

Grade 5 New Jersey Student Learning Standards

Marking Period		Unit Title	Recommended Instructional Days
Four		Unit 4 - Liberty	46 Days
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit	
<i>Progress Indicator:</i> RL.5.1, RL.5.1.c; RL.5.4; RL.5.6; RL.5.6; RL.5.10	<i>Progress Indicator:</i> RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.7; RI.5.8; RI.5.10		
Foundational Skills Strand:	Writing Strand:		
<i>Progress Indicator:</i> RF.5.3; RF.5.3.a	<i>Progress Indicator:</i> W.5.1; W.5.2; W.5.3; W.5.3.a; W.5.3.b; W.5.3.d; W.5.4; W.5.5; W.5.7; W.5.9;	<p><b><u>MP 4 Novel Requirement:</u></b> <i>Guns for George Washington: The Story of the American Revolution</i> by Seymour Reit</p> <p><b><u>Essential Questions:</u></b></p> <p><b><u>Unit Theme:</u></b> What does it mean to be free?</p> <p><b>Week 1:</b> Why should people work together to help others achieve freedom?  <b>Week 2:</b> How can ordinary people contribute to a fight for freedom?  <b>Week 3:</b> What can governments do to protect our freedoms?  <b>Week 4:</b> What are some things people can do when their freedom is limited?  <b>Week 5:</b> How can going to a new place give a person new opportunities?</p> <p><b><u>Activity Description</u></b></p> <p><b><u>Week 1: Historical Fiction</u></b></p> <p>★ <b>Anchor Text:</b> <i>Keeping Mr. John Holton Alive</i> from <i>Elijah of Buxton</i> by Christopher Paul Curtis</p>	
Speaking and Listening Strand:	Language Strand:		
<i>Progress Indicator:</i> SL.5.1.b; SL.5.4	<i>Progress Indicator:</i> L.5.1; L.5.1.a; L.5.1.e; L.5.2; L.5.2.e; L.5.4.a; L.5.4.b; L.5.5; L.5.5.b; L.5.5.c; L.5.6		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies		
<ul style="list-style-type: none"> <li>Self Awareness</li> <li>Self-Management</li> <li>Social Awareness</li> <li>Relationship Skills</li> <li>Responsible Decision-Making</li> </ul> <p><b>Core Competencies Guide:</b></p>	<p><b>Sub-Competency: Self-Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize one's feelings and thoughts</li> <li>Recognize the impact of one's feelings and thoughts on one's own behavior</li> </ul>		

<ul style="list-style-type: none"> <li>○ A Guide to the Core SEL Competencies (Activities and Strategies Included)</li> <li>○ <a href="http://panoramaed.com/blog/guide-to-core-sel-competencies">panoramaed.com/blog/guide-to-core-sel-competencies</a></li> </ul>	<ul style="list-style-type: none"> <li>● Recognize one's personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Sub-Competency: Self-Management:</b></p> <ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ul> <p><b>Sub-Competency: Social Awareness:</b></p> <ul style="list-style-type: none"> <li>● Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul> <p><b>Sub-Competency: Relationship Skills</b></p> <ul style="list-style-type: none"> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> </ul>	<p><b><u>Reading Workshop</u></b> <b>Genre &amp; Theme</b></p> <ul style="list-style-type: none"> <li>● Interact with Sources: Explore the Infographic: Weekly Question T18–T19</li> <li>● Listening Comprehension: Read Aloud: “<i>The North Star</i>” T20–T21</li> <li>● Historical Fiction T22–T23</li> </ul> <p><b>Shared Read</b></p> <ul style="list-style-type: none"> <li>● Introduce the Text T32–45 <ul style="list-style-type: none"> <li>○ Preview Vocabulary</li> <li>○ Read: “<i>Keeping Mr. John Holton Alive</i>”</li> </ul> </li> <li>● Respond and Analyze T46–47 <ul style="list-style-type: none"> <li>○ My View</li> <li>○ Develop Vocabulary</li> </ul> </li> </ul> <p><b>Close Read Target Skills</b></p> <ul style="list-style-type: none"> <li>○ Analyze Characters</li> <li>○ Evaluate Details</li> <li>○ Words that Describe Character Traits and Actions</li> <li>○ Talk About It: Opinion</li> <li>○</li> </ul> <p><b>Compare Texts</b></p> <ul style="list-style-type: none"> <li>○ Reflect and Share T68–69</li> <li>○ Talk About It/Weekly Question T69</li> </ul> <p><b><u>Reading Bridge:</u></b></p> <ul style="list-style-type: none"> <li>● Academic Vocabulary: Related Words T24–25</li> <li>● Word Study: Teach and Apply Word Parts pro-, com-, con- T26–27, T48–49</li> <li>● Read Like a Writer: Analyze Dialects T54–55</li> <li>● Write for a Reader: Use Dialects T62–63</li> <li>● Word Study: Spiral Review: Syllable Patterns T64–T65</li> </ul> <p><b><u>Small Group/Independent</u></b> <b>Teacher-Led: See Teacher's Edition for the location of each lesson:</b></p> <ul style="list-style-type: none"> <li>● Guided Reading/Leveled Readers</li> <li>● Strategy, Intervention and On-Level/Advanced Activities</li> </ul>
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	<ul style="list-style-type: none"> <li>Identify the consequences associated with one's actions in order to make constructive choices</li> <li>Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul> <p><b>Sub-Competency:</b> Responsible Decision-Making</p> <ul style="list-style-type: none"> <li>Establish and maintain healthy relationships</li> <li>Utilize positive communication and social skills to interact effectively with others</li> <li>Identify ways to resist inappropriate social pressure</li> <li>Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	<ul style="list-style-type: none"> <li>Fluency</li> <li>ELL Targeted Support</li> <li>Conferring</li> </ul> <p><b>Independent/Collaborative:</b></p> <ul style="list-style-type: none"> <li>Independent Reading</li> <li>Literacy Activities</li> <li>Collaboration</li> <li>Partner Reading</li> </ul> <p>★ <b>Book Club/SEL:</b> T31, T73, T482-487</p> <ul style="list-style-type: none"> <li><i>Guns for General Washington: A Story of The American Revolution</i> by Seymour Reit</li> </ul> <p><u><b>Writing Workshop</b></u></p> <p><b>Weekly Focus:</b> Organize and Write a Science Fiction Short Story</p> <p><b>Mini-lesson</b></p> <ul style="list-style-type: none"> <li>Introduce and Immerse             <ul style="list-style-type: none"> <li>Organize and Plan Science Fiction Story: T344-345</li> <li>Analyze Characters and Setting: T348-349</li> <li>Analyze Plot: T352-353</li> <li>Set a Purpose: T356-357</li> </ul> </li> </ul> <p>→ <i>For additional resources to support grammar instruction on the use of <u>Dialogue</u> please refer to Unit 5 pages T413, 417, 421,425,433</i></p> <p>→ <i>For additional resources to support grammar instruction on the use of <u>Interjections</u>, please refer to Unit 5 pages T374, 437, 441, 445, 449</i></p> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>Science Fiction Story: T345, 349, 353, 357</li> </ul> <p>★ <b>Writing Club:</b> T360-361 SEL</p> <p><u><b>Writing Bridge:</b></u></p> <ul style="list-style-type: none"> <li>Spelling: Words with pro-, com-, con- T346, 350, 354, 362</li> <li>Language and Conventions: Adjectives T351, 355, 359</li> </ul> <p><b>Weekly Resource Overview:</b></p> <p>★ Materials That Will Support Planning for the Week: T16-17</p>
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**Week 2: Historical Fiction**

★ **Anchor Text:** *The Scarlet Stockings Spy* by Trinka Hakes Noble

**Reading Workshop**

**Genre & Theme**

- Interact with Sources: Explore the Map: Weekly Question T78-79
- Listening Comprehension: Read Aloud: “*Jefferson’s Desk*” T80–81
- Historical Fiction T82-83

**Shared Read**

- Introduce the Text T92-109
  - Preview Vocabulary
  - Read: *The Scarlet Stockings Spy*
- Respond and Analyze T110-111
  - My View
  - Develop Vocabulary

**Close Read Target Skills**

- Infer Multiple Themes
- Monitor Comprehension
- Words That Bring Historical Times, Events, or Places to Life
- Write to Sources: Opinion

**Compare Texts**

- Reflect and Share T132-133
  - Write to Sources
  - Weekly Question T133

**Reading Bridge:**

- Academic Vocabulary: Synonyms and Antonyms T84-85
- Word Study: Teach and Apply Word Parts Anti-, Mid-, Trans- T86-87, T112-113, T120-121, T134-135
- Read Like a Writer: Analyze Point of View T118-119
- Write for a Reader: Use Point of View T126-127

		<p><b><u>Small Group/Independent</u></b></p> <p><b>Teacher-Led: See Teacher's Edition for the location of each lesson:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading/Leveled Readers</li> <li>• Strategy, Intervention and On-Level/Advanced Activities</li> <li>• ELL Targeted Support</li> <li>• Conferring</li> </ul> <p><b>Independent/Collaborative:</b></p> <ul style="list-style-type: none"> <li>• Independent Reading</li> <li>• Literacy Activities</li> <li>• Collaboration</li> <li>• Partner Reading</li> </ul> <p>★ <b>Book Club/SEL:</b> T91, T137, T488-489</p> <ul style="list-style-type: none"> <li>◦ <i>Guns for General Washington: A Story of The American Revolution</i> by Seymour Reit</li> </ul> <p><b><u>Writing Workshop</u></b></p> <p><b>Weekly Focus:</b> Organize and Write a Science Fiction Short Story</p> <p><b>Mini-lesson</b></p> <ul style="list-style-type: none"> <li>• Develop Elements <ul style="list-style-type: none"> <li>◦ Science Fiction Story: T368-369</li> <li>◦ Develop Characters: T348-349</li> <li>◦ Develop Setting: T372-373</li> <li>◦ Develop the Conflict: T376-377</li> <li>◦ Develop the Resolution: T380-381</li> </ul> </li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Science Fiction T369, 373, 377, 381</li> </ul> <p>★ <b>Writing Club:</b> T384-385</p> <p><b><u>Writing Bridge:</u></b></p> <ul style="list-style-type: none"> <li>• Spelling: Words with anti-, mid-, trans- T370, 374, 378, 386</li> <li>• Language and Conventions: Adjectives (Comparative and Superlative) T371, 375, 379, 383</li> </ul> <p><b>Weekly Resource Overview:</b></p> <p>★ Materials That Will Support Planning for the Week: T76-77</p>
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**Week 3: Informational Text**

★ **Anchor Text:**

- From *The Bill of Rights* by Amie Jane Leavitt

**Reading Workshop**

**Genre & Theme**

- Interact with Sources: Explore the Word Puzzle: Weekly Question T142 - T143
  - How are the experiences of people in ancient times similar to those of people in the modern world?
- Listening Comprehension: Read Aloud: “*Freedom of Speech at School*” T144 - T145

**Shared Read**

- Introduce the Text T156-171
  - Preview Vocabulary
  - Read *The Bill of Rights*
- Respond and Analyze T172-173
  - My View and Develop Vocabulary

**Close Read Target Skills**

- Domain-specific Words That Connect to Liberty
- Interpret Text Structure
- Summarize
- Write to Sources: Response to Informational Text

**Compare Texts**

- Reflect and Share T194-195
  - Weekly Question

**Reading Bridge:**

- Academic Vocabulary: Context Clues T148-149
- Word Study: Teach Word Parts sub-, super- T150-151, 174-175, T182-183, T196-197
- Read Like a Writer: Analyze Author’s Purpose T180-181,
- Write for a Reader: Choose a Writing Purpose T188-189

		<p><b><u>Small Group/Independent</u></b></p> <p><b>Teacher-Led: See Teacher's Edition for the location of each lesson</b></p> <ul style="list-style-type: none"> <li>• Guided Reading/Leveled Readers</li> <li>• Strategy, Intervention and On-Level/Advanced Activities</li> <li>• ELL Targeted Support</li> <li>• Conferring</li> </ul> <p><b>Independent/Collaborative:</b></p> <ul style="list-style-type: none"> <li>• Independent Reading</li> <li>• Literacy Activities</li> <li>• Collaboration</li> <li>• Partner Reading</li> </ul> <p>★ <b>Book Club/SEL:</b> T155, T199, T490-491</p> <ul style="list-style-type: none"> <li>○ <i>Guns for General Washington: A Story of The American Revolution</i> by Seymour Reit</li> </ul> <p><b><u>Writing Workshop</u></b></p> <p><b>Weekly Focus:</b> Organize and Write a Science Fiction Short Story</p> <p><b>Mini-lesson</b></p> <ul style="list-style-type: none"> <li>• Develop Structure <ul style="list-style-type: none"> <li>○ Organize an Introduction T392-393</li> <li>○ Organize Sequence of Events T396-397</li> <li>○ Choose Pacing of Events T400-401</li> <li>○ Develop the Plot T404-405</li> <li>○ Select a Different Genre T408</li> </ul> </li> </ul> <p>→ <i>For additional resources to support grammar instruction on the use of <u>Dialogue</u> please refer to Unit 5 pages T413, 417, 421, 425, 433</i></p> <p>→ <i>For additional resources to support grammar instruction on the use of <u>Interjections</u>, please refer to Unit 5 pages T374, 437, 441, 445, 449</i></p> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Science Fiction Story T393, 397, 401, 405, 408</li> <li>• Select a Genre T409</li> </ul> <p><b><u>Writing Bridge:</u></b></p> <ul style="list-style-type: none"> <li>• Spelling: Words with sub-, super- T374, 398, 402, 406, 410</li> <li>• Language and Conventions: Oral Language: Coordinating and Subordinating Conjunctions T399, 403, 407</li> </ul>
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**Weekly Resource Overview:**

- ★ Materials That Will Support Planning for the Week: T140-141

**Week 4: Biography**

★ **Anchor Text:**

- *Delivering Justice* by Jim Haskins

**Reading Workshop**

**Genre & Theme**

- Interact with Sources: Explore the Timeline: Weekly Question T204–T205
- Listening Comprehension: Read Aloud: “Mahalia Jackson” T206–T207
- Biography T208–T209

**Shared Read**

- Introduce the Text T218–T235
  - Preview Vocabulary
  - Read: *Delivering Justice*
- Respond and Analyze T236–T237
  - My View
  - Develop Vocabulary

**Close Read Target Skills**

- Words That Connect to Civil Rights
- Explain Relationships Between Ideas
- Generate Questions
- Write to Sources: Response to Informational Text

**Compare Texts**

- Reflect and Share T258–T259
  - Write to Sources T259
  - Weekly Question

**Reading Bridge:**

- Academic Vocabulary: Figurative Language T210–T211
- Word Study:
  - Teach Greek Word Origins T212–T213
  - Word Study: Apply Word with Greek Origins T238–T239
  - High-Frequency Words T238



		<ul style="list-style-type: none"> <li>○ Read Like a Writer: Analyze Graphic Features T244–T245</li> <li>○ Write for a Reader: Use Graphic Features T252–T253</li> </ul> <p><b><u>Small Group/Independent</u></b></p> <p><b>Teacher-Led: See Teacher’s Edition for the location of each lesson</b></p> <ul style="list-style-type: none"> <li>● Guided Reading/Leveled Readers</li> <li>● Strategy, Intervention and On-Level/Advanced Activities</li> <li>● ELL Targeted Support</li> <li>● Fluency</li> <li>● Conferring</li> </ul> <p><b>Independent/Collaborative:</b></p> <ul style="list-style-type: none"> <li>● Independent Reading</li> <li>● Literacy Activities</li> <li>● Collaboration</li> <li>● Partner Reading</li> </ul> <p>★ <b>Book Club:</b> T217, T432-433, T492-493</p> <ul style="list-style-type: none"> <li>○ <i>Guns for General Washington: A Story of The American Revolution</i> by Seymour Reit</li> </ul> <p><b><u>Writing Workshop</u></b></p> <p><b>Weekly Focus:</b> Science Fiction Short Story</p> <p><b>Mini-lesson</b></p> <ul style="list-style-type: none"> <li>● Writer’s Craft <ul style="list-style-type: none"> <li>○ Edit for Prepositions and Prepositional Phrases T416-417</li> <li>○ Edit for Irregular Verbs T420-421</li> <li>○ Edit for Collective Nouns T424 -425</li> <li>○ Edit for Subordinating Conjunctions T428-429</li> <li>○ Edit for Punctuation Marks T432</li> </ul> </li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>● Science Fiction T417, 421, 425, 429, 432-433 SEL</li> </ul> <p>★ <b>Writing Club:</b> T432-433</p> <p><b><u>Writing Bridge:</u></b></p> <ul style="list-style-type: none"> <li>● Spelling: Teach and Use Words with Greek Roots T422, 426, 430</li> <li>● Language and Conventions: Teach and Practice Correlative Conjunctions T423, 427, 431</li> </ul> <p><b>Weekly Resource Overview:</b></p> <p>★ Materials That Will Support Planning for the Week: T202-203</p>
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**Week 5: Historical Fiction**

★ **Anchor Text:**

- *Ezekiel Johnson Goes West* by Guy A, Sims

**Reading Workshop**

**Genre & Theme**

- Interact with Sources: Explore the Primary Source: Weekly Question T268-269
- Listening Comprehension: Read Aloud: “*Voyage*” T270-271
- Historical Fiction T272-273

**Shared Read**

- Introduce Text: T282-283
  - Preview Vocabulary
  - Read: “*Ezekiel Johnson Goes West*”
- Respond and Analyze T306-307
  - My View
  - Develop Vocabulary

**Close Read Target Skills**

- Explain Author’s Purpose
- Make Inferences
- Words That Connect to Western Migration
- Talk About It: Opinion

**Compare Texts**

- Reflect and Share T328-329
  - Talk About It
  - Weekly Question

**Reading Bridge:**

- Academic Vocabulary: Parts of Speech T274-275
- Word Study: Teach Latin Roots *audi, rupt, scrib, spec* T276–T277
- Word Study: Apply Latin Roots *audi, rupt, scrib, spec* T308–T309
- Read Like a Writer: Analyze Adages and Proverbs T314–T315
- Write for a Reader: Use Adages and Proverbs T322–T323

		<p><b><u>Small Group/Independent</u></b>  <b>Teacher-Led: See Teacher's Edition for the location of each lesson</b></p> <ul style="list-style-type: none"> <li>• Guided Reading/Leveled Readers</li> <li>• Strategy, Intervention and On-Level/Advanced Activities</li> <li>• Fluency</li> <li>• ELL Targeted Support</li> <li>• Conferring</li> </ul> <p><b>Independent/Collaborative:</b></p> <ul style="list-style-type: none"> <li>• Independent Reading</li> <li>• Literacy Activities</li> <li>• Collaboration</li> <li>• Partner Reading</li> </ul> <p>★ <b>Book Club/SEL:</b> T281, T333, T494-495</p> <ul style="list-style-type: none"> <li>◦ <i>Guns for General Washington: A Story of The American Revolution</i> by Seymour Reit</li> </ul> <p><b><u>Writing Workshop</u></b>  <b>Weekly Focus:</b> Science Fiction Short Story  <b>Mini-lessons</b></p> <ul style="list-style-type: none"> <li>• Publish, Celebrate, Assess <ul style="list-style-type: none"> <li>◦ Revise by Adding and Deleting Ideas for Clarity T440-441</li> <li>◦ Edit for Indefinite Pronouns T 444-445</li> <li>◦ Publish and Celebrate T448-449</li> <li>◦ Prepare for Assessment T452-453</li> <li>◦ Assessment T456-457</li> </ul> </li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Science Fiction Story T441, 445, 449. 453, 456-457</li> </ul> <p><b><u>Writing Bridge:</u></b></p> <ul style="list-style-type: none"> <li>• Spelling: Latin Roots <i>audi, rupt, scrib, spec</i> T442, 450, 458</li> <li>• Spelling: Teach Latin Roots <i>audi, rupt, scrib, spec</i> T446</li> <li>• Language and Conventions: Oral Language: Capitalization T447</li> <li>• Language and Conventions: Teach and Practice Capitalization T451, 455</li> </ul> <p><b>Weekly Resource Overview:</b></p> <p>★ Materials That Will Support Planning for the Week: T266-267</p>
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**Week 6: Project Based Inquiry - What It Means to be Free**

**Project Focus:**

- Survey people on the meaning of freedom.
- Create a speech or poster about freedom.

**See Teacher's Edition T462**

- Leveled Research Articles
- Use Academic Words
- Explore and Plan: Informational Texts
- Conduct Research: Survey
- Create a Project From Collected Data
- Refine Research: Primary and Secondary Sources
- Extend Research: Online Survey Tools

**Interdisciplinary Connections:**

**Cross-Curricular Perspectives: (TE) Social Studies**

- *Keeping Mr. John Holton Alive* from *Elijah of Buxton*: T35, T39, T42, T44
- *The Scarlet Stockings Spy*: T94, T95, T98, T103, T108-109
- *The Bill of Rights*: T158, T161, T164, T167-168, T171
- *Delivering Justice*: T221, T223, T225, T230, T235
- *Ezekiel Johnson Goes West*: T288, T294, T296 T298, T305

**New Jersey Legislative Statutes and Administrative Code**

**Educational Resources:**

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

**Diversity, Equity & Inclusion Educational Resources: Go to:**

Department of Education/New Jersey State Learning Standards/Diversity, Equity & Inclusion Educational Resources

**Click on:**

**Sample Activities and Lessons - Grades 3-5**

- Analyzing Gender Stereotypes in the Media
- Exploring Your Immigrant Stories
- The Rich Tapestry of Religion in the United States
- Understanding My Family's History

		<p><b>The Art Room: Equity, Diversity, and Inclusion Resources:</b>  <a href="http://www.davisart.com/free-resources/equity-diversity-and-inclusion-resources/">www.davisart.com/free-resources/equity-diversity-and-inclusion-resources/</a>  Artists and educators challenge inequities and encourage others to explore new ways of thinking and being through art. Check out this sampling of the many <i>SchoolArts</i> articles that will help build greater equity, diversity and inclusion in the classroom.</p> <p><b>Amistad Law: N.J.S.A. 18A 52:16A-88</b></p> <p><b>One Crazy Summer - Novel by Rita Williams-Garcia</b>  There is a multitude of themes to be found in this book. 1968 is a radical time for black history, and the portrayal of the Black Panther ideals helps to prompt discussions of <b>Civil Rights, injustice, black pride, and racial prejudice</b>. The power of names is another strong idea in the book.  <i>Note: Go to Youtube to search for chapter read alouds.</i></p> <p><b>A People's Journey, A Nation's Story</b>  <b>Welcome to the Smithsonian National Museum of African American History &amp; Culture</b>  <b>Smithsonian Institution</b>  <a href="https://nmaahc.si.edu">https://nmaahc.si.edu</a></p> <p><b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</b>  <b>Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a</b></p> <p><b>Facing History and Ourselves: Voting Rights in the United States</b>  <a href="https://www.facinghistory.org/educator-resources/current-events/voting-rights-united-states">https://www.facinghistory.org/educator-resources/current-events/voting-rights-united-states</a>  Elections are crucial to democracy, ensuring people have a voice in their government. Throughout US history, different groups of Americans have fought for the right to vote, both because this right is crucial for participating in democracy and because the right to vote is symbolic of the right to belong in the nation. Since the 2020 election, 17 states have enacted legislation that makes it easier to vote, such as legislation that registers voters automatically and expands access to early or absentee voting. Other states have moved in the opposite direction, passing laws that create barriers to voting. These laws include requiring people to present IDs to vote, disenfranchising people who were previously convicted of felonies, restricting early and absentee voting, and removing voters' names from registration lists if they have not recently voted. The Supreme Court's 2013 decision in <i>Shelby County v. Holder</i> to strike down</p>
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portions of the 1965 Voting Rights Act has made it easier for states to enact new restrictions on voting, and many of these new restrictions are being challenged in the courts, with critics arguing that they disproportionately affect voters who are racial minorities, poor, or young.

**The History of U.S. Voting Rights | Things Explained**

[https://www.youtube.com/watch?v=No7ewLdJU\\_Y](https://www.youtube.com/watch?v=No7ewLdJU_Y)

Who can vote today looks a lot different from those who could vote when the United States was first founded. This video covers the history of voting rights, including women's suffrage, Black disenfranchisement, the Voting Rights Act of 1965, and the various methods American voters can cast their ballots today.

**Teach Your Children about The Americans with Disabilities Act**

<https://www.ucpcharter.org/blog/ada30anniversary>

Believe it or not, there were virtually no civil rights protections that included individuals with disabilities prior to the ADA. It was technically legal to deny employment or even healthcare coverage to an individual based on their disability. Furthermore, accessibility for individuals with disabilities such as wheelchair ramps, and braille signage was not required prior to the ADA, making basic accessibility and transportation virtually impossible for many people.

**Constitution Daily**

**Tinker v. Des Moines: Protecting student free speech**

[www.constitutioncenter.org](http://www.constitutioncenter.org)

Search: Tinker v. Des Moines: Protecting student free speech

On February 24, 1969, the Supreme Court ruled in *Tinker v. Des Moines Independent Community School District* that students at school retain their First Amendment right to free speech. The story of this landmark case begins four years prior, during the early wave of protests against the Vietnam War. Public demonstrations and university "teach-ins" were growing in response to a rising death toll and increasing doubts about the motives and goals of the war.

<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: Embedded in Daily Routines and Multiple Digital/Print Assessment Resource:</u></b></p> <ul style="list-style-type: none"> <li>• Quick Check</li> <li>• Assess and Differentiate</li> <li>• Assess Prior Knowledge</li> <li>• Assess Understanding</li> <li>• Conferring Checklists</li> <li>• Rubrics</li> <li>• Project-Based Inquiry</li> </ul> <p><b><u>SavvasRealize.com: See Assessment Guide and Teacher Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Progress Check-ups</li> <li>• Cold Reads</li> <li>• Weekly Standards Practice for Language and Conventions</li> <li>• Weekly Standards Practice for Word Study</li> <li>• Weekly Standards Practice for Academic Vocabulary</li> <li>• Practice Tests</li> <li>• Test Banks</li> </ul> <p><b><u>Additional Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Small Group Discussion</li> <li>• Lesson/Skill Quiz</li> <li>• Exit Tickets</li> <li>• Journal Writing</li> <li>• Peer/Self Assessment</li> <li>• Reading Response Log</li> <li>• Mandatory Essays (pre-planned or on demand)</li> <li>• Notebook Check</li> <li>• Discussion boards</li> <li>• Writing/reading journals</li> <li>• Open-ended responses</li> <li>• Reading workshop</li> <li>• Writing workshop</li> <li>• Peer editing, reflection, and revision</li> </ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• Savvas MyView Baseline Test</li> <li>• Diagnostic Assessment</li> <li>• Interim Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Savvas MyView Unit Tests</li> <li>• Standardized Tests</li> <li>• Quarterly District Assessments</li> <li>• Published Writing</li> <li>• Weekly Selection Tests</li> <li>• Assessments of Comprehension and Standards Taught</li> <li>• Unit 2 Writing Workshop Assessment</li> <li>• Performance-Based Assessments</li> <li>• Student-teacher Conferencing</li> <li>• Reflective Journals</li> <li>• New Jersey Registered Holistic Scoring Rubric, Language Arts 3-5</li> <li>• Posttest (Textbook)</li> <li>• Unit Projects</li> <li>• Mock Interviews</li> <li>• Peer analysis</li> <li>• Creative Writing</li> <li>• Student Writing Portfolios</li> <li>• Visual Representations</li> <li>• Based Learning Activities</li> </ul>

<ul style="list-style-type: none"><li>● Technology-based assessments</li><li>● Presentations</li><li>● Oral reading</li><li>● Purposeful worksheets</li><li>● Collages (i.e. charts, pamphlets, menus, posters, etc.)</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>● Savvas myView Literacy Teacher Editions and Online Platform</li><li>● Student Interactive Workbook</li><li>● Mentor Stack</li><li>● Student Portfolios</li><li>● Learning Contracts</li><li>● Centers/Stations</li><li>● Journals</li><li>● Leveled Readers S-V</li><li>● Editable Anchor Charts</li><li>● Savvas myView Teacher Resources</li><li>● Book Club Packets</li><li>● myView Read Aloud Library</li></ul>	<ul style="list-style-type: none"><li>● Extra Support Readers</li><li>● Provide Options for Comprehension</li><li>● Tiered Content/Activities</li><li>● Provide a Variety of Materials</li><li>● Provide options for perception</li><li>● Choice Boards</li><li>● Differentiated Literacy Stations</li><li>● Small Group Guide</li><li>● Collaborative Activities</li><li>● Audio of Text</li><li>● Large Font Text</li></ul>	<ul style="list-style-type: none"><li>● Online Thesaurus</li><li>● Extra Support Readers</li><li>● StoryBoard Graphic Organizer</li><li>● Tiered Content/Activities</li><li>● Provide a variety of materials</li><li>● Language Awareness Handbook</li><li>● Spanish Language Version (if Available)</li><li>● Pair Work</li><li>● Extra Support Readers</li><li>● Cultivate Relationships and be Culturally Responsive</li></ul>	<ul style="list-style-type: none"><li>● Enrichment Readers</li><li>● Enrichment Activities</li><li>● Curriculum Compacting</li><li>● Leveled Readers</li><li>● Tiered Content/Activities</li><li>● Provide a variety of rigorous materials</li><li>● Writing Club</li><li>● Anchor Texts plus two additional texts</li><li>● Assign Independent Projects</li><li>● Group and Individual Presentations</li><li>● Provide Variety of Rigorous Material, Blogs. Poetry</li><li>● Plan for tiered learning: See Webb’s Depth of Knowledge Levels</li><li>● Bloom’s Higher-Order Thinking Questions</li></ul>



### Supplemental Resources

**Technology:**

- White Board
- Student Technology Device (chromebook)
- SmartBoard
- Meeting Applications (Google Meets; Schoology Conferences; Zoom; etc.)
- Document Camera
- LMS (Schoology)
- Savvas myView Literacy Online Platform

**Other:**

- IXL
- Peardeck
- Commonlit
- Nearpod
- BrianPOP
- Learn 360
- LearnZillion
- Ed Cite
- ReadWorks
- Chart Paper
- Graphic Organizers
- Kahoot
- FlipGrid

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>• Allow for access to print and digital versions and exemplar of culminating writing tasks</li> <li>• Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic</li> <li>• Provide individual instruction as needed</li> <li>• Consistent use of pre-testing</li> <li>• Learning objectives that vary in depth</li> <li>• Use of flexible pacing</li> <li>• Products that vary in complexity and abstraction</li> <li>• Open-ended questioning and assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighting of text. Text-To-Speech application. Anchor Chart for Vocabulary &amp; Text Structure</li> <li>• Teacher modeling</li> <li>• Introduce skill before lesson</li> <li>• Use of visual &amp; multi-sensory formats</li> <li>• Pair with higher level students</li> <li>• Utilize Multi-sensory (VAKT) approach during instruction</li> <li>• Vary method of presentation: repetition, simple explanations, additional examples, modeling, etc)</li> <li>• Modify content</li> <li>• Provide additional time for completion and preferential seating</li> <li>• Highlight key vocabulary</li> <li>• Graphic organizers</li> <li>• Text-to-speech</li> </ul>	<ul style="list-style-type: none"> <li>• Four corners activity, sentence stems, anchor chart for vocabulary &amp; text structure</li> <li>• Personal experiences/prior knowledge</li> <li>• Guided writing</li> <li>• Scaffolding</li> <li>• Differentiated writing stations</li> <li>• Extended conferences</li> <li>• Sentence stems</li> </ul> <p>Refer to Savvas TE for ELL Targeted Minilesson Support</p>	<ul style="list-style-type: none"> <li>• Choice or activity menus</li> <li>• Challenge according to student interests</li> <li>• Offer the most difficult first</li> <li>• Enable students to work together</li> <li>• Plan for tiered learning: See Webb's Depth of Knowledge Levels</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>• Independent study</li> <li>• Learning centers</li> <li>• Match students to texts with leveled readers</li> <li>• Project based inquiry</li> <li>• Extension activities (Savvas)</li> <li>• Work on a Venn Diagram describing connections between two texts by the same author.</li> </ul>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b> <ol style="list-style-type: none"> <li>1. Career Awareness &amp; Planning</li> <li>2. Creativity and Innovation</li> <li>3. Critical Thinking &amp; Problem-Solving</li> <li>4. Global &amp; Cultural Awareness</li> <li>5. Information and Media Literacy</li> <li>6. Technology Literacy</li> </ol>	
	<b>Core Ideas:</b>	<ul style="list-style-type: none"> <li>• An individual's passions, aptitude and skills can affect his/her employment and earning potential.</li> <li>• Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions</li> <li>• Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</li> <li>• The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</li> <li>• Individuals from different cultures may have different points of view and experiences.</li> <li>• Culture and geography can shape an individual's experiences and perspectives.</li> <li>• Specific situations require the use of relevant sources of information.</li> <li>• Different digital tools have different purposes.</li> <li>• Collaborating digitally as a team can often develop a better artifact than an individual working alone.</li> </ul>
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</li> <li>• 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</li> <li>• 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements</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</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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> </ul>

		<ul style="list-style-type: none"> <li>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> <li>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> <li>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.1.NM. IPRET.5).</li> <li>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</li> <li>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</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>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)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	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>