

Marking Period		Unit Title	Recommended Instructional Days
NJSLS - Science: <i>Title</i>		NJSLS - Science: <i>Performance Expectations</i>	
		<p align="center">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-S within Unit</p>	
FOUNDATION Disciplinary: <i>Core Idea</i>			
		<p>Essential Question/s:</p> <p>Activity Description:</p> <p>Interdisciplinary Connections: Connections to Math:</p> <ul style="list-style-type: none"> • <p>Connections to ELA:</p> <ul style="list-style-type: none"> • 	
FOUNDATION Science and Engineering Practices: <i>Core Idea</i>			
		<p>Connections to ELA:</p> <ul style="list-style-type: none"> • 	
FOUNDATION Crosscutting Concepts: <i>Core Idea</i>			
		<ul style="list-style-type: none"> • Responsible Decision-Making • Relationship Skills • Self-Management 	
Social and Emotional Learning: <i>Competencies</i>			
<ul style="list-style-type: none"> • Responsible Decision-Making • Relationship Skills • Self-Management 		<ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills 	

<ul style="list-style-type: none"> • Social Awareness • Self Awareness 	<ul style="list-style-type: none"> • Utilize positive communication and social skills to interact effectively with others • Recognize the skills needed to establish and and achieve personal and educational goals • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Recognize the importance of self-confidence in handling daily tasks and challenges. 		
<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>Formative Assessments:</p> <ul style="list-style-type: none"> • Lesson Check 		<p>Benchmarks/Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Test • Performance Based Assessment 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> • Workbook • Leveled Readers • Hands-on Activities • Interactive Worktext 	<ul style="list-style-type: none"> • Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by 	<ul style="list-style-type: none"> • Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, 	<ul style="list-style-type: none"> • Create an enhanced set of introductory activities, integrate active teaching/learning

	<p>varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake</p> <ul style="list-style-type: none"> Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed. 	<p>oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.</p>	<p>opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.</p>
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> <p>Other:</p> <ul style="list-style-type: none"> <i>Math -</i> <i>ELA -</i> <i>Social Studies</i> <ul style="list-style-type: none"> <i>People in Science & Engineering:</i> <i>Careers in Science & Engineering:</i> 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Large group instruction 	<ul style="list-style-type: none"> Utilize a multi-sensory (VAKT) approach during 	<ul style="list-style-type: none"> Extend time requirements, preferred seating, positive 	<ul style="list-style-type: none"> Create an enhanced set of introductory activities,

<ul style="list-style-type: none"> • Small group instruction • Think Pair Share • Cooperative group work • Multimedia presentations • K-W-L • Manipulatives • Leveled Readers 	<p>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</p> <ul style="list-style-type: none"> • Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed. 	<p>reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.</p>	<p>integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.</p>
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: Creativity & Innovation/Critical Thinking & Problem Solving / Technology Literacy</p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> • Brainstorming can create new, innovative ideas. • Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. • Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 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).

		<ul style="list-style-type: none"> ● 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, 6.3.2.GeoGI.2). ● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). ● 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
	Career Readiness, Life Literacies & Key Skill Practices	
	<ul style="list-style-type: none"> ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● 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)									
	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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>