

**Grade Level / Content Area: Grade 3 Social Studies  
Curriculum  
Unit 1**

**Course Description:**

As a New Jersey resident, it is your job to show those who don't live here (and even those who do!) all that our state holds within its borders. You want to change public perception of our great state by creating a travel brochure that focuses on the four regions of our state. You will investigate NJ's regions, characteristics, symbols, climate, population, history, and natural resources, and then create an advertisement for one region.

**New Jersey Geography**

<p><b>Essential Questions</b></p> <p>How does understanding geographical tools help to you to travel to different locations?</p> <p>How do geography, climate, and natural resources affect the way people live and work in New Jersey?</p> <p>How can you compare and contrast the regions of New Jersey?</p> <p>How does the location of New Jersey influence its culture and economics?</p>	<p><b>Enduring Understandings</b></p> <p>Geographic knowledge enables us to understand the things we do on a daily basis, and how everyday actions affect the world around us</p> <p>New Jersey has four regions that vary in geography and climate.</p>
<p><b>Areas of Focus:</b></p> <p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure</p>	<p><b>Suggested Activities:</b></p> <p>September- late December (1st trimester)</p> <p>As a New Jersey resident, it is your job to show those who don't live here (and even those who do!) all that our state holds within its borders. You want to change public perception of our great state by creating a travel brochure that focuses on the four regions of our state. You will investigate NJ's regions, characteristics, symbols, climate, population, history, and natural resources, and then create an advertisement for one region.</p> <p><b>Part 1: Studying Geography</b> Week 1 - 2</p>

distances and to determine time zones and locations using latitude and longitude.

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

6.1.4.B.8 Compare ways people choose to use and distribute natural resources

6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Access prior knowledge and review map features and key vocabulary. In order to read maps in New Jersey, students need to have a deeper understanding of map skills.

Students will:

- Identify the following vocabulary: compass rose, cardinal directions, intermediate directions, map symbols, map key, map grids, and reading different types of maps.

**Activity 1:**

[CompassLesson](#)

[GridLesson](#)

[MapResources](#) (worksheets)

[SampleChoiceActivityBoard](#)- (choice activities for centers or early finishers)

[MapBook](#) ( vocabulary)

Suggested Videos:

[Brainpop](#)

[Brainpopjr](#)

[Flocabulary](#)

Week 3: Introduce concepts of hemispheres, latitude and longitude, and map scale.

Students will:

- Identify locations on a map using latitude and longitude.
- Compare and contrast the characteristics of places to determine the likelihood of an event.
- Explain how latitude and longitude are connected to Equator, Prime Meridian, and time zones.
- Measure distances between locations.

**Activity 1:**

[Latitude&LongitudeLesson](#)

[MapScaleLesson](#)

[MapResources](#) (worksheets)

[IslandConquer](#) (cross- curricular with area and perimeter)

**Part 2: New Jersey Regions**

## Week 4-6- Introduce NJ regions

Students will:

- Examine the different regions of New Jersey and how they are similar/different. (Climate, geography, culture, etc.)
- Discover the history and symbols of New Jersey
- Use a resources map to locate natural resources in New Jersey
- Form an opinion about New Jersey

### **Activity 1:**

[GoogleSlides](#) ( different regions)

[WelcometoNJ](#) ( reading comprehension)

[NJ map](#) (students can label regions on the map)

### **Activity 2:** (symbols)

[http://www.kidtopia.info/new\\_jersey.html](http://www.kidtopia.info/new_jersey.html)

<http://www.state.nj.us/nj/about/facts/symbols/>

[http://www.visitnj.org/nj/history\](http://www.visitnj.org/nj/history/)

[https://www.nj.gov/nj/about/history/short\\_history.html](https://www.nj.gov/nj/about/history/short_history.html)

<https://www.nj.gov/nj/about/facts/>

### **Activity 3:**

[LessonResourceMap](#)

Resources:

<https://www.britannica.com/place/New-Jersey#ref78237>

<https://www.nj.gov/agriculture/divisions/anr/>  
<https://sites.google.com/a/balboamagnet.com/new-jersey-aambrosio/industries-natural-resources>

<http://www.njsea.com/njmc/muni/natural-resources.html>

**Activity 4:**

Work in groups to create a persuasive argument for why people should visit a region of New Jersey OR conduct a whole class debate regarding: Does New Jersey have a bad reputation?

[http://www.educationworld.com/a\\_lesson/03/lp304-05.shtml](http://www.educationworld.com/a_lesson/03/lp304-05.shtml)

Inner circle/outer circle debate strategy

[http://www.educationworld.com/a\\_lesson/03/lp304-03.shtml](http://www.educationworld.com/a_lesson/03/lp304-03.shtml)

debate topics based on fairy tale moments for practice prior to New Jersey debate

**OR**

Class discussion or journal entries about your favorite region of New Jersey.

Additional Resource Links:

<https://www.visitnj.org/new-jersey-cities-regions>

<https://kids.nationalgeographic.com/explore/states/new-jersey/#new-jersey-cape-may.jpg>

[https://www.mrnussbaum.com/united-states/new\\_jersey/](https://www.mrnussbaum.com/united-states/new_jersey/)

[http://www.factsfornow.scholastic.com/article?product\\_id=nbk&type=0ta&uid=10667826&id=a2020780-h](http://www.factsfornow.scholastic.com/article?product_id=nbk&type=0ta&uid=10667826&id=a2020780-h)

<https://www.nj.gov/dep/>

**Part 3: Project Task: Advertise Your State**

Week 7-9

1. Students will create a project based on their favorite region in New Jersey. Students will now “sell” their region and explain why one would want to visit there.

- include a map, climate, natural resources, places to visit, important people.
- Students can create a song, a poster, brochure, google slides, a model etc. Invite another class in to advertise the region.

<https://www.visitnj.org/form/request-or-download-free-travel-guides>

[http://www.funnewjersey.com/upload\\_user/New\\_Jersey\\_State\\_info/MAP\\_OF\\_NEW\\_JERSEY\\_COUNTIES.HTM](http://www.funnewjersey.com/upload_user/New_Jersey_State_info/MAP_OF_NEW_JERSEY_COUNTIES.HTM)

[http://www.nj.gov/state/historical/dos\\_his\\_ih\\_hnj-video-archive.html](http://www.nj.gov/state/historical/dos_his_ih_hnj-video-archive.html) - various video archived of famous people and places in New Jersey

<http://nj.gov/state/historykids/about.htm> - New Jersey site for kids

<https://www.njkidsonline.com/> - New Jersey site for kids

<https://www.visitnj.org/rainy-day-summer-fun-njs-regions>

### **Examples, Outcomes, Assessments**

(see *note* below about the content of this section)

#### Instructional Focus:

- Classroom rules/routines
- Parts of local communities that help/provide a service
- Different types of communities
- Rules and laws
- Parts of a community

#### Sample Assessments:

- Exit tickets
- Journal activities
- Quizzes
- Discussion answers

	<ul style="list-style-type: none"> <li>● Write long/essay</li> <li>● Compare/contrast on Venn diagram</li> <li>● Answer essential questions</li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>● KWL chart</li> <li>● Video research</li> <li>● Read and research</li> <li>● Partnership discussions</li> <li>● Map skills and planning</li> </ul> <p>Interdisciplinary Connections Technology Integration Global Perspectives</p>
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NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

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

**Unit 2**  
Economics

You're Hired!-- Navigating New Jersey's Thriving Economy

**Course Description:**

In this unit, students will be presented with the following task:

**Big Ideas:** Describe how supply and demand influence price and output of products.

<p><b>Essential Questions</b></p> <p>How does supply and demand affect communities within the state?</p> <p>How does the location of New Jersey industries play a role in the state's economy?</p> <p>What factors influence decision-making on issues of the production, distribution and consumption of goods?</p>	<p><b>Enduring Understandings</b></p> <p>There are two determining factors in the economy, the number of things made available, called supply, and the number of things consumers want, called demand. Supply and demand shows how producers and consumers interact with each other.</p>
<p><b>Areas of Focus:</b></p> <p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.C.4 Describe how supply and demand influence price and output of products.</p> <p>6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently. (start at the <b>community/state level</b>).</p> <p>6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p>	<p><b>Suggested Activities:</b></p> <p>New Jersey is a diverse state full of different types of industries. The industries are placed in certain locations to positively impact the state economy. You have learned the difference between wants and needs. Now it your turn to decide how you meet your needs. You will learn about the major industries in New Jersey, and be placed with the task to choose an industry you may want to be a part of in the future. You will become a brand ambassador for that industry. To complete this task you must understand the types of jobs/requirements within the industry, the supply and demand of the industry, and the innovativeness required to keep the industry thriving.</p> <p><b>Part 1: Defining Basics of Economics</b></p>

Week 1- 2: Introduce key terms/ vocabulary of economics.

Students will:

- Review the difference between wants vs. needs and how we need an income to fulfill this.
- Students will define: supply vs. demand, goods vs. service, income, producer vs. consumer, scarcity, innovation, industry, and manufacturing.

**Activity 1:**

[Vocabulary](#)- Students can work with partner to sketch picture with vocabulary/ Make Flash cards, play memory etc.

[BrainPopEconomy](#)

Newsela. com-- supply and demand articles

**Part 2: Major Industries in New Jersey**

Week 3-6: Introduce major industries that impact the economies of New Jersey

Students will:

- Identify the major industries located in New Jersey
- Acquire a deeper understanding of what makes diverse industries in state.
- Discuss major companies found in New Jersey
- Brainstorm a job students would like to have one day

**Activity 1:**

[NewJerseyIndustries](#) ( document of major industries-- you may want to include tourism or transportation as well)- Introduce different industries to students

Watch videos on some industries to



deepen understanding. Suggested videos:

[Agriculture](#)

[Manufacturing](#)

[Fishing](#)

Watch each video with different lenses in mind:

1. What did you notice about the location of the industries?
2. What are some products that be can be found in each industry?
3. What are some disadvantages and advantages of each industry?
4. What are some fun facts about each industry?

**Activity 2:** [CompaniesinNJ](#) ( companies located in New Jersey)

Hook students will major companies located in New Jersey. You may even want to bring in some of these products or show commercials for them. Some suggestions:

1. Campbell Soup  
<https://www.youtube.com/watch?v=WSUYaUArDqs>  
  
<https://www.youtube.com/watch?v=T Bpd2zCxEmE>
2. Benjamin Moore  
<https://www.youtube.com/watch?v=4rsr1Jno3Uk>
3. Johnson & Johnson  
<https://www.youtube.com/watch?v=QMa7cQ696g8>
4. Wyndham Hotels  
<https://www.youtube.com/watch?v=R p-lrqVKjpo>

5. Mars Chocolate (M & M)  
<https://www.youtube.com/watch?v=3H2sjqLWwew>
6. Ready Pac Produce  
<https://www.youtube.com/watch?v=cK6PtfIUfYm>
7. Burlington Factory  
<https://www.youtube.com/watch?v=Q-sBakK8Tqc>

### **Part 3: Becoming a Brand Ambassador**

Week: 7-9: Creating a product or idea

Now that the students are familiar with the industries of New Jersey-- they are able to decide which industry they will like to positively impact. They want to become a job recruiter or a brand ambassador for their industry.

1. Students will select an industry they would like to be a part of in New Jersey.
2. Students will then decide if they prefer to make a product for that industry **OR** make a device, tool, system or a new branding idea that will positively benefit that industry. (i.e.: Students can make a new kind of soup or new label for Campbell's Soup Company, or create a new device to catch fish more efficiently.
3. Students can create a model, sketch, jingle or google slide to advertise the new product etc.
4. Students can present their product or idea to another class. Students can vote on what they would buy or invest in.

Related Literature

*The Story of Money* by Betsy Maestro

*The World Of Trade* by Einspruch, Andrew

*You Wouldn't Want to Live Without Money!*  
By Alex Woolf

*Invest Kids Series by Houghton, Gillian*

- *Goods And Services*
- *Creating a Budget*

*Prices! Prices! Prices! By David A. Adler*  
*Money and Trade in Our World by Shelly Buchanan*

*What are Supply and Demand? by Laura La Bella*

*What Should I Save for a Rainy Day by Rachel Eagen*

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Interdisciplinary Connections

Technology Integration

Global Perspectives

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**Grade 3 Social Studies  
Curriculum**

**Unit 3  
Immigration**

**Course Description:**

Thinking about Immigration “then” and “now” would you rather have emigrated back in the early 1900’s or today. Keeping in mind; what is different today, and, more importantly, what is the same? You will explore the process of immigration through Ellis Island. Then take a closer look at what immigration means in America today.

**Big Ideas:** Immigration

<p><b>Essential Questions:</b></p> <p>What factors influence a person’s viewpoints, how can you effectively cooperate with diverse ideas?</p> <p>How has immigration influenced the cultural makeup of our country?</p> <p>Why is it important to learn about other people, places, and cultures around the world?</p> <p>How is the current debate about immigration in the United States rooted in our nation’s past?</p>	<p><b>Enduring Understandings:</b></p> <p>An individual’s beliefs, values, and traditions may reflect more than one culture.</p> <p>Various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and and faced various challenges.</p>
<p><b>Areas of Focus:</b></p> <p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>6.1.4.A.13 Describe the process by which immigrants become United States citizens.</p> <p>6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect</p>	<p><b>Suggested Activities:</b></p> <p><b>Part 1: Immigration Then</b></p> <p>Week 1- 2: Introduce key terms and build background on immigration</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Build background knowledge of what immigration looked like in the early 1900’s</li><li>• Define key vocabulary- immigrant, emigrant, trachoma, oppression, Ellis Island, melting pot, steamship</li></ul>

more than one culture.

6.1.4.D.20 Describe why it is important to understand the perspectives of others in an interconnected world.

6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

etc.

- Understand the process of becoming an American citizen during that time
- Research why immigrants came to America

**Videos-** Rev Up Minds

<https://www.youtube.com/watch?v=5ZQI6XBo64M>- Melting Pot

<https://jr.brainpop.com/socialstudies/americanhistory/ellisland/>

**Activity 1:**

<http://www.history.com/topics/ellis-island/videos/the-ellis-island-hospital?m=528e394da93ae&s=undefined&f=1&free=false#>

Students analyze video on Ellis Island by using different lenses

1. 1st view -What's this mostly about?
2. 2nd view - Reading with a writing lens- SW be divided into trios to analyze video clip

- **Visuals-** pictures, maps, graphs--how does this teach us?
- **Storytelling language-**juicy words, emotional words, little micro stories, hooking the reader
- **Facts-** shocking and important facts, numbers, people, and places: Have students discuss and share findings/ Teacher will create a word wall as students share out

3. 3rd view: What deeper understanding do you now have about the process of going through Ellis Island?

Students will write long using the following prompts:

"I used to think\_\_\_but now I realize..."

"I now understand..."

" This clips makes me think or feel..."

**Activity 2:**

1. **Scholastic-** Students can take a virtual tour about the process of going through Ellis Island

<http://teacher.scholastic.com/activities/immigration/webcast.htm>

Virtual Field Trip to Ellis Island

<http://teacher.scholastic.com/Activities/Immigration/tour/>

Interactive Tour of Ellis Island

**Activity 3:**

1. **Interview-** Complete a shared reading with students on immigrants journey in the early 1900's. Use questions for a discussion:

<https://www.state.nj.us/state/historykids/teachersGuide.htm>

[https://www.state.nj.us/state/historykids/pdfs/immigration/ben\\_shahn.pdf](https://www.state.nj.us/state/historykids/pdfs/immigration/ben_shahn.pdf)

[https://www.state.nj.us/state/historykids/pdfs/immigration/ben\\_shahn\\_questions.pdf](https://www.state.nj.us/state/historykids/pdfs/immigration/ben_shahn_questions.pdf)

Suggested extensions:

Text: *If Your Name was Changed at Ellis Island*

- Invent an immigrant profile and write journal entries about the hardships you faced on your journey.
- Discuss the importance of Ellis Island and symbolism of the Statue of Liberty.

<https://www.youtube.com/watch?v=LY8F8QObsTA> -History of Statue of Liberty

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**Part 2: Immigration Now**

Week 3-6: Navigating Immigration in Modern Day

Students will:

- Define relevant vocabulary as it pertains to immigration today
- understand similarities and differences between themselves and others
- recognize and value diversity among their peers.
- recognize and value the diverse experience of immigrants and of children from other countries.

**Possible content vocabulary:**

**challenge** [chal-inj] (*transitive verb*)

something that takes great mental and physical effort to overcome or to confront

**diversity** [dih-vur-si-tee] (*noun*) a variety or range of differences (e.g., race, religion, gender, sexual orientations, age)

**immigrant** [im-i-gruh nt] (*noun*) a person who moves to a country from somewhere else

**oral history** [awr-uh l] [his-tuh-ree] (*noun*) information about the past that is passed down through stories and word of mouth

**outsider** [out-sahy-der] (*noun*) a person who does not belong or is not accepted as a part of a group

**refugee** [ref-yoo-jee] (*noun*) a person who flees for safety, especially to a foreign country, during times of political trouble, war or other danger

**Activity 1 :**

<https://www.tolerance.org/classroom-res>



[ources/tolerance-lessons/exploring-young-immigrant-stories](#)

1. Value line- create a visible line on the ground with string or tape. Students will identify what attributes contribute to the diversity of the class.

“Step on the line if you...” each time. Pause after each statement and notice who moved and who didn't.

Discussion Questions:

- How did it feel when you stepped to the line?
- Did anything surprise you?
- At any point during the activity did you feel alone or isolated?
- At any point during the activity did you find you had more in common with others than you thought?
- What did you learn about your classmates?

**Activity 2:** Comparing ourselves to children around the world.

1. Discuss with students the importance of understanding other cultures and “seeing” ourselves in children around the world.

Students can watch the following links:

<http://www.gabrielegalimberti.com/toy-stories/>

<https://www.youtube.com/watch?v=cVqFRz9b8VY>

2. Have each student complete the top portion of the “[Kids Around the World](#)” resource. Ask students to list the similarities and the differences they see between a

child in the photo and themselves.

[http://www.tolerance.org/sites/default/files/general/TT\\_Kids%20Around%20the%20World%5B4%5D.pdf](http://www.tolerance.org/sites/default/files/general/TT_Kids%20Around%20the%20World%5B4%5D.pdf)

**Activity 3: Meeting young immigrants today**

1. Select one “Meet Young Immigrants” story and share it with students.

[http://teacher.scholastic.com/activities/immigration/young\\_immigrants/](http://teacher.scholastic.com/activities/immigration/young_immigrants/)

2. Ask students to take notes about the worries, struggles and successes they hear in the narrative. Discuss notes with the whole group. Responses can be recorded on the board in three labeled columns.
3. Next, ask students to share a time when they felt worried, had to struggle or experienced success. Record responses on the board in the same kind of chart as before.

<https://educators.brainpop.com/academic-standards>

BrainPOP: Voting, Immigration- additional Newsela article link as follow-up to video  
Game Up: Immigration Nation

**Extension Activities:**

My Immigrant Story

Children's Books about the Refugee/Immigrant Experience

My Brown Eyes (video trailer)

Kid's Talk: The Stories of Refugee Children (video)

Children Of Asian Immigrants Reveal Sacrifices Their Parents Made (video)

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**Part 3: Project Task: Comparing and Contrasting different time periods of immigration.**

Week 7- 9

**Activity 1: Today's Debate:**

1. Students will decide their position on the topic and then break them into groups. Once they are in groups, they can discuss their thoughts on the issue. Next, have them work in groups to record information in support of their position.
2. The easiest way for students to prepare for a class debate is to get their thoughts onto paper.

Suggestions:

- write an essay where they write supporting arguments and show their evidence.
- use a graphic organizer to find their particular position on a topic.
- With this option, students must develop arguments both for and against the topic.
- create an argument outline, which is a basic outline of their position on the topic with supporting evidence of how they feel about the topic.

**OR**

**Activity 2: Your Own Story:**

1. Using crayons, markers, collage or a digital storybook program such as, [storybird](#) have students create a story about themselves and an object they value, or a playtime they

love.

2. Students should create a narrative about what they want others to know. Stories can simply be two to three minutes long when read aloud.
3. The completed stories can be shared with the class, another class and parents. If students choose, they can create questions and answers to further explain their stories.

#### Suggested Reading

*If Your Name was Changed at Ellis Island*  
(E. Levine)

*Dreaming of America: An Ellis Island Story*  
by Eve Bunting

*Coming to America* (B. Maestro)

*Who was Ellis Island* By Patricia Brennan

*Mama's Nightingale A Story of Immigration and Separation* By Edwidge Danticat

*My Name is Yoon* By Helen Recorvits

*Ellis Island A True Book* By Elaine Landau

*The Orphan of Ellis Island* By Elvira Woodruff

#### **Examples, Outcomes, Assessments**

(see [note](#) below about the content of this section)

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