

[NJSLS Grade 1 ELA](#)

Trimester		Unit 2 Title	Recommended Instructional Days
1		I Spy	6 - 8 weeks
		<p><b>Students will explore:</b></p> <ul style="list-style-type: none"> <li>• Talk with others about how living things grow and change.</li> <li>• Read informational text and understand its elements.</li> <li>• Use language to make connections between reading and writing informational text.</li> <li>• Write Informational texts using elements of informational text.</li> </ul>	
Reading Literature Text Strand:	Reading Informational Text Strand:	<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit</b></p>	
<p><i>Progress Indicator:</i></p> <p><b>RL.1.3</b> Describe characters, settings, and major event(s) in a story, using key details.</p> <p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>RL.1.10</b> With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p>	<p><i>Progress Indicator:</i></p> <p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.10</b> With prompting and support, read informational texts at grade level text complexity or above.</p>		

Foundational Skills Strand:	Writing Strand:	
<p><b>Progress Indicator:</b></p> <p><b>RF.1.1</b> Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p><b>RF.1.1.a</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>RF.1.2</b> Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>RF.1.2.b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>RF.1.2.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p><b>Progress Indicator:</b></p> <p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of</p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>● How do living things grow and change?</li> <li>● How do animals grow and change?</li> <li>● How do plants grow and change?</li> <li>● How are baby animals different from their parents?</li> <li>● How do animals change with the season?</li> <li>● How do people grow and change?</li> </ul> <p style="text-align: center;"><b>Activity Descriptions:</b></p> <p><b>Interdisciplinary Connections:</b> <i>Follow the “Cross-Curricular” discussion prompts in your manual to address the standards below.</i></p> <p><b>Social Studies:</b></p> <p><b>SOC.6.1.4.B.4:</b> Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. <a href="#">Natural Resources of the Earth</a></p> <p><b>SOC.6.1.4.C.2:</b> Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. <a href="#">Needs and Wants</a> <a href="#">Learning Needs vs. Wants</a></p> <p><b>Science:</b></p>

<p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.3.a</b> Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p><b>RF.1.3.b</b> Decode regularly spelled one-syllable words.</p> <p><b>RF.1.4.a</b> Read grade-level text with purpose and understanding.</p> <p><b>RF.1.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>“how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>SCI.1-LS1-2:</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. <a href="#">The Life Cycle Song   Science Songs   Scratch Garden</a></p> <p><b>SCI.1-LS3:</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. <a href="#">It's Alive! Biology for Kids</a></p> <p><b>SCI.1.LS1.A:</b> All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. <a href="#">How Does A Seed Become A Plant?</a> <a href="#">Parts Of A Plant</a></p> <p><b>Getting Ready (Classroom Environment):</b></p> <ul style="list-style-type: none"> <li>● Organize your classroom’s teaching/meeting area. Situate the furniture so that students have enough room and space to sit safely and comfortably. Students need to be able to see the word wall and easel and/or whiteboard.</li> <li>● Keep all essential teaching tools for shared reading and interactive reading near the teaching space.</li> <li>● Include a second set of student name cards on a type of organizer (pocket chart, bulletin board, poster board, etc.) to facilitate students taking turns with tablets.</li> <li>● Organize guided reading texts by reading level and title.</li> <li>● Organize read aloud/big books selections.</li> <li>● Label all areas of the classroom, with attention to the following items that students will have daily access to:</li> </ul>
<p><b>Speaking and Listening Strand:</b></p>	<p><b>Language Strand:</b></p>	
<p><b>Progress Indicator:</b></p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.1.a</b> Follow agreed-upon norms for discussions (e.g., listening to others with care,</p>	<p><b>Progress Indicator:</b></p> <p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.1.a</b> Print all upper- and lowercase letters.</p>	

<p>speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.1.1b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.1c</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>L.1.1.c</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p><b>L.1.1.f</b> Use frequently occurring adjectives.</p> <p><b>L.1.1.j</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.1.2.c</b> Use commas in dates and to separate single words in a series.</p> <p><b>L.1.2.d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and</p>	<p>scissors, crayons, glue, book baskets, paper, pencils, computers, blocks, folders, etc.</p> <ul style="list-style-type: none"><li>● Make sure students have myView digital access.</li></ul> <p><b>Build Background Knowledge</b></p> <ul style="list-style-type: none"><li>● Students will view the following video to promote thinking about unit topic:<ul style="list-style-type: none"><li>- Unit 2 Video: "Who's Been There?" (found on your Savvas Realize account in Unit 1 introduction)</li></ul></li><li>● Class discussion about how living things grow and change</li></ul> <p><b>Ask and answer questions:</b></p> <ul style="list-style-type: none"><li>● How do living things grow and change?</li><li>● How do animals grow and change?</li><li>● How do plants grow and change?</li><li>● How are baby animals different from their parents? Do they always look the same?</li><li>● How do animals change with the season? What do animals do in the winter?</li><li>● How do people grow and change? How have you grown and changed this year?</li></ul> <p><b>Build Oral Language:</b></p> <ul style="list-style-type: none"><li>● <a href="#">Oral Language Development</a></li><li>● <u>Weekly vocabulary</u>: eggs, frog, gills, tadpole, buds, soil, stems, leaves, polar bear, kangaroo, penguin, eat, dig, sleep, burrow, big, new, fast, small</li><li>● <u>Unit academic vocabulary</u>: nature, notice, pattern, reason</li></ul>
--	--	--

	<p>phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>L.1.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.1.4b</b> Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>L.1.5.c</b> Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p><b>L.1.5.d</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"><li>● Word Wall - Throughout the unit, begin an academic vocabulary word wall as you generate new vocabulary related to the theme</li></ul> <p><b><u>Reading Workshop</u></b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"><li>● <u>Phonological Awareness</u><ul style="list-style-type: none"><li>○ Segment and blend phonemes</li><li>○ Final Sounds</li><li>○ Change Phonemes</li><li>○ Produce Rhyming Words</li><li>○ Add and remove phonemes</li><li>○ Medial Sounds</li><li>○ Distinguish between Short and Long vowels a, i</li></ul></li><li>● <u>Phonics</u> (<i>Foundations</i>)<ul style="list-style-type: none"><li>○ <i>Letter - Keyword - Sound for consonants, short vowels, digraphs, bonus letters, and glued sounds</i> using both standard and large cards to teach consonants and short vowel sounds</li><li>○ Phoneme Segmentation</li><li>○ Concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck</li><li>○ Spelling of ck an the end of words</li><li>○ Bonus letter spelling rule: ff, ll, ss and sometimes zz</li><li>○ Glued sound: all</li><li>○ Vowel extension poster</li><li>○ Large letter formation grid: teach sky line, plane line, grass line, worm line; use the grid to teach</li></ul></li></ul>
--	---	--

	<p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>proper letter formation for the letter(s) being taught</p> <ul style="list-style-type: none"> <li>○ Student Notebook: teacher says the letter formation for the letter(s) being taught as students echo and trace the letter(s) with a finger; teacher says <i>letter - keyword - sound</i> and students echo</li> <li>○ Magnetic tile board: teacher gives each student the letter(s) being taught; students match the tile to the letter on the board; echo <i>letter - keyword - sound</i></li> <li>○ Dictation (Dry Erase)</li> <li>○ Dictation (Composition Book)</li> </ul> <ul style="list-style-type: none"> <li>● <a href="#">High-Frequency Words</a> <ul style="list-style-type: none"> <li>○ myView: help, little, come, my, saw, walk, she, what, take, jump, this, use, from, think, blue, goes, make, her, too, all, four, five, ride, your, part</li> </ul> </li> </ul> <p><b>Read-Aloud Routine:</b></p> <ul style="list-style-type: none"> <li>● Students will listen actively to you read a story for elements of the genre that will be covered during the lesson</li> <li>● Read the entire text aloud without stopping</li> <li>● Reread the text aloud, pausing to model Think Aloud strategies related to the genre</li> <li>● Unit 1 stories found in your teacher’s manual: <ul style="list-style-type: none"> <li>- Week 1: <i>A Kit Grows Up</i></li> <li>- Week 2: <i>Growing Food for the Table</i></li> <li>- Week 3: <i>Animal Babies Change</i></li> </ul> </li> </ul>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<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><a href="#">Core SEL Competencies Guide</a></p>	<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>	

		<ul style="list-style-type: none"><li>- Week 4: <i>Changing Animals</i></li><li>- Week 5: <i>A Visit to the Dentist</i></li><li>● Wrap-Up Activity - refer to your myView manual “Listening Comprehension” pages for corresponding activities for weekly read-aloud routines</li></ul> <p><b>Shared Read:</b></p> <ul style="list-style-type: none"><li>● Introduce the text and preview vocabulary.</li><li>● Discuss the “First Read” strategies with students (refer to your myView manual “Introduce the Text” pages). Students can listen to or read the story as their “First Read.”</li><li>● Teacher will read the text aloud to students. While reading, use the “Close Read” notes to guide instruction</li><li>● Following the reading, students will respond and analyze the text (retell, describe important text features)</li><li>● Unit 1 Shared Read stories:<ul style="list-style-type: none"><li>- Week 1: <i>The Life of a Frog</i></li><li>- Week 2: <i>The Life Cycle of a Sunflower</i></li><li>- Week 3: <i>How Do Baby Animals Grow?</i></li><li>- Week 4: <i>The Long Sleep and Changes</i></li><li>- Week 5: <i>Bigger Shoes for the Race</i></li><li>- Week 6: <i>New at the Zoo!</i></li></ul></li></ul> <p><b>Leveled Readers:</b></p> <ul style="list-style-type: none"><li>● Unit 1 guided reading levels range from Level B through Level I</li><li>● Readers align to unit theme, I Spy, and to the unit Spotlight Genre, Informational Text.</li></ul>
--	--	---

- Refer to the “Matching Texts to Learning” pages each week for suggested texts and the instruction aligned to the week’s instruction and genre.
- Full online access to Grade 1 Leveled Library:
  - levels available from Level B - Level I
  - variety of fiction and nonfiction genres
  - text structures and features aligned to the continuum of text levels
  - readers provide audio and word-by-word highlighting to support students as they read
  - leveled reader search functionality in SavvasRealize.com

**Writing Workshop**

**Introduce and Immerse:**

- Informational Book- learn the characteristics of informational books
- Brainstorm a Topic and Main Idea- read a variety of informational books to see how authors write in the genre
- Plan Your Informational Book- begin writing their own informational books

**Develop Elements:**

- Main Idea- learn how to write a main idea
- Apply Facts and Details- read a variety of informational books to learn about facts and details
- Apply Simple Graphics- understand how to add facts, details, and graphics to their own writing

**Develop Structure:**



- Organize with Structure- learn the structure of an informational text
- Apply Features and Simple Graphics- understand how authors organize their text using features, simple graphics, and an introduction and conclusion
- Apply Introduction and Conclusion- continue to work on their own informational book

**Writer's Craft:**

- Edit for Capitalization- learn how to capitalize correctly
- Apply Singular, Plural, Common, Proper, and Possessive Nouns- use various types of nouns
- Apply Complete Sentences with Subject-Verb Agreement- recognize and write using correct subject-verb agreement

**Publish, Create, and Assess:**

- Edit for Capitalization- edit their informational book for capitalization
- Edit for Commas- edit their informational book for commas
- Assessment- publish and share their writing

**Reading-Writing Workshop Bridge**

**Academic Vocabulary:**

- Related words
- Synonyms
- Context clues
- Word Parts
- Oral language

		<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>● Letters <i>Tt</i> and Write Letters with Correct Slant</li> <li>● Letters <i>Oo</i> and <i>Cc</i></li> <li>● Appropriate Spacing Between Letters in Words and Letters <i>Aa</i></li> <li>● Letters <i>Dd</i> and Letters <i>Ee</i></li> <li>● Letters <i>Ff</i> and Write Words</li> </ul> <p><b>Read Like a Writer, Write for a Reader:</b></p> <ul style="list-style-type: none"> <li>● Word Choice</li> <li>● Description Text Structure</li> </ul> <p><b>Language &amp; Conventions:</b></p> <ul style="list-style-type: none"> <li>● Simple Sentences</li> <li>● Declarative Sentences</li> <li>● Interrogative Sentences</li> <li>● Exclamatory Sentences</li> <li>● Imperative Sentences</li> </ul>
<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>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● K-W-L charts and brainstorming anchor charts to determine student prior knowledge and use of relevant connections</li> <li>● PBL on-going project and writing task</li> <li>● Graphic organizers</li> <li>● Quick Check</li> <li>● Post-it and/or communicator responses as a temperature gauge</li> <li>● Independent illustrations in reading notebooks</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Weekly student monitoring</li> <li>● Weekly progress check-ups (completed online through Savvas Realize)</li> <li>● Student reflections</li> </ul>

<ul style="list-style-type: none"> <li>● Writing pieces</li> <li>● Thumbs up, thumbs down</li> <li>● Game activities</li> <li>● Assess and Differentiate</li> <li>● Assess Prior Knowledge</li> <li>● Assess Understanding</li> <li>● Observational Assessments</li> <li>● Conferring Checklists</li> <li>● Rubrics</li> <li>● Think/Pair/Share</li> </ul>			
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
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>● Digital and print version of the text</li> <li>● myView Literacy</li> <li>● Centers/Stations</li> <li>● Leveled readers</li> <li>● Anchor charts &amp; editable anchor charts</li> <li>● Student interactives</li> </ul>	<ul style="list-style-type: none"> <li>● Modified versions of the text</li> <li>● Leveled readers</li> <li>● Differentiation/Accommodations/Modifications - materials and resources needed for small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Digital and print versions of the text</li> <li>● Small group materials</li> <li>● PBL projects</li> <li>● Online thesaurus</li> <li>● Leveled readers</li> <li>● <a href="#">Accommodations and Modifications</a></li> </ul>	<ul style="list-style-type: none"> <li>● Digital and print versions of the text</li> <li>● Digital access to leveled readers for all grades</li> <li>● Small group materials to provide differentiation</li> <li>● Continuous PBL projects</li> </ul>

	<ul style="list-style-type: none"> <li>Choice Boards</li> </ul>	<a href="#">Checklist for ESL Students</a>	
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Student device (tablet, chromebook)</li> <li>Teacher device (laptop, chromebook)</li> <li>Student access to Savvas Realize myView accounts</li> <li>Projector</li> <li>SmartBoard</li> <li>Document camera</li> <li><a href="#">IXL.com BBOED</a></li> <li><a href="#">RAZ-Plus</a></li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Whiteboard</li> <li>Expo markers</li> <li>Chart paper &amp; markers</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>Allow for access to print and digital versions and exemplars of PBL projects and writing tasks</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading</b></li> <li>-Increase feedback</li> <li>-Vary texts for level of difficulty</li> <li>-Offer choice of organizers and DOLs</li> </ul>	<ul style="list-style-type: none"> <li>Extend time requirements</li> <li>Preferred seating</li> <li>Positive reinforcement</li> <li>Check often for understanding/review</li> </ul>	<ul style="list-style-type: none"> <li>Create an enhanced set of introductory activities</li> <li>Integrate active teaching/learning opportunities</li> </ul>

	<ul style="list-style-type: none"><li>-Post visuals and anchor charts for making connections</li><li>-Break into smaller group or 1:1 conferences</li><li>-Close reading strategies</li><li>-Text based evidence strategies</li><li>-Tier assignments and assessments</li><li>-Strategic pairing for guided practice</li><li>-Highlight/ color-code text</li><li>-Text to speech<ul style="list-style-type: none"><li>● <b>Writing</b></li></ul></li><li><b>Tier 1: General instruction</b></li><li>-Schedule time for writing conferences</li><li>-Spelling</li><li>-Sentence construction</li><li>-Classroom environment (visuals, word wall, etc.)</li><li>-Explicit modeling</li><li>-After continuous, systematic progress</li></ul>	<ul style="list-style-type: none"><li>● Utilize oral/visual directions/prompts when necessary</li><li>● Supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric</li></ul>	<ul style="list-style-type: none"><li>● Incorporate authentic components</li><li>● Propose interest-based extension activities</li><li>● Connect students to related talent development opportunities</li><li>● Advanced organizers</li><li>● Advanced leveled texts</li><li>● Tier assignments and assessments</li><li>● Compact curriculum</li><li>● Offer challenging activities</li><li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li></ul>
--	---	--	---

	<p>monitoring, locate students who need more support.</p> <p><b>Tier 2: Small group, adult-led instruction using validated interventions to provide a more tailored, individualized educational program.</b></p> <ul style="list-style-type: none"><li>-Identifying non-responders</li><li>-Continued progress monitoring</li></ul> <p><b>Tier 3: Teacher-established learning goals with materials that coincide with the level of the child and may differ from the students' grade level.</b></p> <ul style="list-style-type: none"><li>-Handwriting instruction</li><li>-Computer-assisted instruction</li><li>-Strategy instruction</li><li>-Cognitive strategy instruction</li><li>-Utilize a multi-sensory approach during instruction</li></ul>		
--	---	--	--

	<ul style="list-style-type: none"><li>-Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li><li>-Modify test content and/or format, allow students to retake test for additional credit</li><li>-Provide additional times and preferential seating as needed</li><li>-Review, restate and repeat directions</li><li>-Provide study guides, and/or break assignments into segments of shorter tasks.</li><li>-Provide individual instruction as needed</li></ul> <p>Modify assessments and/or rubrics, repeat instructions as needed.</p>		
--	--	--	--

<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ol style="list-style-type: none"> <li>1. Money Management</li> <li>2. Career Awareness and Planning</li> <li>3. Creativity and Innovation</li> <li>4. Digital Citizenship</li> <li>5. Global and Cultural Awareness</li> <li>6. Critical Thinking and Problem-Solving</li> <li>7. Information and Media Literacy</li> <li>8. Technology Literacy</li> </ol>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> <li>● To be fiscally responsible, an individual’s finances should align with his or her values and goals.</li> <li>● Different types of jobs require different knowledge and skills.</li> <li>● Brainstorming can create new, innovative ideas.</li> <li>● Digital communities allow for social interactions that can result in positive or negative outcomes.</li> <li>● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</li> <li>● Individuals from different cultures may have different points of view and experiences.</li> <li>● Digital tools and media resources provide access to vast stores of information that can be searched.</li> <li>● Digital tools can be used to display data in various ways.</li> <li>● Digital tools have a purpose.</li> </ul>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> <li>● <b>9.1.2.CR.1:</b> Recognize ways to volunteer in the classroom, school and community.</li> <li>● <b>9.1.2.CR.2:</b> List ways to give back, including making donations, volunteering, and starting a business.</li> <li>● <b>9.1.2.FP.2:</b> Differentiate between financial wants and needs.</li> </ul>



- **9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **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, 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.GCA:1** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,7.1.NL.IPERS.6).
- **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.).

	<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>● Attend to financial well-being.</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)								
	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>