

East Newark Public School
Social Studies Curriculum
Grade 1



Equity Statement:

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

Philosophy:

The East Newark Public School District strives to prepare our twenty-first century students with the historical knowledge to analyze change--they must understand that history is a key to their future. In an interdependent world, it is necessary that our students learn about the common qualities that unite people, cultures, societies and economic systems and recognize the political and cultural barriers that impede dialogue. The social studies curriculum provides preparation and practice for lifelong citizenship skills. Citizenship in a democratic society requires the development of skills for critical thinking, decision-making, and participation. In a democratic society, citizens of all ages make decisions that affect themselves, their families, their communities, their nations, and the world. The social studies curriculum is designed to interact with learning from other disciplines. It integrates history, geography, economics, civics and contemporary issues with the other curricular areas. Social studies should allow students to experience topics in depth rather than covering a lot of material at the surface level. The curriculum will help develop well-informed, responsible citizens who will be productive members of society, and who have learned to work actively and cooperatively with others.

Introduction:

The curriculum has been developed to enhance and expand instruction by providing teachers with a framework for instruction that is aligned to the 2020 New Jersey Student Learning Standards. In this age of information, emphasis is placed not only on content, but on behavior that emphasizes reasoning and responsibility. In structuring learning experiences, the educator must assist students in making connections to real world experiences that make the learning relevant. Learning experiences should be active and inquiry based, with a variety of print and technology to encourage the adolescent learner to question and seek answers.

Current Events:

Current events are a key component of instruction and should be a regular component of every unit. Examination of the past and the connection it has to the present is critical. Students will be aware of current events on a state, national, and international level. To learn how these events affect them, students will watch and analyze news broadcasts by relating current events to classroom topics. Newspapers, periodicals, and other forms of digital media will be used to review events. Students will be encouraged to evaluate current events using higher order thinking skills such as analysis, synthesis, and evaluation. Students will understand how past experiences have influenced and continue to influence the present day.

Writing Across the Curriculum:

In order for students to be successful writers, writing must take place in all content areas. Communication with the language arts teacher regarding the writing genres they have taught is crucial so that expectations for students are consistent across the content areas. Students should utilize their knowledge about writing to write about social studies content. The Social Studies teacher will provide regular opportunities for students to respond to topics related to the content in the forms of Outlines, Captions, Summaries, Journal entries, Open-ended questions, and projects.

Best Practices:

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- Regular opportunities to investigate topics in depth
- The ability to exercise choice and responsibility by choosing their own topics
- Opportunities for active participation in the classroom and the community
- Exploration of open-ended questions that challenge their thinking
- Opportunities for reading, writing, observing, discussing, and debating ideas
- Activities that include independent inquiry and cooperative learning
- Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts
- Strategies and tools to read and comprehend informational text

Amistad Commission and Holocaust Education:

In order to meet the newly instated Amistad Commission Mandates, teachers and students will utilize <http://www.njamistadcurriculum.net/> as an online curriculum resource throughout the World Civilizations/Civics course. Instructors will also utilize online curricular materials from the New Jersey Commission on Holocaust Education from <https://www.nj.gov/education/holocaust/curriculum/> throughout this first grade course.

Heritage, History, and Awareness Months:

In efforts to celebrate, study, and respect diversity, East Newark Public School encourages social studies teachers to develop lessons, activities, or experiences related to the following Heritage, History, and Awareness Months: **Hispanic-Latino, Disabled, Native American, Black American, Women, Autistic, Asian American and Pacific Islander, and LGBTQ+ history are American history.**

Month	Heritage, History, Awareness
September	Hispanic-Latino Heritage Month (September 15- October 15) Deaf Awareness Month
October	Learning Disabilities Awareness Month
November	Native American Heritage Month
February	Black History Month
March	Women's History Month
April	Autism Awareness Month
May	Asian-American and Pacific Islander History Month
June	LGBTQ+ Pride Month

Grade 1 Scope and Sequence:

Unit	Estimated Pacing
Civics and Government	11 weeks
Geography	10 weeks
Economics	6 weeks
History	6 weeks

Marking Period	Unit Title	Recommended Instructional Days
1	Civics and Government	11 weeks
NJSLs - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-SS within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Local community and government leaders have roles and responsibilities to provide services for their community members.	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders. ● 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. 	
The actions of individuals and government affect decisions made for the common good.	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. ● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● 6.1.2.CivicsPI.6: Explain what government is and its function. 	
When all members of the group are given the opportunity to participate in the decisionmaking process everyone’s voice is heard.	<ul style="list-style-type: none"> ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 	
When all members of the group are given the opportunity to participate in the decisionmaking process everyone’s voice is heard.	<ul style="list-style-type: none"> ● 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. ● 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 	
Essential Question/s: <ol style="list-style-type: none"> 1. What communities are you a part of? 2. What responsibilities do you have in each community you are part of? 3. Why do we need rules? 4. How do rules and laws help and protect us? 5. Why is it important to show fairness and equality to everyone? 6. How can I work with others to solve a conflict? 7. What do government leaders do? 8. How do we choose our government leaders? 9. Why is voting a fair way to make a choice? 10. How does the government use tax money? 11. What services are provided using tax money? 12. Who are the people who use their free time to help others? 13. Why was the Declaration of Independence written? 14. Why was the Constitution written? 15. What is the Bill of Rights? 16. What are my rights and responsibilities as a citizen? 17. How can I show that I am a good citizen? 18. How can I be aware of those around me as a global citizen? 19. How do I show respect for the American flag? 20. How do I show respect when “The Star-Spangled Banner” is being sung? 21. What are symbols? 22. What are some of our national symbols? 23. Why do national symbols help us remember? 24. Why do we celebrate patriotic holidays? 25. Why are the Founding Fathers important people in our country’s history? 		

<p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</p>	<ul style="list-style-type: none"> ● 6.1.2CivicsPR.1: Determine what makes a good rule or law. ● 6.1.2CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools and in communities. ● 6.1.2CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 	<p>26. What important documents did the Founding Fathers write and sign? 27. What do primary sources help me learn about? 28. Why is it important to know the difference between fact and fiction?</p>
<p>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p>	<p>6.1.2CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>	<p>Activity Description:</p> <ul style="list-style-type: none"> ● Vocabulary activities ● Analyze appropriate photos and videos ● Discuss: How could I help a new member of my school community? What are some responsibilities you have in your classroom that help the whole class? If someone has a hard time taking care of responsibilities, what can you do to help? ● Graphic Organizer: I Am A Member of Many Communities ● Discuss: What would school or our community be like without rules? What happens when people choose not to obey laws of our community? ● Graphic Organizer: Rules in Our Community ● Pick a rule that we have in our school community. Write one sentence about how you can follow that rule, and draw a picture. ● Discuss: What steps can you personally take to contribute to fairness and equality in your community? ● Understand that the purpose of the United States government is to protect the rights of the people. Draw a picture of one way you can work toward the common good. Label your picture. ● Favorite Pet Ballot ● Our Government Flipbook ● Analyze various government services that are provided to us (ex: recreation, national parks, emergency and educational services, transportation, etc.) ● Write about a time you got hurt. Where were you? How did you get hurt? How did you get better? Draw a picture for each answer. ● Challenge: Find an opportunity to volunteer to do something and report back about how it felt. ● Discuss: Why is it important for everyone to have the same rules? ● Bill of Rights Bingo ● Discuss: What is a problem in my school community? How can I help solve this problem? ● I Am A Citizen Graphic Organizer ● Discuss: What are things you are grateful for when you think about your country? ● Patriotism Graphic Organizer ● Our Pledge of Allegiance Graphic Organizer
<p>Certain character traits can help individuals become productive members of their community.</p>	<ul style="list-style-type: none"> ● 6.1.2CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). ● 6.1.2CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p>When all members of the group are given the opportunity to participate in the decisionmaking process, everyone's voice is heard.</p>	<p>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p>	
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	

- Self-Awareness
- Self-Management
- Responsible Decision Making
- Social Awareness
- Relationship Skills
- Motivation

- Emotional Awareness
- Internal Regulation
- Behavior Control
- Goal Pursuance
- Appreciating Social and Environment Diversity
- Adaptive Behavior
- Communication
- Social Engagement
- Constructive Thinking
- Consequence Evaluation
- Respect for Self and Others
- Enthusiasm
- Initiative
- Resilience

- America the Beautiful and My Country Tis of Thee analyze and craft activity
- Create a class Patriotic Symbols and Places Book
- What is a holiday that one of your friends celebrates that you do not? Find out why your friend celebrates that holiday.
- Describing Martin Luther King Jr. Activity
- Graphic organizer: National Holidays
- With a partner talk about how you were able to accomplish something frightening or scary. What steps did you take? Who, if anyone, did you ask for help? What advice would you give someone going through something similar?
- Founding Fathers Flipbook
- Discuss: Why is it important to take pictures of and write about our lives?
- Retell events using primary and secondary sources of historical information. They will evaluate a variety of valid sources and identify how that information/news is shared with the public.
- Identifying Sources activity

Interdisciplinary Connections: Content: NJSL#:

Reading Standards for Informational Text:

- RI.1.1 - Ask and answer questions about key details in a text.
- RI.1.2 - Identify the main topic and retell key details of a text.
- RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 - Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 - Identify the reasons an author gives to support points in a text.
- RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10 - With prompting and support, read informational texts appropriately complex for grade 1.

Writing Standards:

		<ul style="list-style-type: none"> W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p>Technology:</p> <ul style="list-style-type: none"> 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value. 8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
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<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
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<p>Formative Assessments:</p> <ul style="list-style-type: none"> Participation in class discussions In-class assignments/activities Verbal explanations Map/Vocabulary Activity 	<p>Benchmarks:</p> <ul style="list-style-type: none"> Unit quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> Unit projects
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> The World Around Me Studies Weekly - Yesterday and Today Student Magazine 	<ul style="list-style-type: none"> The World Around Me Studies Weekly - Yesterday and Today Student Magazine (modified articles) 	<ul style="list-style-type: none"> The World Around Me Studies Weekly - Yesterday and Today Student Magazine (translated articles) 	<ul style="list-style-type: none"> The World Around Me Studies Weekly - Yesterday and Today Student Magazine ReadWorks

<ul style="list-style-type: none"> Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> Teacher created reading guides and presentations
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Supplemental Resources

Technology:

- Chromebooks
- SmartBoard
- IXL
- Teacher Online Resources
- ReadWorks
- Kahoot
- BrainPop
- Applicable educational videos
- Time For Kids YouTube Channel

Other:

- Glossary
- Map/Atlas of the World

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> Utilize visual supports and graphic organizers Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Device used for translation purposes Peer tutoring 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Modeling or independent student-led research Use of higher leveled text and/or writing assignments

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning	
	Core Ideas:	There are actions an individual can take to help make this world a better place.
	Performance Expectation/s:	<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
2	Geography	10 weeks
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
Core Ideas:	Performance Expectation:	
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability) 	
A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none"> 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 6.1.2.Geo.SV.2: Describe how maps are 	Essential Question/s: <ol style="list-style-type: none"> 1. Why are maps and globes important to have? 2. How do map tools help us to read a map? 3. Why is it important to know how to read a map? 4. What are the five themes of geography? 5. How do the five themes of geography help us learn about the world? 6. What is relative location? 7. What is absolute location? 8. How do I describe a place using relative location?

	<p>created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <ul style="list-style-type: none"> ● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols) and purposes (wayfinding, thematic). 	<ol style="list-style-type: none"> 9. How do I describe a place using absolute location? 10. How can I use the compass rose to find a place on a map? 11. What are physical characteristics of a place? 12. What physical characteristics do you have around you? 13. How does the climate affect how you live? 14. What are human characteristics? 15. Why are human characteristics important? 16. What are the three types of communities? 17. What is human-environment interaction? 18. How do people change the environment? 19. How can we help our environment? 20. Why do people move? 21. Why do people live near resources? 22. How do ideas and objects move? 23. What are regions? 24. What are some of the characteristics that determine a region? 25. Which region do you live in? 26. What is culture? 27. How do people share their culture? 28. How can understanding different cultures help a community? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Vocabulary activities ● Analysis of photos and videos ● Discuss: How can maps help people? What would life be like if we didn't have maps to help us know where to go? ● Maps and Globes Venn Diagram ● Draw a map of your classroom. Title your map and make a map key. ● Physical and Political Map Sort ● Practice using a compass rose ● Discuss: What do you like about your environment? What kinds of things do you notice in the physical environment around you? What is important to you in a good physical environment? ● I Spy: Absolute and Relative Location ● Physical and Human Characteristics Sort ● Regions of Our Country Book ● Discuss: If you were lost, what could you tell someone on the phone about your location? ● Discuss: How can you describe the way to a friend's house? ● Students will write and mail a letter to their houses. ● Discuss: What do you like and dislike about the physical characteristics of your hometown? What physical characteristics of your hometown make you want to stay or move?
Environmental characteristics influence how and where people live.	<ul style="list-style-type: none"> ● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. ● 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). ● 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New and the United States. ● 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. 	
Global interconnections occur between human and physical systems across different regions of the world.	<p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p>	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
Global interconnections occur between human and physical systems across different regions of the world.	<p>6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</p>	
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry 		

<ul style="list-style-type: none"> ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		<ul style="list-style-type: none"> ● Map labeling activity ● Draw and label two landforms and two bodies of water. ● Climate Around Me graphic organizer ● Write a letter to the mayor. Tell them about an idea for a new recreational feature, and explain why it would be a good addition to your community. ● View images and videos, then compare and contrast urban, rural, and suburban communities. ● Discuss: How does your environment make you feel? What do you like? Are there any behaviors you could change that would improve your environment? ● As a class, come up with a plan to help improve our community. If possible, carryout the community service plan. ● Discuss: How do the characteristics of a region impact a group of people being able to have enough food and water? What types of change do some regions need in order to adequately meet the needs of the people living there? ● Movement: My Family survey ● Geography and My Job graphic organizer ● Going on an Exploration investigation ● The Place I Live graphic organizer ● Discuss: Describe the different regions in your classroom. What makes these areas similar or different? ● Regions of the United States Book ● Discuss: Why is it important to understand and respect other people’s culture? How do you express your culture? How do your peers express their culture? What cultural similarities do you have with your peers? ● Explore some cultural differences you have with peers. What are some ways that cultural differences can benefit your class or community? ● Analyze photos and videos depicting various elements of other cultures. <p>Interdisciplinary Connections: Content: NJSL#:</p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> ● RI.1.1 - Ask and answer questions about key details in a text. ● RI.1.2 - Identify the main topic and retell key details of a text. ● RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<p>Social and Emotional Learning:</p> <p style="text-align: center;"><i>Competencies</i></p>	<p>Social and Emotional Learning:</p> <p style="text-align: center;"><i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	

		<ul style="list-style-type: none"> ● RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. ● RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ● RI.1.7 - Use the illustrations and details in a text to describe its key ideas. ● RI-1.8 - Identify the reasons an author gives to support points in a text. ● RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ● RI.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. <p>Writing Standards:</p> <ul style="list-style-type: none"> ● W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ● W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p>Technology:</p> <ul style="list-style-type: none"> ● 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. ● 8.1.2.AP.4: Break down a task into a sequence of steps. ● 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. ● 8.2.2.ITH.2: Explain the purpose of a product and its value. ● 8.2.2.ITH.3: Identify how technology impacts or improves life. ● 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. ● 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>

Formative Assessments: <ul style="list-style-type: none"> • Participation in class discussions • In-class assignments/activities • Verbal explanations • Map/Vocabulary Activity 		Benchmarks: <ul style="list-style-type: none"> • Unit quizzes Summative Assessments: <ul style="list-style-type: none"> • Unit projects 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • The World Around Me Studies Weekly - Yesterday and Today Student Magazine • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • The World Around Me Studies Weekly - Yesterday and Today Student Magazine (modified articles) • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • The World Around Me Studies Weekly - Yesterday and Today Student Magazine (translated articles) • Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> • The World Around Me Studies Weekly - Yesterday and Today Student Magazine • ReadWorks • Teacher created reading guides and presentations
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • Chromebooks • SmartBoard • IXL • Teacher Online Resources • ReadWorks • Kahoot • BrainPop • Applicable educational videos • Time For Kids YouTube Channel Other: <ul style="list-style-type: none"> • Glossary • Map/Atlas of the World 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> Utilize visual supports and graphic organizers Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Device used for translation purposes Peer tutoring 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Modeling or independent student-led research Use of higher leveled text and/or writing assignments
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning	
	<i>Core Ideas:</i>	There are actions an individual can take to help make this world a better place.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 	

Marking	Unit	Recommended
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Period	Title	Instructional Days
3	Economics	6 weeks
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	Essential Question/s: <ol style="list-style-type: none"> 1. What is the difference between needs and wants? 2. What are the three types of resources? 3. How do resources help people get the things they need or want? 4. What is the difference between goods and services? 5. How is money used for buying and selling? 6. What is the difference between a consumer and a producer? 7. How does the location of resources determine where people live? 8. What is scarcity? 9. How do people make choices about what to buy? 10. Why can't we buy everything we want? 11. How can other people help us get the things we want and need? 12. Why is saving money important? 13. How can we decide when to spend and when to save? 14. Where can we keep our money safe? 15. How can we help those who can't meet their needs? Activity Description: <ul style="list-style-type: none"> ● Vocabulary activities ● Discuss: What are some things you need every day? What can happen if you don't get something you need, like not getting enough sleep? ● Complete a T-chart: Classroom Needs and Classroom Wants ● Natural Resources graphic organizer ● "When I Grow Up" writing prompt ● Resources Around Me graphic organizer ● Discuss: What are some services you can do to help your family or class? What are some services that your family uses often? ● Play in a class store in order to practice being producers and consumers. ● Earning and Spending graphic organizer - Write one way you can earn money. Write what you would spend your money on. Draw a picture to illustrate each sentence.
Individuals make decisions based on their needs, wants, and the availability of resources.	6.1.2.EconET.1: Explain the difference between needs and wants.	
Limited resources influence choices.	6.1.2.EconET.3: Describe how supply and demand influence price and output of products.	
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.	
Goods and services are produced and exchanged in multiple ways.	<ul style="list-style-type: none"> ● 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. ● 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. ● 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). 	
The availability of resources influences current and future economic conditions.	6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.	
Governments play an economic role in the lives of individuals and communities.	6.1.2.EconNE.2: Describe examples of goods and services that governments provide.	
There are benefits to trading goods and services with other countries.	6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.	

NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:		<ul style="list-style-type: none"> ● Explore photos of economic activities that occur throughout the country. ● Discuss: Why are some people able to have the things they want and need and others can't? ● Scarcity and Choices activity - listen to a variety of scenarios. What choice would you make? Write your choice and draw a picture. ● Review and discuss images of different types of businesses. ● Discuss: If you were an entrepreneur, what would you want to do? What problem would you solve? ● My New Business graphic organizer ● In small groups, have students act out different jobs. Discuss the roles of this job and the services they provide to communities. ● Discuss: What is something you want to save money to buy? What are some needs that your family spends money on each month? ● Spending and Saving game <p>Interdisciplinary Connections: Content: NJSLS#:</p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> ● RI.1.1 - Ask and answer questions about key details in a text. ● RI.1.2 - Identify the main topic and retell key details of a text. ● RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text. ● RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. ● RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ● RI.1.7 - Use the illustrations and details in a text to describe its key ideas. ● RI.1.8 - Identify the reasons an author gives to support points in a text. ● RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ● RI.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. <p>Writing Standards:</p> <ul style="list-style-type: none"> ● W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Global interconnections occur between human and physical systems across different regions of the world.	6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions	
Social Studies Practices		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	

		<ul style="list-style-type: none"> W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p>Technology:</p> <ul style="list-style-type: none"> 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value. 8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
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Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
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Formative Assessments:

- Participation in class discussions
- In-class assignments/activities
- Verbal explanations
- Map/Vocabulary Activity

Benchmarks:

- Unit quizzes

Summative Assessments:

- Unit projects

**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> The World Around Me Studies Weekly - Yesterday and Today Student Magazine Teacher created reading guides and presentations 	<ul style="list-style-type: none"> The World Around Me Studies Weekly - Yesterday and Today Student Magazine (modified articles) Teacher created reading guides and presentations 	<ul style="list-style-type: none"> The World Around Me Studies Weekly - Yesterday and Today Student Magazine (translated articles) Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> The World Around Me Studies Weekly - Yesterday and Today Student Magazine ReadWorks Teacher created reading guides and presentations

Supplemental Resources

Technology:

- Chromebooks
- SmartBoard
- IXL
- Teacher Online Resources
- ReadWorks
- Kahoot
- BrainPop
- Applicable educational videos
- Time For Kids YouTube Channel

Other:

- Glossary
- Map/Atlas of the World

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> ● Utilize visual supports and graphic organizers ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Device used for translation purposes ● Peer tutoring 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Modeling or independent student-led research ● Use of higher leveled text and/or writing assignments

Disciplinary Concept: Career Awareness and Planning

Core Ideas:

There are actions an individual can take to help make this world a better place.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
4	History	6 weeks
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Historical timelines put events in chronological order to help people understand the past.	<ul style="list-style-type: none"> ● 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. 	
Understanding the past helps to make sense of the present.	<ul style="list-style-type: none"> ● 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 	
The nature of history involves stories of the past preserved in a variety of sources.	<ul style="list-style-type: none"> ● 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a 	Essential Question/s: <ol style="list-style-type: none"> 1. What do we use calendars for? 2. What do calendars show? 3. How can we use the words past, present, and future to describe time? 4. How do you change over time? 5. How does what you are able to do change over time? 6. How does your family change over time? 7. How do neighborhoods and communities change over time? 8. What are timelines? 9. Why do we use timelines? 10. How is your life different from children in the past?

	culture's history.	
Historians create arguments outlining ideas or explanations based on evidence.	<ul style="list-style-type: none"> 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). 	11. What are inventors? 12. What important inventions do we still use today? 13. How do these inventions help our communities? 14. How has transportation changed over time? 15. Why has transportation changed over time? 16. Why is it important that transportation has changed over time?
NJSLS - Active Citizenship in the 21st Century 6.3		
Disciplinary Strand: Disciplinary Concept:		
Global interconnections occur between human and physical systems across different regions of the world.	6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.	
Social Studies Practices		
<ul style="list-style-type: none"> Developing Questions and Planning Inquiry Gathering and Evaluating Sources Seeking Diverse Perspectives Developing Claims and Using Evidence Presenting Arguments and Explanations Engaging in Civil Discourse and Critiquing Conclusions Taking Informed Action 		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<ul style="list-style-type: none"> Self-Awareness Self-Management Responsible Decision Making Social Awareness Relationship Skills Motivation 	<ul style="list-style-type: none"> Emotional Awareness Internal Regulation Behavior Control Goal Pursuance Appreciating Social and Environment Diversity Adaptive Behavior Communication Social Engagement Constructive Thinking 	
Activity Description: <ul style="list-style-type: none"> Vocabulary activities Discuss: Why is it necessary for everyone to use the same calendar to track time? Calendar activity Pretend you just moved to a new neighborhood. How would that change the neighborhood? How would that change your life? My Family graphic organizer Children Then and Now Book Timeline of Our School Day activity Discuss: What would have happened if the inventors didn't keep trying when their inventions didn't work the first time? What can these inventors teach us about not giving up when things get hard? What is a need you see at your school? In groups of three, brainstorm ideas for inventions that will meet some of these needs. Create your own invention. List details and draw a picture. Create an invention book for the class. Inventors and their Inventions Book Discuss: How would your life be different if transportation had not changed over time? Compare and contrast transportation long ago with transportation today. Train Pattern Block Map Cars: Past, Present, and Future graphic organizer Discuss: Why is it important for us to be able to communicate with people far away? How would you feel if you couldn't communicate with family members far away? Secret Messages activity - Use morse code to decipher messages. Study the telegraph and make a cup and string phone. Identify past and present forms of communication, and discuss how they are the same and different from today. 		
Interdisciplinary Connections: Content: NJSLS#: Reading Standards for Informational Text: <ul style="list-style-type: none"> RI.1.1 - Ask and answer questions about key details in a text. 		

	<ul style="list-style-type: none"> ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	<ul style="list-style-type: none"> ● RI.1.2 - Identify the main topic and retell key details of a text. ● RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text. ● RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. ● RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ● RI.1.7 - Use the illustrations and details in a text to describe its key ideas. ● RI.1.8 - Identify the reasons an author gives to support points in a text. ● RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ● RI.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. <p>Writing Standards:</p> <ul style="list-style-type: none"> ● W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ● W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p>Technology:</p> <ul style="list-style-type: none"> ● 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. ● 8.1.2.AP.4: Break down a task into a sequence of steps. ● 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. ● 8.2.2.ITH.2: Explain the purpose of a product and its value. ● 8.2.2.ITH.3: Identify how technology impacts or improves life. ● 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. ● 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
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Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> Participation in class discussions In-class assignments/activities Verbal explanations Map/Vocabulary Activity 		Benchmarks: <ul style="list-style-type: none"> Unit quizzes Summative Assessments: <ul style="list-style-type: none"> Unit projects 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
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Differentiated Student Access to Content: Recommended Strategies & Techniques			

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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning		
	Core Ideas:	There are actions an individual can take to help make this world a better place.	
	Performance Expectation/s:	<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 		

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

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