

[NJSLS Grade 1 ELA](#)

Trimester		Unit 5 Title	Recommended Instructional Days
3		Beyond My World Students will explore: <ul style="list-style-type: none"> ● Use text structure to learn more about the different seasons. ● Use text features to locate more information about seasons around the world. ● Recognize the features of persuasive text in order to identify it. ● Determine the theme of the text to determine what it is mainly about ● Use pictures and text to learn about what the season of winter looks like. 	6 - 8 weeks
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.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<i>Progress Indicator:</i> RI.1.2 Identify the main topic and retell key details of a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries,		

<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p>	<p>electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</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>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in 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><i>Progress Indicator:</i></p> <p>RF.1.1.a Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p>	<p><i>Progress Indicator:</i></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><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> ● How do the seasons affect us? ● What happens during the seasons? ● What are seasons like around the world? ● What do people like about the seasons? ● How do we know when the seasons are changing? ● What do living things do in the winter?

<p>RF.1.1.Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</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>RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</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 style="text-align: center;"><u>Activity Descriptions:</u></p> <p>Interdisciplinary Connections: <i>Follow the “Cross-Curricular” discussion prompts in your manual to address the standards below.</i></p> <p><u>Social Studies:</u></p> <p>SOC.6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region https://jr.brainpop.com/science/weather/fall/ https://jr.brainpop.com/science/weather/winter/ https://jr.brainpop.com/science/weather/summer/ https://jr.brainpop.com/science/weather/spring/</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/holidays/winterholidays/</p> <p><u>Science:</u></p> <p>SCL1-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. https://jr.brainpop.com/science/animals/hibernation/ https://jr.brainpop.com/science/animals/migration/</p> <p>SCL1-ESS1-2: Make observations at different times of year to relate the amount of daylight to the time of year. https://jr.brainpop.com/science/weather/seasons/</p>
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<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.c Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p>RF.1.4.a Read grade-level text with purpose and understanding.</p>		<p>SCI.1.ESS1.B: Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. https://jr.brainpop.com/science/space/earth/</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>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>
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</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 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>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.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).</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.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2b Use end punctuation for sentences.</p> <p>L.1.2c. Use commas in dates and to separate single words in a series.</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</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 5 Video: “Four Fun Seasons” (found on your Savvas Realize account in Unit 5 introduction)● Class discussion about how to describe each season and that reading different texts about the seasons helps us learn about what the different seasons are and the characteristics of each. <p>Ask and answer questions:</p> <ul style="list-style-type: none">● How do the seasons affect us? How do they affect you individually?● What happens during the seasons?● What are seasons like around the world? What are the seasons like where we live?● What do people like about the seasons? What is your favorite season and why?● How do we know when the seasons are changing? What do you see in your neighborhood that lets you know that the season is changing?● What do living things do in the winter? <p>Build Oral Language:</p> <ul style="list-style-type: none">● Oral Language Development● <u>Weekly vocabulary:</u> autumn, spring, summer, winter, dry, rain, snow, sunlight, fawns, worms, squirrels, crisp, chilly, breeze, seasons, weather, daylight, temperature● <u>Unit academic vocabulary:</u> sense, expect, process, information
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	<p>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> <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.1.5d 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> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring</p>	<ul style="list-style-type: none">● 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">● <u>Phonological Awareness</u><ul style="list-style-type: none">○ Middle and Final Sounds○ Segment and Blend Phonemes○ Distinguish Between long o and short o○ Distinguish Between long u and short u○ Segment and Blend Final Phonemes○ Manipulate Phonemes○ Remove Phonemes○ Manipulate Sounds● <u>Phonics</u> (<i>Foundations</i>)<ul style="list-style-type: none">○ 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○ 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
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	conjunctions to signal simple relationships (e.g., <i>because</i>).	
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<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. ● Develop, implement, and model effective problem solving and critical thinking skills. 	<ul style="list-style-type: none"> ○ Suffix -s added to words with four sounds ○ 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) <ul style="list-style-type: none"> ● High-Frequency Words <ul style="list-style-type: none"> ○ MyView: would, buy, people, about, write, once, done, water, wash, upon, sentence, off because, laugh, open, move, learn, eight, house, only, today, warm, years, should, would

		<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 5 stories found in your teacher’s manual:<ul style="list-style-type: none">- Week 1: <i>Sunlight and Seasons</i>- Week 2: <i>Weather Balloons</i>- Week 3: <i>Fall is the Best Season</i>- Week 4: <i>Winter Food</i>- Week 5: <i>What Animals Do in the Winter</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 5 Shared Read stories:<ul style="list-style-type: none">- Week 1: <i>Every Season</i>- Week 2: <i>Seasons Around the World</i>- Week 3: <i>In Spring</i>
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- Week 4: *My Autumn Book*
- Week 5: *Signs of Winter*
- Week 6: *The Best Season Research Articles*

Leveled Readers:

- Unit 5 guided reading levels range from Level D through Level I
- Readers align to unit theme, Beyond My World, and to the unit Spotlight Genre, Informational Text.
- 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 D - 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 Text - How-To Book
- Generate Ideas
- Plan Your How-To-Book

Develop Elements:

- Introduction and Conclusion
- Apply Instructions

		<ul style="list-style-type: none">● Apply Simple Graphics <p>Develop Structure:</p> <ul style="list-style-type: none">● Organize with Structure● Apply Steps in Process● Apply Features and Simple Graphics <p>Writer’s Craft:</p> <ul style="list-style-type: none">● Prepositions● Apply Adverbs That Convey Time● Apply Punctuation Marks <p>Publish, Create, and Assess:</p> <ul style="list-style-type: none">● Edit for Spelling● Edit for Prepositions● Assessment <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">● Numerals 1, 2, 3, 4, 5, 6, 7, 8, 9, 0● Write Sentences● Write Answers <p>Read Like a Writer, Write for a Reader:</p>
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		<ul style="list-style-type: none"> ● Text Structure ● Graphic Features ● Word Choice ● Graphics <p>Language & Conventions:</p> <ul style="list-style-type: none"> ● Adverbs ● Transitions and Conjunctions ● Prepositions ● Prepositional Phrases ● Commas in Dates and Sentences
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">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 		<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"> ● Conferring Checklists ● Rubrics ● Think/Pair/Share 			
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 ● 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: <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 ● BrainPopJr. 			

<p>Other:</p> <ul style="list-style-type: none"> ● Whiteboard ● Expo markers ● Chart paper & markers 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
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 -Break into smaller group or 1:1 conferences -Close reading strategies -Text based evidence strategies -Tier assignments and assessments -Strategic pairing for guided practice 	<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

	<p>-Highlight/ color-code text -Text to speech</p> <ul style="list-style-type: none">● Writing <p>Tier 1: General instruction</p> <p>-Schedule time for writing conferences -Spelling -Sentence construction -Classroom environment (visuals, word wall, etc.) -Explicit modeling -After continuous, systematic progress monitoring, locate students who need more support.</p> <p>Tier 2: Small group, adult-led instruction using validated interventions to provide a more tailored, individualized educational program.</p> <p>-Identifying non-responders -Continued progress monitoring</p> <p>Tier 3: Teacher-established learning goals with</p>		<ul style="list-style-type: none">● Offer challenging activities● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic
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	<p>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 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		
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	<p>-Provide study guides, and/or break assignments into segments of shorter tasks.</p> <p>-Provide individual instruction as needed</p> <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 	

		<p>plan to address it to effectively solve the problem.</p> <ul style="list-style-type: none"> ● 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.
	<p><i>Performance Expectation/s:</i></p>	<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 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

		<p>to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,7.1.NL.IPERS.6).</p> <ul style="list-style-type: none"> ● 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.).
	<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:		Holocaust Law:		LGBT and Disabilities		Diversity & Inclusion:		Standards in Action:
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	<i>N.J.S.A. 18A 52:16A-88</i>		<i>N.J.S.A. 18A:35-28</i>		<i>Law: N.J.S.A. 18A:35-4.35</i>		<i>N.J.S.A. 18A:35-4.36a</i>		<i>Climate Change</i>
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