

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
3	MyView Unit 4: Then and Now / Foundations Unit 3.5 - Unit 4.4	Approximately 30 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><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> ● What can we learn from the past? ● Why is it important to make inventions better? ● How do we learn about the past? ● How has communication changed over time? ● What was life like in the past? ● What can we learn from family traditions? <p><u>Core Ideas/Practices:</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Talk with others to learn about the past ● Find important details about pieces of information in narrative nonfiction ● Make inferences about the main idea in narrative nonfiction ● Describe Setting ● Visualize Details about the setting in a literary text ● Create new understandings about narrative nonfiction ● Determine theme ● Ask and answer questions about theme in literary text ● Compare Across Texts
<p>Foundational Reading</p> <p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. <p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. 	

- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Foundational Skills: Writing Language

L.WF.K.1 Demonstrate command of the conventions of writing.

MyView Unit 4 Week 1 - Anchor Text: *Cars Are Always Changing* By Gary Miller

Reading Skills/Strategies: Find important details about pieces of information in narrative nonfiction.

- Narrative Nonfiction Anchor Chart/SAVVAS realize online Distance Learning Support Genre Videos
- Infographic: *Making Communication Better* T.E.21
- Discuss Find Important Details
- Identify and read common high frequency words by sight - “find, over, again”
- Small Group - Decodable Reader 18 *Bugs in a Dump*
- Listening Comprehension *The Doctor’s Visit* T22
- Reading Workshop- shared/close reading-

Language and Conventions:

- Spell Words
- Complete Sentences

Writing: Workshop:

**Through mini lessons found in your teacher’s manual, students will:*

- explore elements of a personal narrative
- develop drafts orally or by a drawing
- organize events in a proper sequence and conclude with a resolution
- edit for punctuation, capitalization, and spelling

Week 1: Personal Narrative - Introduce and Immerse:

- Generate Ideas
- Plan your personal narrative

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

- A. Repeat a sentence, identifying how many words are in the sentence.
- B. Write simple sentences.

Fundations Unit 3 Week 5:

- Make words for decoding
- Teach when to use *c or k*
- Echo/Find Letters & Words
- Letter Formation: *Upper/lowercase*
- Write Words
- Tap & Blend: *CVC, CVCe, nonsense words*
- Storytime: Select a *Picture Book that tells a narrative story*
- Recall Character, setting, main events

MyView Unit 4 Week 2 - Anchor Text: *Uncovering the Past* By Jennifer Torres

Reading Skills/Strategies: Make Inferences about the main idea in narrative nonfiction.

- Narrative Nonfiction Anchor Chart/SAVVAS realize online Distance Learning Support Genre Videos
- Infographic: *Learning About The Past* T.E. 77
- Find Main Idea and Supporting Details
- Identify and read common high frequency words by sight - “all, now, pretty”
- Small Group - Decodable Reader *19 Bones*
- Listening Comprehension *Our Trip to the Beach* T78
- Reading Workshop- shared/close reading-

Language and Conventions:

- Spell Words
- Kinds of Sentences

- C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- D. Use end punctuation.
- E. Use manipulatives or digital tools to construct complete sentences.
- F. Write sentences with increasing complexity.
- G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- I. With support, distinguish between a complete sentence and a sentence fragment.
- J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

Writing Workshop:

Week 2: *Personal Narrative* - Develop Elements:

- Compose Setting
- Apply Narrator
- Apply Plot

Fundations Unit 3 Week 6:

- Make words for decoding
- Alphabetical Order
- Echo/Find Letters & Words
- Letter Formation: *Upper/lowercase*
- Write Words
- Tap & Blend: *CVC, CVCe, nonsense words*
- Storytime: *Previously read storybook*- Student retelling-
- Recall Character, setting, B/M/E
- ***Unit Test**

MyView Unit 4 Week 3 - Anchor Text: *Grandma’s Phone* By Ken Mochizuki

Reading Skills/Strategies: Visualize details about the setting in a literary text.

- Fiction Anchor Chart/SAVVAS realize online Distance Learning Support Genre Videos
- Infographic: *Changing Phones* T.E. 133
- Explore Timeline
- Identify and read common high frequency words by sight - “black, brown, white”
- Small Group - Decodable Reader 20 *Paint the Past*

- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

- Listening Comprehension *Bad Summer or Good Summer* T134
- Reading Workshop- shared/close reading-

Language and Conventions:

- Spell Words
- End Punctuation

Writing Workshop:

Week 3: *Personal Narrative* - Develop Structure:

- What happens first
- Apply what happens next
- Apply what happens last

Fundations Unit 4 Week 1:

- **Refer to Unit 4 Sounds/Words/Sentences**
- **(See Unit Resources and Materials.)**
- Introduce Digraphs: *wh, ch, sh, th, ck*
- Make Words for Decoding- *Tap & Blend*
- Teach Spelling -Magnetic Tiles
- Read Sentences:
- Scoop & Read
- Storytime:Narrative Story Picture books
- Review:Front & Back Cover, Title.Author, Illustrator
- Describe Character, Setting, Main Events

Reading Domain

Reading Literature

RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Reading Informational

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

MyView Unit 4 Week 4 - Anchor Text: *Changing Laws, Changing Lives: Dr. Martin Luther King, Jr.* By Eric Velasquez
Amistad Law: N.J.S.A. 18A 52:16A-88

Reading Skills/Strategies: Use text features to create new understandings about narrative nonfiction.

- Narrative Nonfiction Anchor Chart/SAVVAS realize online Distance Learning Support Genre Videos
- Infographic: *Then and Now* T.E. 189
- Find Text Features
- Identify and read common high frequency words by sight - “good, open, could”
- Small Group - Decodable Reader 21 *Steve and Pete*
- Listening Comprehension *Ben Franklin* T.E.190
- Reading Workshop- shared/close reading-

Language and Conventions:

- Spell Words
- Question Words

Writing Workshop:

Week 4: Personal Narrative - Writer’s Craft:


- Edit for punctuation marks
- Apply edit for verbs
- Apply edit for subjective and possessive pronouns

Fundations Unit 4 Week 2:

- Tap & Blend: *CVC, digraphs, nonsense words*
- Letter Formation: *Upper/lowercase*

Writing Domain

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 

- A. Introduce a topic.
- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- B. Provide limited details of experiences, events, or characters.
- C. Provide a reaction to the experiences or events.

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain

- Reinforce sentence structure & spelling
- Read Sentences:
- Scoop & Read for Fluency
- Storytime: Narrative Story Picture books from previous week-
- Student Retelling

MyView Unit 4 Week 5 - Anchor Text: *Tempura, Tempera* By Lyn Miller-Lachmann


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

Reading Skills/Strategies: Ask and answer questions about the theme in literary text.

- Fiction Anchor Chart/SAVVAS realize online Distance Learning Support Genre Videos
- Infographic: *A Family Tradition* T.E. 245
- Determine Theme
- Identify and read common high frequency words by sight - “want, every, please”
- Small Group - Decodable Reader *22 Now and the Past*
- Listening Comprehension *A Night at the Cogdells* T.E.246
- Reading Workshop- shared/close reading-

Language and Conventions:

- Spell Words
- Question Words

<p>SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. </p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p> <p>SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>		<p>Writing Workshop: Week 5: <i>Personal Narrative</i> - Publish, Celebrate, Assess:</p> <ul style="list-style-type: none"> • Edit for spelling • Celebration • Assessment <p><u>Fundations Unit 4 Week 3:</u></p> <ul style="list-style-type: none"> • Teach spelling of CK • Distinguish between Long Vowel/Short Vowel Sounds • Make Words for Decoding- <i>Tap & Blend</i> • Segment Sounds • Letter Formation: <i>Upper/lowercase</i> • Storytime: Cod Fish on Chart Paper T.E.p331 • Model Expression & Phrasing <p><u>MyView Unit 4 Week 6</u> - Anchor Text: <i>Looking Back</i> T.E.445 *Review/Assess Unit Skills Book Club: <i>Farming: Then and Now</i></p> <p>Reading Skills/Strategies: Work collaboratively with others by following agreed-upon rules for discussion, including taking turns. Interact with sources in meaningful ways such as illustrating and writing. Develop and follow a research plan with adult assistance.</p>	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<ul style="list-style-type: none"> • Review/Assess Unit Skills <p>Language and Conventions: Use resources to spell words - inventive spelling</p> <ul style="list-style-type: none"> • Use Resources to Spell Words 	
<ul style="list-style-type: none"> • Self Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision-Making 	<p>*SEL Through Book Club*</p> <p>Collaboration:</p> <ul style="list-style-type: none"> • Model strategies for responding to each other respectfully (examples offered in teacher’s manual) • Each Book Club session features reminders and sentence starters to give 		

	<p>students opportunities to practice their collaborative conversation skills</p> <ul style="list-style-type: none">• Students share their connections and wonderings	<p><u>Fundations Unit 4 Week 4:</u></p> <ul style="list-style-type: none">• Tap & Blend: <i>CVC, digraphs, nonsense words</i>• Letter Formation: <i>Upper/lowercase</i>• Distinguish between Long Vowel/Short Vowel Sounds• Make Words for Decoding- <i>Tap & Blend</i>• Segment Sounds• Letter Formation: <i>Upper/lowercase</i>• Storytime: <i>Cod Fish</i> on Chart Paper T.E.p331• Retelling• *Unit Test Recording Form <p>Interdisciplinary Connections: Content;; NJSLS#: <i>Follow the “Cross-Curricular” discussion prompts and activities in your manual to address the standards below.</i></p> <p>Social Studies:</p> <p>SOC.K-12.1 Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.</p> <p>*Diversity & Inclusion: N.J.S.A. 18A:35-4.36a*</p> <p>Suggested Classroom Activities:</p> <ul style="list-style-type: none">• Inclusion: Discuss the significance of inclusion with your class; ask for their ideas for ways they can include others within the classroom
--	---	--

		<ul style="list-style-type: none"> ● Diversity: Discuss the importance of diversity with your students; ask students to share what makes them unique; students can draw pictures of themselves to be posted together on a wall or bulletin board. <p>Science:</p> <p>SCI.K.-LS1-1 Use observations to describe weather patterns of what plants and animals (including humans) need to survive.</p> <p><i>*Standards in Action: Climate Change</i></p>
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● K-W-L charts and brainstorming anchor charts to determine student prior knowledge and use of relevant connections ● PBL on-going project and writing task ● Graphic organizers ● Quick Check ● Post-it and/or communicator responses as a temperature gauge ● Independent illustrations in reading notebooks ● Writing pieces ● Thumbs up, thumbs down ● Game activities ● Assess and Differentiate ● Assess Prior Knowledge ● Assess Understanding ● Observational Assessments ● Conferring Checklists ● Rubrics ● Think/Pair/Share 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Unit Tests ● iReady Reading <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Weekly student monitoring ● Weekly progress check-ups ● Student reflections

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ML</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Digital and print version of the text ● MyView Literacy ● Centers/Stations ● Leveled readers ● Anchor charts & editable anchor charts ● Student interactives ● Foundations TE ● Foundations Magnetic Boards/Tiles ● Foundations Whiteboards ● Foundations Student Notebooks ● Foundations Practice Books 	<ul style="list-style-type: none"> ● Modified versions of the text ● Leveled readers ● Differentiation/Accommodations/Modifications - materials and resources needed for small group instruction ● Choice Boards 	<ul style="list-style-type: none"> ● Digital and print versions of the text ● Small group materials ● PBL projects ● Online thesaurus ● Leveled readers ● Accommodations and Modifications Checklist for ML Students 	<ul style="list-style-type: none"> ● Digital and print versions of the text ● Digital access to leveled readers for all grades ● Small group materials to provide differentiation ● Continuous PBL projects
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Student device (tablet, Chromebook) ● Teacher device (laptop, Chromebook) ● Student access to Savvas Realize myView accounts ● Projector ● SmartBoard ● Promethean Board ● Learning Ally ● Document camera 			

- RAZ-Plus (Learning A-Z)
- District-Approved Resources

Other:

- Whiteboard
- Expo markers
- Chart paper & markers
- Foundations Level K: all kit materials, student notebook
- Multisensory: Sand trays, gel mats, shaving cream, playdoh, wiki sticks

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

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ML</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Allow for access to print and digital versions and exemplars of PBL projects and writing tasks 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> ● Increase feedback ● Vary texts for level of difficulty ● Offer choice of organizers and DOLs ● Post visuals and anchor charts for making connections ● Break into smaller groups or 1:1 conferences ● Close reading strategies ● Text-based evidence strategies ● Tier assignments and assessments 	<ul style="list-style-type: none"> ● Extend time requirements ● Preferred Seating ● Positive Reinforcement ● Check often for understanding/review ● Utilize oral/visual directions/prompts when necessary ● Supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric 	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities ● Integrate active teaching/learning opportunities ● Incorporate authentic components ● Propose interest-based extension activities ● Connect students to related talent opportunities ● Advanced organizers ● Advanced leveled texts ● Tier Assignments and assessments ● Compact Curriculum ● Offer Challenging Activities ● Deliver instruction utilizing varied learning styles including audio,

	<ul style="list-style-type: none">• Strategic pairing for guided practice• Highlight/ color-code text• Text-to-speech <p><u>Writing</u></p> <p>Tier 1: General instruction</p> <ul style="list-style-type: none">• Schedule time for writing conferences• Spelling• Sentence construction• Classroom environment (visuals, word wall, etc.)• Explicit modeling• After continuous, systematic progress monitoring, locate students who need more support. <p>Tier 2: Small group, adult-led instruction using validated interventions to provide a more tailored, individualized educational program.</p> <ul style="list-style-type: none">• Identify non-responders• Continued progress monitoring <p>Tier 3: Teacher-established learning goals with materials</p>		visual, and tactile/kinesthetic
--	--	--	---------------------------------

	<p>that coincide with the level of the child and may differ from the student's grade level.</p> <ul style="list-style-type: none">• Handwriting instruction• Computer-assisted instruction• Strategy instruction• Cognitive strategy instruction• Utilize a multi-sensory 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 tests for additional credit• Provide additional times and preferential seating as needed• Review, restate, and repeat directions• Provide study guides, and/or break		
--	--	--	--

	<p>assignments into segments of shorter tasks.</p> <ul style="list-style-type: none"> ● Provide individual instruction as needed ● Modify assessments and/or rubrics, repeat instructions as needed. 		
--	--	--	--

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ol style="list-style-type: none"> 1. Civic Responsibility 2. Creativity and Innovation 3. Global and Cultural Awareness 4. Information and Media Literacy 5. Technology Literacy 		
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> ● There are actions an individual can take to make this world a better place. ● Brainstorming can create new, innovative ideas. ● Individuals from different cultures may have different points of view and experiences. ● Digital tools and media resources provide access to vast stores of information that can be searched. ● Digital tools can be used to display data in various ways. ● Digital tools have a purpose. 	
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> ● 9.1.2.CR.1 Recognize ways to volunteer in the classroom, school, and community. ● 9.1.2.CR.2 List ways to give back, including making donations, volunteering, and starting a business. ● 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). ● 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 	

		<p>6.3.2.GeoGI.2).</p> <ul style="list-style-type: none"> ● 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource. ● 9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). ● 9.4.2.TL.4 Navigate a virtual space to build context and describe the visual content. ● 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>