

Trimester	Unit 1 Title	Recommended Instructional Days
1	<p style="text-align: center;"><b>Going Places</b></p> <p><b>Students will explore:</b></p> <ul style="list-style-type: none"> <li>● Talking about what makes a place special</li> <li>● Reading and discussing realistic fiction</li> <li>● Drawing and/or writing original text</li> <li>● Using language to make connections between reading and writing</li> </ul>	6-8 weeks
<p style="text-align: center;"><b>Reading Literature Text Strand:</b></p>	<p style="text-align: center;"><b>Reading Informational Text Strand:</b></p>	<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit</b></p>
<p><b>NJSLS: Language Arts</b></p> <p><i>Progress Indicator:</i></p> <p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p><b>RL.K.3</b> With prompting and support, identify characters,</p>	<p><i>Progress Indicator:</i></p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	

<p>settings, and major events in a story.</p> <p><b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	
<p><b>Foundational Skills Strand:</b></p>	<p><b>Writing Strand:</b></p>	
<p><b>Progress Indicator:</b></p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF.K.2.c</b> Blend and segment onsets and rhymes of single-syllable spoken words.</p>	<p><b>Progress Indicator:</b></p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.5</b> With guidance and support from adults, strengthen</p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>● What makes a place special?</li> <li>● How does imagination make a place seem different?</li> <li>● What is exciting about moving to a new place?</li> <li>● What makes us want to visit a special place?</li> <li>● What is fun about exploring new places?</li> <li>● How can we describe special places?</li> </ul>

<p><b>RF.K.2.d</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p><b>RF.K.3.a</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p><b>RF.K.3.c</b> Read high-frequency and sight words with automaticity.</p>	<p>writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<p style="text-align: center;"><b><u>Activity Descriptions:</u></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>*Standards in Action: Climate Change*</b></p> <p><b><u>Suggested classroom activities:</u></b></p> <p><b><u>Social Studies:</u></b></p> <p><b>SOC.6.1.4.B.4</b> Geography, People, and the Environment; 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="#">Communities</a> <a href="#">Community Helpers</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>SOC.6.1.4.C.17</b> Economics, Innovation, and Technology; Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. <a href="#">Adventure Into the Digital Age</a></p>
<p><b>Speaking and Listening Strand:</b></p>	<p><b>Language Strand:</b></p>	
<p><b>Progress Indicator:</b></p> <p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p><b>Progress Indicator:</b></p> <p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	

<p><b>SL.K.1.a</b> Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>L.K.1.a</b> Print many upper- and lowercase letters.</p> <p><b>L.K.1.b</b> Use frequently occurring nouns and verbs.</p> <p><b>L.K.1.c</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p><b>L.K.1.d</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p><b>L.K.4.a</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p><b>L.K.4.b</b> Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p><b>L.K.5.a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p><b>Science:</b> <b>SCI.K-LS1-1</b> Use observations to describe patterns of what plants and animals (including humans) need to survive. <a href="#">It's Alive!</a> <a href="#">Animals and Trees Help Each Other</a></p> <p><b>SCI.5</b> Stars and the Solar System <a href="#">The Planet Song</a> <a href="#">What Are Stars?</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>● Prepare large student name cards to add to the word wall (Susan goes under “S”)</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>
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	<p><b>L.K.5.b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><b>L.K.5.c</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</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 1 Video: My Community (found on your Savvas Realize account in Unit 1 introduction)</li> </ul> </li> <li>● Class discussion about communities</li> </ul> <p><b>Ask and answer questions:</b></p> <ul style="list-style-type: none"> <li>● What place is special to you? Can you explain what makes it special to you?</li> <li>● How can your imagination make a place seem different?</li> <li>● Have you ever moved to a new place? Was it exciting? If you have not, where do you think it would be exciting to move to and why?</li> <li>● What makes us want to visit a special place?</li> <li>● Why is it fun to explore new places?</li> <li>● How can we describe places that are special?</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>: cube, circle, square, triangle, crawls, peeks, unpacks, plunks, library, movie, librarian, computers, slips, follows, chasing, scrambles, markers, brushes, tools, pencils</li> <li>● <u>Unit academic vocabulary</u>: map, move, land, special</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>	<p>- Offer students examples of how to phrase their ideas productively and respectfully (e.g., through small group Book Club)</p> <p>-Offer sentence-stems to show students how to speak to each other respectfully: I notice _____ about your ideas. I agree with the idea _____.</p>	

	<p>-Ask students to keep the following points in mind while sharing their connections and wonderings: Am I nice to my classmates? Am I making a clear point? Am I waiting my turn to speak?</p> <p>-Remind students to listen quietly as others are speaking. As students share their noticings ask them to keep the following points in mind: Did someone already say this? Does my idea add something to our talk? Am I staying on track and talking about what I noticed in the art?</p> <p>-Remind students that speaking clearly will help the group. Ask students to keep the following points in mind: Am I speaking slowly and loudly enough? Do I know what I want to say? Can my classmates understand me?</p> <p>-Remind students that they may respond to something another</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> <b>Foundational Skills will be taught using <u>Foundations</u></b></p> <ul style="list-style-type: none"><li>● <u>Phonological Awareness</u><ul style="list-style-type: none"><li>○ Initial, middle, and final sounds</li><li>○ Recognize alliteration</li><li>○ Blend and segment</li><li>○ Onset and rime</li><li>○ Segment and blend phonemes</li></ul></li><li>● <u>Phonics</u><ul style="list-style-type: none"><li>○ <i>Letter - Keyword - Sound</i>: using both standard and large cards to teach consonants and short vowels</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 proper letter formation for the letter(s) being taught</li><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</li></ul></li></ul>
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	<p>group member says. Ask students to think about the following: Can I add my idea to someone else's idea? Do I agree with my classmates? If I am confused, can I ask a polite question?</p> <p>-Encourage participation by reminding students that everyone has something to offer. Ask students to keep the following points in mind when sharing their connections and wonderings: Have I already shared, or should I speak up? Do my ideas fit into what we are talking about?</p>	<p>to the letter on the board; echo <i>letter - keyword - sound</i></p> <ul style="list-style-type: none"><li>● <a href="#">High-Frequency Words</a><ul style="list-style-type: none"><li>○ myView: I, am, the, like, to, a, have, is, he, my, we, make, for, me, with, she, see, look</li></ul></li></ul> <p><b>Read-Aloud Routine:</b></p> <ul style="list-style-type: none"><li>● Students will listen to you read a story to listen for elements of the genre they will be covering 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>Jackie and Her Imagination</i></li><li>- Week 2: <i>Sasha's New Home</i></li><li>- Week 3: <i>Special Places</i></li><li>- Week 4: <i>In the Mountains</i></li><li>- Week 5: <i>What Is at the Pond?</i></li></ul></li><li>● Wrap-Up Activity - refer to your myView manual for corresponding activities for weekly read-aloud routines</li></ul> <p><b>Shared Read:</b></p> <ul style="list-style-type: none"><li>● First, read the text. Pause to discuss the "First Read" notes with students.</li><li>● Use the "Close Read" notes to guide instruction</li><li>● Unit 1 Shared Read stories:<ul style="list-style-type: none"><li>- Week 1: <i>Mission Accomplished!</i></li><li>- Week 2: <i>Too Many Places to Hide</i></li><li>- Week 3: <i>At the Library</i></li></ul></li></ul>
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- Week 4: *Where Is Twister?*
- Week 5: *A Visit to the Art Store*
- Week 6: *Let's Go!*

**Leveled Readers:**

- Unit 1 guided reading levels range from Level A through Level D
- Readers align to unit theme, Going Places, and to the unit Spotlight Genre, Realistic Fiction.
- 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 K Leveled Library:
  - levels available from Level A - Level D
  - 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:**

- Introduction to writing workshop
- What good writers do during writing workshop
- What writers do during independent writing and conferences

**Develop Elements:**



		<ul style="list-style-type: none"><li>● Parts of a book: front cover, back cover, and title page</li><li>● Parts of a page: author's purpose for pictures</li><li>● Meet the author</li></ul> <p><b>Develop Structure:</b></p> <ul style="list-style-type: none"><li>● Discuss different types of books</li><li>● Discuss why and when we use spaces between words</li><li>● When to begin a new book</li></ul> <p><b>Writer's Craft:</b></p> <ul style="list-style-type: none"><li>● Writing club</li><li>● Ask and answer questions during writing club</li><li>● Ask and answer questions about drawings during writing club</li><li>● Make and respond to suggestions about drawings and about writing during writing club</li></ul> <p><b>Publish, Create, and Assess:</b></p> <ul style="list-style-type: none"><li>● Edit for parts of a Book: Front cover, back cover, and title page</li><li>● Incorporate peer feedback</li><li>● Discuss and celebrate student work</li><li>● Assessment</li></ul> <p><b><u>Reading-Writing Workshop Bridge</u></b></p> <p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"><li>● Related words</li><li>● Synonyms and antonyms</li><li>● Context clues</li><li>● Word Parts</li><li>● Oral language</li></ul>
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		<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>● Practice correct pencil grip when writing</li> <li>● Write vertical and horizontal lines</li> <li>● Write backwards circles and slanted lines</li> <li>● Write forward circles and use proper sitting position</li> <li>● Use proper paper position</li> <li>● Writing lowercase letters a-z</li> </ul> <p><b>Read Like a Writer, Write for a Reader:</b></p> <ul style="list-style-type: none"> <li>● Visualize</li> <li>● First-Person Text</li> <li>● Use text evidence</li> <li>● Author’s craft</li> <li>● Author’s Use of Graphic Features</li> </ul> <p><b>Language &amp; Conventions:</b></p> <ul style="list-style-type: none"> <li>● Explaining categories of nouns: person, place, thing, idea, or animal</li> <li>● How to recognize and use singular nouns</li> <li>● How to recognize and use plural nouns</li> <li>● When to change singular nouns into plural nouns</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><u>Formative Assessments:</u></b></p>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> </ul>

<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> <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>	<p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Weekly student monitoring</li> <li>● Weekly progress check-ups (students complete online through Savvas Realize)</li> <li>● Student reflections</li> </ul>
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<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</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 Resources</b>
<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;</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</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> </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> </ul>

<ul style="list-style-type: none"> <li>• editable anchor charts</li> <li>• Student interactives</li> </ul>	<p>resources needed for small group instruction</p> <ul style="list-style-type: none"> <li>• Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Accommodations and Modifications Checklist for ESL Students</a></li> </ul>	<ul style="list-style-type: none"> <li>• Continuous PBL projects</li> </ul>
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**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](#)

**Other:**

- Whiteboard
- Expo markers
- Chart paper & markers
- Foundations Level K: all kit materials, student notebook

**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"> <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> </ul>	<ul style="list-style-type: none"> <li>• Extend time requirements</li> <li>• Preferred seating</li> <li>• Positive reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Create an enhanced set of introductory activities</li> </ul>

	<ul style="list-style-type: none"> <li>-Offer choice of organizers and DOLs</li> <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> </ul>	<ul style="list-style-type: none"> <li>● Check often for understanding/review</li> <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>● Integrate active teaching/learning opportunities</li> <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>
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	<ul style="list-style-type: none"><li>-Explicit modeling</li><li>-After continuous, systematic progress monitoring, locate students who need more support.</li><li><b>Tier 2: Small group, adult-led instruction using validated interventions to provide a more tailored, individualized educational program.</b></li><li>-Identifying non-responders</li><li>-Continued progress monitoring</li><li><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></li><li>-Handwriting instruction</li><li>-Computer-assisted instruction</li><li>-Strategy instruction</li></ul>		
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	<ul style="list-style-type: none"><li>-Cognitive strategy instruction</li><li>-Utilize a multi-sensory approach during instruction</li><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>		
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	<p>Modify assessments and/or rubrics, repeat instructions as needed.</p>		
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<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. Creativity and Innovation</li> <li>3. Global and Cultural Awareness</li> <li>4. Critical Thinking and Problem-Solving</li> <li>5. Information and Media Literacy</li> <li>6. 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>● Brainstorming can create new, innovative ideas.</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>9.1.12.FP.2</b> Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.</li> <li>● <b>9.4.2.CI.1</b> Demonstrate openness to new ideas and</li> </ul>	



		<p>perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <ul style="list-style-type: none"><li>● <b>9.4.2.CI.2</b> Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li><li>● <b>9.4.2.CT.1</b> 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).</li><li>● <b>9.4.2.CT.2</b> Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</li><li>● <b>9.4.2.CT.3</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li><li>● <b>9.4.2.GCA:1</b> 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).</li><li>● <b>9.4.2.IML.1</b> Identify a simple search term to find information in a search engine or digital resource.</li><li>● <b>9.4.2.IML.2</b> Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</li><li>● <b>9.4.2.TL.4</b> Navigate a virtual space to build context and describe the visual content.</li><li>● <b>9.4.2.TL.6</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5).</li></ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"><li>● Act as a responsible and contributing community member and employee.</li><li>● Consider the environmental, social and economic impacts of decisions.</li><li>● Attend to financial well-being.</li></ul>	

	<ul style="list-style-type: none"> <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>
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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>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>