

East Newark Public School
Social Studies Curriculum
Grade K



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 kindergarten 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 K Scope and Sequence:

Unit	Estimated Pacing
Civics and Government	12 weeks
Geography	9 weeks
Economics	6 weeks
History	6 weeks

Marking Period	Unit Title	Recommended Instructional Days
1	Civics and Government	12 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"> ● 6.1.2CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 	
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	<ul style="list-style-type: none"> ● 6.1.2CivicsDP.1: Explain how national symbols reflect on American values and principles. ● 6.1.2CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. ● 6.1.2CivicsDP.3: Explain how historical symbols, monuments and holidays reflect 	
Essential Question/s: <ol style="list-style-type: none"> 1. What is a community? 2. What communities are you a part of? 3. What responsibilities do you have in your communities? 4. Why do we have rules? 5. Why is it important to follow rules at home and at school? 6. What are laws? 7. Why is it important to follow the laws? 8. What might happen if we choose not to follow the laws? 9. Why should we show kindness and respect to everyone? 10. Why is it important to work together to solve a problem? 11. What is a government? 12. Who are the leaders of national, state, and local governments? 13. How do we choose our government leaders? 14. What government services do taxes pay for? 15. Why are government services important in our community? 16. What important documents help our country? 17. What are some of the important rights we have? 18. What rights do I have as a citizen? 19. What responsibilities do I have as a citizen? 20. How can I be a good citizen? 21. What is patriotism? 22. What is the Pledge of Allegiance? 23. How do we show respect for our flag? 24. What are patriotic symbols? 25. Why are patriotic symbols important in our country? 26. What are patriotic holidays? 27. Why do we celebrate patriotic holidays? 28. What patriotic holidays do we celebrate? 		

	the shared values, principles, and beliefs of the American identity.	29. What do primary sources teach us about? 30. What is the difference between fact and fiction?
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	<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>Activity Description:</p> <ul style="list-style-type: none"> ● Vocabulary activities ● Analyze appropriate photos and videos ● Class Quilt - Give each child a paper square to decorate and write their name on. Explain that each of us is an important part of what makes us a class community. Glue all the squares on a poster board to create one big “class quilt.” The quilt can be hung up in the classroom as a reminder that each student is a part of the whole. Without all the pieces, the quilt would not be the same. Each student is special and needed. ● Class Kindness Jar ● Discuss: How do you feel knowing there are laws set up to protect your community? What happens when people choose not to obey laws of our community? ● Rules and Laws - Cause and Effect activity ● Matching: Authority Figures in My Community ● Discuss: What are some ways you can be a peacemaker when conflict arises? ● Showing Respect - Everyone is Important Video and Response ● Showing Fairness activity ● Discuss: Imagine you are the mayor and in charge of our city for a day. What would you do as leader? ● Levels of Our Government activity ● Watch and discuss the video clip What is a Leader and What Do They Do? ● Discuss: What would it be like if no one did their jobs at home? What do you think your town would be like if there were no government services like schools or police officers or firefighters? ● Government Services Flipbook ● Discuss: What are some ways that we can show respect for how others feel? ● Role-playing activity - Practice respectful ways to disagree or accept differences ● Watch and discuss the video clip Your Rights ● Identify traits of a good citizen, not only on a small scale but on the global scale. Discuss: What is one way I can be a good citizen in my classroom? ● Draw pictures that show rights that you have. ● Watch and discuss the video clip How To Be A Good Citizen
Processes and rules should be fair, consistent, and respectful of the human rights of all people	<ul style="list-style-type: none"> ● 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. 	
Certain character traits can help individuals become productive members of their community.	<ul style="list-style-type: none"> ● 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>		
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"> ● 6.3.2.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>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

- Discuss: What do you love about your country? Think of three things you love.
- Pledge of Allegiance Flipbook
- Correctly color the American flag
- Listen to patriotic songs (Star-Spangled Banner, America the Beautiful, etc) and discuss the lyrics.
- Watch and discuss the video clip American Symbols and Monuments
- Analyze American patriotic symbols and identify what each stands for.
- National Symbols matching activity
- Discuss: What is an important holiday for my family? Why do we celebrate this holiday?
- Watch video clips and analyze photos to learn more about national holidays.
- Write a Thank You card for a veteran
- Discuss: Why is it important to tell the truth when you are telling a story?
- Students will see and touch a variety of sources - differentiate between facts and fiction
- Create a class newspaper - each student will complete their own article

Interdisciplinary Connections: Content: NJSLS#:

Reading Standards for Informational Text:

- RI.K.1 - With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI-K.8 - With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 - Actively engage in group reading activities with purpose and understanding.

		<p>Writing Standards:</p> <ul style="list-style-type: none"> ● W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ● W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <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 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>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Participation in class discussions ● In-class assignments/activities ● Verbal explanations ● Map/Vocabulary Activity 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Unit quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Unit projects 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	
<p align="right">Gifted & Talented Core Resources</p>			

<ul style="list-style-type: none"> ● My World Studies Weekly - Near and Far Student Magazine ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● My World Studies Weekly - Near and Far Student Magazine (modified articles) ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● My World Studies Weekly - Near and Far Student Magazine (translated articles) ● Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● My World Studies Weekly - Near and Far Student Magazine ● ReadWorks ● Teacher created reading guides and presentations
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks ● SmartBoard ● IXL ● Teacher Online Resources ● ReadWorks ● Kahoot ● BrainPop ● Applicable educational videos ● Time For Kids YouTube Channel <p>Other:</p> <ul style="list-style-type: none"> ● Glossary ● Map/Atlas of the World 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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
	Disciplinary Concept: Career Awareness and Planning		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	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	9 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). 	Essential Question/s: <ol style="list-style-type: none"> 1. What do we use globes and maps for? 2. How do map tools help us read maps? 3. What are physical and political maps? 4. What are the five themes of geography? 5. What is location? 6. How can we describe our relative location? 7. What are the cardinal directions?

	<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"> 8. What are human characteristics? 9. What kinds of features are found on a map? 10. What are the different kinds of communities that people live in? 11. Why do people move? 12. How do people adapt to their environment? 13. How do people modify their environment? 14. How can people help their environment? 15. Why do people move? How do people move? 16. What does it mean to communicate? 17. How do people communicate? 18. What are regions? 19. How are regions grouped? 20. What is culture? 21. What are some ways people share and celebrate their culture?
Environmental characteristics influence the 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. 	
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> ● 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. 	
<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.	<ul style="list-style-type: none"> ● 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>Activity Description:</p> <ul style="list-style-type: none"> ● Vocabulary activities ● Analyze appropriate photos and videos ● Discuss: How can maps help people? ● Draw a picture of a map for a place that is important to you. ● Types of Maps - Draw a picture of one thing you would find on a physical map and one thing you would find on a political map. ● Discuss: What are some characteristics that make our classroom special? ● Five Themes of Geography Flipbook ● Think about where you are right now. Describe your location to a friend. ● Discuss: If you were lost, how could you describe your location to someone talking to you on the phone? ● Correctly identify and label a compass rose ● Discuss: Describe the physical characteristics of your home. What characteristic is your favorite? Do the physical characteristics of your home town make you want to stay or move? Explain why. ● Physical Features Scavenger Hunt graphic organizer. ● Oceans and Continents graphic organizer. ● Watch the video “Earth’s Landforms” While students watch, they will listen for one landform or body of water that they see/hear in the video. After, make a T chart on the board of student responses. ● Landforms and Bodies of Water Bingo ● Discuss the four seasons and then atch the video “The Four Seasons of a Year.” Small groups of students will work together to listen for a season and what happens during that season. Groups will discuss
<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>	

<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 	<p>what they heard and then each group will share their findings. Responses will be recorded on a T chart on the board.</p> <ul style="list-style-type: none"> ● Split the class into groups of three or four. Give each group a big piece of paper labeled with one of the seasons. Have the groups work together to create a drawing to show that season. ● Weather Chart graphic organizer ● Discuss: How do human characteristics impact your ability to have enough food or water? If you could change one human characteristic in your town, what would it be? ● Types of Communities Flipbook. ● Discuss: What kind of impact do you have on your environment? How does your environment make you feel? What do you like? What do you wish you could change? What can you change about your environment? ● Simulation/Game to demonstrate how people change the environment to meet their needs ● I Adapt to My Environment graphic organizer. ● Class discussion about things the students can do now to help the environment. ● Discuss: What are some things that you like about other towns and make you want to visit that town? ● Movement game - Give the students clues about different ways people move. The students will guess the type of transportation and act it out. ● Let's Practice Communication graphic organizer. ● Types of Regions graphic organizer. ● Match the Regions activity ● Create an All About Me book that can include information about students' culture including their race/ethnicity, family members, likes and dislikes, talents, and skills. <p>Interdisciplinary Connections: Content: NJSL#:</p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> ● RI.K.1 - With prompting and support, ask and answer questions about key details in a text. ● RI.K.2 - With prompting and support, identify the main topic and retell key details of a text. ● RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
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		<ul style="list-style-type: none"> ● RI.K.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). ● RI-K.8 - With prompting and support, identify the reasons an author gives to support points in a text. ● RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ● RI.K.10 - Actively engage in group reading activities with purpose and understanding. <p>Writing Standards:</p> <ul style="list-style-type: none"> ● W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ● W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <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><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Participation in class discussions ● In-class assignments/activities ● Verbal explanations 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Unit quizzes <p><u>Summative Assessments:</u></p>

<ul style="list-style-type: none"> Map/Vocabulary Activity 		<ul style="list-style-type: none"> Unit projects 	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
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"> My World Studies Weekly - Near and Far Student Magazine Teacher created reading guides and presentations 	<ul style="list-style-type: none"> My World Studies Weekly - Near and Far Student Magazine (modified articles) Teacher created reading guides and presentations 	<ul style="list-style-type: none"> My World Studies Weekly - Near and Far Student Magazine (translated articles) Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> My World Studies Weekly - Near and Far 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 <i>Strategies & Techniques</i>			
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 	<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 	<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

	<ul style="list-style-type: none"> 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"> group discussions • Device used for translation purposes • Peer tutoring 	<ul style="list-style-type: none"> • Use of higher leveled text
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
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
Core Ideas:	Performance Expectation:	
Individuals make decisions based on their needs, wants, and the availability of resources.	<ul style="list-style-type: none"> ● 6.1.2.EconET.1: Explain the difference between needs and wants. ● 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. What are needs? 2. What are wants? 3. What are resources? 4. What are the three types of resources? 5. What are goods? 6. What are services? 7. How do people pay for goods and services? 8. What are producers? 9. What are consumers? 10. What is supply? 11. What is demand? 12. What is scarcity? 13. How do people earn money? 14. What do we use money for? 15. What is agriculture? 16. What is industry? 17. What goods does agriculture provide? 18. How do people earn money? 19. What does it mean to spend money? 20. What does it mean to save money? 21. What does it mean to set a goal? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Vocabulary activities ● Analyze appropriate photos and videos ● Discuss: Why is it important to have our needs met before our wants? ● Needs and Wants T chart ● Identifying a need in the school or community and work together to solve it. ● Natural Resources matching game ● Human Resources graphic organizer ● Types of Resources graphic organizer ● Discuss: What can you do if you run out of certain goods? Who can you talk to if you need more goods? What are some of your favorite goods?
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	<ul style="list-style-type: none"> ● 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. 	
Governments play an economic role in the lives of individuals and communities.	<ul style="list-style-type: none"> ● 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. 	
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.	<p>6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</p>	
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

- 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

- Label one side of the room “Goods” and the other side “Services.” Show the pictures of goods and services in related media, and have the students go to the correct side of the room for each picture.
- I Am a Consumer graphic organizer
- Play “Store.” - Have students set up a pretend shop, and split the class into groups to take turns being consumers who buy something and producers wh sell something.
- Have students draw one place in their community that helps them meet their needs and wants. Have them write a sentence telling how this place meets needs and wants.
- Discuss: How can you choose between something you want and something you need?
- Making Choices graphic organizer
- Discuss: Why is it necessary for people to work at jobs that provide goods and services?
- Matching: What’s My Job?
- Write a thank-you note to a local business, thanking them for their service and for being part of the community.
- Discuss: Set a goal for how much money you would like to save for something important. What is a good way for you to keep track of your savings?
- My Goal Ladder graphic organizer

Interdisciplinary Connections: Content: NJSLS#:

Reading Standards for Informational Text:

- RI.K.1 - With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI-K.8 - With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 - Actively engage in group reading activities with purpose and understanding.

		<p>Writing Standards:</p> <ul style="list-style-type: none"> ● W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ● W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <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 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>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Participation in class discussions ● In-class assignments/activities ● Verbal explanations ● Map/Vocabulary Activity 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Unit quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Unit projects 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	
<p align="right">Gifted & Talented Core Resources</p>			

<ul style="list-style-type: none"> ● My World Studies Weekly - Near and Far Student Magazine ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● My World Studies Weekly - Near and Far Student Magazine (modified articles) ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● My World Studies Weekly - Near and Far Student Magazine (translated articles) ● Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● My World Studies Weekly - Near and Far Student Magazine ● ReadWorks ● Teacher created reading guides and presentations
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks ● SmartBoard ● IXL ● Teacher Online Resources ● ReadWorks ● Kahoot ● BrainPop ● Applicable educational videos ● Time For Kids YouTube Channel <p>Other:</p> <ul style="list-style-type: none"> ● Glossary ● Map/Atlas of the World 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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 	<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

	develop areas of personal interest		
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
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
Core Ideas:	Performance Expectation:	
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 	Essential Question/s: <ol style="list-style-type: none"> What do people use calendars for? What does a calendar tell us about?

	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. 	
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	<ul style="list-style-type: none"> ● 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. 	
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). 	
NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:		
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"> ● 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. 	
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 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control 	

3. What is the past?
4. What is the present?
5. What is the future?
6. How do people change over time?
7. How do different communities change over time?
8. Why is a timeline a useful tool for thinking about time?
9. How were children in the past different than today?
10. How were children in the past the same as today?
11. What are inventions?
12. How do inventions change a community?
13. Who were some important inventors and what were their inventions?
14. What is transportation?
15. What are some different modes of transportation?
16. How does transportation help people?
17. Who are some of the inventors of the transportation that we use today?
18. What does it mean to communicate?
19. Why is speaking and listening an important part of communication?
20. How has communication changed over time?

Activity Description:

- Vocabulary activities
- Analyze appropriate photos and videos
- Discuss: How does thinking about the past help us in the present and future?
- Calendar Time graphic organizer
- My Favorite Part of the Day graphic organizer
- Days of the Week graphic organizer
- Working in small groups, have the students write or illustrate each month poster with pictures or words describing things that happen during that month in your community.
- Discuss: What are some positive changes you or your family have made over the last month? What is one positive change you would like to make in the next week?
- Using guided or modeled writing techniques, have students write down some of the ways that they want to grow and change throughout the rest of the year.
- Changes In My Neighborhood graphic organizer
- Discuss: What do you know how to do today that you did not know how to do last year at this time?
- Timeline of My Day graphic organizer

- Social Awareness
- Relationship Skills
- Motivation

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

- What is a need you see at your home or school? In groups of three, brainstorm ideas for inventions that will meet some of these needs.
- Watch and discuss the video “Historical Figures”
- Favorite Type of Chocolate Graph graphic organizer.
- Discuss: How does transportation make your life better? What kind of transportation might be invented in the future?
- Act out different modes of transportation
- Transportation Over Time graphic organizer.
- Discuss: How do different ways of communicating help us connect to each other? How can communication keep you safe?
- Communication Over Time graphic organizer
- Morse Code graphic organizer
- Phone Number Practice graphic organizer

Interdisciplinary Connections: Content: NJSL#:

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		<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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- 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
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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.
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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>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>