

TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 7 Computer Literacy

Adopted February 15, 2022

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

All students receive computer science and design thinking instruction from Kindergarten through grade 12. The study of these disciplines focuses on a deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.

The Township of Union Public Schools Grade 7 Computer Science Curriculum provides a highly interactive and collaborative introduction to the field of computer science as framed within the broader pursuit of utilizing critical thinking skills to solve complex problems. In the following units students are empowered to create and share content on their own webpages. Students will think critically about the impact of sharing information online and its effect on their digital citizenship.

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Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1 : Problem Solving and Computing	5 days
Unit 2: Interactive Animations and Games	25 days

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1: Problem Solving and Computing The Problem Solving and Computing unit is a highly interactive and collaborative introduction to the field of computer science, as framed within the broader pursuit of solving problems. Through a series of puzzles, challenges, and real world scenarios, students are introduced to a problem solving process that they will return to repeatedly throughout the course. Students then learn how computers input, output, store, and process information to help humans solve problems within the context of apps. The unit concludes with students designing an app that helps solve a problem of their choosing.</p>	<p>NJSLS – Computer Science and Design Thinking (See below)</p>	<p>By the end of the unit, students should be able to identify the defined characteristics of a computer and how it is used to solve information problems. They should be able to use a structured problem solving process to address problems and design solutions that use computing technology. The unit also serves to build a collaborative classroom environment where students view computer science as relevant, fun, and empowering.</p>	<ul style="list-style-type: none"> ● Input vs Output ● Processing ● Storage ● Bug ● Debugging ● HTML ● HTML Element ● HTML Tag ● Website Content ● Website Structure ● Heading ● Digital Footprint ● CSS ● CSS Selector ● Copyright ● Relevant ● Trustworthy ● Search Engine ● CSS Class
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Code.org Unit 1 Lesson Guide https://studio.code.org/s/csd1-2021?section_id=3522356 Code.org Unit 1 Resources https://studio.code.org/s/csd1-2021/resources Code.org Unit 1 Teacher Forum https://forum.code.org/tags/c/csd/236/csd-unit-1</p>		
<p>Unit 2: Web Development In Web Development, students are empowered to create and share content on their own web pages. They begin by thinking about the role of the web and how it can be used as a medium for creative expression. As students develop their pages and begin to see themselves as programmers, they are encouraged to think critically</p>	<p>NJSLS – Computer Science and Design Thinking (See below)</p>	<p>By the end of the unit, students should be able to create a digital artifact that uses multiple computer languages to control the structure and style of their content, and view computer science as a tool for personal depression. they should understand that different programming languages allow them to solve different problems, and that these solutions can be generalized</p>	

<p>about the impact of sharing information online and how to be more critical consumers of content. They are also introduced to problem solving as it relates to programming while they learn valuable skills such as debugging, using resources, and teamwork. At the conclusion of the unit, students will have created a personal website they can publish and share.</p>		<p>across similar problems. Lastly, they should understand their role and responsibilities as both creators and consumers of digital media.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Code.org Unit 2 Lesson Guide https://studio.code.org/s/csd2-2021?section_id=35222356 CSD: Guide to Debugging https://docs.google.com/document/d/1-mXz53CAQ1dv3-RVgk0UnR0hrFAw-dWzaz4kch6NAVLb8/preview CSD: Guide to Differentiation https://docs.google.com/document/d/15Y6Mo3fMUthq16SSskABgcYE-5xflk-Ewv0z_04ualdl/preview Code.org Web Lab https://studio.code.org/projects/webiabi/qGfsYATdFivt_IP6an6qi-qiq-HS_3TMJhfoZ9454/edit Code.org Unit 2 Teacher Forum https://forum.code.org/tag/csd-unit-2</p>		

Curricular Units

Unit 1: Problem Solving and Computing				
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	
8.1.5.AP.1	Different algorithms can achieve the same result. Some algorithms are more appropriate for a specific use than others.	<ul style="list-style-type: none"> Compare and refine multiple algorithms for the same task and determine which is the most appropriate. 	<ul style="list-style-type: none"> Lesson 1: Intro to Problem Solving Lesson 2: The Problem Solving Process Lesson 3: Exploring Problem Solving Lesson 9: Intro to Problem Solving - Newspaper Table (Alternate Lesson 1) Lesson 10: Intro to Problem Solving - Spaghetti Bridge (Alternate Lesson 1) Lesson 11: Intro to Problem Solving - Paper Tower (Alternate Lesson 1) Lesson 12: Exploring Problem Solving - Animals Theme (Alternate Lesson 3) Lesson 13: Exploring Problem Solving - Games Theme (Alternate Lesson 3) 	
8.1.5.AP.4	Programs can be broken down into smaller parts to facilitate their design, implementation, and review. Programs can also be created by incorporating smaller portions of programs that already exist.	<ul style="list-style-type: none"> Break down problems into smaller, manageable sub-problems to facilitate program development. 	<ul style="list-style-type: none"> Lesson 1: Intro to Problem Solving Lesson 2: The Problem Solving Process Lesson 3: Exploring Problem Solving Lesson 9: Intro to Problem Solving - Newspaper Table (Alternate Lesson 1) Lesson 10: Intro to Problem Solving - Spaghetti Bridge (Alternate Lesson 1) 	

		<ul style="list-style-type: none"> • Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 	<ul style="list-style-type: none"> • Lesson 11: Intro to Problem Solving - Paper Tower (Alternate Lesson 1) • Lesson 12: Exploring Problem Solving - Animals Theme (Alternate Lesson 3) • Lesson 13: Exploring Problem Solving - Games Theme (Alternate Lesson 3)
<p>8.2.5.ED.2</p>	<p>Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.</p>	<ul style="list-style-type: none"> • Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 	<ul style="list-style-type: none"> • Lesson 1: Intro to Problem Solving • Lesson 3: Exploring Problem Solving • Lesson 9: Intro to Problem Solving - Newspaper Table (Alternate Lesson 1) • Lesson 10: Intro to Problem Solving - Spaghetti Bridge (Alternate Lesson 1) • Lesson 11: Intro to Problem Solving - Paper Tower (Alternate Lesson 1) • Lesson 12: Exploring Problem Solving - Animals Theme (Alternate Lesson 3) • Lesson 13: Exploring Problem Solving - Games Theme (Alternate Lesson 3)
<p>8.1.5.CS.1</p>	<p>Computing devices may be connected to other devices to form a system as a way to extend their capabilities.</p>	<ul style="list-style-type: none"> • Model how computing devices connect to other components to form a system. 	<ul style="list-style-type: none"> • Lesson 4: What is a Computer? • Lesson 5: Input and Output • Lesson 6: Processing
<p>8.1.5.CS.2</p>	<p>Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).</p>	<ul style="list-style-type: none"> • Model how computer software and hardware work together as a system to accomplish tasks. 	<ul style="list-style-type: none"> • Lesson 5: Input and Output • Lesson 6: Processing
<p>8.1.2.AP.1</p>	<p>Individuals develop and follow directions as part of daily life.</p>	<ul style="list-style-type: none"> • Model daily processes by creating and following algorithms to complete tasks. 	<ul style="list-style-type: none"> • Lesson 6: Processing • Lesson 7: Storage • Lesson 8: Project - Propose an App

8.1.5.AP.6	Individuals develop programs using an iterative process involving design, implementation, testing, and review.	<ul style="list-style-type: none"> Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended. 	<ul style="list-style-type: none"> Lesson 6: Processing
8.2.5.NT.2	Technology innovation and improvement may be influenced by a variety of factors. Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.	<ul style="list-style-type: none"> Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies. 	<ul style="list-style-type: none"> Lesson 7: Storage
8.2.5.ED.2:	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.	<ul style="list-style-type: none"> Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 	<ul style="list-style-type: none"> Lesson 8: Project - Propose an App
8.2.8.ED.7	Engineering design requirements and specifications involve making trade-offs between competing requirements and desired design features.	<ul style="list-style-type: none"> Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches). 	<ul style="list-style-type: none"> Lesson 8: Project - Propose an App

Unit 1 Assessment Plan	
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> Observation Completion of Activity Guides included in CSD Unit 1 Resources 	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> CSD Unit 1 Post-Project Test Completion of Activity Guides included in CSD Unit 1 Resources Lesson 8: Propose an App

Unit 1 Suggested Modifications/Accommodations/Extension Activities	
English Language Learners (ELL)	Special Education / 504
Gifted and Talented	

<p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>CS Discoveries Approach to Differentiation</p> <p>"Learning to use resources is a key goal of the course, and given resources provide an opportunity for students to self-differentiate in how they interact with key course content. This may include proactive differentiation, such as printing out resources ahead of time for students. It can also include just-in-time differentiation, such as monitoring students as they reach the end of a project and referring them to additional resource"</p> <p>Examples of Strategies and Practices that Support English Language Learners:</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Text to Speech • Think-pair-share • Cooperative learning groups • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Documentation Resource on code.org 	<p>CS Discoveries Approach to Differentiation</p> <p>"In order to meet the needs of a wide variety of learners, CS Discoveries is designed with flexibility that allows teachers to differentiate their instruction at the class and student level."</p> <p>*Refer to students' IEP for specific modifications and accommodations</p> <p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>CS Discoveries Approach to Differentiation</p> <p>"Challenge levels are found after the assessment levels in many of the programming lessons. These levels include new code and challenges that go beyond the learning objectives of the lesson. Most also include a "Free Play" option that allows students to use the new skills they have learned in whatever way they choose."</p>

Unit 1 Connections

<p align="center">NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <u>NJ Technology Standards</u></p>	<p align="center">Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <u>NJ Career Readiness Practices</u></p>
<p>Technology Standards: Technology standards are embedded throughout all curricular units:</p> <p>Standard 8.1 Computer Science</p> <ul style="list-style-type: none"> • Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts 	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3 Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP2. Apply appropriate academic and technical skills. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions.

<p>and skills, such as data and analysis, algorithms and programming, and computing systems.</p> <p>Standard 8.2 Design Thinking</p> <ul style="list-style-type: none"> • This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts. 	<ul style="list-style-type: none"> • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence.
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <u>21st Century Life and Skills</u></p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p>Refer to the <u>NJ Student Learning Standards</u></p>
<p>21st Century Themes</p> <ul style="list-style-type: none"> • Career Awareness • Career Exploration <p>21st Century Skills</p> <ul style="list-style-type: none"> • Creativity and Innovation (E) • Critical Thinking and Problem Solving (T) (A) • Communication (E) • Collaboration (E) (T) 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

Unit 2: Web Development

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
8.2.5.NT.2	Technology innovation and improvement may be influenced by a variety of factors. Engineers create and modify technologies to meet people’s needs and wants; scientists ask questions about the natural world.	<ul style="list-style-type: none"> Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies. 	<ul style="list-style-type: none"> Lesson 1: Exploring Web Pages Lesson 5: Digital Footprint Lesson 14: Websites for a Purpose Lesson 15: Team Problem Solving Lesson 16: Sources and Research
8.1.5.AP.4	Programs can be broken down into smaller parts to facilitate their design, implementation, and review. Programs can also be created by incorporating smaller portions of programs that already exist.	<ul style="list-style-type: none"> Break down problems into smaller, manageable sub-problems to facilitate program development. 	<ul style="list-style-type: none"> Lesson 2: Intro to HTML Lesson 3: Headings Lesson 4: Mini-Project: HTML Web Page Lesson 18: Planning a Multi-Page Site
8.1.12.AP.1	Individuals evaluate and select algorithms based on performance, reusability, and ease of implementation.	<ul style="list-style-type: none"> Design algorithms to solve computational problems using a combination of original and existing algorithms. 	<ul style="list-style-type: none"> Lesson 3: Headings Lesson 4: Mini-Project: HTML Web Page Lesson 4: Mini-Project: HTML Web Page Lesson 19: Linking Pages
8.1.5.NI.2	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital).	<ul style="list-style-type: none"> Describe physical and digital security measures for protecting sensitive personal information. 	<ul style="list-style-type: none"> Lesson 5: Digital Footprint Lesson 8: Intellectual Property Lesson 9: Using Images Lesson 16: Sources and Research
8.1.8.AP.7	Individuals design and test solutions to identify problems taking into consideration the diverse needs of the users and the community.	<ul style="list-style-type: none"> Design programs, incorporating existing code, media, and libraries, and give attribution. 	<ul style="list-style-type: none"> Lesson 6: Styling Text with CSS Lesson 7: Mini-Project: Your Personal Style Lesson 9: Using Images

			<ul style="list-style-type: none"> Lesson 11: Styling Elements with CSS Lesson 12: Your Web Page - Prepare Lesson 13: Project - Personal Web Page Lesson 17: CSS Classes Lesson 19: Linking Pages Lesson 20: Project - Website for a Purpose Lesson 21: Peer Review and Final Touches
<p>8.1.8.AP.9</p>	<p>Individuals design and test solutions to identify problems taking into consideration the diverse needs of the users and the community.</p>	<ul style="list-style-type: none"> Document programs in order to make them easier to follow, test, and debug. 	<ul style="list-style-type: none"> Lesson 6: Styling Text with CSS Lesson 7: Mini-Project: Your Personal Style Lesson 11: Styling Elements with CSS Lesson 12: Your Web Page - Prepare Lesson 13: Project - Personal Web Page Lesson 15: Team Problem Solving Lesson 17: CSS Classes Lesson 18: Planning a Multi-Page Site Lesson 19: Linking Pages Lesson 20: Project - Website for a Purpose Lesson 21: Peer Review and Final Touches
<p>8.2.5.ED.4:</p>	<p>Engineering design requirements include desired features and limitations that need to be considered.</p>	<ul style="list-style-type: none"> Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). 	<ul style="list-style-type: none"> Lesson 8: Intellectual Property Lesson 9: Using Images
<p>8.1.8.AP.4:</p>	<p>Programs use procedures to organize code and hide implementation details. Procedures can be repurposed in new programs. Defining parameters for procedures can generalize behavior and increase reusability.</p>	<ul style="list-style-type: none"> Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs. 	<ul style="list-style-type: none"> Lesson 10: Websites for Expression Lesson 18: Planning a Multi-Page Site

8.2.8.17H.1	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	<ul style="list-style-type: none"> Explain how the development and use of technology influences economic, political, social, and cultural issues. 	<ul style="list-style-type: none"> Lesson 10: Websites for Expression
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Unit 2 Assessment Plan		
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> Observations Completion of Web Lab activities and project guides included in <u>Unit 2 Resources</u> 	<p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> Personal Webpage Website for a Purpose Completion of project guides, reflections, and peer reviews included in <u>CSD Unit 2 Resources</u>

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>CS Discoveries Approach to Differentiation</p> <p>"Learning to use resources is a key goal of the course, and given resources provide an opportunity for students to self-differentiate in how they interact with key course content. This may include proactive differentiation, such as printing out resources ahead of time for students. It can also include just-in-time differentiation, such as monitoring students as they reach the end of a project and referring them to additional resource."</p> <p>Examples of Strategies and Practices that Support English Language Learners:</p> <ul style="list-style-type: none"> Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers Text to Speech Think-pair-share Cooperative learning groups Teacher modeling 	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>CS Discoveries Approach to Differentiation</p> <p>"In order to meet the needs of a wide variety of learners, CS Discoveries is designed with flexibility that allows teachers to differentiate their instruction at the class and student level."</p> <p>*Refer to students' IEP for specific modifications and accommodations</p> <p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> Use of visual and multisensory formats Use of assisted technology Use of prompts Modification of content and student products Testing accommodations Authentic assessments 	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>CS Discoveries Approach to Differentiation</p> <p>"Challenge levels are found after the assessment levels in many of the programming lessons. These levels include new code and challenges that go beyond the learning objectives of the lesson. Most also include a "Free Play" option that allows students to use the new skills they have learned in whatever way they choose."</p>

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<p>21st Century Themes</p> <ul style="list-style-type: none"> • Career Awareness • Career Exploration <p>21st Century Skills</p> <ul style="list-style-type: none"> • Creativity and Innovation (E) • Critical Thinking and Problem Solving (T) (A) • Communication (E) • Collaboration (E) (T) 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>	

