

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## **Social Studies Grade 1**

**Curriculum Guide  
Updated June 18, 2019**

### **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

The grade one social studies curriculum is based on the New Jersey Student Learning Standards for Social Studies. The learning objectives serve as a framework of the social studies content and are the foundation for the course. These objectives state what content and processes students will be able to do at the conclusion of their social studies experience. Higher-level thinking processes have been incorporated into the objectives. In addition, lessons in friendship, respect, and tolerance have been included in conjunction with NJSA Holocaust/Genocide Education and the NJSA Amistad Curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

## Curriculum Units/Pacing Guide

<b>Unit # / Title</b>	<b>Number of Days</b>
Unit 1: Culture	36
Unit 2: Geography	36
Unit 3: History	36
Unit 4: Economics	36
Unit 5: Citizenship	36

## Unit Standards Overview

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## Curricular Units: Unit 1- Culture

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>Who are our families and neighbors?</p> <p><b>NJSLS-SS</b></p> <p><b>6.1.1.A.3</b></p> <p><b>6.1.1.A.9</b></p> <p><b>6.1.1.A.10</b></p> <p>How are people different and how do those differences make us special?</p> <p>(NJSA 18A:35-28 Holocaust/Genocide Education)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> <li>● Understand that family members, and classmates can all teach us how to act responsibly.</li> <li>● Understand that at times, certain events bring families together.</li> <li>● Understand that there are similar reasons for having rules at home and school.</li> <li>● Understand that people rely on their neighbors.</li> <li>● Understand that America has many different customs because Americans have come from all over the world, bringing the customs of their home counties with them.</li> <li>● Understand why rules are important.</li> <li>● Understand that each one of us is unique and special.</li> </ul>	<ul style="list-style-type: none"> <li>● Have students create a small map of their neighborhood and share with the class.</li> <li>● Discuss national celebrations (Independence Day, Martin Luther King Jr. Day, etc.)</li> <li>● Have students write a sentence about a celebration they share with their family.</li> <li>● Organize the class into groups and have the students create a list of rules for the classroom.</li> <li>● Have a “Heritage Day” by having the students bring in their “home country’s” flag, and a food from the country.</li> </ul> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: The Patchwork Quilt, Amazing Grace, A Chair For My Mother (Links Below)</b></p> <ul style="list-style-type: none"> <li>● ReadWorks.org</li> <li>● ReadWorksDigital.org</li> <li>● Flocabulary.com</li> <li>● Brainpop.com</li> <li>● Teachertube.com</li> <li>● <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></li> <li>● <a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></li> <li>● <a href="https://www.youtube.com/watch?v=JGMfSLEer3c">https://www.youtube.com/watch?v=JGMfSLEer3c</a></li> <li>● <a href="https://www.youtube.com/watch?v=fWzlfz5SKZQ">https://www.youtube.com/watch?v=fWzlfz5SKZQ</a></li> <li>● <a href="https://www.youtube.com/watch?v=wV1ege3jEFE">https://www.youtube.com/watch?v=wV1ege3jEFE</a></li> </ul>

Unit 1 Assessment Plan	
<b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Think-Pair-Share</li> <li>• Exit Slips</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Mid unit quizzes</li> <li>• Performance Assessments</li> </ul>

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p><b>Examples of Strategies and Practices that Support English Language Learners:</b>  <b>*All WIDA Can Do Descriptors can be found at:</b>  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b>  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p><b>Examples of Strategies and Practices that Support Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

**Unit 1 Connections**

<p align="center"><b>NJSLS - Technology</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the <a href="#">NJ Technology Standards</a></p>	<p align="center"><b>Career Readiness Practices</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the <a href="#">NJ Career Readiness Practices</a></p>
<p><b>Technology Standards: Technology standards are embedded throughout all curricular units.</b></p> <p><b>8.1 Educational Technology</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3</b></p> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Apply appropriate academic and technical skills.</li> <li>● CRP3: Attend to personal health and financial well-being.</li> <li>● CRP4: Communicate clearly and effectively and with reason.</li> <li>● CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6: Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9: Model integrity, ethical leadership and effective management.</li> <li>● CRP10: Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> <li>● CRP12: Work productively in teams while using global competence.</li> </ul>
<p align="center"><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the <a href="#">21st Century Life and Skills</a></p>	<p align="center"><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i>  Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> <li>● <i>Global Awareness</i></li> <li>● <i>Environmental Literacy</i></li> <li>● <i>Health Literacy</i></li> </ul>	<p><b>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</b></p>

- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

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

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*



## Unit 2: Geography

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>How do we learn about where we live?</p> <p>Standards:</p> <p>NJSLS-SS</p> <p>6.2</p> <p>6.3</p> <p>(NJSA 18A:35-28 Holocaust/Genocide Education)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> <li>● Understand that whether a person lives in the city, suburbs, in a town, or on a farm, they are part of a community.</li> <li>● Understand that communities and transportation is changing.</li> <li>● Understand that the Earth is made up of land and water, with different landforms and bodies of water.</li> <li>● Understand the weather and the four seasons.</li> <li>● Identify natural resources and recycling.</li> <li>● Understand the connection among community, state, country, continents and Earth.</li> </ul>	<ul style="list-style-type: none"> <li>● Draw a picture of what it would look like in the suburbs.</li> <li>● Create a list of crops that people would grow on a farm. Plant some crops outside the school.</li> <li>● Draw a diagram of a form of transportation.</li> <li>● Put students in groups and have them create an imaginary island with different landforms and bodies of water.</li> <li>● Brainstorm ideas about different things that can be recycled at home and in school.</li> <li>● Create a flow chart that includes their address, neighborhood, community, state, country, continent, and Earth.</li> </ul> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: The Village of Round and Square Houses (link below)</b></p> <ul style="list-style-type: none"> <li>● ReadWorks.org</li> <li>● ReadWorksDigital.org</li> <li>● Flocabulary.com</li> <li>● Brainpop.com</li> <li>● Teachertube.com</li> <li>● <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></li> <li>● <a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></li> <li>● <a href="https://www.youtube.com/watch?v=uHtP8dn_gE">https://www.youtube.com/watch?v=uHtP8dn_gE</a></li> </ul>

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Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Think-Pair-Share</li> <li>• Exit Slips</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Mid unit quizzes</li> <li>• Performance Assessments</li> </ul>

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
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Unit 2 Connections	
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<b>21st Century Skills</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <a href="#">21st Century Life and Skills</a>	<b>Interdisciplinary Connections</b> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the <a href="#">NJ Student Learning Standards</a>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> <li>● <i>Global Awareness</i></li> </ul>	<p><b>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</b></p>

- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

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

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

## Unit 3: History

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities
<p>How did people live long ago?</p> <p>Standards:</p> <p>NJSLS-SS</p> <p>6.1</p> <p>6.2</p> <p>(NJSA 18A:35-28 Holocaust/Genocide Education)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> <li>● Understand the difference and similarities between how people lived long ago and how they live today.</li> <li>● Understand that there are similarities between our lives today and the lives of Native Americans long ago.</li> <li>● Understand the purposes and effects of exploration</li> <li>● Understand why the Pilgrims came to America and how they survived.</li> <li>● Understand what freedom is and how Americans have been fighting for freedom since the start of the country</li> </ul>	<ul style="list-style-type: none"> <li>● Students interview a senior family member or friend in order to compare and contrast life 50 years ago with today (i.e. schools, technology, grocery pricing) Students can complete a Venn Diagram.</li> <li>● Use Google Images: Native Americans, Cherokee, Chippewa, Lenape. Students will make observations about the photos and infer what life was like long ago as a Native American. Students can decide if they would like to live during that time and support with reasons.</li> <li>● “Explore” an upper grade classroom or other foreign area in the school. Students can create a map (diagram) and discuss what new things they discovered. Connect with lesson vocabulary.</li> <li>● Have students and parents bring in various dishes that might have been served at the first Thanksgiving. Invite building staff to join (i.e. principal, librarian, special area teacher) Students can dress as pilgrims (paper hats, etc.)</li> </ul>

		<ul style="list-style-type: none"> <li>● Have students draw/color an American Flag on a sheet of paper. On the back, have the students compile a list of what we are free to do in the United States (i.e. vote, religion/worship, speech etc.)</li> </ul> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: Why Mosquitoes Buzz in People’s Ears, I Have A Dream (Links Below)</b></p> <ul style="list-style-type: none"> <li>● ReadWorks.org</li> <li>● ReadWorksDigital.org</li> <li>● Flocabulary.com</li> <li>● Brainpop.com</li> <li>● Teachertube.com</li> <li>● <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></li> <li>● <a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></li> <li>● <a href="https://www.youtube.com/watch?v=CYtiFEPqCwE">https://www.youtube.com/watch?v=CYtiFEPqCwE</a></li> <li>● <a href="https://www.youtube.com/watch?v=Jf6osaOmH5c">https://www.youtube.com/watch?v=Jf6osaOmH5c</a></li> </ul>
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Unit 3 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> <li>● Questioning</li> <li>● Think-Pair-Share</li> <li>● Exit Slips</li> </ul>	<ul style="list-style-type: none"> <li>● End of Unit Test</li> <li>● Mid unit quizzes</li> <li>● Performance Assessments</li> </ul>

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
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Unit 3 Connections	
<p><b>NJSLS - Technology</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>            Refer to the <a href="#">NJ Technology Standards</a></p>	<p><b>Career Readiness Practices</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>            Refer to the <a href="#">NJ Career Readiness Practices</a></p>
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- CRP3: Attend to personal health and financial well-being.
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- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

**21st Century Skills**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the [21st Century Life and Skills](#)

**Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*

Refer to the [NJ Student Learning Standards](#)

***21st Century Themes and Skills***

***21st Century Themes***

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

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

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**



- *Communication (E)*

- *Collaboration (E) (T)*

## Unit 4: Economics

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities
<p>Why do people work?</p> <p>Standards:</p> <p>NJSLS-SS</p> <p>6.2</p> <p>6.3</p> <p>(NJSA 18A:35-28 Holocaust/Genocide Education)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> <li>● Understand what money is and why it important to save it.</li> <li>● Understand the difference between a need and a want.</li> <li>● Understand what work is and the different kinds of work people do.</li> <li>● Understand that goods are made, bought, and traded.</li> </ul>	<ul style="list-style-type: none"> <li>● Walk through the school- list different jobs. Students can also share jobs their parents, grandparents, uncle/aunts, etc. have and jobs they would like to have when they are older.</li> <li>● Create Needs/Wants lists</li> </ul> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: Last Stop on Market Street</b></p> <ul style="list-style-type: none"> <li>● ReadWorks.org</li> <li>● ReadWorksDigital.org</li> <li>● Flocabulary.com</li> <li>● Brainpop.com</li> <li>● Teachertube.com</li> <li>● <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></li> <li>● <a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></li> <li>● <a href="https://www.youtube.com/watch?v=z6CWvW_5-s">https://www.youtube.com/watch?v=z6CWvW_5-s</a></li> </ul>

Unit 4 Assessment Plan	
<b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Think-Pair-Share</li> <li>• Exit Slips</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Mid unit quizzes</li> <li>• Performance Assessments</li> </ul>

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p><b>Examples of Strategies and Practices that Support English Language Learners:</b>  <b>*All WIDA Can Do Descriptors can be found at:</b>  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b>  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p><b>Examples of Strategies and Practices that Support Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

Unit 4 Connections	
<p align="center"><b>NJSLS - Technology</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the <a href="#">NJ Technology Standards</a></p>	<p align="center"><b>Career Readiness Practices</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the <a href="#">NJ Career Readiness Practices</a></p>
<p><b>Technology Standards: Technology standards are embedded throughout all curricular units.</b></p> <p><b>8.1 Educational Technology</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3</b></p> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Apply appropriate academic and technical skills.</li> <li>● CRP3: Attend to personal health and financial well-being.</li> <li>● CRP4: Communicate clearly and effectively and with reason.</li> <li>● CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6: Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9: Model integrity, ethical leadership and effective management.</li> <li>● CRP10: Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> <li>● CRP12: Work productively in teams while using global competence.</li> </ul>
<p align="center"><b>21st Century Skills</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the <a href="#">21st Century Life and Skills</a></p>	<p align="center"><b>Interdisciplinary Connections</b></p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> <li>● <i>Global Awareness</i></li> <li>● <i>Environmental Literacy</i></li> </ul>	<p><b>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</b></p>

- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

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

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

## Unit 5: Citizenship

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities
<p>How do we get along together?</p> <p>Why should we follow rules?</p> <p>Standards:</p> <p>NJSLS-SS</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> <p>(NJSA 18A:35-28 Holocaust/Genocide Education)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> <li>● Understand what the Declaration of Independence is and why we celebrate on July 4.</li> <li>● Understand what a government is and the importance of the Constitution.</li> <li>● Understand laws and what they are for and that some are state and community laws.</li> <li>● Understand the importance of being a good citizen and the purpose of voting.</li> <li>● Understand that we have many leaders who have different roles.</li> <li>● Understand some of the symbols that represent the USA and what they stand for.</li> <li>● Understand laws help keep us safe; to understand that we have rules to guide us and keep us safe.</li> </ul>	<ul style="list-style-type: none"> <li>● Student will participate in a Project Based Learning activity to plan a 4<sup>th</sup> of July BBQ. Students will create guest lists, invitations, menus, and decoration ideas. They will write and illustrate their plans.</li> <li>● Have a discussion with students about solving a problem fairly and unfairly. Have students decide how to problem solve in partners.</li> <li>● Write 10 state or community laws on slips of paper. Organize students into groups of 2 or 3, selecting a slip of paper. Each group will create a skit that shows people obeying the law written on the slip of paper. The remaining class will name the law.</li> <li>● Have students create a poster- for the president, the governor, or the mayor. Have them include the person's name, job duties, and other important information.</li> <li>● Have students create a symbol for themselves or family, using clay to sculpt, draw, or use other materials. Invite them to show and explain their symbol to the class.</li> </ul> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: The Crayon Box That Talked, Whoever You Are</b></p> <ul style="list-style-type: none"> <li>● ReadWorks.org</li> <li>● ReadWorksDigital.org</li> <li>● Flocabulary.com</li> <li>● Brainpop.com</li> </ul>

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## ***21st Century Themes and Skills***

### ***21st Century Themes***

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
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- *Financial, Economic, Business, and Entrepreneurial Literacy*

### ***21<sup>st</sup> Century Skills***

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- *Critical Thinking and Problem Solving (T) (A)*
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