell words with Vowel Teams and Digraphs
- read like a writer- Analyze Text Structure, Analyze Author's Use of Graphics
- write for a reader-Use Graphics, Use Author's Purpose
- language and conventions-Fix Run-on Sentences, Complete Sentences

**Close Read Target Skills:**

- Characterization
- Theme Identification
- Setting Description
- Textual Evidence
- Sequence of Events

**Writing Workshop:**

Develop the structure of a research simulation task

**Book Club:**

"Life in the West" by Teresa Domnauer

**Trimester 1 Week 7**

**Reading Workshop:** *Barbed Wire Baseball* (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)

Analyze text structure and summarize ideas to better understand a biography

**Reading/Writing Workshop Bridge:**

Bridge reading and writing narrative nonfiction through:

- academic vocabulary- Parts of Speech

- word study/ spelling- Learn and Spell Words with the Prefix: mis-, en-, em-
- read like a writer- Analyze Author's Purpose
- write for a reader- Use Author's Purpose
- language and conventions- Fix Sentence Fragments

**Close Read Target Skills:**

- Domain Specific Words
- Analyze Text Structure
- Summarize a Text

**Compare Texts:**

- Reflect and Share
  - Cite accurate Information: Have students work together to brainstorm ideas about different uses of resources they've learn or read about this week. Have students form an opinion about if this use of resources were as creative or inventive as Zeni's, from "*Barbed Wire Baseball*." Have students work independently to cite accurate information to support their opinion by quoting directly from the text and using page numbers. .

**Writing Workshop:**

Publish, celebrate, and assess personal narrative writing

*Roberto Clemente Pride of the Pittsburgh Pirates* (**Amistad Law:**

***N.J.S.A. 18A 52:16A-88***)

**Book Club:**

"Life in the West" by Teresa Domnauer

**Trimester 1 Week 8**

**Writing Prompt:** Answer the essential question: "How can a place affect how we live?" Use evidence from three of the five texts from Unit 1.

**Reading Workshop:**

***UNIT 1 TEXTS***

- Reaching for the Moon by Buzz Aldrin
- Rare Treasure: Mary Anning and Her Remarkable Discoveries by Don Brown
- “Twins in Space” by Rebecca Boyle
- Life at the Top by Veronica Ellis
- Barbed Wire Baseball by Marissa Moss

**Reading/Writing Workshop Bridge:**

Bridge reading and writing narrative nonfiction through:

- academic vocabulary-Setting, Character Development, Theme
- word study/ spelling- Suffixes: -ed, -ing, -s, -er, -est-ity, -ty, -ic, -ment, Syllable Pattern: VCe, Vowel Teams and Digraphs, Prefix: mis-, en-, em-
- read like a writer- Analyze Author’s Use of Graphics, Figurative Language, text structure, Author’s Purpose
- write for a reader- Use Graphics, Figurative Language, text structure, Author’s Purpose
- language and conventions- Subjects and Predicates, Compound Subjects and Predicates, Complete sentences, Fix Run-On Sentences, Fix sentence fragments

**Close Read Target Skills:**

- Analyze the influence of setting on character development
- Identify textual details that reveal the impact of the setting on the characters

**Writing Workshop:**

Publish, celebrate, and assess personal narrative writing

*Roberto Clemente Pride of the Pittsburgh Pirates* (**Amistad Law: N.J.S.A. 18A 52:16A-88**)

**Book Club:**

“Life in the West” by Teresa Domnauer

		<p><b>Inquiry and research- Make It a Landmark!</b></p> <ul style="list-style-type: none"><li>● Generate ideas for inquiry</li><li>● Research local and national historical landmarks</li><li>● Engage in productive collaboration</li><li>● Incorporate media</li><li>● Celebrate and reflect</li></ul> <p><b>Book Club-</b> “Life in the West” by Teresa Domnauer</p> <p><b>Interdisciplinary Connections:</b></p> <p><i>Follow the “Cross-Curricular” discussion prompts in your teacher’s manual to address the standards below.</i></p> <p><b>SOC.6.1.4.B.1</b> - Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p><b>SOC.6.1.4.D.CS1</b> - Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</p> <p><b>SOC.6.1.4.A.CS6</b> - The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p> <p><b>SCI.4-ESS1-1</b> - Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p>
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Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<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>● Progress Check-Ups</li> <li>● Cold Reads</li> <li>● Practice Tests</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</li> <li>● Graphic Organizers</li> <li>● 3-2-1 Strategy</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● District Approved Assessments - LinkIt! &amp; iReady</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Standardized Tests</li> <li>● Published Writing Pieces</li> <li>● Selection /Unit Tests</li> </ul>	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
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"> <li>● Digital and Print Version of Texts</li> <li>● Centers/Stations</li> <li>● Journals</li> <li>● Leveled Readers</li> <li>● Mentor Stack</li> <li>● Writing Notebook</li> <li>● Student Interactive</li> <li>● MyView Literacy</li> </ul>	<ul style="list-style-type: none"> <li>● Below Level Readers</li> <li>● Choice Boards</li> <li>● Differentiated Literacy Stations</li> <li>● Small Group Guide</li> <li>● Graphic organizers</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> <li>● StoryBoard Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Extension Activities in Resource Download Center</li> <li>● Research and Inquiry Activities in teacher's guide</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous material</li> <li>● Challenge spelling words</li> </ul>

<ul style="list-style-type: none"> <li>• Reading Anchor Charts/Editable Anchor Charts</li> <li>• Listening Comprehension Read Aloud</li> <li>• District-Approved Resources</li> </ul>			
<b>Supplemental Resources</b>			
<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> <li>• Meeting Application (Google Meets; Zoom; etc.)</li> <li>• Camera &amp; Microphone</li> <li>• Document Camera</li> <li>• Interactive Whiteboard</li> <li>• CommonLit</li> <li>• District-Approved Resources</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Chart Paper</li> <li>• Markers</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ML</i></b>	<b>ML Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>• Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce skills/vocabulary before lesson</li> <li>• Teacher modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Pre-Teaching Skills/Language</li> <li>• Teacher Modeling</li> <li>• Personal Experiences/Prior Knowledge</li> </ul>	<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</li> </ul>

<ul style="list-style-type: none"> <li>● Provide individual instruction as needed</li> </ul>	<ul style="list-style-type: none"> <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> <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> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Guided Writing</li> <li>● Pair students with advanced language skills</li> <li>● Scaffolding</li> <li>● Choice Boards</li> <li>● Differentiated Writing Stations</li> <li>● Extended Conferences</li> <li>● Sentence Stems</li> </ul> <p>(Refer to TE for ELL Targeted Minilesson Support)</p>	<p>needed</p>
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	<p><b>Disciplinary Concept:</b></p> <ol style="list-style-type: none"> <li>1. Financial Health</li> <li>2. Career Awareness &amp; Planning</li> </ol>
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<ol style="list-style-type: none"> <li>3. Creativity and Innovation</li> <li>4. Digital Citizenship</li> <li>5. Global &amp; Cultural Awareness</li> <li>6. Information and Media Literacy</li> <li>7. Technology Literacy</li> </ol>	
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> <li>● You can give back in areas that matter to you.</li> <li>● An individual’s passions, aptitude and skills can affect his/her employment and earning potential.</li> <li>● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</li> <li>● Digital identities must be managed in order to create a positive digital footprint.</li> <li>● Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</li> <li>● Different digital tools have different purposes</li> </ul>
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> <li>● You can give back in areas that matter to you.</li> <li>● An individual’s passions, aptitude and skills can affect his/her employment and earning potential.</li> <li>● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</li> <li>● Digital identities must be managed in order to create a positive digital footprint.</li> <li>● Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</li> <li>● Different digital tools have different purposes</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● You can give back in areas that matter to you.</li> <li>● An individual’s passions, aptitude and skills can affect his/her employment and earning potential.</li> <li>● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</li> <li>● Digital identities must be managed in order to create a positive digital footprint.</li> <li>● Digital tools and media resources provide access to vast stores of information, but the information can be biased or</li> </ul>	

	inaccurate. • Different digital tools have different purposes
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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: <i>N.J.S.A. 18A 52:16A-88</i>	<b>X</b>	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>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	<b>X</b>	Standards in Action: <i>Climate Change</i>