



Totowa Public Schools

Gifted and Talented

Grades K-2

Aligned to NJ: 2020 SLS

BOE Adopted: 8/31/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Gifts All Around Me	9 Weeks	
Ben Franklin: A Genius with Many Gifts	9 Weeks	
More Than Just a Face	9 Weeks	
Exploring Culture, Values, and Beliefs through Fairy Tales	9 Weeks	

Unit Title	Gifts All Around Me
Unit Duration	9 Weeks
Unit Summary & Rationale	Students will complete a self-analysis outlining gifts that they possess. They will then choose a modality (technology, art, or other) to communicate what their gift is and how it can help them and others in their life.
Unit Goals	
Essential Questions	How is a gift's value determined? What constitutes the meaning of a gift? What can we learn about society's values based on the gifts they preserve? How can knowledge about gifts contribute to the demands of today's society?
Enduring Understandings	Gifts can be possessed intrinsically or extrinsically. Gifts have different values among different people. Gifts can be preserved depending on their value. Preserved gifts reflect society's values. Value is often a matter of opinion.
Learning Outcomes	Sort and classify ideas about gifts. Evaluate the contributions of gifts left by leaders of the past. Brainstorm and analyze gifts valued by the American people (i.e. Star Spangled Banner, freedom, etc.). Evaluate whether or not historical gifts should be treated differently than a valuable family gift. Brainstorm a list of talents or gifts people have to offer society. Write creatively about gift giving situations.

	Brainstorm lists of natural resources and then classify them as renewable or non 13 renewable. Analyze literature and gifts described within the text. Research a national treasure of their choice and present this information to an audience of their choice
Assessment Evidence	
Formative	Teacher created assessments, questions, checkpoints, teacher observations, classwork
Summative	Student participation, Presentations, Projects, Portfolios
Alternative and Benchmark	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	http://americanhistory.si.edu/ https://www.epals.com/ http://www.ascd.org/publications/books/108008/chapters/Describing-theHabits-ofMind.aspx □ http://yourlewisville.dallasnews.com/2014/04/09/liberty-elementary-preservesnationaltreasures/ Computers/iPads/Internet/SmartBoard/ Microsoft Office 365 Multimedia Presentations Approved Class Resource List
Content & Interdisciplinary Standards	
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems. 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.	

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.2.2.ED.1: Communicate the function of a product or device.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.2.2.ED.4: Identify constraints and their role in the engineering design process.

8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

8.2.2.ETW.2: Identify the natural resources needed to create a product.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

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.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

6.1.2.EconET.1: Explain the difference between needs and wants.

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.

6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

NJ: 2016 SLS: English Language Arts

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text

RI.K.7. 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).

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.K.1. Demonstrate understanding of the organization and basic features of print.

W.K.1. 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...).

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.1b. Continue a conversation through multiple exchanges.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

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.

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.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1a. 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).

SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words., , , ,

a. Know spelling-sound correspondences for additional common vowel teams.

b. Decode regularly spelled two-syllable words with long vowels.

c. Decode words with common prefixes and suffixes.

d. Identify words with inconsistent but common spelling-sound correspondences.

e. Recognize and read grade-appropriate irregularly spelled words.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Interdisciplinary Connections / 21st Century Connections

21st Century Connections

- Critical Thinking
- Act as a responsible and contributing citizen and employee
- Communicate clearly and effectively and with reason
- Consider the environmental, social and economic impacts of decisions
- Utilize critical thinking to make sense of problems and persevere in solving them

Unit Title	Ben Franklin: A Genius with Many Gifts
Unit Duration	9 Weeks
Unit Summary & Rationale	Students will be curators of a new Benjamin Franklin online exhibit and will publish it using a variety of technologies. Students may develop games and displays incorporating significant events, inventions and discoveries of Franklin's life.
Unit Goals	
Essential Questions	How did Ben Franklin use his gifts to make a positive impact on the world? How could a person be influenced by life events? What traits of a gifted person did Ben demonstrate?
Enduring Understandings	Benjamin Franklin made significant contributions to the world. All people have an opportunity to make a positive impact in the world using their gifts.
Learning Outcomes	Name important inventions of Franklin's. Identify Franklin's roles (inventor, printer, statesman). Identify Franklin's influence on Philadelphia historically and now. Use outlining techniques. Take notes. Use a timeline to organize Franklin's accomplishments. Participate in a Webquest. Conduct experiments
Assessment Evidence	
Formative	Teacher created assessments, questions, checkpoints, teacher observations, classwork

Summative	Student participation, Presentations, Projects, Portfolios
Alternative and Benchmark	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	Approved Class Resource List
Content & Interdisciplinary Standards	
<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.</p> <p>8.2.2.ED.1: Communicate the function of a product or device.</p> <p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</p> <p>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.</p> <p>8.2.2.ITH.2: Explain the purpose of a product and its value.</p> <p>8.2.2.ITH.3: Identify how technology impacts or improves life.</p> <p>8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.</p> <p>8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.</p> <p>8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.</p> <p>8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.</p> <p>8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.</p> <p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>	

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.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.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

9.4.2.TL.5: Describe the difference between real and virtual experiences.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.

6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

NJ: 2016 SLS: English Language Arts

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- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text
- RI.K.7. 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).
- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- W.K.1. 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...).
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.1b. Continue a conversation through multiple exchanges.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.

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.

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.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1a. 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).

SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words., , ,

- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Interdisciplinary Connections / 21st Century Connections

21 st Century Connections	<ul style="list-style-type: none"> • Critical Thinking • Act as a responsible and contributing citizen and employee • Communicate clearly and effectively and with reason • Consider the environmental, social and economic impacts of decisions • Utilize critical thinking to make sense of problems and persevere in solving them
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Unit Title	More Than Just a Face
Unit Duration	9 Weeks
Unit Summary & Rationale	Incorporating all the components of the unit, students will create self-portraits that convey their personality traits in a chosen artistic style. Students will then write about their portrait explaining the reasons for their choices.
Unit Goals	
Essential Questions	Do the faces of objects and people always convey what is beneath the surface? How and why do people mask their emotions?
Enduring Understandings	Faces of objects and people do not always convey what’s beneath the surface. People mask their personality attributes in order to make a good impression on others. People show different “faces” of their personalities depending on the circumstances.

Learning Outcomes	Identify positive character traits. Identify types of artistic genres. Explain the meanings of idioms. Understand that character traits and/or emotions are often hidden for a variety of reasons
Assessment Evidence	
Formative	Teacher created assessments, questions, checkpoints, teacher observations, classwork
Summative	Student participation, Presentations, Projects, Portfolios
Alternative and Benchmark	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	Art Supplies (as needed) Computer/iPad/Internet/SmartBoard www.philamuseum.org Feelings- Alik Beauty and the Beast- M. Mayer Variety of biographies Scholastic Dictionary of Idioms- Marvin Terban Why the Sun and Moon Live in the Sky- E. Dayrell Various of myths Approved Class Resource List
Content & Interdisciplinary Standards	
1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.	

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
- 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.
- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

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- W.K.1. 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...).
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.1b. Continue a conversation through multiple exchanges.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- RI.1.1. Ask and answer questions about key details in a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

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.

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.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1a. 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).

SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words., , , ,

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RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

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Unit Title	Exploring Culture, Values, and Beliefs through Fairy Tales
Unit Duration	9 Weeks
Unit Summary & Rationale	Using the elements of fairy tales students will create their own fairy tale and publish it using a variety of possible technologies (i.e. voice threads, story boards, Vimeo etc.).
Unit Goals	
Essential Questions	Why are fairy tales important? How does genre affect a story? How and why do stories change over time? What are common themes in fairy tales?
Enduring Understandings	Fairy Tales reflect the morals and values of a culture. The genre of a book or story can determine its structure.

	<p>Knowledge of a genre can help you understand the author's purpose. Stories that are passed down over time change. Common themes run throughout fairy tales.</p>
Learning Outcomes	<p>Brainstorm characteristics of fairy tales Read and view alternate versions of fairy tales Compare and contrast fairy tales Read and view fairy tales from multiple perspectives Read and view fairy tales to determine prejudice and bias Create an original fairy tale using effective technique, descriptive details, and clear event sequences. Publish fairy tales using a variety of technologies and multimedia</p>
Assessment Evidence	
Formative	Teacher created assessments, questions, checkpoints, teacher observations, classwork
Summative	Student participation, Presentations, Projects, Portfolios
Alternative and Benchmark	<p>Teacher Resources: www.scholastic.com/teachers/lesson-plan/myths-folktales-and-fairy-tales http://www.theaterseatstore.com/ultimate-fairy-tale-resource-guide http://www.educationworld.com/a_lesson/03/lp304-03.shtm</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources and Equipment	Approved Class Resource List
Content & Interdisciplinary Standards	

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text., , ,

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)

RL.1.1. Ask and answer questions about key details in a text

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.,

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how)

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.,

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.,

RL.K.4. Ask and answer questions about unknown words in a text.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.,

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text..

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.1.6. Identify who is telling the story at various points in a text.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.,

RL.K.7. 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).

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.,

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.,

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.,

RL.K.10. Actively engage in group reading activities with purpose and understanding.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

NJ: 2016 SLS: English Language Arts

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text

RI.K.7. 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).

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.K.1. Demonstrate understanding of the organization and basic features of print.

W.K.1. 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...).

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.1b. Continue a conversation through multiple exchanges.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

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.

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.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1a. 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).

SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words., , , ,

- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge

- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.

- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.

- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.