

Marking Period	Unit 2	Recommended Instructional Days
Trimesters 1 & 2 (and whenever appropriate for national and cultural celebrations)	Me & My World: History & Culture	30 Days
<b>NJSLS - United States History, Culture and Perspectives : America in the World 6.1</b> <b>Disciplinary Strand: Civics, Government, and Human Right</b> <b>Disciplinary Concept: Democratic Principles</b>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit:</b></p> <p><b>Recommended Activities:</b> Draw pictures, Identify and/or Label symbols, Analyze images, Small and large group discussions, Cooperative learning, Turn and Talk, Read-alouds, Complete a graphic organizer, Writing Prompts on different holidays, Interactive Social Studies Journal, Ideas from Units 2 &amp; 7 in Tara Wests KinderSocialStudies, Create symbols through art (i.e American Flag with Construction Paper), songs, dances.</p> <p><b>Interdisciplinary Connection:</b> Math = MA, English = ELA, Science = SCI, Social Studies = SS, Physical Education = PE, Art = ART, Music = MU, Technology = TECH, World Language = WL</p> <p>Student Experiences: Celebrate different holidays within the classroom, group research projects, listen to cultural music,</p>
<p><b>Core Ideas:</b></p> <p><i>The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).</i></p> <p><i>The actions of individuals and government affect decisions made for the common good.</i></p> <p><i>Certain character traits can help individuals become productive members of their community.</i></p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</li> <li>• 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</li> <li>• 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> <li>• 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</li> <li>• 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> </ul>	

<p><i>The nature of history involves stories of the past preserved in a variety of sources.</i></p> <p><i>Understanding the past helps to make sense of the present.</i></p> <p><i>Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</i></p> <p><i>The nature of history involves stories of the past preserved in a variety of sources.</i></p> <p><i>Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.</i></p> <p><i>Historians create arguments outlining ideas or explanations based on evidence.</i></p>	<ul style="list-style-type: none"><li>• <b>6.1.2.CivicsCM.1:</b> Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li><li>• <b>6.1.2.CivicsCM.2:</b> Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</li><li>• <b>6.1.2.CivicsCM.3:</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li></ul> <ul style="list-style-type: none"><li>• <b>6.1.2.HistoryUP.2:</b> Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture</li><li>• <b>6.1.2.HistorySE.1:</b> Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</li><li>• <b>6.1.2.HistoryCC.3:</b> Make inferences about how past events, individuals, and innovations affect our current lives.</li></ul>	
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<b>ELA ANCHOR STANDARDS</b>	<ul style="list-style-type: none"><li>• <b>6.1.2.HistoryUP.2:</b> Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</li><li>• <b>6.1.2.HistoryUP.3:</b> Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li><li>• <b>6.1.2.HistorySE.1:</b> Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</li><li>• <b>6.1.2.HistorySE.2:</b> Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</li><li>• <b>6.1.2.HistorySE.3:</b> Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</li><li><b>6.1.2.HistoryCA.1:</b> Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</li></ul>	
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	<p><b>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p><b>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p><b>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p><b>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b></p> <p><b>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p><b>NJSLSA.R9. Analyze and reflect</b></p>	
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	<p><b>on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b> <b>Disciplinary Strand: Civics, Government, and Human Rights:</b> <b>Disciplinary Concept: Participation and Deliberation</b></p>		
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.</li> </ul>	<p><b>Performance Expectation:</b> 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>What is a family?</li> <li>Why is my family important to me?</li> <li>How are families alike and how are they different from each other?</li> <li>How and why are certain holidays celebrated in your home?</li> <li>What holidays do we celebrate in the United States?</li> <li>What is a symbol?</li> <li>How is our classroom a diverse place?</li> <li>Why is it important to understand and appreciate differences among people and cultures?</li> <li>How does understanding the past help us learn about our world today?</li> <li>How have I changed over time?</li> <li>How has our community changed over time?</li> <li>Who are some of our famous figures from American history?</li> <li>How can I use evidence to explain myself?</li> </ol>
<p><b>Social Studies Practices</b></p>		
<ul style="list-style-type: none"> <li>Developing Questions and Planning Inquiry</li> <li>Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li> <li>Seeking Diverse Perspectives</li> <li>Developing Claims and Using Evidence</li> <li>Presenting Arguments and Explanations</li> <li>Engaging in Civil Discourse and Critiquing Conclusions</li> <li>Taking Informed Action</li> </ul>		<p><b>Activity Description:</b></p>

		<ul style="list-style-type: none"><li>● Draw pictures</li><li>● Identify and/or Label symbols</li><li>● Celebrate holidays</li><li>● Analyze images</li><li>● Small and large group discussions</li><li>● Cooperative learning</li><li>● Turn and Talk</li><li>● Read-alouds</li><li>● Complete a graphic organizer</li><li>● Listening center - songs, dances, etc</li><li>● Writing center</li><li>● Reading Center - Whole Group Read Alouds and independent readers from Tara West</li><li>● Complete activities noted in Units 2 &amp; 7 of Tara Wests KinderSocialStudies Curriculum</li><li>● Discuss the roles of community helpers</li><li>● Send community helpers thank you cards</li><li>● Explain several different ways in which people celebrate December holiday traditions.</li><li>● Compare and contrast the ways people from other cultures celebrate.</li><li>● Sequence events in time- day, week, month, year.</li><li>● Describe the seasons and say the months of the year and days of the week.</li><li>● Describe how the past connects with today.</li><li>● Discuss who Martin Luther King was and what his message is</li><li>● Discuss, draw and/or write about the importance of the president and other symbols (flag, bald eagle) of the United States</li><li>● Discuss and recall facts about who Georgre Washingtpn</li></ul>
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"><li>● Self- awareness</li><li>● Social Awareness</li><li>● Self- Management</li><li>● Relationship Skills</li><li>● Responsible Decision-Making</li></ul>	<ul style="list-style-type: none"><li>● Recognizing the importance of self- confidence in handling daily tasks and challenges.</li><li>● Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li><li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li><li>● Recognize the skills needed to establish and achieve personal and educational goals.</li><li>● Utilize positive communication and social skills to interact effectively with others.</li><li>● Develop, implement, and model effective problem solving and critical thinking skills.</li></ul>	

		<p>was</p> <ul style="list-style-type: none"><li>• Discuss and recall facts about who Abraham Lincoln was</li><li>• Create timelines of key historical figures, events, and places related to our community. Encourage students to practice verbs that imply past, present, and future<ul style="list-style-type: none"><li>- Look at pictures of how inventions and innovations changed the way people and goods moved around Bayonne and the world-</li><li>- Look at pictures to compare &amp; contrast the past and the present</li><li>-Categorize images as past or present</li></ul></li></ul> <p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"><li>• Presentations on my family; holidays; symbols (MU)</li><li>• Anecdotal records</li><li>• Holiday-Halloween: Spiders/Bats (SCI/MA/ELA/ART/TECH/MU)</li><li>• Holiday-Veteran's Day: American Symbol Project (ART/ELA/MA/TECH/MU)</li><li>• Holiday-Thanksgiving: My Favorite Foods (SCI/ELA/MA)</li><li>• Holiday-Thanksgiving: I Am Thankful For Project</li><li>• Family Tradition/Holiday Project (ART/ELA)</li><li>• Holidays Around the World (ART/ELA)</li><li>• Holiday-December: Gingerbread Project (ART/ELA)</li><li>• Holiday- New Year's: My New Year's Resolution (ART/ELA)</li><li>• Holiday-Martin Luther King Jr. Day (TECH/ELA)<ul style="list-style-type: none"><li>• Community helpers: write a Thank You card (ELA)</li><li>• Learn how inventions and innovations changed the ways people and goods moved around Bayonne and the world (SCI)</li></ul></li></ul>
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<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"> <li>● Presentations on my family; holidays; symbols (MU)</li> <li>● Anecdotal records</li> <li>● Holiday-Halloween: Spiders/Bats (SCI/MA/ELA/ART/TECH/MU)</li> <li>● Holiday-Veteran's Day: American Symbol Project (ART/ELA/MA/TECH/MU)</li> <li>● Holiday-Thanksgiving: My Favorite Foods (SCI/ELA/MA)</li> <li>● Holiday-Thanksgiving: I Am Thankful For Project</li> <li>● Family Tradition/Holiday Project (ART/ELA)</li> <li>● Holidays Around the World (ART/ELA)</li> <li>● Holiday-December: Gingerbread Project (ART/ELA)</li> <li>● Holiday- New Year's: My New Year's Resolution (ART/ELA)</li> <li>● Holiday-Martin Luther King Jr. Day (TECH/ELA)</li> <li>● Interactive Journal for Student Reflection</li> </ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"> <li>● Vocabulary Quiz</li> <li>● Identify Holidays</li> <li>● Identify American Symbols</li> </ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"> <li>● Symbols of America</li> <li>● American Holidays</li> <li>● Engage in discussions/reflective writing on different topics.</li> </ul>



Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"><li>● Read aloud books; Picture books</li><li>● Community Helper puppets</li><li>● Then &amp; Now Cards</li><li>● Desk Maps</li><li>● Amistad Curriculum</li><li>● Holocaust &amp; Genocide Education Curriculum</li></ul> <p>Examples of Read Alouds:</p> <ul style="list-style-type: none"><li>● <i>City Green</i> by DyAnne Di Salvo-Ryan</li><li>● <i>Wow! America!</i> by Robert Neubecker</li><li>● <i>Dad, Who Will I Be?</i> by G. Todd Taylor</li></ul> <p>*Visit Schoology Early Childhood Kindergarten Social</p>	<ul style="list-style-type: none"><li>● Skill building activities</li><li>● NewsELA</li><li>● Videos</li><li>● Leveled Assessments</li><li>● Choice Boards</li><li>● Brain Pop Jr.</li><li>● Deliver instruction using variety of of Audio, Visual, Tactile, Kinesthetic</li><li>● Modify Assessments and Rubrics</li></ul>	<ul style="list-style-type: none"><li>● Bilingual dictionary</li><li>● Modified assessments and/or rubric</li><li>● Wieser Educational History Shorts</li><li>● Videos in their native language</li><li>● NewsELA</li><li>● Modify Assessments and Rubrics</li></ul>	<ul style="list-style-type: none"><li>● Leveled readings</li><li>● Leveled Assessments</li><li>● Enrichment activities &amp; projects</li><li>● Choice Boards</li><li>● Inquiry projects</li><li>● Enhanced Set of Introductory Activities</li><li>● Extension Activities</li></ul>

Studies for lessons on these books.													
<table><tr><td><b><u>Unit 2</u></b></td></tr><tr><td>“<a href="#">Room on the Broom</a>” by Julia Donaldson</td></tr><tr><td>“<a href="#">There Was An Old Lady Who Swallowed a Bat</a>” by Lucille Colandro</td></tr><tr><td>“<a href="#">The Little Old Lady Who Was Not Afraid of Anything</a>” by Linda Williams</td></tr><tr><td>“<a href="#">A Paper Hug</a>” by Stephanie Skolmolski *No Video; link is to purchase</td></tr><tr><td>“<a href="#">Veteran’s Day</a>” by Rebecca Rissnam</td></tr><tr><td>“<a href="#">H is for Honor</a>” by Devin Scillian *No Video; link is to purchase</td></tr><tr><td>“<a href="#">Duck For Turkey Day</a>” by Jacqueline Jules</td></tr><tr><td>“<a href="#">Stellaluna</a>” by Janell Cannon</td></tr><tr><td>“<a href="#">Diary of a Spider</a>” by Doreen Cronin</td></tr></table>	<b><u>Unit 2</u></b>	“ <a href="#">Room on the Broom</a> ” by Julia Donaldson	“ <a href="#">There Was An Old Lady Who Swallowed a Bat</a> ” by Lucille Colandro	“ <a href="#">The Little Old Lady Who Was Not Afraid of Anything</a> ” by Linda Williams	“ <a href="#">A Paper Hug</a> ” by Stephanie Skolmolski *No Video; link is to purchase	“ <a href="#">Veteran’s Day</a> ” by Rebecca Rissnam	“ <a href="#">H is for Honor</a> ” by Devin Scillian *No Video; link is to purchase	“ <a href="#">Duck For Turkey Day</a> ” by Jacqueline Jules	“ <a href="#">Stellaluna</a> ” by Janell Cannon	“ <a href="#">Diary of a Spider</a> ” by Doreen Cronin			
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<p><a href="#">“The Very Busy Spider”</a> by Eric Carle</p> <p><a href="#">“Turkey Trouble”</a> by Wendi Silvano</p> <p><a href="#">“A Turkey For Thanksgiving”</a> by Eve Bunting</p> <p><a href="#">“The Night Before Hanukkah”</a> by Natasha Wing</p> <p><a href="#">“Light the Lights! A Story about Celebrating Hanukkah and Christmas”</a> by Margaret Moorman *No Video; link is to purchase</p> <p><a href="#">“Latkes, Latkes, Good to Eat”</a> by Naomi Howland</p> <p><a href="#">“My First Kwanzaa”</a> by Karen Catz *No Video; link to purchase</p> <p><a href="#">“K is for Kwanzaa”</a> by Juwana G. Ford</p> <p><a href="#">“Let’s Celebrate Diwali”</a> by Anjali Joshi</p> <p><a href="#">“Gingerbread Baby”</a> by Jan Brett</p> <p>Rookie Read Alouds: Holiday Series *Found through</p>			
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Scholastic			
<a href="#">“Too Many Tamales”</a> by Gary Sotro *No Video; link is to purchase			
<a href="#">“The Polar Express”</a> by Chris Von Allsburg (America)			
<a href="#">“Celebrate Christmas Around the World”</a> by Beth Stevens			
<a href="#">“Lighting a Lamp”</a> by Jonny Zucker (India)			
<a href="#">“Tale of the Boboushka”</a> by Elena Pasquali (Russia)			
<a href="#">“Christmas Wombat”</a> by Jackie French (Australia)			
<a href="#">“Merry Christmas Strega Nona”</a> by Tomie dePaola (Italy)			
<a href="#">“The Night Before New Years”</a> by Natasha Wing			
<a href="#">“Squirrel’s New Year’s Resolution”</a> by Pat Miller			
<a href="#">“Martin’s Big Words”</a> by Doreen Rappaport			
<a href="#">“I am Martin Luther King Jr. (Ordinary People Change the World)”</a>			

<div data-bbox="212 277 520 315" data-label="Text"> <p><a href="#">World</a>” by Brad Metlzer</p> </div> <ul style="list-style-type: none"> <li>• KinderSocialStudies by Tara West on Teachers Pay Teachers Curriculum Resources Units 2 (Symbols) and 7 (Celebrations)</li> <li>• MyView Read Aloud Books</li> <li>• Trade Books</li> </ul>			
Supplemental Resources			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Chromebooks, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, Kahoot, Projector or SmartBoard, Brain Pop Jr., Digital Story-Telling</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• Maps, artifacts</li> </ul>			
Differentiated Student Access to Content: Recommended <i>Strategies &amp; 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"> <li>• Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> </ul>	<ul style="list-style-type: none"> <li>• Skill building activities</li> <li>• Leveled Assessments</li> <li>• Choice Boards</li> <li>• Multi-sensory (VAKT) approach during instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Modified activities</li> <li>• Extend time requirements</li> <li>• Preferred seating</li> <li>• Checks for understanding/review</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting &amp; acceleration</li> <li>• Leveled readings</li> <li>• Leveled Assessments</li> <li>• Enrichment activities &amp; projects</li> <li>• Choice Boards</li> <li>• Inquiry projects</li> </ul>

<ul style="list-style-type: none"> <li>● Provide individual instruction as needed</li> <li>● Modify assessments and/or rubrics</li> <li>● Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>● 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>● Retakes</li> <li>● Additional time</li> <li>● Preferential seating</li> <li>● Review, restate and repeat directions; written directions</li> <li>● Study guides</li> <li>● Break assignments into segments of shorter tasks</li> <li>● Oral rather than written answers</li> </ul>	<ul style="list-style-type: none"> <li>● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Reading materials in the native language</li> <li>● Watching videos in the native language</li> </ul>	
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>● Standard 9.1 Personal Financial Literacy</li> </ul>	<p><b>Disciplinary Concepts:</b></p> <ul style="list-style-type: none"> <li>● Financial health</li> <li>● Financial Landscape</li> <li>● Money Management</li> <li>● Career Awareness and Planning</li> <li>● Creativity and Innovation</li> </ul>
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<ul style="list-style-type: none"> <li>Standard 9.2 Career Awareness, Exploration, Preparation and Training</li> <li>Standard 9.3: Career and Technical Education</li> <li>Standard 9.4 Life Literacies and Key Skills</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking and Problem-solving</li> <li>Digital Citizenship</li> <li>Global and Cultural Awareness</li> <li>Information and Media Literacy</li> <li>Technology Literacy</li> </ul>	
	<b>Core Ideas:</b>	Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.
	<b>Performance Expectation/s:</b>	Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)
	<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>Demonstrate creativity and innovation</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them</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)

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>		Standards in Action: <i>Climate Change</i>
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