

[NJSLs Grade 1 ELA](#)

Trimester		Unit 4 Title	Recommended Instructional Days
2		<p>Making History</p> <p>Students will explore:</p> <ul style="list-style-type: none"> • Talk with others about people who have made history. • Read biographies and understand the elements of the genre. • Use language to make connections between reading and writing. • Write a personal narrative using elements of personal narrative. 	6 - 8 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit</p>	
<p><i>Progress Indicator:</i></p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</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><i>Progress Indicator:</i></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in</p>		

	<p>illustrations, descriptions, or procedures)</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 sounds (phonemes) in spoken single-syllable words.</p>	<p>Progress Indicator:</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, 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"> ● Why is the past important? ● How do artists of the past help us see the world differently? ● How can a person’s actions change the world? ● How can technology change the world? ● Why is it important to learn about our country’s past? ● What can people from the past teach us about helping others? <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.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. https://jr.brainpop.com/artsandtechnology/art/georgiaokeeffe/</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.b Decode regularly spelled one-syllable words.</p> <p>RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.</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.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>SOC.6.1.2.GeoSV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). https://jr.brainpop.com/science/land/landforms/</p> <p>SOC.6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. https://jr.brainpop.com/socialstudies/biographies/jackierobinson/</p> <p>SOC.6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. https://jr.brainpop.com/socialstudies/citizenship/ussymbols/</p> <p>Science:</p> <p>SCL1-PS4-C: People also use a variety of devices to communicate (send and receive information) over long distances.</p> <p>SCLK-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/</p>
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	<p>Climate Change: Question/Discussion Topic: Why Should I Be a Global Citizen? How can I be a responsible citizen in my classroom, community, and world? Describe and/or illustrate three traits of a responsible citizen.</p>
<p>Progress Indicator:</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with</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>Getting Ready (Classroom Environment):</p> <ul style="list-style-type: none"> Organize your classroom’s teaching/meeting area. Situating the furniture so that students have enough room

<p>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.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</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.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>L.1.1.a Print all upper- and lowercase letters.</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.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.f Use frequently occurring adjectives.</p> <p>L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization,</p>	<p>and space to sit safely and comfortably. Students need to be able to see the word wall and easel and/or whiteboard.</p> <ul style="list-style-type: none"> ● 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 4 Video: "People from the Past" (found on your Savvas Realize account in Unit 4 introduction) ● Class discussion about the importance of learning about things that happened in the past and important people from the past. <p>Ask and answer questions:</p> <ul style="list-style-type: none"> ● Why is the past important? Why does learning about the past help us? ● What important people from the past do you know about? How did those people make history?
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	<p>punctuation, and spelling when writing.</p> <p>L.1.2a Capitalize dates and names of people.</p> <p>L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4b 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>	<ul style="list-style-type: none">• How do artists of the past help us see the world differently? Why is it important to learn about people of the past?• How can a person's actions change the world? How can your actions help change the world?• Why is it important to learn about our country's past? How does our country's past impact us today?• What can people from the past teach us about helping others? Who were some important people from the past who helped others? <p>Build Oral Language:</p> <ul style="list-style-type: none">• Oral Language Development• <u>Weekly vocabulary</u>: amaze, discovers, memory, wonder, admired, allowed, cheered, loved, cattle, drive, railroad, ranch, field, stars, patch, stripes, vote, leaders, use, writes• <u>Unit academic vocabulary</u>: record, supply, necessary, experience• Word Wall - Throughout the unit, continue 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 sounds○ Final Sounds○ Change Phonemes○ Segment and blend phonemes○ Remove phonemes○ Middle and Final Sounds
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	<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"> ○ Distinguish between short vowel a and long vowel a ○ Initial and Final Sounds ○ Distinguish between short vowel o and long vowel o ○ R-controlled vowel ar, er, ir, ur ○ Inflectional ending -es, plural -es ○ Endings -ed, -ing ○ Comparative endings ○ Trigraph -dge ○ Diphthongs ow, ou, oi, oy ○ Vowel digraphs ai, ay, ea ○ Distinguish between short vowel i and long vowel i
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<ul style="list-style-type: none"> ● Phonics (<i>Foundations</i>)
<ul style="list-style-type: none"> ● Self Awareness ● Self-Management ● Social Awareness ● Relationship Skills ● Responsible Decision-Making <p>Core SEL Competencies Guide</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ○ <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 ○ Phoneme Segmentation ○ Glued sounds: ang, ing, ong, ung, ank, ink, onk, unk ○ Blending and reading words with ng or nk ○ Segmenting and spelling words with ng or nk ○ Consonant blends and digraph blends ○ Blending and reading words with up to four sounds ○ Segmenting and spelling words with up to four sounds ○ Suffix -s added to words with four sounds

	<ul style="list-style-type: none">● Develop, implement, and model effective problem solving and critical thinking skills.	<ul style="list-style-type: none">○ R-controlled vowel sounds: ar, or, er, ir, ur○ Closed syllable concept with short vowels○ Closed syllable vs open syllable○ Vowel team sounds for: ai, ay, ee, ea, ey, oi, oy○ Narrative fiction vs informational books○ Reading with accuracy and prosody○ Proofreading○ 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 <i>letter - keyword - sound</i> 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 <i>letter - keyword - sound</i>○ Dictation (Dry Erase)○ Dictation (Composition Book)● <u>High-Frequency Words</u><ul style="list-style-type: none">○ MyView: new, thank, always, found, please, were, pull, every, any, very, away, our, light, never, pretty, again, how, read, soon, both, carry, going, been, words, does, other, right, may, give, number
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		<p>Read-Aloud Routine:</p> <ul style="list-style-type: none">● 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 4 stories found in your teacher’s manual:<ul style="list-style-type: none">- Week 1: <i>Pablo Picasso</i>- Week 2: <i>Sandra Day O’Connor</i>- Week 3: <i>From Horse to Car</i>- Week 4: <i>The First Thanksgiving</i>- Week 5: <i>Giving Away a Fortune</i>● Wrap-Up Activity - refer to your myView manual “Listening Comprehension” pages for corresponding activities for weekly read-aloud routines <p>Shared Read:</p> <ul style="list-style-type: none">● Introduce the text and preview vocabulary.● 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.”● 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 4 Shared Read stories:<ul style="list-style-type: none">- Week 1: <i>Through Georgia’s Eyes</i>- Week 2: <i>Jackie Robinson</i>
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- Week 3: *Before the Railroad Came*
- Week 4: *What is the Story of our Flag? / The First American Flag*
- Week 5: *Eleanor Roosevelt*
- Week 6: *My Interview*

Leveled Readers:

- Unit 4 guided reading levels range from Level C through Level I
- Readers align to unit theme, Making History, and to the unit Spotlight Genre, Biography.
- 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 C - 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:

- Personal Narrative - learn characteristics of personal narratives
- Generate Ideas
- Plan Your Personal Narrative

		<p>Develop Elements:</p> <ul style="list-style-type: none">● Setting● Apply the Narrator: You● Apply Problem and Resolution <p>Develop Structure:</p> <ul style="list-style-type: none">● What Happens First● Apply What Happens Next● Apply What Happens Last <p>Writer’s Craft:</p> <ul style="list-style-type: none">● Capitalization● Apply Punctuation Marks● Apply Verbs <p>Publish, Create, and Assess:</p> <ul style="list-style-type: none">● Edit for Pronouns● Edit for Adjectives and Articles● 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● Antonyms● Context clues● Word Parts● Oral language <p>Handwriting:</p> <ul style="list-style-type: none">● Letters <i>Mm</i> and <i>Hh</i>
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		<ul style="list-style-type: none"> ● Write Sentences with Appropriate Spacing ● Letters <i>Vv</i> ● Letters <i>Yy</i> and <i>Ww</i> ● Letters <i>Xx</i> and <i>Kk</i> ● Letters <i>Zz</i> ● Write Sentences <p>Read Like a Writer, Write for a Reader:</p> <ul style="list-style-type: none"> ● Word Choice ● Graphic Features ● First-Person Text ● Print Features ● Third-Person Text <p>Language & Conventions:</p> <ul style="list-style-type: none"> ● Action Words ● Past Verb Tenses ● Future Verb Tense ● Verbs ● Compound Sentences
<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 		<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

<ul style="list-style-type: none"> ● 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 			
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"> ● Digital and print version of the text ● myView Literacy ● Centers/Stations ● Leveled readers ● Anchor charts & editable anchor charts ● Student interactives 	<ul style="list-style-type: none"> ● Modified versions of the text ● Leveled readers ● Differentiation/Accommodations/Modifications - materials and resources needed for small group instruction ● Choice Boards 	<ul style="list-style-type: none"> ● Digital and print versions of the text ● Small group materials ● PBL projects ● Online thesaurus ● Leveled readers ● Accommodations and Modifications Checklist for ESL Students 	<ul style="list-style-type: none"> ● Digital and print versions of the text ● Digital access to leveled readers for all grades ● Small group materials to provide differentiation ● Continuous PBL projects
Supplemental Resources			

Technology:

- Student device (tablet, chromebook)
- Teacher device (laptop, chromebook)
- Student access to Savvas Realize myView accounts
- Projector
- SmartBoard
- Document camera
- [IXL.com BBOED](#)
- [RAZ-Plus](#)
- [BrainPopJr.](#)

Other:

- Whiteboard
- Expo markers
- Chart paper & markers

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

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 -Increase feedback -Vary texts for level of difficulty -Offer choice of organizers and DOLs -Post visuals and anchor charts for making connections 	<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 	<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

	<p>-Break into smaller group or 1:1 conferences</p> <p>-Close reading strategies</p> <p>-Text based evidence strategies</p> <p>-Tier assignments and assessments</p> <p>-Strategic pairing for guided practice</p> <p>-Highlight/ color-code text</p> <p>-Text to speech</p> <ul style="list-style-type: none"> ● Writing <p>Tier 1: General instruction</p> <p>-Schedule time for writing conferences</p> <p>-Spelling</p> <p>-Sentence construction</p> <p>-Classroom environment (visuals, word wall, etc.)</p> <p>-Explicit modeling</p> <p>-After continuous, systematic progress monitoring, locate students who need more support.</p> <p>Tier 2: Small group, adult-led instruction using</p>	<p>modified assessment and/or rubric</p>	<ul style="list-style-type: none"> ● 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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	<p>validated interventions to provide a more tailored, individualized educational program.</p> <ul style="list-style-type: none">-Identifying non-responders-Continued progress monitoring <p>Tier 3: Teacher-established learning goals with materials that coincide with the level of the child and may differ from the students' grade level.</p> <ul style="list-style-type: none">-Handwriting instruction-Computer-assisted instruction-Strategy instruction-Cognitive strategy instruction-Utilize a multi-sensory approach during instruction-Provide alternate presentations of skills by varying the method (repetition, simple		
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	<p>explanations, additional examples, modeling, etc.)</p> <ul style="list-style-type: none">-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 <p>Modify assessments and/or rubrics, repeat instructions as needed.</p>		
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<p>NJSLs CAREER READINESS, LIFE LITERACIES & KEY</p>	<p>Disciplinary Concept:</p> <ol style="list-style-type: none">1. Money Management2. Career Awareness and Planning3. Creativity and Innovation4. Digital Citizenship
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SKILLS	5. Global and Cultural Awareness 6. Critical Thinking and Problem-Solving 7. Information and Media Literacy 8. Technology Literacy	
	<i>Core Ideas:</i>	<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.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 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

		<p>perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <ul style="list-style-type: none">● 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.).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<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.	

	<ul style="list-style-type: none"> • 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.
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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>