

Trimester	Unit 5 Title	Recommended Instructional Days
3	<p style="text-align: center;"><b>Outside My Door</b></p> <p><b>Students will explore:</b></p> <ul style="list-style-type: none"> <li>● Talking with others to learn from the weather</li> <li>● Reading informational text and understanding its elements</li> <li>● Using language to make connections between reading and writing informational texts</li> <li>● Using elements of informational text to write literary nonfiction</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 NJSL-ELA within Unit</b></p>
<p><b>NJSL: 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><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>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.7</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</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><i>Progress Indicator:</i></p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF.K.2.b</b> Count, pronounce, blend, and segment syllables in spoken words.</p> <p><b>RF.K.2.e</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><i>Progress Indicator:</i></p> <p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose</p>	<p><b><u>Essential Question/s:</u></b></p> <ul style="list-style-type: none"> <li>● What can we learn from the weather?</li> <li>● How have people learned to live in bad weather?</li> <li>● What helps plants live in hot climates?</li> <li>● How do we describe weather?</li> <li>● How can we protect ourselves in bad weather?</li> <li>● How can rainy weather help Earth?</li> </ul> <p style="text-align: center;"><b><u>Activity Descriptions:</u></b></p> <p><b><u>Interdisciplinary Connections:</u></b> <i>Follow the “Cross-Curricular” discussion prompts and activities in your manual to address the standards below.</i></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>RF.K.3.d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<p>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>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</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><u>Social Studies:</u></b> <b>SOC.6.1.2.GeoPP.1:</b> Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p><b><u>Science:</u></b> <b>SCI.K-ESS2-1</b> Use and share observations of local weather conditions to describe patterns over time</p> <p><b>SCI.K-ESS3-4</b> Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment</p> <p><b><i>*Standards in Action: Climate change*</i></b></p> <p><b><u>Suggested classroom activities:</u></b></p> <ul style="list-style-type: none"> <li>● Reusable bottles garden: recycled water bottles are used to plant flowers, herbs, and other organic materials that remove carbon dioxide from the atmosphere. Ask your students to bring a few bottles in class, cut out holes, decorate, and plant!</li> <li>● Outdoor class time: Hold a class period outside to allow your students to observe the environment around them; Give them a list of prompts such as, "how many trees can you see?", "how clean do you feel the air is 1-10?", "pick up 3 pieces of trash". Explain the reasons behind the tasks.</li> <li>● Sea-level rise: Place some clay or playdough at one side of a clear container and put ice cubes on top, then fill the other side of the container with water that doesn't reach</li> </ul>
<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</p>	<p><b>Progress Indicator:</b></p> <p><b>L.K.1.a</b> Print many upper- and lowercase letters.</p>	

<p>diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.1.b</b> Continue a conversation through multiple exchanges.</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.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>L.K.1.f</b> Produce and expand complete sentences in shared language activities.</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.a</b> Capitalize the first word in a sentence and the pronoun I.</p> <p><b>L.K.2.b</b> Recognize and name end punctuation.</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 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</p>	<p>the ice. Mark the waterline and see how it rises as the ice cubes melt.</p> <ul style="list-style-type: none"><li>● Class discussion/brainstorm session: Discuss with your class the importance of conservation and keeping the planet healthy; Prompt students to offer different ways we can help the planet - create a class anchor chart with all of the suggestions</li></ul> <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 5 topic:<ul style="list-style-type: none"><li>- Unit 5 Video: <i>Weather!</i></li></ul></li><li>● Class discussion about the weather, weather vocabulary, how we adapt to weather</li></ul> <p><b>Build Oral Language:</b></p> <ul style="list-style-type: none"><li>● <u>Weekly Vocabulary</u>: snowy, rainy, windy, weather, soil, bloom, ground, desert, roots, mound, squash, shoots, tornado, powerful, strong, blizzard, rain, dirt, seeds</li><li>● Unit academic vocabulary: effect, measure, prepare, extreme</li><li>● Word Wall - Continue adding to your word wall from the previous unit. Include all new vocabulary and high frequency words. (Unit 5 sight words found below)</li></ul> <p><b><u>Reading Workshop</u></b> <i>Foundational skills will be taught using Foundations.</i></p> <ul style="list-style-type: none"><li>● Phonological Awareness</li></ul>
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	<p>the meaning of an unknown word.</p> <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>○ Initial, middle, and final sounds (CVC &amp; CVCe words)</li> <li>○ Building CVC words</li> <li>○ Building CVCe words</li> <li>○ Digraphs wh, th, ch, ck, sh</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>● Phonics <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): be, our, saw, eat, soon, walk, who, there, into, out, so, then, new, too, when, no, say, under</li> </ul> <p><b>Read-Aloud Routine:</b></p>
<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> </ul>	<p><b>*SEL Through Book Club*</b></p> <p><b>Collaboration:</b></p>	

<ul style="list-style-type: none"><li>● Relationship Skills</li><li>● Responsible Decision-Making</li></ul>	<ul style="list-style-type: none"><li>● Model strategies for responding to each other respectfully (examples offered in teacher’s manual)</li><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>● 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><li>● Reread the text aloud, pausing to model Think Aloud strategies related to the genre.</li><li>● Unit 4 Read-Aloud stories found in your teacher’s manual:<ul style="list-style-type: none"><li>- Week 1: <i>The Shaking Earth</i></li><li>- Week 2: <i>Life in the Rainforest</i></li><li>- Week 3: <i>Winter Fun, The Storm</i></li><li>- Week 4: <i>Saving Water</i></li><li>- Week 5: <i>What Happened?</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 5 Shared Read stories:<ul style="list-style-type: none"><li>- Week 1: <i>Weather Around the World</i></li><li>- Week 2: <i>A Desert in Bloom</i></li><li>- Week 3: <i>Poetry Collection</i></li><li>- Week 4: <i>Tornado Action Plan and Blizzard Action Plan</i></li><li>- Week 5: <i>Who Likes Rain?</i></li><li>- Week 6: <i>The Best Weather</i></li></ul></li></ul> <p><b>Leveled Readers:</b></p>
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- Unit 5 guided reading levels range from Level A through Level D
- Readers align to unit theme, Then and Now, and to the unit Spotlight Genre, Narrative Nonfiction
- 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: Literary Nonfiction***

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

- generate ideas and use a graphic organizer to plan
- learn how to compose questions and answers
- understand how pictures and drawings add details
- identify digital tools for writing and publishing

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

- Question and answer books
- Generate ideas
- Plan your question and answer books

		<p><b>Develop Elements (Week 2):</b></p> <ul style="list-style-type: none"><li>● What you know about your topic</li><li>● Apply compose questions</li><li>● Apply compose answers</li></ul> <p><b>Develop Structure (Week 3):</b></p> <ul style="list-style-type: none"><li>● Organize ideas</li><li>● Apply compose an introduction and conclusion</li><li>● Apply graphics</li></ul> <p><b>Writer's Craft (Week 4):</b></p> <ul style="list-style-type: none"><li>● Edit for verbs</li><li>● Apply digital tools to produce writing</li><li>● Apply digital tools to publish writing</li></ul> <p><b>Publish, Celebrate, Assess (Week 5):</b></p> <ul style="list-style-type: none"><li>● Edit for spelling</li><li>● Celebration</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>● Spell words</li><li>● End punctuation</li><li>● Question words</li><li>● Complete sentences</li><li>● First-person text</li><li>● Context clues</li><li>● Supporting information</li><li>● Oral language</li><li>● Synonyms</li></ul>
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		<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> <p><b>Read Like a Writer, Write for a Reader:</b></p> <ul style="list-style-type: none"> <li>• Graphic features</li> <li>• Author’s craft</li> <li>• Analyze: rhyme and rhythm</li> <li>• Analyze text structure</li> <li>• Author’s purpose</li> </ul> <p><b>Language &amp; Conventions:</b></p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• End punctuation</li> <li>• Complete sentences</li> <li>• Expand sentences</li> <li>• Spell CVC, CCVC, VC words</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>Formative Assessments:</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> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Unit Tests</li> </ul> <p><b>Summative Assessments:</b></p>

<ul style="list-style-type: none"> <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>	<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>		
<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> </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>

**Supplemental Resources**

**Technology:**

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

**Other:**

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

**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> <li>-Offer choice of organizers and DOLs</li> <li>-Post visuals and anchor charts for making connections</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</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> </ul>

	<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"> <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,</b></p>	<p>bilingual dictionary, and modified assessment and/or rubric</p>	<ul style="list-style-type: none"> <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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	<p><b>adult-led instruction using validated interventions to provide a more tailored, individualized educational program.</b></p> <ul style="list-style-type: none"><li>-Identifying non-responders</li><li>-Continued progress monitoring</li></ul> <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</li></ul>		
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	<p>explanations, additional examples, modeling, etc.)</p> <ul style="list-style-type: none"> <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> <li>-Modify assessments and/or rubrics, repeat instructions as needed.</li> </ul>		
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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</li> </ul>

		<p>a better place.</p> <ul style="list-style-type: none"> <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> <li>● Digital tools have a purpose.</li> </ul>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> <li>● <b>9.1.2.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>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	

	<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>
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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>	X	Standards in Action: <i>Climate Change</i>