

Trimester		Unit 2 Title	Recommended Instructional Days
1 & 2		<p style="text-align: center;"><b>Living Together</b></p> <p><b>Students will explore:</b></p> <ul style="list-style-type: none"> <li>● Reading and writing informational text</li> <li>● What makes living things unique</li> <li>● Identifying the main idea to understand informational text</li> <li>● Using structure to ask and answer questions about informational text</li> <li>● Making personal connections to characters in literary text</li> <li>● Using text features to make and confirm predictions about informational text</li> <li>● Using text structure to find important details in persuasive text</li> </ul>	6-8 Weeks
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit</b>	
<p><b>NJSLs: Language Arts</b></p> <p><i>Progress Indicator:</i></p> <p><b>RL.K.2</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><i>Progress Indicator:</i></p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</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>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.5</b> Recognize common types of text (e.g., storybooks, poems).</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>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><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	
<p align="center"><b>Foundational Skills Strand:</b></p>	<p align="center"><b>Writing Strand:</b></p>	
<p><b>Progress Indicator:</b></p> <p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF.K.1.b</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><b>RF.K.1.c</b> Understand that words are separated by spaces in print.</p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</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 writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<p><b><u>Essential Question/s:</u></b></p> <ul style="list-style-type: none"> <li>● What do living things need?</li> <li>● Why do some animals move from place to place?</li> <li>● How do some living things make what they need?</li> <li>● How do we know what we need?</li> <li>● How do different animals eat their food?</li> <li>● Why is exercise important?</li> </ul> <p align="right"><b><u>Activity Descriptions:</u></b></p>

<p><b>RF.K.2.a</b> Recognize and produce rhyming words.</p> <p><b>RF.K.2.d</b> Isolate and pronounce the initial, media vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) ending with /l/, /r/, /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><b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Interdisciplinary Connections:</b> <i>Follow the “Cross-Curricular” discussion prompts and activities in your manual to address the standards below.</i></p> <p><b>Social Studies:</b></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 and Wants</a> <a href="#">Needs vs. Wants PBS Learning</a></p> <p><b>Science:</b> <b><i>*Standards in Action: Climate Change*</i></b></p> <p><b>SCI.K.ESS3.A</b> Natural Resources; Living things need water, air, and resources from the land, and they live in places that have the things they need. <a href="#">Animal Needs Song</a></p> <p><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="#">How Climate Change Affects Animals</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 <i>kindergarten topics and texts</i></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>SCI.K-2-ETS1.A</b> Asking Questions and Defining Problems; Asking questions based on observations to find more information about the natural and/or designed world(s). <a href="#">Observing in Science</a></p> <p><b>Physical Education:</b></p>

<p>with peers and adults in small and larger groups.</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.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</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.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</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.e</b> Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.K.2.c</b> Write a letter or letters for most consonants and short-vowel sounds (phonemes).</p> <p><b>L.K.2.d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><b>L.K.4.a</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p>	<p><b>HE.K-12.P.6</b> Engaging in an active lifestyle <a href="#">Good Foods</a></p> <p><b>HE.K-2.2.1.2.PGD.1</b> Explore how activity helps all human bodies stay healthy. <a href="#">Act Out the Alphabet Letter Sound Exercise</a></p> <p><b>Build Background Knowledge</b></p> <ul style="list-style-type: none"><li>• Students will view the following video to encourage thinking about the Unit 2 topic:<ul style="list-style-type: none"><li>- Unit 2 Video: <i>Buzz, Buzz, Buzz!</i></li></ul></li><li>• Class discussion about living things</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>: butterflies, geese, whales, bees, honey, nectar, hive, food, water, shelter, shark, eagle, turtle, hummingbird, push, swim, climb, carry</li><li>• Unit academic vocabulary: grow, need, share, depend</li><li>• Word Wall - Continue adding to your word wall from the previous unit. Include all new vocabulary and high frequency words. (Unit 2 sight words found below)</li></ul> <p><b><u>Reading Workshop</u></b> <i>Foundational skills will be taught using <a href="#">Foundations</a>.</i></p> <ul style="list-style-type: none"><li>• <a href="#">Phonological Awareness</a><ul style="list-style-type: none"><li>○ Initial, middle, and final sounds (CVC words)</li></ul></li></ul>
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	<p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <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>	<ul style="list-style-type: none"> <li>○ Building CVC words</li> <li>○ Sounds and alliteration</li> <li>○ All lowercase letter formations</li> <li>○ All uppercase letter formations</li> <li>○ Blend and segment</li> <li>○ Onset and rime</li> <li>○ Segment and blend phonemes</li> <li>○ Sentence structure</li> <li>● <b>Phonics</b> <ul style="list-style-type: none"> <li>○ <i>Letter - Keyword - Sound</i>: using both standard and large cards to review all letters</li> <li>○ Vowel extension poster</li> <li>○ Large letter formation grid: reviewing sky line, plane line, grass line, worm line; using the grid to teach proper letter formation for the letter(s) being taught</li> <li>○ Magnetic tile board: all letters should be added to each student board; use the tiles to build CVC words, discussing initial, middle, and final sounds of the words</li> <li>○ Using appropriate fingers to tap out CVC words</li> </ul> </li> <li>● High-frequency words (myView): are, that, of, they, you, do, one, two, three, four, five, here, go, from, yellow, blue, green, what</li> </ul> <p><b>Read-Aloud Routine:</b></p> <ul style="list-style-type: none"> <li>● Students will actively listen to a story for elements of informational text, such as the main idea and details.</li> <li>● Read the entire text aloud without stopping for the Think Aloud callouts.</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><b>*SEL Through Book Club*</b></p> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>● Model strategies for responding to each other respectfully (examples offered in teacher’s manual)</li> </ul>	

	<ul style="list-style-type: none"><li>● Each Book Club session features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills</li><li>● Students share their connections and wonderings</li></ul>	<ul style="list-style-type: none"><li>● Reread the text aloud, pausing to model Think Aloud strategies related to the genre.</li><li>● Unit 2 Read-Aloud stories found in your teacher’s manual:<ul style="list-style-type: none"><li>- Week 1: <i>How Animals Find Their Way</i></li><li>- Week 2: <i>What Animals Need</i></li><li>- Week 3: <i>Pedro and Maria’s Camping Adventure</i></li><li>- Week 4: <i>Hungry Animals</i></li><li>- Week 5: <i>Time to Move!</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 2 Shared Read stories:<ul style="list-style-type: none"><li>- Week 1: <i>Animals on the Move</i></li><li>- Week 2: <i>From Nectar to Honey</i></li><li>- Week 3: <i>Do We Need This?</i></li><li>- Week 4: <i>Open Wide!</i></li><li>- Week 5: <i>Run, Jump, and Swim</i></li><li>- Week 6: <i>Get a Pet!</i></li></ul></li></ul> <p><b>Leveled Readers:</b></p> <ul style="list-style-type: none"><li>● Unit 2 guided reading levels range from Level A through Level D</li><li>● Readers align to unit theme, Living Things, and to the unit Spotlight Genre, Informational Text</li></ul>
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- 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**

***Informational Text: List Book***

Through the minilessons found in your teacher’s manual, students will:

- explore the elements of a list book
- generate ideas and plan a list book
- learn that drawings are a type of graphic
- edit for adjectives, nouns, prepositions, and capitalization

**Introduce and Immerse (Week 1):**

- List Books
- Generate Ideas
- Plan Your List Book

**Develop Elements (Week 2):**

- Compose a Title
- Apply Main Idea

		<ul style="list-style-type: none"><li>● Apply Details</li></ul> <p><b>Develop Structure (Week 3):</b></p> <ul style="list-style-type: none"><li>● Graphics</li><li>● Apply Words and Sentences</li><li>● Apply Organize Ideas</li></ul> <p><b>Writer’s Craft (Week 4):</b></p> <ul style="list-style-type: none"><li>● Edit for Singular and Plural Nouns</li><li>● Apply Edit for Capitalization</li><li>● Apply Edit for Adjectives</li></ul> <p><b>Publish, Celebrate, Assess (Week 5):</b></p> <ul style="list-style-type: none"><li>● Edit for Prepositions</li><li>● Edit for Capitalization</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>● Antonyms</li><li>● Context clues</li><li>● Word Parts</li><li>● Oral language</li></ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>● Correct pencil grip and posture 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 all lowercase and uppercase letters</li></ul>
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		<p><b>Read Like a Writer, Write for a Reader:</b></p> <ul style="list-style-type: none"> <li>● Question-and-Answer Text Structure</li> <li>● Visualize</li> <li>● Analyze Third-Person Text</li> <li>● Supporting points in a text</li> </ul> <p><b>Language &amp; Conventions:</b></p> <ul style="list-style-type: none"> <li>● Adjectives and articles</li> <li>● Present-tense verbs</li> <li>● Verbs</li> <li>● Future-tense verbs</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> <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> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Unit Tests</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>

<ul style="list-style-type: none"> <li>● Assess Prior Knowledge</li> <li>● Assess Understanding</li> <li>● Observational Assessments</li> <li>● Conferring Checklists</li> <li>● Rubrics</li> <li>● Think/Pair/Share</li> </ul>			
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>● Digital and print version of the text</li> <li>● myView Literacy</li> <li>● Centers/Stations</li> <li>● Leveled readers</li> <li>● Anchor charts &amp; editable anchor charts</li> <li>● Student interactives</li> </ul>	<ul style="list-style-type: none"> <li>● Modified versions of the text</li> <li>● Leveled readers</li> <li>● Differentiation/Accommodations/Modifications - materials and resources needed for small group instruction</li> <li>● Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>● Digital and print versions of the text</li> <li>● Small group materials</li> <li>● PBL projects</li> <li>● Online thesaurus</li> <li>● Leveled readers</li> <li>● <a href="#">Accommodations and Modifications Checklist for ESL Students</a></li> </ul>	<ul style="list-style-type: none"> <li>● Digital and print versions of the text</li> <li>● Digital access to leveled readers for all grades</li> <li>● Small group materials to provide differentiation</li> <li>● Continuous PBL projects</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>● Student device (tablet, chromebook)</li> <li>● Teacher device (laptop, chromebook)</li> <li>● Student access to Savvas Realize myView accounts</li> <li>● Projector</li> <li>● SmartBoard</li> <li>● Document camera</li> <li>● <a href="#">IXL.com BBOED</a></li> <li>● <a href="#">RAZ-Plus</a></li> </ul>			

<p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Whiteboard</li> <li>● Expo markers</li> <li>● Chart paper &amp; markers</li> <li>● Foundations Level K: all kit materials, student notebook, journal</li> </ul>			
<p><b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b></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"> <li>● Allow for access to print and digital versions and exemplars of PBL projects and writing tasks</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading</b></li> <li>-Increase feedback</li> <li>-Vary texts for level of difficulty</li> <li>-Offer choice of organizers and DOLs</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>● Extend time requirements</li> <li>● Preferred seating</li> <li>● Positive reinforcement</li> <li>● Check often for understanding/review</li> <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>● Create an enhanced set of introductory activities</li> <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</li> <li>● assessments</li> </ul>

	<p>guided practice -Highlight/ color-code text -Text to speech</p> <ul style="list-style-type: none"><li>● <b>Writing</b></li></ul> <p><b>Tier 1: General instruction</b></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><b>Tier 2: Small group, adult-led instruction using validated interventions to provide a more tailored, individualized educational program.</b></p> <p>-Identifying non-responders</p> <p>-Continued progress monitoring</p>		<ul style="list-style-type: none"><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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	<p><b>Tier 3: Teacher-established learning goals with materials that coincide with the level of the child and may differ from the students' grade level.</b></p> <ul style="list-style-type: none"><li>-Handwriting instruction</li><li>-Computer-assisted instruction</li><li>-Strategy instruction</li><li>-Cognitive strategy instruction</li><li>-Utilize a multi-sensory approach during instruction</li><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></ul>		
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	<p>-Provide additional times and preferential seating as needed</p> <p>-Review, restate and repeat directions</p> <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><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. Civic Responsibility</li> <li>2. Creativity and Innovation</li> <li>3. Global and Cultural Awareness</li> <li>4. Information and Media Literacy</li> <li>5. Technology Literacy</li> </ol>		
	<p><b>Core Ideas:</b></p>	<ul style="list-style-type: none"> <li>● There are actions an individual can take to make this world a better place.</li> <li>● Brainstorming can create new, innovative ideas.</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> </ul>	

		<ul style="list-style-type: none"> <li>● Digital tools have a purpose.</li> </ul>
	<b><i>Performance Expectation/s:</i></b>	<ul style="list-style-type: none"> <li>● <b>9.1.2.CR.1</b> Recognize ways to volunteer in the classroom, school and community.</li> <li>● <b>9.1.2.CR.2</b> List ways to give back, including making donations, volunteering, and starting a business.</li> <li>● <b>9.4.2.CI.1</b> Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <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.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>● Demonstrate creativity and innovation.</li> <li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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