

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
2	Diversity	45 days

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p><b>Language Domain</b></p> <p><b>Foundational Reading</b></p> <p>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><b>Foundational Writing</b></p> <p>SL.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>C. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.WF.4.3.</b> Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:</p>	<p><b>Essential Question/s:</b></p> <p><b>Trimester 2 Week 6-</b> Why do people communicate in diverse ways?  <b>Trimester 2 Week 7-</b> How do our experiences help us see the world differently?  <b>Trimester 2 Week 8-</b> How do different viewpoints and misunderstandings between people cause arguments, and what can we do to solve them?  <b>Trimester 2 Week 9-</b> How does music bring people together?  <b>Trimester 2 Week 10-</b> How do new places influence us?  <b>Trimester 2 Week 11-</b> How can learning about different ways to run a small business help Evan and Jessie make their lemonade stands more successful?  <b>Trimester 2 Week 12-</b>How do people with interests different from ours help us grow?</p> <p><b>Activity Description:</b></p> <p><b>Trimester 2 Week 6 -</b></p> <p><b>Reading Workshop:</b> <i>Out of My Mind</i> <b>(Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</b></p> <p>Understand characters in realistic fiction better by noticing the changes they undergo</p> <p><b>Reading/Writing Workshop Bridge:</b></p> <p>Bridge reading and writing narrative nonfiction through:</p>

A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

C. Use independent clauses and coordinating conjunctions.

D. Form irregular verbs; form and use progressive tenses.

E. Form and use possessive nouns and pronouns.

F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

H. Use apostrophes for possession.

**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.

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

B. Determine the meaning of words and phrases that allude to significant characters found in literature.

- academic vocabulary- Related Words
- word study/ spelling- Learn and Spell Related Words
- read like a writer- Analyze Graphic Features
- write for a reader- Use and Print Graphic Features
- language and conventions- Subject-Verb Agreement

**Close Read Target Skills:**

- Words that Convey Information About Characters
- Analyze Characters
- Make Inferences About Characters
- Talk About It: Opinion

**Compare Texts:**

- Reflect and Share
  - Have students get into groups and have a discussion on “different forms of communication they’ve read about this week.” Have students write down notes and ideas from their peers and share their own findings in a group discussion.

**Writing Workshop:**

Introduce Mentor Stacks and immerse in realistic fiction texts

**Book Club:**

“The Lemonade War” by Jacqueline Davies Chapter 1 and 2

**Trimester 2 Week 7-**

**Reading Workshop:** *Mama’s Window* (**Holocaust Law:**

***N.J.S.A. 18A:35-28***)

Analyze plot and setting to understand important elements of realistic fiction

**Reading/Writing Workshop Bridge:**

Bridge reading and writing narrative nonfiction through:

- academic vocabulary- Synonyms and Antonyms
- word study/spelling- Learn and Spell Words with r-controlled Vowels
- read like a writer- Analyze Print Text Features
- write for a reader- Use Print Text Features
- language and conventions- Subject-Verb Agreement

<p>C. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)</p>	<p><b>Close Read Target Skills:</b></p> <ul style="list-style-type: none"><li>● Words that focus on Plot</li><li>● Analyze Plot and Structure</li><li>● Confirm or Correct Predictions</li><li>● Write to Sources: Response to Informational Text</li></ul> <p><b>Compare Texts:</b></p> <ul style="list-style-type: none"><li>● Reflect and Share<ul style="list-style-type: none"><li>○ Have students work in groups to reflect on the setting of “Mama’s Window” while jotting down notes about it on one side of their Venn Diagram. Have students discuss the settings of another book they’ve read this week and jot down notes about it on the other side of their Venn Diagram. Independently, students should compare the settings of the two texts in the middle of their Venn Diagram.</li></ul></li></ul> <p><b>Writing Workshop:</b> Develop elements of realistic fiction writing</p> <p><b>Book Club:</b> “The Lemonade War” by Jacqueline Davies Chapter 3 and 4</p> <p><b>Trimester 2 Week 8-</b></p> <p><b>Reading Workshop:</b> The Lemonade War Novel by Jacqueline Davie Analyze plot and setting to understand important elements of realistic fiction</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- Perspective</li><li>● word study/spelling-Learn and Spell Related Words and Learn and Spell Words with r-controlled Vowels</li><li>● read like a writer- Analyze Print Text Features</li><li>● write for a reader- Use Print Text Features</li><li>● language and conventions-Prepositions and Prepositional Phrases and Subject-Verb Agreement</li></ul> <p><b>Close Read Target Skills:</b></p> <ul style="list-style-type: none"><li>● Understanding different perspectives</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.CI.4.2.</b> Summarize a literary text and interpret the author’s theme, citing key details 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>Reading Informational</b></p> <p><b>RI.MF.4.6.</b> Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.</p> <p><b>RI.CR.4.1.</b> 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.</p> <p><b>RI.CI.4.2.</b> Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.</p>	

**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.

**Writing Domain**

**W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases, sensory details and explore using figurative language to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

**W.WP.4.4.** 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. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell

**Writing Workshop:**

Develop elements of realistic fiction writing

**Book Club:**

“The Lemonade War” by Jacqueline Davies Chapter 5 and 6

**Trimester 2 Week 9-**

**Reading Workshop:** *Trombone Shorty* (**Amistad Law: N.J.S.A. 18A 52:16A-88**)

Make connections across texts by considering author’s purpose and genre

**Reading/Writing Workshop Bridge:**

Bridge reading and writing narrative nonfiction through:

- academic vocabulary- Context Clues
- word study/ spelling- Learn and Spell Words with Final Stable Syllables
- read like a writer- Analyze Figurative Language
- write for a reader- use Figurative Language
- language and conventions- irregular Verbs

**Close Read Target Skills:**

- Words that Connect People and Music
- Explain Author’s Purpose
- Make Connections
- Write to Sources: Opinion

**Compare Texts:**

- Reflect and Share
  - Have students get into groups and discuss texts they have read so far that discuss “bringing people together” while taking notes on their findings. Then, have students discuss their opinion about the benefits of bringing people together. Have students independently write down their own opinion about the benefits of bringing people together.

**Writing Workshop:**

Develop the structure of realistic fiction writing

**Book Club:**

“The Lemonade War” by Jacqueline Davies Chapter 7 and 8

E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.		<p><b>Trimester 2 Week 10-</b></p> <p><b>Reading Workshop:</b> <i>Weslandia</i> and <i>“The Circuit”</i> Determine how the author’s choice of point of view impacts the reader</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- Analogy</li> <li>● word study/ spelling- Learn and Spell Words with Syllable Patterns: V/VC and VC/V</li> <li>● read like a writer- Analyze Imagery</li> <li>● write for a reader- use Imagery</li> <li>● language and conventions- Progressive Verb Tenses</li> </ul> <p><b>Close Read Target Skills:</b></p> <ul style="list-style-type: none"> <li>● Words that Convey Point of View</li> <li>● Compare and Contrast Point of View</li> <li>● Generate Questions</li> <li>● Write to Sources; Response to Literature</li> </ul> <p><b>Compare Texts:</b></p> <ul style="list-style-type: none"> <li>● Reflect and Share <ul style="list-style-type: none"> <li>○ Small group- Have students get in their groups to discuss texts they’ve read this week about characters “fitting in” or “not fitting in.” Have them think about their actions, feelings, and overall tone of the text. Have them jot down their findings on one side of their Venn Diagram. On the other side, have students discuss <i>“Weslandia”</i> and <i>“The Circuit.”</i> Independently, have students compare the actions, feelings, and overall tone of the two texts and discuss their findings with the class.</li> </ul> </li> </ul> <p><b>Writing Workshop:</b> Apply writer’s craft and conventions of language to develop and write realistic fiction</p> <p><b>Book Club:</b> <i>“The Lemonade War”</i> by Jacqueline Davies Chapter 9 and 10</p> <p><b>Trimester 2 Week 11-</b></p>
<b>Speaking and Listening Domain</b>		
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>A.Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B.Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>D.Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>		
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</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> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> </ul>	

- Develop, implement, and model effective problem-solving and critical thinking skills
- Utilize positive communication and social skills to interact effectively with others

**Reading Workshop:** The Lemonade War Novel by Jacqueline Davies  
**(Amistad Law: N.J.S.A. 18A 52:16A-88)**

Make connections across texts by considering author's purpose and genre

**Writing Prompt:**

Research different strategies for running a successful small business. Compare these strategies to the methods used by Evan and Jessie. How could each sibling improve their lemonade stand using these strategies? Write an essay explaining your findings and providing recommendations.

**Reading/Writing Workshop Bridge:**

Bridge reading and writing narrative nonfiction through:

- academic vocabulary- Research
- word study/ spelling- Learn and Spell Words with Final Stable Syllables
- learn and Spell Words with Syllable Patterns: V/VC and VC/V
- read like a writer- Analyze Figurative Language
- write for a reader- use Figurative Language
- language and conventions-Prepositions and Prepositional Phrases, Subject-Verb Agreement, Irregular Verbs, Progressive Verb Tenses

**Close Read Target Skills:**

- Research
- Comparative Analysis
- Evidence-Based Writing
- Critical Thinking
- Problem-Solving

**Writing Workshop:**

Develop the structure of realistic fiction writing

**Book Club:**

"The Lemonade War" by Jacqueline Davies Chapter 11 and 12

**Trimester 2 Week 12-**

**Reading Workshop:** Poetry Collection

Use the power of visual imagery to make personal connections to the theme of a poem

**Reading/Writing Workshop Bridge:**

Bridge reading and writing narrative nonfiction through:

- academic vocabulary- Parts of Speech
- word study/ spelling- Learn and Spell Words with Silent Letters
- read like a writer- Analyze Text Structure
- write for a reader- use Text Structure
- language and conventions- Auxiliary Verbs

**Close Read Target Skills:**

- Words that Convey Emotions
- Examine Poetic Elements
- Visualize to Understand
- Talk About It: Opinion

**Compare Texts:**

- Talk about it
  - Small group- Have students get into their groups to discuss what hobbies, interests, or activities they read about this week. Have them also discuss how they would get someone to try something new based on the information from the texts they've read. Have them jot down notes on their findings and share with the class in a whole group discussion.

**Writing Workshop:**

Publish, celebrate, and assess realistic fiction writing

**Book Club:**

"The Lemonade War" by Jacqueline Davies Chapter 13 and 14

**Inquiry and research-** Let's All Play! Research Articles

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

**Book Club- *The Lemonade War***

**Interdisciplinary Connections:**

*Follow the "Cross-Curricular" discussion prompts in your teacher's manual to address the standards below.*

		<p><b>SOC.6.1-</b> Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</p> <p><b>SCI.4.PS3.D</b> Energy in Chemical Processes and Everyday Life</p>	
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<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>	
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ML</i></p>	<p><b>ML Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>

<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><li>● Reading Anchor Charts/Editable Anchor Charts</li><li>● Listening Comprehension Read Aloud</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><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>
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**Supplemental Resources**

**Technology:**

- 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

**Other:**

- Whiteboard
- Chart Paper
- Markers

<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/ESL</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> <li>• Provide individual instruction as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce skills/vocabulary before 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> <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> </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> <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>	<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>

	<ul style="list-style-type: none"> <li>● Use of anchor charts</li> <li>● Sentence Stems</li> <li>● Graphic Organizers</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. Financial Health</li> <li>2. Career Awareness &amp; Planning</li> <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>	
	<p><b>Core Ideas:</b></p>	<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>
	<p><b>Performance Expectation/s:</b></p>	<ul style="list-style-type: none"> <li>● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> <li>● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</li> <li>● 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</li> <li>● 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</li> <li>● 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and</li> </ul>

		<p>relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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 (<b>Standards in Action: Climate Change</b>)</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Attend to financial well-being</li> <li>● Consider the environmental, social and economic impacts of decisions.</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>	

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>
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