

TOWNSHIP OF UNION PUBLIC SCHOOLS



Social Studies Grade 4

**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 four 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

Unit # / Title	Number of Days
Unit 1: Our National Story	25
Unit 2: The United States: Its Land and People	25
Unit 3: The Northeast	25
Unit 4: The Southeast	25
Unit 5: The Midwest	25
Unit 6: The Southwest	25
Unit 7: The West	25

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

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>1. What are some events that shaped our nation?</p> <p>2. How was slavery first established in our nation?</p> <p>3. What history do you share with other Americans?</p> <p>4. What can people today learn about the past?</p> <p>5. How might life have been different for the first Americans compared with our lives today?</p> <p>6. How is life different today for African Americans compared to African Americans of the past?</p> <p>7. What were the factors that lead to the civil war?</p> <p>8. How was the Mason Dixon line established and what was its purpose</p> <p>NJSLS-SS</p>	<ul style="list-style-type: none"> ● Describe the way of life for the people of the ancient Cahokia ● Explain how the people of the Eastern Woodlands survived ● Identify the ways in which the Plains and Pueblo people differed. ● Describe the exchange between the Europeans and Native Americans ● Understand why the Spanish and French came to North America. ● Recognize the conflicts between Europeans and Native Americans. ● Describe the problems that arose between Great Britain and the colonists following the French and Indian War ● Compare and contrast the roles of Europeans, African Americans and Native Americans in history ● Explain how taxes and protests eventually led to war ● Discuss the advantages of the British in the war. ● Describe the outcome of the war and the establishment of the new United States Government. ● Describe the growth of the US into the Northwest Territory. ● Recognize the importance of the Louisiana Purchase. ● Identify the new methods of travel 	<ul style="list-style-type: none"> ● Have students pretend to be a European explorer and write a journal entry for the explorer's travel log which he or she describes the longhouse, activities and government of the Iroquois. ● Have students use a sequencing chart to organize events about the English in North America. ● Have students choose a topic and draw a cartoon that expresses their opinion about the topic. ● Provide students with a map of the world and have them use a scale of miles to determine how far it is from the east coast of the US to Great Britain. ● Discuss the First Amendment and have students write a paragraph explaining why this freedom is so important in American society. ● Provide students with a map of the United States and have them color the map to outline the territory of the Louisiana Purchase. ● Have students research the siege at the Alamo or the discovery of gold in California. Students will pretend they live during the 1830s and 1840s and write a front-page newspaper article announcing the event and its details. ● Create posters that the government might have hung in the post offices in the South during the Reconstruction. ● Have students compose a speech that the President might have said when Japan bombed Pearl Harbor.

<p>6.1, 6.2, 6.3</p> <p>(NJSA 18A:35-28</p> <p>Holocaust/Genocide)</p> <p>The Amistad Bill (A1301)</p>	<p>that were developed in the early 1800s.</p> <ul style="list-style-type: none"> ● Recognize that slavery led to a civil war. Identify the challenges facing the United States during the war. ● Identify reform efforts of the early 1900s. ● Describe the World War I and the struggle for women’s suffrage. ● Explain life in the 1920s. ● Identify the major conflicts of the Cold War. ● Describe the Civil Rights movement. 	<p>Activities/Texts from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: Letters From A Slave Girl: The story of Harriet Jacobs, The breathtaking courage of Harriet Tubman - Janell Hobson (Links Below)</p> <p>https://www.youtube.com/watch?v=rsnDrtDXWAc https://www.youtube.com/watch?v=Dv7YhVKFqb http://www.njamistadcurriculum.net/ https://nj.gov/education/holocaust/curriculum/</p>
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Unit 1 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>
Exit Cards, Observations, informal questions, conferencing	Unit Assessment Grade Level Common Assessment Unit performance assessments and writing activities.

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

Unit 1 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP1: Act as a responsible and contributing citizen and employee. • CRP2: Apply appropriate academic and technical skills. • CRP3: Attend to personal health and financial well-being.

<p>solve problems individually and collaborate and create and communicate knowledge.</p>	<ul style="list-style-type: none"> ● CRP4: Communicate clearly and effectively and with reason. ● 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.
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p><i>21st Century Skills</i></p> <ul style="list-style-type: none"> ● <i>Creativity and Innovation (E)</i> ● <i>Critical Thinking and Problem Solving (T) (A)</i> ● <i>Communication (E)</i> ● <i>Collaboration (E) (T)</i> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

Unit 2: The United States: Its Land and People

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities
<p>1. How do people meet their needs?</p> <p>2. How might resources affect people's occupations in a particular region?</p> <p>3. Why do state and local governments have different jobs and responsibilities?</p> <p>4. What was the role of African Americans in providing resources to regions?</p> <p>5. What influence did African Americans have in the establishment of these newly developed regions?</p> <p>NJSLS-SS</p> <p>6.1, 6.2, 6.3</p> <p>(NJSA 18A:35-28</p> <p>Holocaust/Genocide)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> ● Recognize that the US varies greatly in its landforms, waterways, and resources. ● Relate the vastness of the country to the variety of its ecosystems. ● Identify the five regions of the US. ● Understand that states in a region share resources. ● Recognize the various factors that affect climate. ● Understand how mountains affect rainfall. ● Describe the lake effect. ● Identify 2 types of extreme weather and in which region it occurs. ● Understand that in a free enterprise system, everyone makes his or her own economic decisions. ● Discuss why profit, investors, and supply and demand are important in any business. ● Explain the importance of planning and teamwork in a business. ● Recognize the difference between needs and wants. ● Understand that businesses are producers. ● Describe the role that banks play in the economy, ● Summarize the circular flow of the economy. ● Recognize that government power is 	<ul style="list-style-type: none"> ● Use a map to point out states in the western region and provide weather reports for different states over a week. ● Explain what acid rain is and have students draw a diagram that shows how acid rain forms and falls back to Earth. ● Have students make a poster advertising a business they run. ● Have students write a journal entry pretending to be from the 1700s. ● Have students write a speech to persuade voters be elected governor of the state ● Discuss time zones and have students choose a time and then calculate the time in each zone. ● Have students write a class story about what it would be like in the day of the life of the president. One student writes the first sentence and then passes the paper on. <p>Activities/Texts from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: Rosa Parks for Kids! (Link Below)</p> <p>https://www.youtube.com/watch?v=B4AurGX5vGs</p> <p>http://www.njamistadcurriculum.net/</p> <p>https://nj.gov/education/holocaust/curriculum/</p>

	<p>shared.</p> <ul style="list-style-type: none"> • Understand how the state governments work. • Describe the work done by the local governments and the main way in which they raise money. • Describe the type of government we have in the US. • Understand the powers and duties of the three branches of government. • Recognize that citizenship involves both rights and responsibilities. • Understand that citizens have the power to change things. • Identify the values and beliefs that unite Americans. 	
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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>
Exit Cards, Observations, informal questions, conferencing	Unit Assessment Grade Level Common Assessment Unit performance assessments and writing activities.

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>
Examples of Strategies and Practices that Support English Language Learners:	Examples of Strategies and Practices that Support Students with Disabilities:	Examples of Strategies and Practices that Support Gifted and Talented Students:

<p>*All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>*Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios
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Unit 2 Connections	
<p align="center">NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology 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>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP1: Act as a responsible and contributing citizen and employee. • CRP2: Apply appropriate academic and technical skills. • CRP3: Attend to personal health and financial well-being. • CRP4: Communicate clearly and effectively and with reason. • 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.

	<ul style="list-style-type: none"> ● 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.
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p><i>21st Century Skills</i></p> <ul style="list-style-type: none"> ● <i>Creativity and Innovation (E)</i> ● <i>Critical Thinking and Problem Solving (T) (A)</i> ● <i>Communication (E)</i> ● <i>Collaboration (E) (T)</i> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

Unit 3: The Northeast

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<ol style="list-style-type: none"> 1. What causes a region to change? 2. How has the geography of the Northeast affected the region? 3. How have people of the Northeast adapted to make a living? 4. What was the role of African Americans in establishing the Northeast region? 5. What was the treatment of African Americans in the Northeast region? 6. What was immigration like in the early establishment of the Northeast Region? <p>NJSLS-SS</p> <p>6.1, 6.2, 6.3</p> <p>(NJSA 18A:35-28</p> <p>Holocaust/Genocide)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> ● Describe the mountains and the lakes of the Northeast. ● Understand the importance of the resources of the Northeast. ● Identify the other resources of the Northeast. ● Describe the climate of the Northeast. ● Understand that the Northeast's natural resources provide a living for many people. ● Describe how the manufacturing industry got started. ● Recognize that many people in the Northeast work in service jobs. ● Discuss the past and present of cities and suburbs in the Northeast. ● Know that Native Americans were the Northeast's first people. ● Discuss the variety of cultures in this region. ● Recognize that festivals are one way people show cultural pride. ● Identify the variety of activities available in the Northeast. 	<ul style="list-style-type: none"> ● Make a history guidebook of the Northeast that includes the climate, resources, and other information found about this region. ● Have students conduct a survey of all fourth grade students to find out what occupations their parents have. Students will then compile the list of service jobs from that list. Have students create a pie chart to show the numbers and compare the number of people with service jobs to the number of people in manufacturing jobs. ● Have students use a map to choose of the major cities of the Northeast and research the features of this city. ● Have students keep a journal pretending they are taking a summer vacation touring the states of the Northeast. Have students write one journal entry that describes their visit to one of the attractions they saw. <p>Activities/Texts from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: Immigrants at Ellis Island, Tar Beach (Links below)</p> <p>http://www.njamistadcurriculum.net/ https://nj.gov/education/holocaust/curriculum/ https://www.youtube.com/watch?v=bDNKHWzQiz8 https://www.youtube.com/watch?v=zlqq14ThieA</p>

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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>
Exit Cards, Observations, informal questions, conferencing	Unit Assessment Grade Level Common Assessment Unit performance assessments and writing activities.

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>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p>	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills

<ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<ul style="list-style-type: none"> • Modification of content and student products • Testing accommodations • Authentic assessments 	<ul style="list-style-type: none"> • Interest-based content • Student-driven instruction • Real-world problems and scenarios
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Unit 3 Connections	
<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Career Readiness Practices</p>
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<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p><i>21st Century Skills</i></p> <ul style="list-style-type: none"> ● <i>Creativity and Innovation (E)</i> ● <i>Critical Thinking and Problem Solving (T) (A)</i> ● <i>Communication (E)</i> ● <i>Collaboration (E) (T)</i> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

Unit 4: The Southeast

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<ol style="list-style-type: none"> 1. How do people affect the environment? 2. How does the Southeast's geography affect the region? 3. How might the abundance of water in the Southeast be a danger? 4. How do people of the Southeast shape the region's culture? 7. What was the role of African Americans in establishing the Southeast region? 8. What was the treatment of African Americans in the Southeast region? 9. What was immigration like in the early establishment of the Southeast Region? <p>NJSLS-SS 6.1, 6.2, 6.3</p>	<ul style="list-style-type: none"> ● Identify the Mississippi River and the wetlands of the Southeast. ● Explore the coast, hills, mountains, and islands of the Southeast. ● Describe the warm climate and effects of the Gulf of Mexico. ● Show the continuing threat of hurricanes to the Southeast. ● Describe the products produced by farms in the Southeast. ● Identify renewable resources found in the Southeast. ● Summarize the importance of several industries to the Southeast's economy. ● Describe the importance of tourism to the economy of the Southeast. ● Identify Native America groups who first lived in the Southeast. ● Trace the progress of the civil rights movement. ● Describe the many different musical styles that began in the Southeast. 	<ul style="list-style-type: none"> ● Ask students to suppose they are traveling through the Southeast and writing letters back home. ● Have them work in groups to plot a route through the Southeast on a map. ● Have each student create a weather chart to record the local weather daily for two weeks. Their charts should include the following information for each date; high and low temperature, precipitation type and amount, and wind direction and speed. ● Divide students into two groups to give a speech on using resources wisely. ● Have groups work collaboratively to come up with a list of reasons for their position and against their position. ● Divide students into small groups. Help each group identify a tourist attraction in the Southeast to research. ● Direct students to appropriate materials to research their chosen tourist attractions, including online resources. ● Each group should create a poster advertising their tourist attraction.

<p>(NJSA 18A:35-28 Holocaust/Genocide) The Amistad Bill (A1301)</p>		<p>Activities/Texts from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: Ella, Queen of Jazz, Rent Party Jazz (Links Below)</p> <p>http://www.njamistadcurriculum.net/</p> <p>https://nj.gov/education/holocaust/curriculum/</p> <p>https://www.youtube.com/watch?v=O4aGB3KcNx8&list=PL0iXrkdr3KIHMoAiU9C4AjPsRI9IZgw8R</p> <p>https://www.youtube.com/watch?v=JvKaVLLXa30</p>
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Unit 4 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>

Exit Cards, Observations, informal questions, conferencing	Unit Assessment Grade Level Common Assessment Unit performance assessments and writing activities.
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Unit 4 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>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 4 Connections

<p align="center">NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
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<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology 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>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● 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.
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p>21st Century Themes and Skills</p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p>21st Century Skills</p>	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

<ul style="list-style-type: none"> ● <i>Creativity and Innovation (E)</i> ● <i>Critical Thinking and Problem Solving (T) (A)</i> ● <i>Communication (E)</i> ● <i>Collaboration (E) (T)</i> 	
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Unit 5: The Midwest

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<ol style="list-style-type: none"> 1. How do natural resources affect a region's growth? 2. How have the people of the Midwest adapted to change? 3. What was the role of African Americans in establishing the Midwest region? 4. What was the treatment of African Americans in the Midwest region? 5. What was immigration like in the early establishment of the Midwest 	<ul style="list-style-type: none"> ● Describe how glaciers carved the Midwest's many lakes. ● Discuss the importance of rivers and soil fertility in the Midwest. ● Identify Midwest landforms. ● Discuss the climate extremes of the Midwest. ● Identify natural resources found in the Midwest. ● Show the importance of iron to the economy of the Midwest. ● Identify important Midwestern farm products. ● Describe how the Midwestern economy has changed over time. 	<ul style="list-style-type: none"> ● Distribute tracing paper and have each student trace a map of the Midwest region. ● Instruct students to draw a symbol for Mount Rushmore and a symbol for the Indianapolis 500 at the correct locations. ● Collect three different soil samples in small pots. Label the pots. ● Plant east to grow seed in each pot. Water adequately and put in a sunny window. ● Ask students to suppose that they are either a pioneer or an African American who traveled north during the Great Migration. ● Have them write a letter to a family member back "home" describing their new life in the Midwest.

<p>Region?</p> <p>NJSLS-SS</p> <p>6.1, 6.2, 6.3</p> <p>(NJSA 18A:35-28</p> <p>Holocaust/Genocide)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> ● Identify Native American groups that lived in the Midwest. ● Trace the different groups who settled in the Midwest. ● Show how Midwesterners honor diverse cultural traditions. ● Describe the artistic, musical, and athletic traditions of the Midwest. 	<ul style="list-style-type: none"> ● Ask students to suggest some places in the Midwest they would like to visit. Mark these places on a large wall map. ● Divide students into groups. Assign each group one tourist attraction. ● Have each group write a description of the attraction on an index card. Post them on the map and connect to the flags with string. <p>Activities/Texts from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: Ruth and The Green Book</p> <p>http://www.njamistadcurriculum.net/ https://nj.gov/education/holocaust/curriculum/ https://www.youtube.com/watch?v=COIPOzCe710</p>
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Unit 5 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>
Exit Cards, Observations, informal questions, conferencing	Unit Assessment Grade Level Common Assessment Unit performance assessments and writing activities.

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented

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

Unit 5 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology 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>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP1: Act as a responsible and contributing citizen and employee. • CRP2: Apply appropriate academic and technical skills. • CRP3: Attend to personal health and financial well-being. • CRP4: Communicate clearly and effectively and with reason. • CRP5: Consider the environmental, social and economic impacts of decisions.

	<ul style="list-style-type: none"> ● 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.
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p><i>21st Century Skills</i></p> <ul style="list-style-type: none"> ● <i>Creativity and Innovation (E)</i> ● <i>Critical Thinking and Problem Solving (T) (A)</i> ● <i>Communication (E)</i> ● <i>Collaboration (E) (T)</i> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

Unit 6: The Southwest

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<ol style="list-style-type: none"> 1. How do people adapt to their environments? 2. How do natural resources affect a region's growth? 3. How does the culture of a people affect their region? 4. What was the role of African Americans in establishing the Southwest region? 5. What was the treatment of African Americans in the Southwest region? 6. What was immigration like in the early establishment of the Southwest Region? <p>NJSLS-SS</p> <p>6.1, 6.2, 6.3</p> <p>(NJSA 18A:35-28</p> <p>Holocaust/Genocide)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> ● Understand that geography of the Southwest is varied. ● Describe the landforms that can be seen in the Southwest. ● Identify the major rivers of the Southwest. ● Recognize that the scarcity of water poses a challenge. ● Recognize that oil is the Southwest's most valuable resource. ● Identify crops grown in the Southwest. ● Understand that the Southwest has developed a thriving technology sector. ● Discuss the Native American heritage of the Southwest. ● Identify the Spanish influence of the Southwest. ● Understand that immigrants and older Americans have moved to the Southwest in recent years. ● Describe the festivals and ceremonies of the Southwest. 	<ul style="list-style-type: none"> ● Many artists travel to the scenic areas of the Southwest to try to capture the beauty of this region with paints, charcoal, and other mediums. ● Ask students to study the photograph on pp. 232-233. ● Have students write a descriptive paragraph in which they attempt to paint a picture with words to describe the scene shown in the photograph. ● Have students work in small groups to create museum exhibits on the agriculture and ranching in the Southwest. ● Students can make models that show the crops grown in the region or they can make a replica of the pipes and ditches used to irrigate a field. ● Ask students to write a children's book about one of the festivals of the Southwest. <p>Activities/Texts from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: The Legend of Bluebonnett (Link Below)</p> <p>http://www.njamistadcurriculum.net/ https://nj.gov/education/holocaust/curriculum/ https://www.youtube.com/watch?v=spZf2g_P9P s</p>

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Unit 6 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>
Exit Cards, Observations, informal questions, conferencing	Unit Assessment Grade Level Common Assessment Unit performance assessments and writing activities.

Unit 6 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>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

<ul style="list-style-type: none"> •Cooperative learning groups •Teacher think-aloud 		
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Unit 6 Connections	
<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Career Readiness Practices</p>
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<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p>	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

<ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p>21st Century Skills</p> <ul style="list-style-type: none"> ● <i>Creativity and Innovation (E)</i> ● <i>Critical Thinking and Problem Solving (T) (A)</i> ● <i>Communication (E)</i> ● <i>Collaboration (E) (T)</i> 	
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Unit 7: The West

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<ol style="list-style-type: none"> 1. How does technology change people’s lives? 2. How has the geography of the West affected the way people live? 3. How has the culture of the West changed over time? 4. How did African Americans 	<ul style="list-style-type: none"> ● Introduce the many environments of the West. ● Describe how Western mountains, lakes, and rivers were formed. ● Trace the effects of the movement of the Earth’s plates. ● Discuss the West’s varied climates. ● Describe the rich natural resources found in the West. 	<ul style="list-style-type: none"> ● Ask students to pick a state they would like to know more about. ● As students work through the unit, instruct them to begin a time line of important events in the history of their state. ● Have students each choose 3-4 different places in the West. Make sure they have chosen a variety of places. ● Have students check the 7-day weather forecast for each of their locations. ● After students have collected the information, have them write a one-minute weather segment. Students can present their weather segments.

<p>establish citizenship in the West?</p> <p>5. What was the treatment of African Americans in the West region?</p> <p>6. What was immigration like in the early establishment of the West Region?</p> <p>NJSLS-SS</p> <p>6.1, 6.2, 6.3</p> <p>(NJSA 18A:35-28</p> <p>Holocaust/Genocide)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> ● Show how different landforms affect the local economies. ● Discuss different industries and employers in the West. ● Outline the importance of tourism and the service industry to the economy of the West. ● Describe the ways of life of Native America groups in the West. ● Trace the movement of groups of people to the West. ● Discuss celebrations and other tourist attractions in the West. 	<ul style="list-style-type: none"> ● Ask students to imagine that they live and work in one of the Western states. ● Have students use the information and their imaginations to write a short story about their lives. <p>Activities/Texts from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: The Other Pioneers: African-Americans on the Frontier, Baseball Saved Us (Links Below)</p> <p>http://www.njamistadcurriculum.net/ https://nj.gov/education/holocaust/curriculum/</p> <p>http://www.scholastic.com/browse/article.jsp?id=4807</p> <p>https://www.youtube.com/watch?v=TooObOfOx4w</p>
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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>
Exit Cards, Observations, informal questions, conferencing	Unit Assessment Grade Level Common Assessment Unit performance assessments and writing activities.

Unit 7 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 7 Connections

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<p>21st Century Themes and Skills</p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and</i> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

Entrepreneurial Literacy

21st Century Skills

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