

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
2nd Half of Trimester 1 and 1st Half of Trimester 2	Unit 2	45 Days

<p style="text-align: center;">Grade NJSLS - ELA</p>	<p style="text-align: center;">Core Ideas and Practices Interdisciplinary Standards</p>
<p style="text-align: center;">Language Domain</p>	<p>Essential Question/s:</p> <p>Trimester 1 Week 9: What different purposes do animal adaptations serve? Trimester 1 Week 10: How do adaptations help animals survive? Trimester 1 Week 11: How do animals use camouflage to survive, and which camouflage strategy is the most effective? Trimester 1 Week 12: How does storytelling through narrative enhance our understanding of how animals use camouflage techniques to survive in their environments, and what challenges might they face when learning to blend in? Trimester 2 Week 1: What challenges do animals face in their environment? Trimester 2 Week 2: In what ways do living things depend on each other? Trimester 2 Week 3: How do both predators and prey use camouflage to survive in the wild, and what are some examples of animals that use these techniques effectively? Trimester 2 Week 4: How do adaptations make animals unique? Trimester 2 Week 5: How do living things adapt to the world around them?</p> <p>Activity Description: Trimester 1 Week 9:</p> <p>Reading Workshop: <i>Feathers: Not Just for Flying</i> Analyze the main idea and details to understand informational text</p>
<p>Foundational Reading L.RF.4.3. 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>L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Foundational Writing L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p>	

<p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:</p> <p>L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.4.2. 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>L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none">● academic vocabulary- related words● word study/ spelling- Learn and Spell Plural Words● read like a writer- Analyze Graphic Features● write for a reader- Use and Print Graphic Features● language and conventions- Compound Sentences● Leveled Cold Reads <p>Close Read Target Skills:</p> <ul style="list-style-type: none">● Domain-specific Vocabulary● Analyze the Main Idea and Details● Monitor Comprehension <p>Compare Texts</p> <ul style="list-style-type: none">● Reflect and Share Talk about it page 250<ul style="list-style-type: none">○ Small Group Learning- Have students work in small groups to compare and contrast the characteristics of living things in “Feathers: Not Just For Flying” and the other texts they’ve read throughout the week in a Venn Diagram. <p>Small Group/ Independent:</p> <ul style="list-style-type: none">● Guided Reading/ Leveled Readers● Cold Reads <p>Writing Workshop: Introduce Mentor Stacks and immerse in travel article texts</p> <p>Book Club: “Animal Camouflage” by Vicky Franchino Chapter 1</p> <p>Trimester 1 Week 10 -</p> <p>Reading Workshop: <i>Animal Mimics</i> Analyze cause-effect relationships and structure in informational text</p> <p>Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none">● academic vocabulary- Synonyms and Antonyms● word study- Learn and Spell Words with Vowel Diphthongs● read like a writer- Analyze Print Text Features
Reading Domain	
<p>Reading Literature</p> <p>RL.CR.4.1. 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>RL.IT.4.3. 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>L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. Determine the meaning of words and phrases that allude to significant characters found in literature.</p> <p>C. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	

D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words

E. with similar but not identical meanings (synonyms)

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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

Reading Informational

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

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.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or support their reasoning

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 a main idea, citing key details from the text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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.

- write for a reader- Use Print Text Features
- word study/ spelling- Learn and Spell Words with Vowel Diphthongs
- language and conventions- Compound Sentences

Close Read Target Skills:

- Domain-specific Vocabulary
- Analyze Text Structure
- Confirm or Correct Predictions
- Write to Sources: Response to Informational Text

Compare Texts:

- Reflect and Share Talk about it page 250
 - Have students work in a small group to create a Venn diagram to compare and contrast different survival strategies animals use based on the information from the texts. Identify similarities and differences in how animals adapt to their environments.

Small Group/ Independent:

- Guided Reading/ Leveled Readers
- Cold Reads

Writing Workshop:

- Develop elements of travel article writing

Book Club:

- "Animal Camouflage" by Vicky Franchino Chapter 1

Trimester 1 Week 11: Research Simulation Task Writing

Writing Prompt: *In chapters 1 and 2 of "Animal Camouflage" by Vicky Franchino, various types of camouflage strategies used by animals to survive in their environments are introduced, such as coloration, patterns, and mimicry. Write an argumentative essay in which you discuss which type of camouflage is most effective for animal survival. Use evidence from the text to support your claim, and address at least one counterargument to strengthen your position.*

Reading Workshop: *Book Club: Animal Camouflage by Vickie Franchino*

Reading/Writing Workshop Bridge:

- academic vocabulary- Argumentative, Thesis, Claim
- word study- Learn and Spell Plural Words, Learn and Spell Words with Vowel Diphthongs

Writing Domain	
<p>W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p> <p>W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>A. Identify audience, purpose, and intended length of composition before writing.</p> <p>B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>C. Consider writing as a process, including self-evaluation, revision and editing.</p>	<ul style="list-style-type: none">● read like a writer- Analyze Graphic Features● write for a reader- Use and Print Graphic Features● language and conventions- Compound Sentences <p>Close Read Target Skills: Identify and analyze the author's use of evidence from chapters 1 and 2 of "Animal Camouflage" by Vicky Franchino to support claims about the effectiveness of different camouflage strategies for animal survival.</p> <p>Small Group/ Independent: Have students discuss the different camouflage strategies from chapters 1 and 2 of "Animal Camouflage" by Vicky Franchino, identifying key evidence from the text supporting each strategy. Instruct them to create a Venn diagram to compare the effectiveness of these strategies and note counter arguments against the one they believe is most effective. Guide students to collaboratively outline their argumentative essay, including an introduction, body paragraphs with evidence, a counterargument section, and a conclusion.</p> <p>Book Club: "Animal Camouflage" by Vicky Franchino Chapter 1 and 2</p> <p><u>Trimester 1 Week 12- Narrative Writing Task</u></p> <p>Writing Prompt: Imagine you are a young animal learning to use camouflage for the first time. Write a narrative that describes your experiences and challenges as you try to blend into your environment. Use details from Chapter 3 of "Animal Camouflage" by Vicky Franchino to explain how you use different camouflage techniques, and describe an encounter where your camouflage helps you survive a dangerous situation.</p> <p>Reading Workshop: <i>Book Club: Animal Camouflage by Vickie Franchino</i></p> <p>Reading/Writing Workshop Bridge:</p> <ul style="list-style-type: none">● academic vocabulary- Imagery, Characterization, Setting● word study- Learn and Spell Plural Words, Learn and Spell Words with Vowel Diphthongs● read like a writer- Analyze Graphic Features● write for a reader- Use and Print Graphic Features● language and conventions- Compound Sentences <p>Close Read Target Skills: Analyze how the author's descriptions of camouflage techniques contribute to the overall narrative by enhancing character development and plot progression in the student's own narrative.</p>

D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell

E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize inform

Speaking and Listening Domain

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.

- 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 rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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.

Small Group: Have students discuss the various camouflage techniques described in Chapter 3 of "Animal Camouflage" by Vicky Franchino, sharing how these might be used by a young animal in different environments. Instruct them to brainstorm and outline a narrative together, detailing the experiences and challenges a young animal might face when learning to use camouflage, including a dangerous situation where the camouflage proves effective. Finally, have students collaboratively write a draft of their narrative, ensuring each member contributes to describing the learning process, the techniques used, and the successful encounter.

Book Club: "Animal Camouflage" by Vicky Franchino Chapter 1,2,&3

Trimester 2 Week 1 -

Reading Workshop: *from Minn of the Mississippi*

Analyze the significance of plot and setting in fiction

Reading/Writing Workshop Bridge:

Bridge reading and writing narrative nonfiction through:

- academic vocabulary- Context Clues
- word study/ spelling- Learn and Spell Words with Irregular Proper Plurals
- read like a writer- Analyze Figurative Language
- write for a reader- Use Figurative Language
- language and conventions- Common and Proper Nouns

Close Read Target Skills: Descriptive Language, Analyze Plot and Setting, Use Text Evidence, Write to Sources: Response to Literature

Compare Texts:

- **Reflect and Share page 324**
 - Have students work in a small group to choose two texts they found to be the most interesting and annotate the details that describe the setting, how the setting changes, and what are the effects of the setting change.

Writing Workshop:

Develop the structure of travel article writing

The Terrible Things (**Holocaust Law: N.J.S.A. 18A:35-28**)

Book Club: Animal Camouflage by Vicky Franchino

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	<p><u>Trimester 2 Week 2-</u></p> <p>Reading Workshop: <i>from Butterfly Eyes and the Other Secrets of the Meadow</i> Analyze structure, rhythm, rhyme, and meter to visualize imagery in poetry</p> <p>Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"> ● academic vocabulary- Analogy ● word study/spelling- Learn and Spell Words with Greek Roots ● read like a writer- Analyze Imagery ● write for a reader- Use Imagery ● language and conventions- Singular and Plural Nouns <p>Close Read Target Skills: Descriptive Language, Explain Poetic Language and Elements, Visualize Imagery, Write to Sources: Opinion</p> <p>Compare Texts/ Small Group:</p> <ul style="list-style-type: none"> ● Reflect and Share page 358 <ul style="list-style-type: none"> ○ Have students work in small groups to write a sentence related to the weekly text that forms their opinion. Then have each student from the group find text evidence to support the chosen opinion. Have students practice introducing the evidence, using quotation marks around the direct quotation, using a comma to separate quotations, and writing their own statement about why their chosen quotation supports their opinion. <p>Writing Workshop: Apply writer’s craft and conventions of language to develop and write travel articles <i>Hip Hop Speaks to Children, A Celebration of Poetry with a Beat</i> (Law: N.J.S.A. 18A 52:16A-88)</p> <p>Book Club: <i>Animal Camouflage</i> by Vicky Franchino</p> <p><u>Trimester 2 Week 3- Research Simulation Task</u></p> <p>Writing Prompt: Look into how both predators and prey use camouflage. Find three examples of predators that hide to catch their prey and prey that hide to avoid being caught. Explain how each one uses camouflage to survive.</p> <p>Reading Workshop: <i>Book Club: Animal Camouflage</i> by Vickie Franchino</p> <p>Reading/Writing Workshop Bridge:</p> <ul style="list-style-type: none"> ● academic vocabulary- Compare, Contrast, Analyze
<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 ● 	

- word study- Learn and Spell Words with Irregular Proper Plurals
- Learn and Spell Words with Greek Roots
- read like a writer- Analyze Figurative Language
- write for a reader- Use Figurative Language, Use Imagery
- language and conventions- Common and Proper Nouns, Singular and Plural Nouns

Close Read Target Skills: Identifying Main Ideas and Supporting Details, Analyzing Textual Evidence, Comparing and Contrasting, Making Inference, Understanding Cause and Effect Relationships

Small Group: Have students research examples of predators and prey that use camouflage, identifying three examples of each. They should analyze how these animals utilize camouflage techniques to survive, detailing specific adaptations for hunting or evading capture. Finally, have groups organize their findings into a chart or graphic organizer.

Book Club: “Animal Camouflage” by Vicky Franchino Chapter 1,2,3,&4

Trimester 2 Week 4-

Reading Workshop: *The Weird and Wonderful Echidna and The Very Peculiar Platypus*

Monitor Comprehension to help synthesize information from multiple sources.

Reading/Writing Workshop Bridge:

Bridge reading and writing narrative nonfiction through:

- academic vocabulary- Parts of Speech
- word study/ spelling- Learn and Spell Base Words with Latin Roots: terr, rupt, trac, aqua, dict
- read like a writer- Analyze Text Structure
- write for a reader- UseText Structure
- language and conventions- Subject-Verb Agreement

Close Read Target Skills: Identifying Main Ideas and Supporting Details, Analyzing Textual Evidence, Comparing and Contrasting, Making Inferences, Understanding Cause and Effect Relationships

Respond to Text/ Small Group:

- Reflect and Share page 396

- Have students integrate or combine information from several texts to express and support their opinion about the best animal adaptations. Explain that opinions are more convincing with formal English and provide examples. Lastly, have students discuss their opinion with their small group and write down interesting points other group members made that students may not have thought of.

Writing Workshop:

Publish, celebrate, and assess travel article writing

Owen and Mzee, The True Story of a Remarkable Friendship (**Diversity &**

Inclusion: N.J.S.A. 18A:35-4.36a)

Book Club: “Animal Camouflage” by Vicky Franchino Chapter 1,2,3,&4

Trimester 2 Week 5-

Writing Prompt: How do living things adapt to the world around them? Choose three out of the five Unit 2 texts we’ve studied and use evidence from each to explain different ways living things adapt. Compare and contrast these adaptations across different organisms and environments. Support your analysis with specific examples and details from the texts.

Reading Workshop: *Book Club: Animal Camouflage by Vickie Fanchino*

Reading/Writing Workshop Bridge:

- academic vocabulary- Context Clues, Parts of Speech, Analogy, Imagery, Characterization, Setting
- word study/ spelling- Learn and Spell Base Words with Latin Roots: terr, rupt, trac, aqua, dict, Learn and Spell Words with Greek Roots, Learn and Spell Words with Irregular Proper Plurals
- Read like a writer- Use Text Structure, Analyze Text Structure, Analyze Imagery
- write for a reader- Use Imagery, Analyze Figurative Language, Use Figurative Language
- language and conventions- Subject-Verb Agreement, Singular and Plural Nouns, Common and Proper Nouns, Compound sentences

Close Read Target Skills: Domain-specific Vocabulary, Analyze the Main Idea and Details, Monitor Comprehension, Analyze Text Structure, Confirm or Correct Predictions, Write to Sources: Response to Informational Text,

Descriptive Language, Explain Poetic Language and Elements, Visualize Imagery, Write to Sources: Opinion

Small Group: Assign each small group three out of the five Unit 2 texts studied, directing them to identify and analyze examples of how living things adapt to their environments from each text. Groups will compare and contrast these adaptations across different organisms and environments, discussing similarities, differences, and how each adaptation supports survival. Encourage students to gather specific evidence and details from the texts to support their analysis and prepare them to share their findings with the class.

Book Club: “Animal Camouflage” by Vicky Franchino Chapter 1,2,&3

Inquiry and Research- Saving Species Research Articles

- Generate ideas for inquiry
- Research local and national historical landmarks
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Interdisciplinary Connections: Content;; NJSLS#:

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

SCI.4.LS1.D Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal’s brain. Animals are able to use their perceptions and memories to guide their actions.

SCI.4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

SOC.6.3 Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

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>Formative Assessments:</p> <ul style="list-style-type: none"> ● Small Group - Verbal Discussions ● Lesson/Skill Quiz ● Exit Tickets ● Progress Check-Ups ● Cold Reads ● Practice Tests ● Test Banks ● Journal Writing ● Whiteboard/Communicator ● Peer/Self Assessment ● Reading Response Log ● Think/Write-Pair-Share ● Graphic Organizers ● 3-2-1 Strategy 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● District Approved Assessments - LinkIt! & iReady <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Standardized Tests ● Published Writing Pieces ● Selection /Unit Tests 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
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"> ● Digital and Print Version of Texts ● Centers/Stations ● Journals ● Leveled Readers ● Mentor Stack ● Writing Notebook ● Student Interactive 	<ul style="list-style-type: none"> ● Below Level Readers ● Choice Boards ● Differentiated Literacy Stations ● Small Group Guide ● Graphic organizers 	<ul style="list-style-type: none"> ● WIDA Can Do Descriptors ● Online Thesaurus ● Below Level Readers ● Language Awareness Handbook ● StoryBoard Graphic Organizer 	<ul style="list-style-type: none"> ● Enrichment Readers ● Extension Activities in Resource Download Center ● Research and Inquiry Activities in teacher's guide ● Tiered Content/Activities ● Provide a variety of rigorous material ● Challenge spelling words

<ul style="list-style-type: none"> ● MyView Literacy ● Reading Anchor Charts/Editable Anchor Charts ● Listening Comprehension Read Aloud ● District-Approved Resources 			
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Student Technology Device (chromebook; computer; ipad; etc.) ● SmartBoard/Promethean Board ● Meeting Application (Google Meets; Zoom; etc.) ● Camera & Microphone ● Document Camera ● Interactive Whiteboard ● CommonLit ● District-Approved Resources ● <p>Other:</p> <ul style="list-style-type: none"> ● Whiteboard ● Chart Paper ● Markers 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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 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• 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	<ul style="list-style-type: none">• Visual Learning• Pre-Teaching Skills/Language• Teacher Modeling• Personal Experiences/Prior Knowledge• Guided Writing• Pair students with advanced language skills• Scaffolding• Choice Boards• Differentiated Writing Stations• Extended Conferences• Sentence Stems <p>(Refer to TE for ELL Targeted Minilesson 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
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ol style="list-style-type: none"> 1. Financial Health 2. Career Awareness & Planning 3. Creativity and Innovation 4. Digital Citizenship 5. Global & Cultural Awareness 6. Information and Media Literacy 7. Technology Literacy 	
	<p>Core Ideas:</p>	<ul style="list-style-type: none"> ● You can give back in areas that matter to you. ● An individual’s passions, aptitude and skills can affect his/her employment and earning potential. ● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. ● Digital identities must be managed in order to create a positive digital footprint. ● Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. ● Different digital tools have different purposes
	<p>Performance Expectation/s:</p>	<ul style="list-style-type: none"> ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 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 ● 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. ● 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). ● 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. ● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (Standards in Action: Climate)

		Change)
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being ● 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>	x	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>