

TOWNSHIP OF UNION PUBLIC SCHOOLS



Social Studies Grade K

**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 kindergarten 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 kindergarten 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: Culture: We Have Families	36
Unit 2: Geography: Where We Live	36
Unit 3: History: People Long Ago	36
Unit 4: Economics: Why We Work	36
Unit 5: Citizenship: Getting Along Together	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: We Have Families

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>Who am I?</p> <ul style="list-style-type: none"> ● How do families care about each other? ● What can families do together? ● What special days do you celebrate? ● What do you learn at school? ● What rules do you have at your school? ● How is this school like your school? <p>NJSLS-SS</p> <p>6.1.K.A.3</p> <p>6.1.K.A.9</p> <p>6.1.K.A.10</p> <p>How are people different and how do those differences make us special?</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 families care for each other in many ways. ● Understand and appreciate that children and their families have special ways of doing things. ● Understand that families and friends celebrate. ● Recognize that school is a safe place for them to learn, make friends, and have fun. ● Learn the importance of following rules, cooperating and sharing. ● Examine how schools in other countries are similar to schools in the United States. ● Understand that each one of us is unique and special. 	<ul style="list-style-type: none"> ● All About Me Booklet ● Read “David Goes to School” ● Rules Banner (Idea Factory Book pg 43) ● Rules Robot (Student Practice Book pg 11) ● How We Go To School (Treasures Science/Social Studies Flip Chart Activity pg 13) <p>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: Sneetches (link Below), The Berenstain Bears New Neighbors(link below), The Colors of Us, All Kinds of Children</p> <ul style="list-style-type: none"> ● My Family Booklet ● People in My Family (Science/Social Studies Flip Chart Activity pg 1 and Paper Doll Pattern) ● Create Your own Calendar ● ABCya.com ● Brainpopjr.com ● Teachertube.com ● http://www.njamistadcurriculum.net/ ● https://nj.gov/education/holocaust/curriculum/ ● https://www.youtube.com/watch?v=et4KluESo0o ● https://www.youtube.com/watch?v=K_nts4bJzjU ● https://www.youtube.com/watch?v=PdLPe7XjdKc

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>
Observations Informal Questions Conferencing Unit Questions in T.E.	Unit 1 Assessment Mid-Year Benchmark

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

<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. ● 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 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 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> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

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

21st Century Skills

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

Unit 2: Where We Live

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>Where do we live?</p> <ul style="list-style-type: none"> ● What kind of home do you live in? ● What rooms are in your school? ● How do you move from place to place? ● What is in your neighborhood? ● What kind of neighborhood do you live in? ● How is this school like your school? ● What is the weather like today? ● What is your favorite season? ● What color is the land? Water? ● What kind of land or water do you live by? <p>NJSLS-SS 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 homes come in different styles, shapes, and sizes. ● Understand the different rooms in a school and how they are used. ● Understand the different ways of moving from place to place. ● Recognize that a neighborhood is a place where people live, work, and play. ● Recognize the differences among types of neighborhoods. ● Recognize the name and location of their state. ● Understand what weather is and the characteristics of different kinds of weather. ● Understand that there are four seasons and identify the characteristics of each season. ● Note that we all live on Earth, which is made of land and water. ● Understand that there are different kinds of land and water. 	<ul style="list-style-type: none"> ● I See... (Idea Factory Book pg 18) ● My Classroom (Student Practice Book pg 15) ● Build a Model Neighborhood (Idea Factory Book pg 20 and 21) ● Make a Map (Student Practice Book pg 20) ● Studies Flip Chart Activity pg 31) ● Build a Neighborhood Science/Social Studies Flip Chart Activity pg 33) ● Where We Live (Student Practice Book pg 21) ● Weather Watchers Booklet ● What is the weather? Worksheet ● A Tree in all Seasons Worksheet ● Color the Globe Worksheet <p>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: Fly Away Home (Link below), Who Belongs Here?, Welcome Comfort</p> <ul style="list-style-type: none"> ● Earth Is Our Home (Student Practice Book pg 24) ● Vocabulary Review (Student Practice Book pg 27) <ul style="list-style-type: none"> ● ABCya.com ● Brainpopjr.com ● Teachertube.com ● https://www.youtube.com/watch?v=QDkrCc3e0HY ● http://www.njamistadcurriculum.net/ ● https://nj.gov/education/holocaust/curriculum/

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>
Observations Informal Questions Conferencing Unit Questions in T.E.	Unit 2 Assessment Mid-Year Benchmark

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>
<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 2 Connections	
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<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections</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 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> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

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

21st Century Skills

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

Unit 3: People Long Ago

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>What happened long ago?</p> <ul style="list-style-type: none"> ● How have you changed? ● How did families live long ago? ● How did native Americans live long ago? ● Why did the Pilgrims come to America? ● Who is called the father of our country? ● What do we celebrate on Thanksgiving Day? ● How do people in South America celebrate freedom? ● Who cares about freedom today? <p>NJSLS-SS 6.1.K.A.3</p> <p>NJSLS-SS 6.1.K.A.11</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 people and things change over time. ● Understand that life today is different than it was long ago. ● Understand that Native Americans were the first people living in America and how they live today. ● Understand that the Pilgrims came to America to find freedom. Understand that freedom is a person's right to make choices. ● Recognize that George Washington was our first President and is called the father of our country. ● Identify Thanksgiving Day and Independence Day as holidays and understand why and how we celebrate them. ● Understand who Simon Bolivar is and what he cared about. Learn that people in other countries also celebrate their freedom. ● Understand that Abraham Lincoln, Sitting Bull, and Martin Luther King, Jr., cared about freedom. 	<ul style="list-style-type: none"> ● Time Goes By (Idea Factory Book pg 27) ● Then and Now? Colonial Times Worksheet ● A Special American (Student Practice Book pg 32) <p>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: A Picture Book of Dr. Martin Luther King Jr.(link below), I Am Rosa Parks (link below)</p> <ul style="list-style-type: none"> ● ABCya.com ● Brainpopjr.com ● Teachertube.com ● https://www.youtube.com/watch?v=x6orRByAzBc ● https://www.youtube.com/watch?v=lc4anJHZX1Q ● http://www.njamistadcurriculum.net/ ● https://nj.gov/education/holocaust/curriculum/

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>
Observations Informal Questions Conferencing Unit Questions in T.E.	Unit 3 Assessment Mid-Year Benchmark

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

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

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

21st Century Skills

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

Unit 4: Why We Work

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>What do we need?</p> <ul style="list-style-type: none"> ● What do you need? ● What would you like to have? ● What can you buy with money? ● Why do people work? ● How can you save money? ● What kind of job would you like to do? ● How are these people helping others? <p>NJSLS-SS 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 needs are things people must have to live, including food, clothing, shelter, and love. ● Understand wants are things we would like to have. ● Recognize that people need money to buy the things they need and want. ● Understand that people work to make money to pay for the things they need and want. ● Understand ways to save money and reasons to save it. ● Identify and describe some different kinds of jobs people do. ● Understand people called volunteers choose to work for free to help others. 	<ul style="list-style-type: none"> ● Needs –Wants Stocking ● Wants and Needs Worksheets ● Do I Need That? ● Big Dreams ● Which Is It? ● When I Grow Up (Idea Factory Book pg 34) ● I Know Map Keys (Student Practice Book pg 43) ● How Can You Help? (Student Practice Book pg 44) ● Symbols Mobile (Idea Factory Book pg 44) ● Study Symbols (Student Practice Book pg 53) ● Where Do They Work? Booklet <p>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: Lovable Lyle (link below), Jingle Dancer (link below), Nadia’s Hands</p> <ul style="list-style-type: none"> ● ABCya.com ● Brainpopjr.com ● Teachertube.com ● https://www.youtube.com/watch?v=XkUn3d7dmc ● https://www.youtube.com/watch?v=i4yhocDBQxA ● http://www.njamistadcurriculum.net/ ● https://nj.gov/education/holocaust/curriculum/

Unit 4 Assessment Plan	
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Observations Informal Questions Conferencing Unit Questions in T.E.	Unit 4 Assessment Mid-Year Benchmark

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>
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<ul style="list-style-type: none"> ● <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 5: Getting Along Together

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>Why do we have rules?</p> <ul style="list-style-type: none"> ● Why should we follow laws? ● What was written long ago? ● What are the people in the picture doing? ● What class pet would you vote for? ● Who are these leaders? ● What are the symbols for your state? <p>NJSLS-SS 6.3</p> <p>(NJSA 18A:35-28</p>	<ul style="list-style-type: none"> ● Understand laws help keep us safe; to understand that we have rules to guide us and keep us safe. ● Understand the Constitution of the United States contains the laws for our country. ● Understand that citizens are members of a country. Learn how people from other countries become citizens. ● Understand that people vote to make a choice. ● Understand a mayor, governor, and President are leaders of a community, state, and country. ● Identify symbols that stand for the United States and the state. 	<ul style="list-style-type: none"> ● Big Idea Project (Idea Factory Book pg 41) ● A Good Citizen Worksheet ● Activities from Caring Makes a Difference K-8 Curriculum Guide ● My Vote Counts (Student Practice Book pg 49) ● Take a Vote (Student Practice Book pg 50) ● Take A Class Vote For Favorite Snack ● Symbols Mobile (Idea Factory Book pg 44) ● Study Symbols (Student Practice Book pg 53) ● Vocabulary Review (Student Practice Book pg 54) ● I Pledge Allegiance To The Flag (Student Practice Book pg 48) ● Our First Flag Worksheet ● A Riddle For You Worksheet ● Make a Flag Worksheet <p style="text-align: center;">Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The</p>

<p>Holocaust/Genocide)</p> <p>The Amistad Bill (A1301)</p>		<p>Amistad Commission's Literacy Components for Primary Grades: All Kinds of Children (link below), Whoever You Are</p> <ul style="list-style-type: none"> • ABCya.com • Brainpopjr.com • Teachertube.com • http://www.njamistadcurriculum.net/ • https://nj.gov/education/holocaust/curriculum/ • https://www.youtube.com/watch?v=-ge1r6JS9tl
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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>
Observations Informal Questions Conferencing Unit Questions in T.E.	Unit 4 Assessment Mid-Year Benchmark

Unit 5 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 	<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

<p>skills with students who have more advanced English language skills</p> <ul style="list-style-type: none"> • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 		
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Unit 5 Connections	
<p style="text-align: center;">NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p style="text-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. ● 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*

21st Century Skills

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

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