

**East Newark Public School**

**Computer Science and Design Thinking Curriculum  
Grades K-2**



Established 2022

**Equity Statement:**

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

**Course Description**

Computer Science and Design Thinking familiarizes the students with the resources of technology, technology systems, and the evolution of technology. Students will be taught the design process and use it to explore the concept of design. They will be introduced to common materials and processes as they challenge themselves to solve problems innovatively.

**Technology Standards**

Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computer science and design thinking, engaging students in computational thinking and human-centered approaches to design through the study of computer science and technology serves to prepare students to ethically produce and critically consume technology.

**Mission:** Computer science and design thinking education prepares students to succeed in today's knowledge-based economy by providing equitable and expanded access to high-quality, standards-based computer science and technological design education.

**Vision:** All students have equitable access to a rigorous computer science and design thinking education. Students will benefit from opportunities to engage in high-quality technology programs that foster their ability to:

- develop and apply computational and design thinking to address real-world problems and design creative solutions;
- engage as collaborators, innovators, and entrepreneurs on a clear pathway to success through postsecondary education and careers;
- navigate the dynamic digital landscape to become healthy, productive, 21st-century global-minded individuals; and
- participate in an inclusive and diverse computing culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.

**Intent and Spirit of the Computer Science and Design Thinking Standards**

All students receive computer science and design thinking instruction from Kindergarten through grade 8. The study of these disciplines focuses on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.

Unit: Digital Citizenship		Duration: Ongoing
NJSLS:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>How can I become a Digital Citizen while using the internet?</li> <li>What are my responsibilities for using technology?</li> <li>What is Copyright?</li> <li>How do I use the internet safely and protect my information?</li> <li>What are some digital tools I can use?</li> <li>How can I protect myself while using social media?</li> </ol> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Students will know how to become a Digital Citizen</li> <li>Students will know what information they can share</li> <li>Students will know how to engage in collaborative classroom discussions</li> <li>Students will know how to use the library's OPAC</li> <li>Students will know how to protect their identity online</li> <li>Students will know what digital tools to use while navigating the internet</li> <li>Students will know how to log off and turn off the device</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Create anchor charts to show copyright, online safety, protecting passwords, and various digital tools</li> <li>Use posters to promote Digital Citizenship</li> <li>Use Youtube videos about Digital Citizenship</li> <li>Have students explore a digital library's OPAC for topics related to Digital Citizenship</li> <li>BrainPop Jr. videos, quizzes and activities to continue discussion on topics</li> <li>Common Sense Media website</li> </ul>
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	<b>8.1.2.CS.1:</b> Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	
A computing system using accurate terminology. is composed of software and hardware.	<b>8.1.2.CS.2:</b> Explain the functions of common software and hardware components of computing systems.	
Describing a problem is the first step toward finding a solution when computing systems do not work as expected.	<b>8.1.2.CS.3:</b> Describe basic hardware and software problems using accurate terminology.	
Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide	<p><b>8.1.2.NI.1:</b> Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network</p> <p><b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.</p>	
Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.	<p><b>8.1.2.NI.3:</b> Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.</p> <p><b>8.1.2.NI.4:</b> Explain why access to devices needs to be secured.</p>	

<p>Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).</p>	<p><b>8.1.2.IC.1:</b> Compare how individuals live and work before and after the implementation of new computing technology.</p>	<p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <ul style="list-style-type: none"> <li>• NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>• NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>• NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>• W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>• SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</li> <li>• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>• 6.1.2.CivicsPR.1: Determine what makes a good rule or law.</li> <li>• 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> </ul>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Social Awareness</li> <li>• Responsible Decision Making</li> <li>• Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> </ul>	
<p><b>Assessments</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Unit Goals</b></p>
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Exit slips</li> <li>• Peer/Self Assessments</li> <li>• Teacher Observation Data</li> <li>• Student Feedback</li> <li>• Think Pair Share</li> <li>• Strategic Questioning</li> </ul>		<ul style="list-style-type: none"> <li>• SWBAT learn what it means to be a “Digital Citizen”</li> <li>• SWBAT compare and contrast their responsibilities to their online and offline communities</li> <li>• SWBAT understand what type of information can put them at risk for identity theft and other scams</li> <li>• SWBAT draw evidence from videos and texts</li> <li>• SWBAT access various tools while learning about digital citizenship</li> <li>• SWBAT engage in collaborative discussions</li> <li>• SWBAT make proper choices while using the internet</li> <li>• SWBAT practice responsible use of technology using the five rule of Internet safety</li> <li>• SWBAT identify what a digital footprint is.</li> <li>• SWBAT display proper etiquette and netiquette in the classroom and online</li> </ul>

	<ul style="list-style-type: none"> <li>● SWBAT use the Internet to research a topic and create a document/presentation using the information.</li> <li>● SWBAT illustrate and communicate original ideas and stories using digital tools and media-rich resources</li> </ul>
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**Differentiated Student Access to Content:  
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Apps within G Suite and other age appropriate apps</li> <li>● Print and Digital Media</li> <li>● <a href="#">Design Challenge Book List</a></li> </ul>	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Apps within G Suite and other age appropriate apps</li> <li>● Print and Digital Media</li> <li>● <a href="#">Design Challenge Book List</a></li> </ul>	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Apps within G Suite and other age appropriate apps</li> <li>● Print and Digital Media</li> <li>● <a href="#">Design Challenge Book List</a></li> </ul>	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Apps within G Suite and other age appropriate apps</li> <li>● Print and Digital Media</li> <li>● <a href="#">Design Challenge Book List</a></li> </ul>

**Supplemental Resources**

<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Appropriate educational videos</li> <li>● <a href="https://jr.brainpop.com">https://jr.brainpop.com</a></li> <li>● <a href="https://beinternetawesome.withgoogle.com/en_us/interland">https://beinternetawesome.withgoogle.com/en_us/interland</a></li> <li>● <a href="https://www.digitalcitizenship.net">https://www.digitalcitizenship.net</a></li> <li>● <a href="https://www.commonsense.org/education/digital-citizenship">https://www.commonsense.org/education/digital-citizenship</a></li> <li>● <a href="http://mediasmarts.ca/sites">http://mediasmarts.ca/sites</a></li> <li>● NewsELA</li> <li>● Reading A-Z</li> </ul>
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**Differentiated Student Access to Content:  
Recommended Strategies & Techniques**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>● Provide short breaks when refocusing is needed</li> <li>● Monitor on-task performance</li> <li>● Provide modeling</li> </ul>	<ul style="list-style-type: none"> <li>● Specific collaborative groupings of students</li> <li>● Vocabulary and concept resources, diagrams and videos</li> <li>● Assistance with hands-on activities/projects and research.</li> <li>● Teacher modeling and/or providing (more or less) guidance</li> </ul>	<ul style="list-style-type: none"> <li>● Allow extra time for task completion</li> <li>● Frequently check for understanding</li> <li>● Emphasize use of visual aids</li> <li>● Simplify task directions</li> <li>● Provide hands-on learning activities</li> <li>● Provide modeling</li> <li>● Assign peer buddies</li> </ul>	<ul style="list-style-type: none"> <li>● Provide choice of activity, presentation, and groups among appropriate projects.</li> <li>● Extend activities as appropriate.</li> <li>● Extend readings by offering varying and different text, including nonfiction, that is on a student's Lexile Level.</li> </ul>

<ul style="list-style-type: none"> <li>Frequently check for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Choice of activity.</li> <li>Sentence starters</li> <li>Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations.</li> <li>Multiple check-in opportunities</li> <li>Opportunities to rewatch/listen to technology specific read alouds.</li> <li>Picture checklists.</li> <li>Multisensory learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Modify pace of instruction to allow additional processing time</li> <li>Allow for repetition and/or clarification of directions, as needed</li> <li>Directions repeated, clarified or reworded</li> <li>Establish and maintain eye contact when giving oral directions</li> </ul>	<ul style="list-style-type: none"> <li>Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing information.</li> <li>Extend Metacognition - Asking questions which prompt students to think about their own thinking process, (successes and challenges).</li> <li>Increase connections - Asking students questions that ensure the ability to apply new learning to their lives.</li> </ul>
<b>Life Literacy &amp; Key Skills Disciplinary Concept:</b>		<b>Career Awareness, Exploration, Preparation, &amp; Training Disciplinary Concept:</b>	
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	<b>Core Ideas:</b>	<b>Performance Expectation:</b>
<p>Brainstorming can create new, innovative ideas.</p> <p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p> <p>Individuals should practice safe behaviors when using the Internet.</p> <p>An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.</p> <p>Digital communities allow for social interactions that can result in positive or negative outcomes.</p> <p>Young people can have a positive impact on the natural world in the fight against climate change.</p>	<p><b>9.4.2.CI.1:</b> Demonstrate openness to new ideas and perspectives.</p> <p><b>9.4.2.CT.2:</b> Identify possible approaches and resources to execute a plan.</p> <p><b>9.4.2.CT.3:</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p><b>9.4.2.DC.3:</b> Explain how to be safe online and follow safe practices when using the internet.</p> <p><b>9.4.2.DC.4:</b> Compare information that should be kept private to information that might be made public.</p> <p><b>9.4.2.DC.5:</b> Explain what a digital footprint is and how it is created.</p> <p><b>9.4.2.DC.6:</b> Identify respectful and responsible ways to communicate in digital environments.</p> <p><b>9.4.2.DC.7:</b> Describe actions peers can take to positively impact climate change.</p>	<p>Different types of jobs require different knowledge and skills.</p> <p>Income is received from work in different ways including regular payments, tips, commissions, and benefits.</p> <p>There are benefits and drawbacks to being an entrepreneur.</p>	<p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job.</p> <p><b>9.1.2.CAP.2:</b> Explain why employers are willing to pay individuals to work.</p> <p><b>9.1.2.CAP.3:</b> Define entrepreneurship and social entrepreneurship.</p> <p><b>9.1.2.CAP.4:</b> List the potential rewards and risks to starting a business</p>

**Career Readiness, Life Literacies, and Key Skills Practices:**

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Unit: Coding		Duration: Ongoing
NJSLs		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>1. What is coding?</li> <li>2. What are the skills and strategies that students need to successfully use coding?</li> <li>3. What careers can a person do with coding?</li> <li>4. What is “Hour of Code?”</li> </ol> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Students will know why we should learn the basics of coding</li> <li>● Students will know how coding is used in everyday life</li> <li>● Students will know what careers use coding</li> <li>● Students will know how to engage in collaborative classroom discussions</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>● Ask students “What is coding” as an introduction</li> <li>● Show Brainpop Jr. videos about Coding</li> <li>● Introduce the first person who invented coding</li> <li>● Show students other “Coding” websites they can explore independently</li> </ul>
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	<b>8.1.2.CS.1:</b> Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	
A computing system using accurate terminology. is composed of software and hardware.	<b>8.1.2.CS.2:</b> Explain the functions of common software and hardware components of computing systems.	
Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide	<p><b>8.1.2.NI.1:</b> Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network</p> <p><b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.</p>	
Data can be used to make predictions about the world.	<b>8.1.2.DA.3:</b> Identify and describe patterns in data visualizations.	
Technology has changed the way people live and work.	<b>8.2.2.ITH.3:</b> Identify how technology impacts or improves life.	

<p>Various tools can improve daily tasks and quality of life.</p>	<p><b>8.2.2.ITH.4:</b> Identify how various tools reduce work and improve daily tasks.</p>	<ul style="list-style-type: none"> <li>• Demonstrate how coding involves patterns and computational thinking</li> </ul>
<p>Innovation and the improvement of existing technology involves creative thinking.</p>	<p><b>8.2.2.NT.2:</b> Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.</p>	<p><b>Interdisciplinary Connections: Content: ;NJSL#:</b></p>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	<ul style="list-style-type: none"> <li>• NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>• NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>• NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>• NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>• 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.</li> <li>• SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> <li>• 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> </ul>	
<p align="center"><b>Assessments</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Unit Goals</b></p>
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Exit slips</li> <li>• Peer/Self Assessments</li> <li>• Teacher Observation Data</li> <li>• Coding Projects (Websites and Games)</li> <li>• Strategic Questioning</li> <li>• Student Participation</li> <li>• Teacher Created Rubric</li> <li>• Teacher-developed/online assessments to track and monitor student growth over time</li> </ul>		<ul style="list-style-type: none"> <li>• SWBAT independently navigate a coding website</li> <li>• SWBAT learn careers involved with coding</li> <li>• SWBAT know the techniques to code</li> <li>• SWBAT explain how "coding" was invented</li> <li>• SWBAT engage in collaborative discussions</li> <li>• SWBAT make proper choices while using the internet</li> </ul>



Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Apps within G Suite and other age appropriate apps</li> <li>● Print and Digital Media</li> <li>● Coding websites</li> <li>● <a href="#">Design Challenge Book List</a></li> </ul>	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Apps within G Suite and other age appropriate apps</li> <li>● Print and Digital Media</li> <li>● Coding websites</li> <li>● <a href="#">Design Challenge Book List</a></li> </ul>	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Apps within G Suite and other age appropriate apps</li> <li>● Print and Digital Media</li> <li>● Coding websites</li> <li>● <a href="#">Design Challenge Book List</a></li> </ul>	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Apps within G Suite and other age appropriate apps</li> <li>● Print and Digital Media</li> <li>● Coding websites</li> <li>● <a href="#">Design Challenge Book List</a></li> </ul>
Supplemental Resources			
<b>Technology:</b> <ul style="list-style-type: none"> <li>● Appropriate educational videos</li> <li>● <a href="https://jr.brainpop.com">https://jr.brainpop.com</a></li> <li>● <a href="https://code.org">https://code.org</a></li> <li>● NewsELA</li> <li>● Reading A-Z</li> </ul>			
Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>● Provide short breaks when refocusing is needed</li> <li>● Monitor on-task performance</li> <li>● Provide modeling</li> <li>● Frequently check for understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Specific collaborative groupings of students</li> <li>● Vocabulary and concept resources, diagrams and videos</li> <li>● Assistance with hands-on activities/projects and research.</li> <li>● Teacher modeling and/or providing (more or less) guidance</li> <li>● Choice of activity.</li> <li>● Sentence starters</li> <li>● Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations.</li> <li>● Multiple check-in opportunities</li> <li>● Opportunities to rewatch/listen to technology specific read alouds.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow extra time for task completion</li> <li>● Frequently check for understanding</li> <li>● Emphasize use of visual aids</li> <li>● Simplify task directions</li> <li>● Provide hands-on learning activities</li> <li>● Provide modeling</li> <li>● Assign peer buddies</li> <li>● Modify pace of instruction to allow additional processing time</li> <li>● Allow for repetition and/or clarification of directions, as needed</li> <li>● Directions repeated, clarified or reworded</li> <li>● Establish and maintain eye contact when giving oral directions</li> </ul>	<ul style="list-style-type: none"> <li>● Provide choice of activity, presentation, and groups among appropriate projects.</li> <li>● Extend activities as appropriate.</li> <li>● Extend readings by offering varying and different text, including nonfiction, that is on a student's Lexile Level.</li> <li>● Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing information.</li> <li>● Extend Metacognition - Asking questions which prompt students to</li> </ul>

	<ul style="list-style-type: none"> <li>• Picture checklists.</li> <li>• Multisensory learning opportunities</li> </ul>		<p>think about their own thinking process, (successes and challenges).</p> <ul style="list-style-type: none"> <li>• Increase connections - Asking students questions that ensure the ability to apply new learning to their lives.</li> </ul>
<b>Life Literacy &amp; Key Skills Disciplinary Concept:</b>		<b>Career Awareness, Exploration, Preparation, &amp; Training Disciplinary Concept:</b>	
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	<b>Core Ideas:</b>	<b>Performance Expectation:</b>
<p>Brainstorming can create new, innovative ideas.</p> <p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p> <p>Individuals should practice safe behaviors when using the Internet.</p>	<p><b>9.4.2.CI.1:</b> Demonstrate openness to new ideas and perspectives.</p> <p><b>9.4.2.CT.2:</b> Identify possible approaches and resources to execute a plan.</p> <p><b>9.4.2.CT.3:</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p><b>9.4.2.DC.3:</b> Explain how to be safe online and follow safe practices when using the internet.</p>	<p>Different types of jobs require different knowledge and skills.</p>	<p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job.</p>
<b>Career Readiness, Life Literacies, and Key Skills Practices:</b>			
<ul style="list-style-type: none"> <li>• Act as a responsible and contributing community members and employee.</li> <li>• Attend to financial well-being</li> <li>• Consider the environmental, social and economic impacts of decisions.</li> <li>• Demonstrate creativity and innovation.</li> <li>• Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>• Work productively in teams while using cultural/global competence.</li> </ul>			

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

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