

[NJSL-Grade 1](#)

Trimester	Unit 3 Title	Recommended Instructional Days
2	<p>Imagine That</p> <p>Students will explore:</p> <ul style="list-style-type: none"> • Talk with others about how we use our imaginations. • Read traditional stories and understand the elements of the genre. • Use language to make connections between reading and writing traditional stories. • Write poetry using elements of poetry. 	6 - 8 weeks
<p>Reading Literature Text Strand:</p>	<p>Reading Informational Text Strand:</p>	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</p>
<p><i>Progress Indicator:</i></p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p><i>Progress Indicator:</i></p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p>	

<p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p>	<p>RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.</p>	
<p>Foundational Skills Strand:</p>	<p>Writing Strand:</p>	
<p>Progress Indicator:</p> <p>RF.1.2 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>RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words</p> <p>RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2.c Isolate and pronounce initial, medial vowel, and final</p>	<p>Progress Indicator:</p> <p>W.1.1 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>W.1.5 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>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> ● How can we use our imaginations? ● Why is it important to plan ahead? ● How do tricky characters use their imaginations? ● How can imagination lead to a new idea? ● How can stories help us learn lessons? ● Why are art and music classes important? <p style="text-align: center;"><u>Activity Descriptions:</u></p> <p><u>Interdisciplinary Connections:</u> <i>Follow the “Cross-Curricular” discussion prompts in your manual to address the standards below.</i></p> <p><u>Social Studies:</u> SOC.6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. Artist-Kid’s Dream Job-Can You Imagine That?</p>

<p>sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.d Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.a Read grade-level text with purpose and understanding.</p>	<p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>SOC.6.1.2.HistorySE.1: 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.</p> <p>SOC.6.1.2.HistorySE.2: 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).</p> <p>SOC.6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. Howard B. Wigglebottom and the Monkey on His Back: A Tale About Telling the Truth</p> <p>Science:</p> <p>SCI.1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. All About Ants - 5 Amazing Facts About Ants</p> <p>SCI.1.LS1.A: 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. Caracal Cats 101 : Fun Facts & Myths</p> <p>Climate Change: Question/Discussion Topic: How can we reduce the impact of climate change on land, water, air and/or other living things in our local environment?</p>
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Speaking and Listening Strand:	Language Strand:	
<p>Progress Indicator:</p> <p>SL.1.1 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>SL.1.1.a Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when</p>	<p>Progress Indicator:</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.a Print all upper- and lowercase letters.</p> <p>L.1.1.b Use common, proper, and possessive nouns.</p> <p>L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Getting Ready (Classroom Environment):</p> <ul style="list-style-type: none"> ● 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. ● Keep all essential teaching tools for shared reading and interactive reading near the teaching space. ● 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. ● Organize guided reading texts by reading level and title. ● Organize read aloud/big books selections. ● Label all areas of the classroom, with attention to the following items that students will have daily access to: scissors, crayons, glue, book baskets, paper, pencils, computers, blocks, folders, etc. ● Make sure students have myView digital access. <p>Build Background Knowledge</p> <ul style="list-style-type: none"> ● Students will view the following video to promote thinking about unit topic: <ul style="list-style-type: none"> - Unit 3 Video: “Ready, Set, Imagine!” (found on your Savvas Realize account in Unit 3 introduction) ● Class discussion about how people can use their imaginations to create things. <p>Ask and answer questions:</p> <ul style="list-style-type: none"> ● How can we use our imaginations? Why is it important to use our imagination?

<p>appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.1.6 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>	<ul style="list-style-type: none"> ● Why is it important to plan ahead? Can you give me an example of when it is important to plan ahead? ● How do tricky characters use their imaginations? ● How can imagination lead to a new idea? How have you used your imagination to create something? ● How can stories help us learn lessons? What lesson have you learned from reading a story? ● Why are art and music classes important? <p>Build Oral Language:</p> <ul style="list-style-type: none"> ● Oral Language Development ● <u>Weekly vocabulary:</u> begged, gathered, prepared, stored, sadly, fairly, exactly, carefully, draw, doodle, scribble, decorate, sad, angry, happy, surprised, learn, think, remember, concentrate ● <u>Unit academic vocabulary:</u> create, imagine, possible, suppose ● Word Wall - Throughout the unit, begin an academic vocabulary word wall as you generate new vocabulary related to the theme <p><u>Reading Workshop</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> ● Phonological Awareness <ul style="list-style-type: none"> ○ Segment and blend phonemes ○ Manipulate phonemes ○ Remove phonemes ○ Medial long vowel /u/, /i/, /e/ ○ Distinguish between long and short vowel sounds for vowels /u/, /i/, /e/ ○ Final Sounds ○ Syllables
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	

- Self Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

[Core SEL Competencies Guide](#)

- Recognizing the importance of self-confidence in handling daily tasks and challenges.
- Demonstrate an awareness of the expectations for social interactions in a variety of ways.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.
- Recognize the skills needed to establish and achieve personal and educational goals.
- Utilize positive communication and social skills to interact effectively with others.
- Develop, implement, and model effective problem solving and critical thinking skills.

- **Phonics** (*Fundations*)
 - *Letter - Keyword - Sound for consonants, short vowels, digraphs, bonus letters, and glued sounds* using both standard and large cards to teach consonants and short vowel sounds
 - Phoneme Segmentation
 - Concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck
 - Spelling of ck an the end of words
 - Bonus letter spelling rule: ff, ll, ss and sometimes zz
 - Glued sounds: all, am, an
 - Reading with accuracy and prosody
 - Proofreading
 - Baseword and suffix with the suffix -s
 - Pluralization
 - Vowel extension poster
 - Large letter formation grid: teach sky line, plane line, grass line, worm line; use the grid to teach proper letter formation for the letter(s) being taught
 - 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 *letter - keyword - sound* and students echo
 - Magnetic tile board: teacher gives each student the letter(s) being taught; students match the tile to the letter on the board; echo *letter - keyword - sound*

- Dictation (Dry Erase)
- Dictation (Composition Book)

- High-Frequency Words

- myView: good, no, put, round, said, could, be, old, why, of, or, live, work, who, out, there, down, drink, now, together, grow, full, around, find, under

Read-Aloud Routine:

- Students will listen actively to you read a story for elements of the genre that will be covered during the lesson
- Read the entire text aloud without stopping
- Reread the text aloud, pausing to model Think Aloud strategies related to the genre
- Unit 3 stories found in your teacher’s manual:
 - Week 1: *The Lion and the Mouse*
 - Week 2: *How Antelope Outsmarted Cheetah*
 - Week 3: *Poems (Think Big, Before)*
 - Week 4: *The Goose and the Golden Egg*
 - Week 5: *Why Kids Need Chores*
- Wrap-Up Activity - refer to your myView manual “Listening Comprehension” pages for corresponding activities for weekly read-aloud routines

Shared Read:

- Introduce the text and preview vocabulary.
- Discuss the “First Read” strategies with students (refer to your myView manual “Introduce the Text” pages).

		<p>Students can listen to or read the story as their “First Read.”</p> <ul style="list-style-type: none">● Teacher will read the text aloud to students. While reading, use the “Close Read” notes to guide instruction● Following the reading, students will respond and analyze the text (retell, describe important text features)● Unit 3 Shared Read stories:<ul style="list-style-type: none">- Week 1: <i>The Ant and the Grasshopper</i>- Week 2: <i>The Clever Monkey</i>- Week 3: <i>Poetry Collection</i>- Week 4: <i>The Cow and Tiger</i>- Week 5: <i>Thumbs Up for Art and Music!</i>- Week 6: <i>More than a Tale!</i> <p>Leveled Readers:</p> <ul style="list-style-type: none">● Unit 3 guided reading levels range from Level B through Level I● Readers align to unit theme, Imagine That, and to the unit Spotlight Genre, Traditional Stories.● 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:<ul style="list-style-type: none">○ 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
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Writing Workshop

Introduce and Immerse:

- Poetry- learn the characteristics of poetry
- Generate Ideas
- Plan Your Poetry

Develop Elements:

- The Five Senses- study how poets use sensory language and imagery
- Apply Imagery
- Apply Word Choice

Develop Structure:

- Line Breaks and White Space
- Apply Sound Words
- Apply Rhyme

Writer's Craft:

- Pronouns- use pronouns correctly
- Apply Spelling Patterns and Rules
- Apply Adverbs That Convey Time- use adverbs correctly

Publish, Create, and Assess:

- Edit for Nouns
- Edit for Complete Sentences with Subject-Verb Agreement
- Assessment- publish and share their writing

		<p><u>Reading-Writing Workshop Bridge</u></p> <p>Academic Vocabulary:</p> <ul style="list-style-type: none">● Related words● Synonyms and Antonyms● Context clues● Word Parts● Oral language <p>Handwriting:</p> <ul style="list-style-type: none">● Letters <i>Gg</i> and <i>Jj</i>● Letters <i>Qq</i> and <i>Uu</i>● Letters <i>Ss</i> and <i>Bb</i>● Write Words and Letters <i>Pp</i>● Letters <i>Rr</i> and <i>Nn</i> <p>Read Like a Writer, Write for a Reader:</p> <ul style="list-style-type: none">● Third-Person Text● Word Choice● Elements of Poetry● Dialogue <p>Language & Conventions:</p> <ul style="list-style-type: none">● Singular and Plural Nouns● Common and Proper Nouns● Pronouns● Pronouns <i>I</i> and <i>me</i>● Capitalize <i>I</i> and Proper Names
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>

<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● K-W-L charts and brainstorming anchor charts to determine student prior knowledge and use of relevant connections ● PBL on-going project and writing task ● Graphic organizers ● Quick Check ● Post-it and/or communicator responses as a temperature gauge ● Independent illustrations in reading notebooks ● Writing pieces ● Thumbs up, thumbs down ● Game activities ● Assess and Differentiate ● Assess Prior Knowledge ● Assess Understanding ● Observational Assessments ● Conferring Checklists ● Rubrics ● Think/Pair/Share 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Unit Tests <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Weekly student monitoring ● Weekly progress check-ups (completed online through Savvas Realize) ● Student reflections
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

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"> ● Digital and print version of the text 	<ul style="list-style-type: none"> ● Modified versions of the text 	<ul style="list-style-type: none"> ● Digital and print versions of the text 	<ul style="list-style-type: none"> ● Digital and print versions of the text

<ul style="list-style-type: none"> ● myView Literacy ● Centers/Stations ● Leveled readers ● Anchor charts & editable anchor charts ● Student interactives 	<ul style="list-style-type: none"> ● Leveled readers ● Differentiation/Accommodations/Modifications - materials and resources needed for small group instruction ● Choice Boards 	<ul style="list-style-type: none"> ● Small group materials ● PBL projects ● Online thesaurus ● Leveled readers ● Accommodations and Modifications Checklist for ESL Students 	<ul style="list-style-type: none"> ● Digital access to leveled readers for all grades ● Small group materials to provide differentiation ● Continuous PBL projects
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Student device (tablet, chromebook) ● Teacher device (laptop, chromebook) ● Student access to Savvas Realize myView accounts ● Projector ● SmartBoard ● Document camera ● IXL.com BBOED ● RAZ-Plus <p>Other:</p> <ul style="list-style-type: none"> ● Whiteboard ● Expo markers ● Chart paper & markers 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

<ul style="list-style-type: none"> ● Allow for access to print and digital versions and exemplars of PBL projects and writing tasks 	<ul style="list-style-type: none"> ● Reading <ul style="list-style-type: none"> -Increase feedback -Vary texts for level of difficulty -Offer choice of organizers and DOLs -Post visuals and anchor charts for making connections -Break into smaller group or 1:1 conferences -Close reading strategies -Text based evidence strategies -Tier assignments and assessments -Strategic pairing for guided practice -Highlight/ color-code text -Text to speech ● Writing <ul style="list-style-type: none"> Tier 1: General instruction <ul style="list-style-type: none"> -Schedule time for writing conferences -Spelling 	<ul style="list-style-type: none"> ● Extend time requirements ● Preferred seating ● Positive reinforcement ● Check often for understanding/review ● Utilize oral/visual directions/prompts when necessary ● Supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric 	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities ● Integrate active teaching/learning opportunities ● Incorporate authentic components ● Propose interest-based extension activities ● Connect students to related talent development opportunities ● Advanced organizers ● Advanced leveled texts ● Tier assignments and ● Assessments ● Compact curriculum ● Offer challenging activities ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic
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	<ul style="list-style-type: none">-Sentence construction-Classroom environment (visuals, word wall, etc.)-Explicit modeling-After continuous, systematic progress monitoring, locate students who need more support.Tier 2: Small group, adult-led instruction using validated interventions to provide a more tailored, individualized educational program.-Identifying non-responders-Continued progress monitoringTier 3: Teacher-established learning goals with materials that coincide with the level of the child and may differ from the students' grade level.-Handwriting instruction-Computer-assisted		
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	<p>instruction</p> <ul style="list-style-type: none">-Strategy instruction-Cognitive strategy instruction-Utilize a multi-sensory approach during instruction-Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)-Modify test content and/or format, allow students to retake test for additional credit-Provide additional times and preferential seating as needed-Review, restate and repeat directions-Provide study guides, and/or break assignments into segments of shorter tasks.-Provide individual instruction as needed		
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	<p>Modify assessments and/or rubrics, repeat instructions as needed.</p>		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ol style="list-style-type: none"> 1. Money Management 2. Career Awareness and Planning 3. Creativity and Innovation 4. Digital Citizenship 5. Global and Cultural Awareness 6. Critical Thinking and Problem-Solving 7. Information and Media Literacy 8. Technology Literacy 	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> ● To be fiscally responsible, an individual’s finances should align with his or her values and goals. ● Different types of jobs require different knowledge and skills. ● Brainstorming can create new, innovative ideas. ● Digital communities allow for social interactions that can result in positive or negative outcomes. ● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. ● Individuals from different cultures may have different points of view and experiences. ● Digital tools and media resources provide access to vast stores of information that can be searched. ● Digital tools can be used to display data in various ways. ● Digital tools have a purpose.

Performance Expectation/s:

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.FP.2:** Differentiate between financial wants and needs.
- **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

		<p>and describe the visual content.</p> <ul style="list-style-type: none"> ● 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Attend to financial well-being. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

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