



**Totowa Public Schools**

**Social and Emotional Learning**

**Grades K-8**

**Aligned to NJ: 2020 SLS: Comprehensive Health and Physical Education Standards**

**BOE Adopted: 8/31/2022**

**Revised: 12/14/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Overview of SEL Respect & Citizenship Self Awareness & Social Awareness	9 Weeks	
Positivity & Responsibility Self Management & Responsible Decision Making	9 Weeks	
Kindness & Trustworthiness Relationship Skills & Self Management	9 Weeks	
Respect & Reflection Self Awareness & Mindset	9 Weeks	

<b>Unit Title</b>	Overview of SEL Respect & Citizenship Self Awareness & Social Awareness
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades and are less likely to have behavioral problems. Successful infusion of SEL can result in positive behaviors, increased academic success, enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the character pillars?</li> <li>• How do we respect ourselves and others?</li> <li>• How do we contribute to our school and global community?</li> <li>• How can we recognize and identify the thoughts, feelings, and perspectives of others?</li> <li>• How can we demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds?</li> <li>• How can we demonstrate an understanding of the need for mutual respect when viewpoints differ?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Sharing is a form of SEL.</li> <li>• Accepting differences.</li> <li>• Respecting others.</li> <li>• Pillars are Citizenship, Respect, Positivity, Kindness, Responsibility, and Trustworthiness.</li> <li>• Respect starts with us respecting ourselves.</li> <li>• SEL Competencies are Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognize one's feelings and thoughts</li> <li>Recognize the impact of one's feelings and thought on one's own behavior.</li> </ul>
<b>Learning Outcomes</b>	<p>SWBAT means Students will be able to</p> <ul style="list-style-type: none"> <li>SWBAT recognize how words and actions affect how a person can feel</li> <li>SWBAT identify the character pillars and state competencies</li> <li>SWBAT assume responsibility for respecting differences in others</li> <li>SWBAT build upon their character through SEL</li> <li>SWBAT recognize one's personal traits, strengths and limitations</li> <li>SWBAT recognize the importance of self-confidence in handling daily tasks</li> <li>SWBAT demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Peer interaction, Teacher/Counselor Observation
<b>Summative</b>	Student participation, teacher generated assessments
<b>Alternative and Benchmark</b>	<p>Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	Character Education Resource Guide-Creative Teaching Press, Second Step-Skills for Social and Academic Success, Bad Case of Tattle Tongue – Julia Cook, Auto B Good: Billy & the Big

	<p>Horns Friendliness” – video, Friendship Soup – video • Friendship Song – Bruno Mars, Have You Filled A Bucket Today? – Carol McCloud, Have You Filled A Bucket Today? – video ,The Bucket Filler Song – video, Browne Elementary Students Focus on Bucket Filling – video, Six Pillars of Character Traits- A. Elder-video, Six Pillars of Character Traits- M. Ward – video, Wrinkled Heart lesson activity, Inside Out: Guessing the feelings, The Judgmental Flower by Julia Cook, Kid President’s 25 Reasons To Be Thankful, Computers/Laptops, Smartboard</p> <p><a href="#">Approved Class Resource List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>	
<b>Core Ideas</b>	<b>NJSLS Performance Expectations</b>
Many factors influence how we think about ourselves and others.	<ul style="list-style-type: none"> <li>• 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>• 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> </ul>
There are different ways that individuals handle stress, and some are healthier than others.	<ul style="list-style-type: none"> <li>• 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> <li>• 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</li> </ul>
Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</li> <li>• 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</li> </ul>

<p>People have relationships with others in the local community and beyond.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.SSH.5: Identify basic social needs of all people.</li> <li>● 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</li> </ul>
<p>Communication is the basis for strengthening relationships and resolving conflict between people.</p> <p>Conflicts between people occur, and there are effective ways to resolve them.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</li> <li>● 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>● 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</li> </ul>
<p>Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>● 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</li> </ul>
<p>Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</p> <p>Resiliency and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.</p>	<ul style="list-style-type: none"> <li>● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> <li>● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> <li>● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</li> </ul>

<p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p> <p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<ul style="list-style-type: none"> <li>● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</li> <li>● 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> <li>●</li> </ul>
<p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>	<ul style="list-style-type: none"> <li>● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> </ul>
<p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<ul style="list-style-type: none"> <li>● 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul>
<p>Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.</p>	<ul style="list-style-type: none"> <li>● 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</li> <li>● 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul>
<p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p>	<ul style="list-style-type: none"> <li>● 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</li> </ul>

	<ul style="list-style-type: none"> <li>• 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships</li> </ul>
<b>Comprehensive Health and Physical Education Practices</b>	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
<p>Comprehensive Health and Physical Education Practices</p>	<ul style="list-style-type: none"> <li>• Acting as responsible and contributing member of society</li> <li>• Building and maintaining healthy relationships</li> <li>• Communicating clearly and effectively (verbal and nonverbal)</li> <li>• Resolving conflict</li> <li>• Attending to personal health, emotional, social and physical well-being</li> <li>• Making decisions</li> <li>• Managing-self</li> <li>• Setting goals</li> <li>• Using technology tools responsibly</li> </ul>
<b>NJ: 2016 SLS: English Language Arts</b>	
<p>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.  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.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).  W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	



SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

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

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

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

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

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

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.

B. Use common, proper, and possessive nouns.

C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

F. Use frequently occurring adjectives.

G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

H. Use determiners (e.g., articles, demonstratives).

I. Use frequently occurring prepositions (e.g., during, beyond, toward).

J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

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.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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

RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding

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

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., group).

B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

C. Use reflexive pronouns (e.g., myself, ourselves).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., childhood). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series. B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations**

- 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.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short and long-term effects.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 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.2: Create a document using a word processing application.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.

**Interdisciplinary Connections / 21st Century Connections**

**SEL Competencies**

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

[New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx](#)

**21<sup>st</sup> Century Connections**

- Critical Thinking
- Act as a responsible and contributing citizen and employee
- Communicate clearly and effectively and with reason



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|  | <ul style="list-style-type: none"><li>• Consider the environmental, social and economic impacts of decisions</li><li>• Utilize critical thinking to make sense of problems and persevere in solving them</li></ul> |
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<b>Unit Title</b>	Positivity & Responsibility, Self Management & Responsible Decision Making
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will recognize that the decisions they make have an impact on their daily lives. Students will learn self management techniques to guide them in making good decisions that will positively impact their lives. Students will discuss and understand the difference between a conflict, disagreement, bullying, and the responsibility of choice.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can we promote a positive outlook?</li> <li>• How do we take care of ourselves and our world?</li> <li>• How can we manage our daily lives?</li> <li>• How can we be more responsible in our lives?</li> <li>• How do our decisions impact our lives?</li> <li>• How can we identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Our decisions can have lasting impact on not only our lives but the lives of people around us.</li> <li>• Singling someone out for deliberate and repeated harassment is bullying.</li> <li>• We are responsible for our actions.</li> <li>• Understand and practice strategies for managing one's own emotions, thoughts and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• SWBAT make appropriate decision to avoid conflicts.</li> <li>• SWBAT to take responsibility of their actions.</li> <li>• SWBAT understand the different between a conflict, disagreement, and bullying.</li> </ul>

	<ul style="list-style-type: none"> <li>• SWBAT develop, implement and model effective problem solving and critical thinking skills.</li> <li>• SWBAT identify the consequences associated with one’s actions in order to make constructive choices.</li> <li>• SWBAT evaluate personal, ethical, safety and civic impact of decisions.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Peer interaction, Teacher/Counselor Observation
<b>Summative</b>	Student participation, teacher generated assessments
<b>Alternative and Benchmark</b>	<p>Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	<p>That’s What I Am Program • Your Digital Life Program • Bully No More Program • Character Education-Instructional Fair • Learning For Life • Howard B.Wigglebottom and Manners Matters • A Pep Talk from Kid President to You • The Tortoise and the Hare Fairy Tale, Computers, Laptops, Smartboards, <a href="#">Approved Class Resource List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>	

Core Ideas	NJSL Performance Expectations
<p>Many factors influence how we think about ourselves and others.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>● 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> </ul>
<p>There are different ways that individuals handle stress, and some are healthier than others.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> <li>● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</li> </ul>
<p>Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</p> <p>Families shape the way we think about our bodies, our health and our behaviors.</p> <p>People have relationships with others in the local community and beyond.</p> <p>Communication is the basis for strengthening relationships and resolving conflict between people.</p> <p>Conflicts between people occur, and there are effective ways to resolve them.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</li> <li>● 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</li> <li>● 2.1.2.SSH.5: Identify basic social needs of all people.</li> <li>● 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</li> <li>● 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</li> <li>● 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>● 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</li> </ul>

<p>Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>● 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</li> </ul>
<p>Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</p> <p>Resiliency and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.</p>	<ul style="list-style-type: none"> <li>● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> <li>● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> <li>● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</li> </ul>
<p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p> <p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<ul style="list-style-type: none"> <li>● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</li> <li>● 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to other</li> </ul>

<p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>	<ul style="list-style-type: none"> <li>• 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> </ul>
<p>Inclusive schools and communities are accepting of all people and make them feel welcome and included.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</li> <li>• 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</li> </ul>
<p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</li> <li>• 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</li> </ul>
<p><b>Comprehensive Health and Physical Education Practices</b></p>	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
<p>Comprehensive Health and Physical Education Practices</p>	<ul style="list-style-type: none"> <li>• Acting as responsible and contributing member of society</li> <li>• Building and maintaining healthy relationships</li> <li>• Communicating clearly and effectively (verbal and nonverbal)</li> <li>• Resolving conflict</li> <li>• Attending to personal health, emotional, social and physical well-being</li> <li>• Making decisions</li> </ul>

- Managing-self
- Setting goals
- Using technology tools responsibly

**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.  
 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.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).  
 W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
 SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  
 SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  
 SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

RL.1.1. Ask and answer questions about key details in a text  
 RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.  
 RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.  
 RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.  
 RL.1.9. Compare and contrast the adventures and experiences of characters in stories.  
 W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  
 W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
 RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  
 SL.1.6. Produce complete sentences when appropriate to task and situation.  
 L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 A. Print all upper- and lowercase letters.  
 B. Use common, proper, and possessive nouns.

- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  - D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  - E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
  - F. Use frequently occurring adjectives.
  - G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
  - H. Use determiners (e.g., articles, demonstratives).
  - I. Use frequently occurring prepositions (e.g., during, beyond, toward).
  - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
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- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
  - 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.
  - RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
  - 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.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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
  - RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding
  - W.2.8. Recall information from experiences or gather information from provided sources to answer a question
  - SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
    - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
    - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
  - L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - A. Use collective nouns (e.g., group).
    - B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
    - C. Use reflexive pronouns (e.g., myself, ourselves).



- D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., childhood). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A.

Use punctuation to separate items in a series. B. Use a comma to separate an introductory element from the rest of the sentence.

C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to

indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

### **2020 SLS: Computer Science & Design Thinking**

### **NJSLS Performance Expectations**

- 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.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short and long-term effects.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

### **NJSLS Performance Expectations**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 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.2: Create a document using a word processing application.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

<b>Interdisciplinary Connections / 21st Century Connections</b>	
<b>SEL Competencies</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Social Awareness</li> <li>• Responsible Decision-Making</li> <li>• Relationship Skills</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</a></p>
21 <sup>st</sup> Century Connections	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Act as a responsible and contributing citizen and employee</li> <li>• Communicate clearly and effectively and with reason</li> <li>• Consider the environmental, social and economic impacts of decisions</li> <li>• Utilize critical thinking to make sense of problems and persevere in solving them</li> </ul>

<b>Unit Title</b>	Kindness & Trustworthiness, Relationship Skills & Self Management
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will focus on academic development to insure effective learning. Students will learn about self management and relationship skills along with what it means to be trustworthy. Student will also learn how to approach relationships with kindness and determine what makes a relationship positive.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can we show others we care?</li> <li>• How do we build healthy relationships with ourselves and others?</li> <li>• How do we celebrate differences?</li> </ul>

	<ul style="list-style-type: none"> <li>• How can we identify and apply ways to persevere or overcome barriers through alternative methods to archive our goal?</li> <li>• How can we establish and maintain healthy relationships?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Students should strive to act with kindness</li> <li>• Building trust takes time</li> <li>• Self management comes in many different forms.</li> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors.</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• SWBAT acquire the attitudes, knowledge, and skills that contribute to effective learning in school.</li> <li>• SWBAT make positive choices</li> <li>• SWBAT act with kindness</li> <li>• SWBAT build up trust</li> <li>• SWBAT build relationship skills</li> <li>• SWBAT recognize their own abilities</li> <li>• SWBAT identify ways to resist inappropriate social pressure.</li> <li>• SWBAT demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</li> <li>• SWBAT identify who, when, where, or how to seek help for oneself or others when needed.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Peer interaction, Teacher/Counselor Observation



<b>Summative</b>	Student participation, teacher generated assessments
<b>Alternative and Benchmark</b>	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.  Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments  <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	Computers/Laptop/Smartboard • Enemy Pie by Derek Munson • The Mindset of a Champion • The Very Hungry Caterpillar by Eric Carle • Sesame Street: Kindness/Elmo’s World • Sesame Street: We’re Different, We’re the Same by Bobbi Kates, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>	
<b>Core Ideas</b>	<b>NJSLS Performance Expectations</b>
Many factors influence how we think about ourselves and others. There are different ways that individuals handle stress, and some are healthier than others.	<ul style="list-style-type: none"> <li>• 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>• 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>• 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> <li>• 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</li> </ul>
Every individual has unique skills and qualities, which can	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</li> </ul>

<p>include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</p>	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</li> </ul>
<p>People have relationships with others in the local community and beyond.</p>	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.5: Identify basic social needs of all people.</li> <li>• 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</li> </ul>
<p>Communication is the basis for strengthening relationships and resolving conflict between people.</p> <p>Conflicts between people occur, and there are effective ways to resolve them.</p>	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</li> <li>• 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>• 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</li> </ul>
<p>Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</p>	<ul style="list-style-type: none"> <li>• 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>• 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</li> </ul>
<p>Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</p> <p>Resiliency and coping practices influence an individual’s ability to respond</p>	<ul style="list-style-type: none"> <li>• 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>• 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> <li>• 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> <li>• 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</li> </ul>

<p>positively to everyday challenges and difficult situations.</p>	
<p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p> <p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<ul style="list-style-type: none"> <li>• 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</li> <li>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>• 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul>
<p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>	<ul style="list-style-type: none"> <li>• 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> </ul>
<p>Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</li> <li>• 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul>
<p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</li> <li>• 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</li> </ul>
<p><b>Comprehensive Health and Physical Education Practices</b></p>	

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Comprehensive Health and Physical Education Practices

- Acting as responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social and physical well-being
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

**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.  
 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.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).  
 W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
 SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  
 SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  
 SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

RL.1.1. Ask and answer questions about key details in a text  
 RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

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

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

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.

B. Use common, proper, and possessive nouns.

C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

F. Use frequently occurring adjectives.

G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

H. Use determiners (e.g., articles, demonstratives).

I. Use frequently occurring prepositions (e.g., during, beyond, toward).

J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

  

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

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.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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

RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding

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

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., group).

B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

C. Use reflexive pronouns (e.g., myself, ourselves).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., childhood). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series. B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations**

- 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.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short and long-term effects.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 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.2: Create a document using a word processing application.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.

**Interdisciplinary Connections / 21st Century Connections**

<b>SEL Competencies</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Social Awareness</li> <li>• Responsible Decision-Making</li> <li>• Relationship Skills</li> </ul> <p style="text-align: center;"><a href="#">New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</a></p>
21 <sup>st</sup> Century Connections	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Act as a responsible and contributing citizen and employee</li> <li>• Communicate clearly and effectively and with reason</li> <li>• Consider the environmental, social and economic impacts of decisions</li> <li>• Utilize critical thinking to make sense of problems and persevere in solving them</li> </ul>

<b>Unit Title</b>	Respect & Reflection Self Awareness & Mindset
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will reflect on the different lessons over the course of the year. Students will learn about self awareness and mindset as the year closes out. Students will identify the possible causes of conflict and discuss appropriate ways to prevent and solve conflict. Students will also plan strategies off the knowledge acquired during their SEL classes to prepare for the following year.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do we contribute to our school and community in life and online?</li> <li>• What did we learn?</li> <li>• Where do we go from here?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Identify the conflict and plan strategies to resolve it.</li> <li>• Be who you are and learn to stay positive</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• SWBAT better express themselves.</li> <li>• SWBAT reflect on their year of growth</li> <li>• SWBAT plan for their upcoming year and challenges they face along with possible solutions.</li> <li>• SWBAT better communicate their feelings</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Peer interaction, Teacher/Counselor Observation

<b>Summative</b>	Student participation, teacher generated assessments
<b>Alternative and Benchmark</b>	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.  Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments  <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	Laptops/Computers/Smartboards, Kid President’s 25 Reasons To Be Thankful • Bad Case of Stripes by David Shannon • Inside Out: Guessing the feelings • The Yucky Bug by Julia Cook • The Judgmental Flower by Julia Cook • Goldilocks and the Three Bears • I Like Myself by Karen Beaumont, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>	
<b>Core Ideas</b>	<b>NJSLS Performance Expectations</b>
Many factors influence how we think about ourselves and others.	<ul style="list-style-type: none"> <li>• 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>• 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> </ul>
There are different ways that individuals handle stress, and some are healthier than others.	<ul style="list-style-type: none"> <li>• 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> <li>• 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</li> </ul>

<p>Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</li> <li>● 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</li> </ul>
<p>People have relationships with others in the local community and beyond.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.SSH.5: Identify basic social needs of all people.</li> <li>● 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</li> </ul>
<p>Communication is the basis for strengthening relationships and resolving conflict between people.</p> <p>Conflicts between people occur, and there are effective ways to resolve them.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</li> <li>● 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>● 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</li> </ul>
<p>Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>● 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</li> </ul>
<p>Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</p>	<ul style="list-style-type: none"> <li>● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> </ul>

<p>Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</p>	<ul style="list-style-type: none"> <li>● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> <li>● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</li> </ul>
<p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p> <p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<ul style="list-style-type: none"> <li>● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</li> <li>● 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul>
<p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>	<ul style="list-style-type: none"> <li>● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> </ul>
<p>Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.</p>	<ul style="list-style-type: none"> <li>● 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</li> <li>● 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul>



<p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p>	<ul style="list-style-type: none"> <li>● 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</li> <li>● 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</li> </ul>
<p><b>Comprehensive Health and Physical Education Practices</b></p>	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
<p>Comprehensive Health and Physical Education Practices</p>	<ul style="list-style-type: none"> <li>● Acting as responsible and contributing member of society</li> <li>● Building and maintaining healthy relationships</li> <li>● Communicating clearly and effectively (verbal and nonverbal)</li> <li>● Resolving conflict</li> <li>● Attending to personal health, emotional, social and physical well-being</li> <li>● Making decisions</li> <li>● Managing-self</li> <li>● Setting goals</li> <li>● Using technology tools responsibly</li> </ul>
<p><b>NJ: 2016 SLS: English Language Arts</b></p>	
<p>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.  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.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).</p>	

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

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

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

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

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

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

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.

B. Use common, proper, and possessive nouns.

C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

F. Use frequently occurring adjectives.

G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

H. Use determiners (e.g., articles, demonstratives).

I. Use frequently occurring prepositions (e.g., during, beyond, toward).

J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

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.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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

RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding

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

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., group).

B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

C. Use reflexive pronouns (e.g., myself, ourselves).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., childhood). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series. B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

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- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short and long-term effects.



- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 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.2: Create a document using a word processing application.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.

**Interdisciplinary Connections / 21st Century Connections**

**SEL Competencies**

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

[New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx](#)

21 <sup>st</sup> Century Connections	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Act as a responsible and contributing citizen and employee</li> <li>• Communicate clearly and effectively and with reason</li> <li>• Consider the environmental, social and economic impacts of decisions</li> <li>• Utilize critical thinking to make sense of problems and persevere in solving them</li> </ul>
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<b>Accommodations &amp; Modifications</b>		
<b>Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs</b>		
<p style="text-align: center;"><b>Time/General</b></p> <ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<p style="text-align: center;"><b>Processing</b></p> <ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<p style="text-align: center;"><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> </ul>	<p style="text-align: center;"><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> </ul>	<p style="text-align: center;"><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> </ul>

<ul style="list-style-type: none"> <li>• Limit number of responses</li> </ul>	<ul style="list-style-type: none"> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<ul style="list-style-type: none"> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>
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**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.