Totowa Preschool Curriculum Project

Aligned to the NJDOE Model Curriculum

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

Pacing Guide	
Content Area: Science	
Course Title:	**Grade Level: P-Cubs/Pandas**
Unit 1: Living Things	Marking Period 1
Unit 2: Matter and Energy	Marking Period 2
Unit 3: Calendar and Weather	Marking Period 3
Unit 4: Inquiry Skills	Marking Period 4
Created by: Tina DeRose, LouAnn Martinez, Heather Corrado	

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Unit Overview

Content Area: Science

Unit 1 Title: Living Things

Target Course/Grade Level: PreK

Unit Summary

Students will learn about living things and how they survive all around us. Students will be able to observe and predict during investigations. Science practices are integrated into the Cumulative Progress Indicated within each science domain in recognition that science content and processes are inextricably linked; science is a body of knowledge and an evidence-based, model building enterprise that continually extends, refines, and revises knowledge.

Interdisciplinary connections: Language Arts-Common Core Standards for English Language Arts
www.corestandards.org/ela-literacy
Math Common Core Standards are aligned and incorporated into the Science Curriculum.
www.corestandards.org/Math

21st century themes: LEARNING AND INNOVATION SKILLS
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
INFORMATION, MEDIA, AND TECHNOLOGY SKILLS
Information Literacy
LIFE AND CAREER SKILLS
Flexibility and Adaptation
Initiative and Self-Direction
Social and Cross-Cultural Skills
Productivity and Accountability
Leadership and Responsibility
www.state.nj.us/education.cccs/standard/9/

Unit Rationale

Students will display curiosity while observing, predicting and investigating materials and objects. Students will use basic science terms during investigations about living things.

Learning Targets

Preschool #	Preschool Indicator
5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
5.1.4	Communicate with other children and adults too share observations, pursue questions, make predictions, and/or conclusions.
5.1.5	Represent observations and work through drawing, recording data, and "writing" (e.g., drawing and "writing" on observation clipboards, making rubbings, charting the growth of plants.

5.3.1	**Investigate and compare the basic physical characteristics of plants, humans and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).**
5.3.2	**Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).**
5.3.3	**Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).**
5.3.4	**Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).**

Unit Essential Questions	**Unit Enduring Understandings**
• **What are the characteristics of a living thing?** • **What are three living things?**	• **A living thing needs air, food, and water.** • **Three living things are people, animals, and plants.**

Unit Learning Targets
Students will…..

Standard #	**Learning Standard**
5.1	**Children develop inquiry skills.**
5.3	**Children observe and investigate living things.**

Evidence of Learning

Summative Assessment

Summative assessments should provide overall evidence about student learning. How well have students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit?
Assessments could include projects, summative assessments, lab skills, and demonstrations that verify the knowledge and skills learned.

Formative Assessments

- Student participation
- Whole group instruction/discussion
- Small group instruction/discussion
- Completed projects
- Classroom Observations
- Question and answer
- Completed classwork

Teacher Resources:

www.brainpop.com
www.sciencespot.com
www.pbslearningmedia.org
www.Starfall.com
www.Pbskids.com
www.Scholastic.com
www.Abcteach.com
www.Writingwizard.longcountdown.com
www.Abcmouse.com
www.dltk-kids.com
Age appropriate literature
Scholastic books
diagrams
visuals
plants
leaves
Teacher selected materials
The Creative Curriculum for Preschool

Integration of Technology:

Computers/Ipads

Curriculum Development Resources

www.brainpop.com
www.sciencespot.com
www.pbslearningmedia.org
www.Starfall.com
www.Pbskids.com
www.Scholastic.com
www.Abcteach.com
www.Writingwizard.longcountdown.com
www.Abcmouse.com
www.dltk-kids.com

Unit Overview

Content Area: Science

Unit 2 Title: Matter and Energy

Target Course/Grade Level: PreK

Unit Summary

Students will make predictions of different states of matter. Students will observe the force of energy. Science practices are integrated into the Cumulative Progress Indicated within each science domain in recognition that science content and processes are inextricably linked; science is a body of knowledge and an evidence-based, model building enterprise that continually extends, refines, and revises knowledge.

Interdisciplinary connections: Language Arts-Common Core Standards for English Language Arts
www.corestandards.org/ela-literacy
Math Common Core Standards are aligned and incorporated into the Science Curriculum.
www.corestandards.org/Math
21st century themes: LEARNING AND INNOVATION SKILLS
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
INFORMATION, MEDIA, AND TECHNOLOGY SKILLS
Information Literacy
LIFE AND CAREER SKILLS
Flexibility and Adaptation
Initiative and Self-Direction
Social and Cross-Cultural Skills
Productivity and Accountability
Leadership and Responsibility
www.state.nj.us/education.cccs/standard/9/

Unit Rationale

Students will explore changes in solids and liquids when the substances are combined or exposed to different temperatures. Students will investigate how and why things move.

Learning Targets

Preschool #	Preschool Indicator
5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).

5.1.3	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).
5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
5.2.1	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
5.2.2	Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).
5.2.3	Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).
5.2.4	Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).
5.5.1	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

Unit Essential Questions	**Unit Enduring Understandings**
• **What are some solids that can turn into liquids?** • **What happens when a solid substance is heated or cooled?** • **What makes things move?**	• **Ice cream, chocolate, ice cubes** • **The solids turn into liquid and the liquids turn into solids, the result of freezing and melting.** • **Wheel, pulley, lever, screw, inclined planes**

Unit Learning Targets
Students will…..

Standard #	Learning Standard
5.1	**Children develop inquiry skills.**
5.2	**Children observe and investigate matter and energy.**
5.5	**Children gain experience in using technology.**

Evidence of Learning

Summative Assessment

Summative assessments should provide overall evidence about student learning. How well have students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit?
Assessments could include projects, summative assessments, lab skills, and demonstrations that verify the knowledge and skills learned.

Formative Assessments

- Student participation
- Whole group instruction/discussion
- Small group instruction/discussion
- Completed projects
- Classroom Observations
- Question and answer
- Completed classwork

Teacher Resources:

www.brainpop.com
www.sciencespot.com
www.pbslearningmedia.org
www.Starfall.com
www.Pbskids.com
www.Scholastic.com
www.Abcteach.com
www.Writingwizard.longcountdown.com
www.Abcmouse.com
www.dltk-kids.com
wheels
levers
pulleys
screws
solids
liquids
flashlight
Age appropriate literature
Scholastic books
diagrams
visuals
plants

leaves
Teacher selected materials
The Creative Curriculum for Preschool

Integration of Technology:
Computers/Ipads

Curriculum Development Resources
www.brainpop.com
www.sciencespot.com
www.pbslearningmedia.org
www.Starfall.com
www.Pbskids.com
www.Scholastic.com
www.Abcteach.com
www.Writingwizard.longcountdown.com
www.Abcmouse.com
www.dltk-kids.com

Unit Overview

Content Area: Science

Unit 3 Title: Calender and Weather

Target Course/Grade Level: PreK

Unit Summary

In this unit the students will learn about different weather conditions and how weather and times of year affects our lives. Science practices are integrated into the Cumulative Progress Indicated within each science domain in recognition that science content and processes are inextricably linked; science is a body of knowledge and an evidence-based, model building enterprise that continually extends, refines, and revises knowledge.

Interdisciplinary connections: Language Arts-Common Core Standards for English Language Arts
www.corestandards.org/ela-literacy
Math Common Core Standards are aligned and incorporated into the Science Curriculum.
www.corestandards.org/Math
21st century themes: LEARNING AND INNOVATION SKILLS
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
INFORMATION, MEDIA, AND TECHNOLOGY SKILLS
Information Literacy
LIFE AND CAREER SKILLS
Flexibility and Adaptation
Initiative and Self-Direction
Social and Cross-Cultural Skills
Productivity and Accountability
Leadership and Responsibility
www.state.nj.us/education.cccs/standard/9/

Unit Rationale

The students will understand that different months are associated with different types of weather and weather conditions. These different types of weather affect how we go about everyday lives.

Learning Targets

Preschool #	Preschool Indicator
5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
5.1.3	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak,

	bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).
5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
5.4.1	Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects)
5.4.3	Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).
5.5.1	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

Unit Essential Questions	**Unit Enduring Understandings**
• **What are the months of the year?** • **What seasons/weather associated with certain months of the year?**	• **January-December** • **Dec.-Feb. Winter, Mar.-May Spring, June-Aug. Summer, Sept.-Nov. Fall**

Unit Learning Targets
Students will…..

Standard #	**Learning Standard**
5.1	**Children develop inquiry skills.**
5.4	**Children observe and investigate the Earth.**
5.5	**Children gain experience in using technology.**

Evidence of Learning

Summative Assessment

Summative assessments should provide overall evidence about student learning. How well have students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit?
Assessments could include projects, summative assessments, lab skills, and demonstrations that verify the knowledge and skills learned.

Formative Assessments

- Student participation
- Whole group instruction/discussion
- Small group instruction/discussion
- Completed projects
- Classroom Observations
- Question and answer
- Completed classwork

Teacher Resources:
www.brainpop.com
www.sciencespot.com
www.pbslearningmedia.org
www.Starfall.com
www.Pbskids.com
www.Scholastic.com
www.Abcteach.com
www.Writingwizard.longcountdown.com
www.Abcmouse.com
www.dltk-kids.com
Age appropriate literature
Scholastic books
calendar
weather chart

Integration of Technology:
Computers/Ipads

Curriculum Development Resources
www.brainpop.com
www.sciencespot.com
www.pbslearningmedia.org
www.Starfall.com
www.Pbskids.com
www.Scholastic.com
www.Abcteach.com
www.Writingwizard.longcountdown.com
www.Abcmouse.com
www.dltk-kids.com

Unit Overview

Content Area: Science

Unit 4 Title: Inquiry Skills/The five senses

Target Course/Grade Level: PreK

Unit Summary

Students first learn scientific knowledge by using their senses to interact with their environment. Students will also use this knowledge to make sense of the world around them.

Interdisciplinary connections: Language Arts-Common Core Standards for English Language Arts

www.corestandards.org/ela-literacy

Math Common Core State Standards are alaigned and incorporated into the Science Curriculum.

www.corestandards.org/Math

21st century themes:

LEARNING AND INNOVATION SKILLS
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
INFORMATION, MEDIA, AND TECHNOLOGY SKILLS
Information Literacy
LIFE AND CAREER SKILLS
Flexibility and Adaptation
Initiative and Self-Direction
Social and Cross-Cultural Skills
Productivity and Accountability
Leadership and Responsibility
www.state.nj.us/education.cccs/standard/9/

Unit Rationale

Students will use their five senses to formulate their own scientic inquiries. Students will ingage in activities using all their senses.

Learning Targets

Preschool #	Preschool Indicator
5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g.,ask who, what, when, where, why and how questions during sensory explorations, experimentation, and focused inquiry).

5.1.2	**Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).**
5.1.4	**Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions**

Unit Essential Questions	**Unit Enduring Understandings**
• **What are the five senses?** • **What are some examples of using the five senses?**	• **Touch, taste, smell, sight, hear** • **Petting a dog, eating an apple, smelling a flower.**

Unit Learning Targets
Students will…..

Standard #	**Learning Standard**
5.1	**Children develop inquiry skills.**

Evidence of Learning

Summative Assessment

Summative assessments should provide overall evidence about student learning. How well have students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit?
Assessments could include projects, summative assessments, lab skills, and demonstrations that verify The knowledge and skills learned.

Formative Assessments

- Student participation
- Whole group instruction/discussion
- Small group instruction/discussion
- Completed projects
- Classroom Observations
- Question and answer
- Completed classwork

Teacher Resources:

www.brainpop.com
www.sciencespot.com
www.pbslearningmedia.org
www.Starfall.com
www.Pbskids.com
www.Scholastic.com
www.Abcteach.com
www.Writingwizard.longcountdown.com
www.Abcmouse.com
www.dltk-kids.com

Age appropriate literature
Scholastic books
Examples of each of the five senses

Integration of Technology:
Computers/Ipads

Curriculum Development Resources
www.brainpop.com
www.sciencespot.com
www.pbslearningmedia.org
www.Starfall.com
www.Pbskids.com
www.Scholastic.com
www.Abcteach.com
www.Writingwizard.longcountdown.com
www.Abcmouse.com
www.dltk-kids.com

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

MODIFICATIONS
Based on Students' Individual Needs

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

Time/General	**Processing**	**Comprehension**
• Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects	• Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work	• 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	**Behavior/Attention**	**Organization**
• Provide extended time • Provide study guides • Limit number of responses	• 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	• Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

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

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

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.

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.