

Totowa Preschool Curriculum Project

Aligned to the NJDOE Model Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Pacing Guide	
Content Area: ELA	
Course Title: English/Language Arts	Grade Level: P-Cubs/Pandas
Unit 1:	September -October
Unit 2:	November - January
Unit 3:	January -February
Unit 4:	March - April
Unit 5:	April – June

Created by: Lou Ann Martinez

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Unit Overview	
Content Area: ELA	
Unit Title: Unit 1	
Target Course/Grade Level: P-Cubs/Pandas	
<p>Unit Summary</p> <p>In this unit students will strengthen their knowledge of basic print concept skills, understanding that text is read from left to right and that print is representations of spoken language made up of words which are separated by spaces. With prompting and support children will begin to answer question and identify characters in the story. Children will actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.</p> <p>Interdisciplinary connections: www.corestandards.org/ela_literacy</p> <p>21st century themes:</p> <p>www.njcore.org</p> <p>www.teachingchannel.com</p> <p>www.pbskids.com</p>	
<p>Unit Rationale</p> <p>The ability to speak, write and read strategically is an integral part of being able to communicate and participate in the human experience. It is through speaking, writing, reading and listening that we are better able to communicate what we are thinking or how we are feeling. In this unit students will work with much support and guidance towards becoming literate.</p>	
Learning Targets	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Where is the front and back cover of a book? • What is the job of an author? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Students identifies where the front and back of the book are located. • He writes the book.
<p>Unit Learning Targets</p> <p><i>Students will.....</i></p>	
Standard #	Learning Standard
	READING LITERATURE
RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.
RL.PK.3	With prompting and support, identify characters, settings, and major events in a familiar story.
RL.PK.6	With prompting and support, identify the role of author and illustrator in telling the story.
RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

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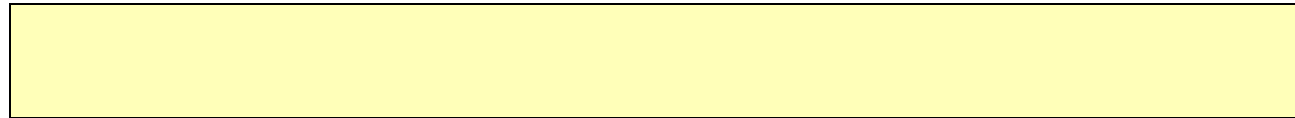
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Reading Information Text	
RI.PK.1	With prompting and support, ask and answer questions about key elements in a familiar text.
RI.PK.5	Identify the front and back cover of a book.
RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.
RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
RI.PK.10	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
Reading: Foundational Skills	
RF.PK.1,a,b,c,d	Begin to demonstrate understanding of basic features of print.
	a) Follow words from left to right, top to bottom, page by page.
	b) Recognize that spoken words can be written and read.
	c) Recognize that words are separated by spaces.
RF.PK.4	Begin to engage in a variety of texts with purpose and understanding.
Evidence of Learning	
Summative Assessment Portfolios Parent Teacher Conferences	
Formative Assessments <ul style="list-style-type: none">• Teacher Observation• Classroom Activities• Question and Answer• Classroom Discussion• Grade book	
Teacher Resources: The Creative Curriculum for Preschool	
Integration of Technology: Computer Lab iPads Smart board	
Curriculum Development Resources Click the links below to access additional resources used to supplement this unit: www.starfall.com www.abcmouse.com	

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Unit Overview

Content Area: ELA

Unit Title: Unit 2

Target Course/Grade Level: P-Cubs/Pandas

Unit Summary
 Students will participate in activities and hear stories that have repetitive patterns, rhymes, and refrains. With prompting and support children will begin to answer question and identify characters in the story. Children will actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.

Interdisciplinary connections: www.corestandards.org/ela_literacy

21st century themes:
www.njcore.org
www.teachingchannel.com
www.pbskids.com

Unit Rationale
 The ability to speak, write and read strategically is an integral part of being able to communicate and participate in the human experience. It is through speaking, writing, reading and listening that we are better able to communicate what we are thinking or how we are feeling. In this unit students will work with much support and guidance towards becoming literate.

Learning Targets

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • (Nursery Rhymes) What words sound alike? • What characters are in the poem? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Students will identify words with the same ending sounds. • Students will identify characters
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Unit Learning Targets
Students will.....

Standard #	Learning Standard
	READING LITERATURE
RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.
RL.PK.2	With prompting and support, retell familiar stories or poems.
RL.PK.4	With prompting and support ask and answer questions about unfamiliar words in a story or poem read aloud.
RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.

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RL.PK.8	(Not applicable to literature)
RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
RF.PK.4	Begin to engage in a variety of texts with purpose and understanding.
Speaking and Listening	
SL.PK.1.a,b	Participate in conversations and interactions with peers and adults individually and in small and large groups.
SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Evidence of Learning	
Summative Assessment Portfolio's Parent Teacher Conferences	
Formative Assessments <ul style="list-style-type: none">• Teacher Observation• Classroom Activities• Question and Answer• Classroom Discussion• Grade book	
Teacher Resources: The Creative Curriculum for Preschool	
Integration of Technology: Computer Lab iPads Smart Board	
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Unit Overview	
Content Area: ELA	
Unit Title: Unit 3	
Target Course/Grade Level: P-Cubs/Pandas	
Unit Summary In this unit students will be able to demonstrate understanding of basic features of print including following words from left to right and name many upper and lower case letters of the alphabet. Students will begin to use a combination of scribble writing, drawing illustrations, and teacher dictation to express their writing.	
Interdisciplinary connections: www.corestandards.org/ela_literacy	
21 st century themes: www.njcore.org www.teachingchannel.com www.pbskids.com	
Unit Rationale The ability to speak, write and read strategically is an integral part of being able to communicate and participate in the human experience. It is through speaking, writing, reading and listening that we are better able to communicate what we are thinking or how we are feeling. In this unit children will gain more literacy independence, working in collaboration with their peers.	
Learning Targets	
Standard #	Learning Standard
	Reading: Foundational Skills
RF.PK.1,a,b,c,d	Begin to demonstrate understanding of basic features of print. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower case letters of the alphabet.
RF.PK.2,a,b,c,d,e	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the

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	number of syllables.
	c) Identify many initial sounds of familiar words.
RF.PK.3,a,b,c,d	Demonstrate an understanding of beginning phonics and word skills.
	c) Recognize their name in print as well as other
	familiar print in the environment.
RF.PK.4	Begin to engage in a variety of texts with purpose and understanding.
	Writing
W.PK.1	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.
	Language
L.PK.1,a,b,c,d,e,f	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.
	a) Print many alphabet letters.
L.PK.2,a,b,c,d	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.
	a) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.
Unit Essential Questions <ul style="list-style-type: none"> • Can you show me the upper and lower case letter? • What sound does the letter (a, b, c) make? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Students point out the letters on the alphabet chart. • Students will imitate the initial sounds of the letter.
Unit Learning Targets <i>Students will...</i>	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Portfolios • Parent/Teacher Conferences 	
Formative Assessments <ul style="list-style-type: none"> • Teacher observations • Classroom activities • Grade book • Question and answer • Class discussion 	
Activities: Discussions	

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Learning Centers

Teacher Resources:

The Creative Curriculum

Integration of Technology:

Computers

iPads

Smart board

Curriculum Development Resources

Click the links below to access additional resources used to supplement this unit:

www.starfall.com

www.abcmouse.com

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Unit Overview	
Content Area: ELA	
Unit Title: Unit 4	
Target Course/Grade Level: P-Cubs/Pandas	
Unit Summary In this unit students will listen for various purposes, to respond when a question is asked, to enter into dialogue after listening to others. Show interest, pleasure, and enjoyment during listening and speaking activities.	
Interdisciplinary connections: www.corestandards.org/ela_literacy	
21st century themes: www.njcore.org www.teachingchannel.com www.pbskids.com	
Unit Rationale The ability to speak, write and read strategically is an integral part of being able to communicate and participate in the human experience. It is through speaking, writing, reading and listening that we are better able to communicate what we are thinking or how we are feeling. In this unit children will gain more literacy independence, working in collaboration with their peers.	
Learning Targets	
Standard #	Learning Standard
	SPEAKING and LISTENING
SL.PK.1.a,b	Participate in conversations and interactions with peers and adults individually and in small and large groups.
	a) Follow-agreed upon rules for discussions during group interactions.
	b) Continue a conversation through several back and forth exchanges.
SL.PK.2	Ask and answer questions about a text or other information read aloud or presented orally.
SL.PK.5	Use drawings or visual displays to add to descriptions to provide

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	additional detail.
SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
	LANGUAGE
L.PK.1,a,b,c,d,e,f	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.
	f) Begin to speak in complete sentences.
	g) Understands and can follow simple multi-step directions.
Unit Essential Questions <ul style="list-style-type: none"> • How old are you? • Can you tell me about your family? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Student will speak and express their age to the class. • Student will tell the class about their family.
Unit Learning Targets <i>Students will...</i>	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Portfolios • Parent/Teacher Conferences 	
Formative Assessments <ul style="list-style-type: none"> • Teacher observations • Classroom activities • Grade book • Question and answer • Class discussion 	
Activities: Discussions Learning Centers Teacher Resources: The Creative Curriculum	
Integration of Technology: Computers iPads Smart Board	

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Curriculum Development Resources

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Starfall.com

Abcmouse.com

Unit Overview

Content Area: ELA

Unit Title: Unit 5

Target Course/Grade Level: Pre-K (3)

Unit Summary

In this unit students will begin to determine the meaning of new words and phrases introduced through preschool reading and content. Children will use rich vocabulary words, descriptive language, and somewhat more complex language.

Interdisciplinary connections: www.corestandards.org/ela_literacy

21st century themes:

www.njcore.org

www.teachingchannel.com

www.pbskids.com

Unit Rationale

The ability to speak, write and read strategically is an integral part of being able to communicate and participate in the human experience. It is through speaking, writing, reading and listening that we are better able to communicate what we are thinking or how we are feeling. In this unit children will gain more literacy independence, working in collaboration with their peers.

Learning Targets

Standard #	Learning Standard
	Reading Informational Text
RI.PK.2	With prompting and support, recall important facts from a familiar text.
	Writing
W.PK.2	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.
	Language
L.PK.4,a,b	Begin to determine the meaning of new words and phrases introduced

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	through preschool reading and content.
	a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).
L.PK.5,a,b,c,d	With guidance and support, explore word relationships.
	a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
	b) Begin to understand opposites of simple and familiar words.
	c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
L.PK.6	Use words and phrases acquired through conversations, activities and read alouds.
Unit Essential Questions <ul style="list-style-type: none"> • Can you show me the upper and lower case letter? • What sound does the letter (a, b, c) make? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Students point out the letters on the alphabet chart. • Students will imitate the initial sounds of the letter.
Unit Learning Targets <i>Students will...</i>	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Portfolios • Parent/Teacher Conferences 	
Formative Assessments <ul style="list-style-type: none"> • Teacher observations • Classroom activities • Grade book • Question and answer • Class discussion 	
Activities: Discussions Learning Centers Teacher Resources: The Creative Curriculum	

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Integration of Technology:

Computers
iPads
smart board

Curriculum Development Resources

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ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
 - Graphic organizers
 - Modified texts
 - Modified assessments
 - Written/audio instruction
 - Shorter paragraph/essay length
 - Homogeneously grouped by level

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MODIFICATIONS

Based on Students' Individual Needs

(Special Education Students, English Language Learners, Students at-Risk)

Time/General <ul style="list-style-type: none">• Allow extra time• Repeat and clarify directions• Provide breaks in between tasks• Have student verbalize directions• Provide timelines/due dates for reports and projects	Processing <ul style="list-style-type: none">• Provide extra response time• Have student verbalize steps• Repeat directions• Provide small group instruction• Include partner work	Comprehension <ul style="list-style-type: none">• Provide reading material on student's level• Have student underline important points• Assist student on how to use context clues to identify words/phrases• Ensure short manageable tasks
Tests/Quizzes/Grading <ul style="list-style-type: none">• Provide extended time• Provide study guides• Limit number of responses	Behavior/Attention <ul style="list-style-type: none">• Establish classroom rules• Write a contract with the student specifying expected behaviors• Provide preferential seating• Re-focus student as needed• Reinforce student for staying on task	Organization <ul style="list-style-type: none">• Monitor the student and provide reinforcement of directions• Verify the accurateness of homework assignments• Display a written agenda

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Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

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Career Ready Practices

Standards

CRP1, CRP2, CRP3, CRP4, CRP8, CRP9, CRP10, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- **CRP2. Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- **CRP3. Attend to personal health and financial well-being.** Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- **CRP4. Communicate clearly and effectively and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- **CRP9. Model integrity, ethical leadership and effective management.** Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in

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every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.** Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
- **CRP12. Work productively in teams while using cultural global competence.** Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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Educational Technology

Standards

8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

- **Technology Operations and Concepts**
 - Identify the basic features of a computer and explain how to use them effectively.
 - Use technology terms in daily practice.
 - Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
 - Create a document with text using a word processing program.

- **Creativity and Innovation**
 - Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

- **Communication and Collaboration**
 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

- **Digital Citizenship**
 - Model legal and ethical behaviors when using both print and non-print information by citing resources.

- **Research and Information Literacy**
 - Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.

- **Critical Thinking, Problem Solving, and Decision-Making**
 - Use mapping tools to plan and choose alternate routes to and from various locations.