



Lebanon Borough Public
School Social Studies
Curriculum Guide

Grades K

Approved by the
Lebanon Borough Board of Education
December 10, 2020

**Social Studies Curriculum Guide K
Lebanon Borough Public School**

**SECTION I
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Introduction

In the early years, children develop a foundation for the social studies program and a beginning sense of value as participating citizens. Students begin with their familiar environment and advance to families, homes, School, neighborhoods, and communities in other environments. This approach enhances students' abilities to examine the perspectives of children in other places and times.

Students learn to work in groups, to share, to respect the rights of others, and to care for themselves and their possessions. They acquire knowledge of history to understand the present and plan for the future. Social studies at this level provides students with the skills needed for problem solving and decision making, as well as for making thoughtful value judgments. It is important that children acquire the foundations of knowledge, attitudes, and skills in the early years, so that teachers in later years will be successful in preparing them for citizenship in the twenty-first century.

The elementary social studies program introduces important concepts and generalizations from history, geography, and other social sciences through an integrated study of children and their families, homes, School, neighborhoods, and communities. The kindergarten and first grade programs revolve around a study of families, neighborhoods, and communities at home and around the world. By widening the scope of the curriculum to families throughout the world, children gain an international perspective. Students learn the ways in which people organize institutions to produce and distribute goods, and to meet human needs including the social rules that govern one's life. Second graders are ready to learn more about the world in which they live. They begin to learn how important it is for people and groups to work together and to peacefully resolve problems. Children's expanding sense of place and spatial relationships provides readiness for more in-depth geographical studies. Geographical investigations begin with the familiar local regions and expand to locations around the world.

If the young people of this state are to become effective participants in this society, then social studies must be an essential part of the curriculum starting in the early elementary years. In a world that demands independent and

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cooperative problem solving to address complex economic, social, ethical, and personal concerns, the social studies are as basic for survival as reading, writing, and computing. Elementary students are prepared for the rigors of such a program.

Philosophy

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the NJSL for Social Studies and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

Program Goals

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. Students will learn fundamental concepts

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about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

By the end of Kindergarten:

- Students will be able to identify themselves, their families, and other families around the world.
- Students will understand how individuals and families grow and change and compare how they are alike and different.
- Students will be able to identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.
- Students will acquire the concept that all families worldwide have basic common needs, yet meet these needs in a variety of ways.
- Students will be able to explain celebrated holidays and special days in communities.
- Students will be able to express basic geographic concepts in real life situations.
- Students will identify American symbols and their importance in our country.

Overview

When using the curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

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SECTION II

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.

Kindergarten

Learning Goal NJSLS & CPI	Enduring Understandings	Essential Questions
6.1.4.A.1	Citizenship begins with becoming a contributing member of the classroom community. Rules and laws are created by the communities to help resolve conflicts and ensure all people are treated fairly. (A)	How do we live, work and play together? (A) Why does everyone need to follow the rules? (A) What are some good classroom rules? (A)
6.1.4.B.1	Maps and geographic tools can be used to describe and analyze the organization of people, places and environments on Earth. (B)	How do people get from here to there? (B)
6.1.4.D.17	Historical symbols, monuments and holidays represent and play a role in understanding the American identity and evaluating individual and family traditions and cultures. (D)	Why do we celebrate holidays in America? (D) How are other cultural celebrations similar/different than American traditions? (D)

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Learning Goal NJSLS & CPI	Enduring Understandings	Essential Questions
		What are the characteristics of oneself, family and others? (D) What is the importance of family roles? (D) What are family traditions that people celebrate? (D)

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Assessment	Rubric	Key Criteria for Differentiation
Classroom Discussion Post unit tests Workbook Pages Class projects Teacher observations	www.rubistar.com www.rubrics4teachers.com m	Graphic Organizers Ebooks www.harcourtschool.com/ss1_Leveled Readers Learning Centers for ELL, Special Needs students.
Core Instructional Materials	Instructional Strategies/Best practices	Enrichment
Harcourt Social Studies Grade K Manual Units 1,2,3,4,6 www.harcourtschool.com/ss1 www.scholastic.com www.teachingwithpurpose.com www.rubrics4teachers.com http://www.njamistadcurriculum.com/ www.enchantedlearning.com www.nationalgeographicforkids.com	www.harcourtschool.com/ss1 http://www.njamistadcurriculum.com www.brainpopjr.com www.discoveryeducation.com/	www.harcourtschool.com/ss1_Leveled Readers Time for Kids Let's Find Out-Scholastic

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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.

KINDERGARTEN

Learning Goal NJSL & CPI	Enduring Understandings	Essential Questions
6.3.4.A.1	Rules and laws are created so all people are treated fairly. (A)	What makes a good rule or law? (A) Why is important to create rules? (A) What happens if you break a rule or law? (A)

Skills	Key Content
Evaluate what makes a good rule. (A) Evaluate what makes a good law. (A) Identify good classroom rules. (A) Identify safety signs and symbols. (A) Recognize that citizens have a responsibility to follow rules and laws. (A) Compare and contrast communities and cultures. (A)	Rules and laws are created to keep members of a community safe. (A) Rules and laws are meant to be followed. (A) Safety signs are created to help keep us safe. (A) Consequences occur when you do not follow signs, symbols and rules. (A)

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Assessment	Rubric	Key Criteria for Differentiation
Classroom Discussion Post unit tests Workbook Pages Class projects Teacher observations	www.rubistar.com www.rubrics4teachers.com m	Graphic Organizers Ebooks www.harcourtschool.com/ss1 Leveled Readers Learning Centers for ELL, Special Needs students.
Core Instructional Materials	Instructional Strategies/Best practices	Enrichment
Harcourt Social Studies Grade K Manual Units 1,2,3,4,6 www.harcourtschool.com/ss1 www.scholastic.com www.teachingwithpurpose.com www.rubrics4teachers.com http://www.njamistadcurriculum.com /www.enchantedlearning.com www.nationalgeographicforkids.com www.smartteach.com	www.harcourtschool.com/ss1 http://www.njamistadcurriculum.com /	www.harcourtschool.com/ss1 1 Leveled Readers Time for Kids

Along with the above resources, students will be exposed to the **Amistad Curriculum** set for by the State of New Jersey. The students will be able to understand prejudice and freedom. This is an internet based curricular aid. Go to (<http://www.njamistadcurriculum.com/>) for guides and information.

New Jersey Holocaust Curriculum: <http://www.state.nj.us/education/holocaust/curriculum/>

In compliance with the NJ Commission on Holocaust Education and the NJSLA, it is expected that teachers familiarize themselves with the Holocaust Curriculum guide. The Holocaust and other genocides are to be taught and infused wherever appropriate in the Social Studies curriculum and at appropriate developmental levels.

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Thematic Units

KINDERGARTEN

Being a Good Citizen

- Follow the rules
- Safety Signs
- Taking Responsibility
- Groups Around the World

My Country

- The Flag that we Wave
- Symbols of the United States
- Our Leaders
- Living with Freedom

Workers

- Workers
- Working for Money
- Using Resources
- From the Farm to your Table
- Goods Around the World

Where We Live

- Land and Water on Earth
- Models and Maps
- Regions
- City and Farm Life

Time Goes By

- Yesterday, Today, and Tomorrow
- Months of the Year
- Change Over Time

Stories of the Past

- American Holidays
- Colonial Life
- Family History
- Making History

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Kindergarten Scope and Sequence

Theme	Skills
Unit 1 Being a Good Citizen	Identify rules that provide order, security, and safety in the home and school. Explain how rules help people get along with one another. Identify familiar school settings and safety signs. Locate places on the school campus and describe relative locations. Tell how to get from one place to another in your school. Identify the responsibilities of a kindergarten student. Identify how we are alike and different from people around the world.

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<p style="text-align: center;">Unit 2 My Country</p>	<p>Identify elements of our country's flag. Name and recognize national symbols. Identify authority figures in the home, school, and community. Identify the name of our country. Identify the name of our country. Identify the flag of the United States. Recognize the flag as a symbol of our country. Recite the Pledge of Allegiance. Recognize a map of the United States. Locate New Jersey on a map. Identify New Jersey Flag. Recognize national and state symbols. Identify patriotic behavior. Recognize the national anthem.</p>
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Theme	Skills
Unit 3 Workers	<p>Identify different jobs.</p> <p>Resources are in our lives and around the world.</p> <p>Recognizes types of jobs people do to earn money versus volunteer work.</p> <p>Explain the practice of exchanging money for goods or services. Explore trading as a way to get what you want.</p> <p>Discuss the benefits of sharing and saving money.</p>
Unit 4 Where We Live	<p>Identify the globe as a model of the Earth.</p> <p>Distinguish between land and water on a map and globe. Locate the North and South Poles.</p> <p>Identify the purpose of having rules. List classroom and school rules.</p> <p>Recognize consequences of breaking rules.</p> <p>Recognize that maps show where places are. Distinguish land and water on a map.</p> <p>Compare and contrast models and maps.</p> <p>Use models and maps to describe real places.</p> <p>Identify the physical characteristics of places such as land forms.</p> <p>Compare and contrast different kinds of land.</p>

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<p style="text-align: center;">Unit 5 Time Goes By</p>	<p>Understand that a calendar is made up of days, months, and years. Compare a family long ago and now. Relate events that have happened in the past, are happening now, and will happen in the future. List ways in which technology meets needs, such as transportation.</p>
<p style="text-align: center;">Unit 6 Stories of the Past</p>	<p>Explain the reasons for national patriotic holidays such as President's Day and Independence Day. Identify customs associated with national patriotic holidays, such as parades and fireworks on Independence Day. Recognize people honored by American Holidays. Identify contributions of historical figures.</p>

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**Pacing Guide
Kindergarten**

Month	NJSLs	Enduring Understandings / Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
September /October	6.1.4.A.1	Citizenship begins with becoming a contributing member of the classroom community.	Students will be able to: - Identify the purpose for having rules -Explain how rules help people get along with each other and stay safe -Identify good classroom rules. -Identify safety signs and symbols -Recognize that citizens have a responsibility to follow rules and laws -Compare and contrast communities and cultures.	-Create classroom rules chart -Assign classroom jobs	www.harcourtschool.com/ss1 www.scholastic.com -NJDOE 9/11 website -NJDOE Holocaust website -Leveled readers -Center activities	Unit 1 Test
	6.3.4.A.1	Rules and laws are created so all people are treated fairly		-Teddy Bear Day -September 11 th Columbus Day -Create a boat group project		-Good Citizen Poster Project
				Fire Prevention Week -Create fire escape plan -Visit fire house		Unit 4 Test
				-National School Bus Safety Week -Halloween -Visit pumpkin patch		

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November	6.1.4.D.17 6.1.4.B.1	Our country has many historical symbols and icons that represent it. Maps and geographic tools	Students will be able to: -Identify the flag of the United States -Recite the Pledge of Allegiance	Election Day -Have classroom election for Thanksgiving feast	www.harcourtschool.com/ss1 www.scholastic.com http://pbskids.org/zoom/fr o myou/elections/elections10	-Unit 2 Test -Venn Diagram on The First Thanksgiving and
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Month	NJSLS	Enduring Understandings / Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
		can be used to describe and analyze the organization of people, places and environments on Earth.	<ul style="list-style-type: none"> -Identify the name of our country -Recognize a map of the United States -Locate a state on the map -Recognize national symbols and icons -Explain what it means to be thankful 	<p>Discuss: The American Flag, US Symbols, Leaders, Freedom. Identify name of town, state and country.</p> <p>Locate places on a map</p> <p>Thanksgiving</p> <ul style="list-style-type: none"> -Discuss Native Americans/Pilgrims -Create I Am Thankful for Poster 	<ul style="list-style-type: none"> 1.html -NJDOE 9/11 website -NJDOE Holocaust website -Leveled readers -Center activities 	Thanksgiving Today
December	6.1.4.D.17	<p>Every family has different traditions when celebrating holidays.</p> <p>Families are made up of different cultures.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Explain yesterday, today, tomorrow -Identify the months of the year -Use a year calendar -Identify December holidays -Discuss their family traditions 	<p>Learn about Hanukkah, Christmas and Kwanzaa through various stories.</p> <p>Calendar</p> <ul style="list-style-type: none"> -Months of Year song <p>Family visits to explain traditions.</p> <ul style="list-style-type: none"> -Create felt square for classroom 	<ul style="list-style-type: none"> www.harcourtschool.com/ss1 www.scholastic.com -Amistad Curriculum -NJDOE 9/11 website -NJDOE Holocaust website -Leveled readers -Center activities 	<ul style="list-style-type: none"> -Unit 5 Test -Months of Year Sequence Project

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				quilt -Cultural food feast		
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Month	NJSLS	Enduring Understandings / Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
				New Year's Eve		
January/February	6.1.4.D.17	<p>Every family has different traditions when celebrating holidays.</p> <p>Families are made up of different cultures.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Place holidays in temporal order -Identify the reasons we remember George Washington as a leader -Explain the importance of Martin Luther King Jr. -Discuss Jan/Feb holidays -Identify story elements as make believe -Recognize that everyone has a family heritage -Describe major events of the past and present that have changed people's lives. 	<ul style="list-style-type: none"> Martin Luther King Jr. -Discuss dreams -School assembly Chinese New Year -School assembly Discuss President's Day, Dental Health Month & Valentine's Day through stories. African American History Month -Read stories -Biography project 	<ul style="list-style-type: none"> www.harcourtschool.com/ss1 www.scholastic.com http://www.timeforkids.com/minisite/womens-history-month -NJDOE 9/11 website -NJDOE Holocaust website -Leveled readers -Center activities 	<ul style="list-style-type: none"> -Unit 6 Test -If I were the President writing prompt -African American biographies -Venn Diagram on Washington and Lincoln

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May/June	6.1.4.A.1	Everyone has work to do within a community.	Students will be able to: -Identify workers in the community -Explain the role of workers -Understand why working is important -Explain that money helps us buy goods -Explain how people get food today	Celebrate National Bike Month and Brothers and Sisters Day Community Workers -Workers classroom visit -I want to be a? when I grow up	www.harcourtschool.com/ss1 www.scholastic.com -NJDOE 9/11 website -NJDOE Holocaust website -Leveled readers -Center activities	-Unit 3 Test -Ride a bike to school day
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Month	NJSLs	Enduring Understandings / Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
				<p>Discuss Cinco de Mayo & Armed Forces Day</p> <p>National Police Week -write thank you to a police officer or other community worker</p> <p>Memorial Day</p> <p>Mother's Day and Father's Day -Make cards -Dictations</p> <p>Flag Day -recap American symbols -Create own flag for country -Sing patriotic songs</p>		

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RUBRIC 14

GROUP ACTIVITY

DIRECTIONS: This form is designed to help you evaluate student work in cooperative learning groups. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the group's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. Each member of the group had a clear understanding of the group's task.
1 2 3 4 5
2. Each member of the group had a clear understanding of his or her expected contribution to the group's assignment.
1 2 3 4 5
3. Group members listened willingly to one another.
1 2 3 4 5
4. Members of the group showed strong leadership qualities.
1 2 3 4 5
5. Group members encouraged others to express opinions or contribute information.
1 2 3 4 5
6. Group members presented their information or ideas in a clear and logical manner.
1 2 3 4 5
7. Each member of the group fulfilled his or her responsibilities in the completion of the group's assignment.
1 2 3 4 5
8. The group fulfilled all the requirements of its assigned task.
1 2 3 4 5
9. Overall, the group worked well together.
1 2 3 4 5
10. The group performed to its full potential.
1 2 3 4 5

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List 117. PRESENTATION RUBRICS

Studies on the exchange of knowledge and research have shown that peer teaching, reciprocal teaching, and even the age-old “show and tell” are valuable teaching and learning activities. Developing students’ presentation skills aids knowledge integration, speaking skills, interdisciplinary and creative thinking, self expression, and self confidence. Students need support and instruction throughout the various stages in the development process. The preparation also helps develop time-management skills.

Name	Date				
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Preparation	Storyboard or outline incomplete; lacks props or resources	Storyboard or outline doesn't represent whole; resources and props few or inappropriate	Storyboard or outline complete; resources and props appropriate	Storyboard or outline complete and well organized; resources and props outstanding	
Content	Mentions key ideas; little evidence of understanding	Expresses key ideas; not fully at ease with concepts	Expresses key ideas and shows understanding	Key words and ideas correctly used; defined for reader; interesting choices of words	
Order	Ideas not ordered; audience has difficulty following	Some order of ideas; but jumps around	Logical sequence of presentation; audience can follow	Logical sequence, easy to follow; good overview and transitions	
Media, Graphics, and Props	Media, graphics, and props missing or do not add information	Media, graphics, and props tangential to text; minor value	Media, graphics, and props relate to text; add value or information	Media, graphics, and props relate, add information, help explain, keep interest	
Speaking	Hesitates, whispers; many “fillers”; poor eye contact	Some hesitation; some “fillers” but moves along; some eye contact, but reads mostly	Clear, good pace and pronunciation; good eye contact; checks notes	Clear, well paced, well modulated; good eye contact; well rehearsed, little need for notes	
Q&A	Defensive; frequent “don't know” shrugs	Some “I don't know's”; some defensiveness	Answers correctly with little hesitancy	Answers correctly; expands, explains	

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Performance Task Title: Kindergarten American Symbols Project

Goal – You will find out about different American symbols and the importance that each symbol stands for in our country.



- Role – you will be a news reporter looking to discover and create a news report on American symbols and the importance that each symbol has in our country.
- Audience – You will be creating a new report for students in a kindergarten class in England. The students do not know very much about American symbols and it is our job to inform them.
- Situation- The students in kindergarten in England do not know very much about American Symbols and probably do not know the importance of each symbol. Your job is to help these students to understand important facts about American symbols by creating a short news report introducing the students to the symbols. The teacher will be the head anchor and the students will be reporters in the field.
 - Group 1 - national and state flag,
 - Group 2 – the bald eagle,
 - Group 3 – the Statue of Liberty,
 - Group 4 – Lincoln Memorial and Washington Monument,
 - Group 5 – White House,
 - Group 6 – Pledge of Allegiance and Star Spangled Banner
- Product/Performance – At the end of the unit, you will draw a detailed picture about your symbol. You will work in groups to create a list of 3 ideas you would think are important for our English friends to know. You will be recorded “on stage” where you will show your picture and then tell your important fact. You will dress up for your roll.
- Standards/Criteria For Success – see rubric

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American Symbols News Broadcast Rubric

Category	My Best Effort!	What More Does It Need?	Not My Best Effort.
The assignment was completed on time.			
Shared an important fact and picture of symbol			
Partners worked together and took turns helping one another			

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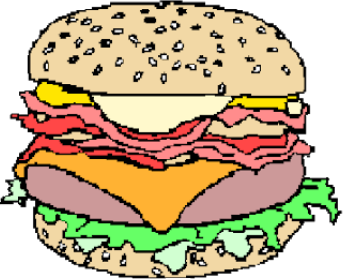
<p>Each group took turns sharing information and spoke clearly.</p>	 A yellow smiley face with a hand to its mouth, indicating that it is speaking or sharing information.	 A yellow face with a hand to its chin, looking thoughtful, with two question marks above its head.	 A yellow face with a sad expression, looking down with a frown.
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Created by: Khaki Person on 10/8/2008.

http://www.teachingwithpurpose.com/GRASPSFall08/Person%20Kindergarten/Person_K_AmericanSymbols.htm

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Primary Grade Self-Evaluation Teamwork Rubric

		
<p>As a team member I:</p> <p><input type="checkbox"/> let my partners do all of my work</p> <p><input type="checkbox"/> did not help my partners</p> <p><input type="checkbox"/> did not listen to my partners' ideas</p> <p><input type="checkbox"/> did not share my ideas</p> <p><input type="checkbox"/> did not help the group solve problems</p>	<p>As a team member I:</p> <p><input type="checkbox"/> let my partners do some of my work</p> <p><input type="checkbox"/> only helped my partners when they asked me</p> <p><input type="checkbox"/> had trouble quietly listening to ideas</p> <p><input type="checkbox"/> shared one idea</p> <p><input type="checkbox"/> waited for my group to solve most problems</p>	<p>As a team member I:</p> <p><input type="checkbox"/> did all of my work</p> <p><input type="checkbox"/> helped my partners</p> <p><input type="checkbox"/> listened to my partners' ideas</p> <p><input type="checkbox"/> shared my ideas</p> <p><input type="checkbox"/> helped my group solve problems</p>

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21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy

21st Century Skills (The ones that apply to this unit are in bold)

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

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Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

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 cultural global competence.

9.1 PERSONAL FINANCIAL LITERACY

9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.8.D.1

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Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

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Technology

Infusion

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.5.B.1 Examine ethical considerations **in** the development and production of a product through its life cycle.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

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SECTION III**

NJSLS

Content Area	Social Studies		
Standard	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.		
Strand	A. Civics, Government, and Human Rights		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Citizenship begins with becoming a contributing member of the classroom community.	6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
		6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
		6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
4	Rules and laws are developed to protect people’s rights and the security and welfare of society.	6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
	American constitutional government is based on principles of limited	6.1.4.A.3	Determine how “fairness,” “equality,” and the “ common good ” have influenced change at the local and national

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government, shared authority, fairness, and equality.		levels of United States government.
There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
	6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
	6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.4.A.7	Explain how the United States functions as a representative democracy , and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
	6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
	6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
The United States democratic system requires active participation of its citizens.	6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
	6.1.4.A.12	Explain the process of creating change at the local, state, or national level.

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	Immigrants can become and obtain the rights of American citizens.	6.1.4.A.13	Describe the process by which immigrants become United States citizens.
	The world is comprised of nations that are similar to and different from the United States.	6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
Content Area	Social Studies		
Standard	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.		
Strand	B. Geography, People, and the Environment		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Everyone is part of a larger neighborhood and community.	6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
		6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
4	Spatial thinking and geographic tools	6.1.4.B.1	Compare and contrast information that can be found on

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can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.		different types of maps, and determine when the information may be useful.
	6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
	6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
Places are jointly characterized by their physical and human properties.	6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
The physical environment can both accommodate and be endangered by human activities.		
	6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
	6.1.4.B.8	Compare ways people choose to use and divide natural resources.
Advancements in science and technology can have unintended consequences that impact individuals and/or societies.		
	6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.

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	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
Content Area	Social Studies		
Standard	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.		
Strand	C. Economics, Innovation, and Technology		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
4	People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.1	Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
		6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
	Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
		6.1.4.C.4	Describe how supply and demand influence price and output of products.
		6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
	Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.	6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
		6.1.4.C.7	Explain how the availability of private and public goods

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		and services is influenced by the global market and government.
	6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
Availability of resources affects economic outcomes.	6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
	6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
	6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
	6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.	6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
	6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
	6.1.4.C.18	Explain how the development of communications systems

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			has led to increased collaboration and the spread of ideas throughout the United States and the world.
Content Area	Social Studies		
Standard	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.		
Strand	D. History, Culture, and Perspectives		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Individuals and families have unique characteristics.	6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
		6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
	There are many different cultures within the classroom and community.	6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
		6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
4	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
		6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
		6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

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Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.	
	6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	
	6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.	
	6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.	
	6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.	
	6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.	
	Personal, family, and community history is a source of information for individuals about the people and places around them.	6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
		6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.	6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular	6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.	

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	group of people.	
	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	6.1.4.D.14 Trace how the American identity evolved over time.
	Cultures struggle to maintain traditions in a changing society.	6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
	Prejudice and discrimination can be obstacles to understanding other cultures.	6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.	6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
		6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy

21st Century Skills (The ones that apply to this unit are in bold)

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

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Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

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 cultural global competence.

9.1 PERSONAL FINANCIAL LITERACY

9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.8.D.1

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Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT

9.2.8.B.4 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.5 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.6 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

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Technology

Infusion

8.1.5.A.5 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.6 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

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All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.5.B.1 Examine ethical considerations **in** the development and production of a product through its life cycle.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

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SECTION IV

Resources and Supplemental Materials

<http://www.teachervision.fen.com/public-speaking/printable/6314.html?detoured=1>
<http://www.schrockguide.net/assessment-and-rubrics.html>
www.njdoe.com www.NJSLA.com
www.Thinkfinity.com
www.eduplace.com
www.kathyschrocks.com
www.teachnology.com
www.natgeokids.com
<http://www.first-school.ws/theme/occasions9.htm>
www.scholastic.com
<http://school.discovery.com/lessonplans/>
www.edutopia.com
www.curriki.com
www.PBLOnline.com
www.Neok12.com
www.webquest.org
www.TeachersFirst.com
www.MrDonn.org
www.LessonPlanet.com
www.edHelper.com
www.abcteach.com
www.Squidoo.com

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DIFFERENTIATION			
Special Education	ELL	I&RS	ENRICH
<ul style="list-style-type: none"> ● Modifications & accommodations as listed in the student's IEP ● Assign a peer to help keep student on task ● Modified or reduced assignments ● Reduce length of assignment for different mode of delivery ● Increase one to one time ● Working contract between you and student at risk ● Prioritize tasks ● Think in concrete terms and provide hands on tasks ● Position student near helping peer or have quick access to teacher ● Anticipate where needs will be ● Break tests down in smaller increments ● NJDOE resources 	<ul style="list-style-type: none"> ● Strategy groups ● Teacher conferences ● Graphic organizers ● Modification plan ● NJDOE resources ● Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered Interventions following I&RS framework ● I&RS Intervention Bank ● Foundations Double-Dose (Tier II) ● NJDOE resources ● Read 180 ● System 44 	<ul style="list-style-type: none"> ● Contents should be modified: abstraction, complexity, variety, organization ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied ● Activities aligned with above grade level text using DRA results ● Jr. Great Books Library Activities ● NJDOE resources
CROSS CURRICULAR RESOURCES			
The Amistad Commission's Literacy components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf			

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Lessons focused on Language:

http://www.fcrr.org/studentactivities/language_k1.htm

Technology Infusion

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Grades K - 5

Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others

Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

K Students With guidance and support from adults, explore a variety of **digital** tools to produce and publish writing, including in collaboration with peers.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Grade 1 Students With guidance and support from adults, explore a variety of **digital** tools to produce and publish writing, including in collaboration with peers.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Grade 2 Students With guidance and support from adults, explore a variety of **digital** tools to produce and publish writing, including in collaboration with peers. Use glossaries and beginning dictionaries, both print and **digital**, to determine or clarify the meaning of words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Grade 3 Students With guidance and support from adults, use **technology** to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others

Recall information from experiences or gather information from print and **digital** sources; take brief notes on sources and sort evidence into provided categories.

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Use glossaries or beginning dictionaries, both print and **digital**, to determine or clarify the meaning of words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

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Grade 4 Students With some guidance and support from adults, use **technology**, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

Recall relevant information from experiences or gather relevant information from print and **digital** sources; take notes and categorize information, and provide a list of sources.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and **digital**, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Grade 5 Students With some guidance and support from adults, use **technology**, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

Recall relevant information from experiences or gather relevant information from print and **digital** sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and **digital**, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Draw on information from multiple print or **digital** sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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Evidence of Student Learning

- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests/Projects
- Quizzes

21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy

21st Century Skills (The ones that apply to this unit are in bold)

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

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Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

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 cultural global competence.

9.1 PERSONAL FINANCIAL LITERACY

9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.8.D.1

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Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT

9.2.8.B.7 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.8 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.9 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

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Technology

Infusion

8.1.5.A.7 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.8 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.5.B.1 Examine ethical considerations **in** the development and production of a product through its life cycle.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting