



Westampton Township School District

21st Century Life and Careers
Curriculum Guide

Kindergarten – Eighth Grade

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Westampton Township School District

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Curriculum Guide

Kindergarten – Eighth Grade

21st Century Life and Careers Curriculum Writing Team

Carrie Cianfrone

Mirian Montes

Amy Stuck

Barbara Gallagher

Jennifer Murray

Westampton Board of Education

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President

Mrs. Melanie Logan
Vice President

Mrs. Suzanne Applegate

Mr. Russell J. Hansel

Mrs. Linda Hynes

Dr. Vanessa Nichols

Mr. Mark Elberfeld

Mr. Justin Wright

Mr. Gil Ghein-Scott

District Administration

Mrs. Virginia Grossman
Superintendent of Schools

Mr. Thomas Faunka
School Business Administrator

Dr. Rachel Feldman
Principal, Holly Hills Elementary School

Mr. Matt Andris
Principal, Westampton Middle School

Mrs. Jennifer Murray
Supervisor of Curriculum and Instruction

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Introduction

District Mission Statement

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Student Learning Standards.

Vision Statement

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

Curriculum and Instruction Vision Statement

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising K – 8 curriculum that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

21st Century Life and Careers Education Philosophy

Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. The 21st Century Life and Careers curriculum of the Westampton School District acknowledges these rapid changes by providing a flexible framework to incorporate this standards in cross-curricular platforms. Instruction of these skills will be integrated into educational methods and used to support and enhance other curricula.

In grades **K-4**, students are introduced to 21st-century life skills that are critical for personal, academic, and social development. They are also introduced to career awareness information and to basic personal financial literacy skills. Skills are integrated in cross curricular platforms that include mathematics, social studies, language arts, technology, etc.

In grades **5-8**, students continue to develop 21st-century life skills and personal financial literacy, while also exploring careers that support their academic and personal interests and aptitudes. As they prepare for the transition to high school, students are provided with opportunities to apply knowledge and skills learned in the classroom to real or simulated career challenges. Skills continue to be integrated in cross curricular platforms that include mathematics, social studies, language arts, technology, etc. Students also participate in a career school connection program through their advisory period. This period reinforces the importance of school and its relation to your future income. It also allows for students to explore careers and practice budgeting.

It is the goal of the Westampton School District to offer a comprehensive 21st Century Life and Careers curriculum. Our intent is to provide all students with the necessary skills as well as an understanding of the role of 21st century skills in our lives.

Curriculum Guide

The 21st Century Curriculum is developed to reflect the mission and vision of the Westampton Township School District. This curriculum incorporates the 2014 New Jersey Student Learning Standards.

The curriculum format and template is largely influenced by *Understanding by Design, Expanded 2nd Edition* by Grant Wiggins and Jay McTighe. As recognized experts in curriculum and instructional design, we thought it was essential to utilize their work as the foundation for building a comprehensive, practical, and user-friendly curriculum.

This curriculum guide includes instructional objectives, teaching strategies, learning activities, assessments, and resources, tools which should be utilized throughout the school year by teachers to ensure that all students receive a rigorous, standards-based instruction. However, since the backward design model acknowledges that there are many “entry points” to writing curriculum and designing units, teachers have opportunity throughout the school year to include additional information in all areas of the curriculum to ensure that there is alignment, clarity, and rigor throughout the curriculum. This curriculum is organized into broad units that can be incorporated into interdisciplinary lessons. The teachers can use this curriculum to support curriculum efforts in other areas, while developing within student, the capacity for fluency in 21st Century Life and Career Skills. The goal is to start in Kindergarten with basic fundamentals. These skills are addressed at each grade level with the goal of full exposure by the end of eighth grade.

This curriculum's use of individual units, without a direct scope and sequence in the curriculum is to allow for flexibility in the subject areas. The ability to integrate these skills into the classrooms, as well as, develop new units is the key benefit to this approach to the curriculum. Therefore, this guide is ongoing and will continue to evolve as the standards change, research changes and classroom practice determines new ways to teach students and increase student achievement. This document allows for ongoing dialogue and contributions by teachers and administrators to ensure that this guide provides the best education possible for all students.

21st Century Life and Career Skills Curriculum

Standards and Cross-Curricular Unit Correlation Grades K-8

By the end of 4th grade (K-4th):

Standard	Cross Curricular Connection/Unit
9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.	Morning Meeting K-4 Health Economics Grade 3
9.1.4.A.2 Identify potential sources of income	Morning Meeting K-4 Health Economics Grade 3
9.1.4.A.3 Explain how income affects spending and take-home pay.	Decision Making and Goal Setting 3-4 Health Economics Grade 3 Technology K-4 (spreadsheets)
9.1.4.B.1 Differentiate between financial wants and needs.	Decision Making and Goal Setting 3-4 Health Economics Grade 3
9.1.4.B.2 Identify age-appropriate financial goals.	Decision Making and Goal Setting 3-4 Health Morning Meeting K-4 Health Economics Grade 3
9.1.4.B.3 Explain what a budget is and why it is important.	Economics Grade 3 Decision Making and Goal Setting 3-4 Health
9.1.4.B.4 Identify common household expense categories and sources of income.	Economics Grade 3 Morning Meeting K-4 (Health) Technology K-4 (Spreadsheets of budgets)
9.1.4.B.5 Identify ways to earn and save.	Morning Meeting K-4 (Health) Economics Grade 3
9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.	Morning Meeting K-4 (Health) Economics Grade 3

9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).	Morning Meeting K-4 (Health) Economics Grade 3
9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.	Technology K-4 (Research) Economics Grade 3
9.1.4.C.4 Determine the relationships among income, expenses, and interest.	Economics Grade 3
9.1.4.C.5 Determine personal responsibility related to borrowing and lending.	Economics Grade 3
9.1.4.C.6 Summarize ways to avoid credit problems.	Economics Grade 3
9.1.4.D.1 Determine various ways to save.	Economics Grade 3 Morning Meeting K-4 (Health)
9.1.4.D.2 Explain what it means to “invest.”	Economics Grade 3
9.1.4.D.3 Distinguish between saving and investing	Economics Grade 3
9.1.4.E.1 Determine factors that influence consumer decisions related to money.	Economics Grade 3
9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.	Economics Grade 3
9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations	Economics Grade 3 Government Grade 3
9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.	Government, Economics Gr. 3 Community Helpers K
9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.	Morning Meeting K-4 (Health)
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and	Morning Meeting K-4 (Health) Government Grade 3

professional goals	Economics Grade 3 Community Helpers K
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.	Morning Meeting K-4 Health Community Helpers K Government Grade 3
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes	Morning Meeting K-4 (Health) Economics Grade 3
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success	Morning Meeting K-4

By the end of 8th grade (5th-8th):

Standard	Cross Curricular Connection/Unit
9.1.8.A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.	LearnDoEarn 5-8, Advisory
9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	LearnDoEarn 5-8, Advisory
9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	LearnDoEarn 5-8, Advisory
9.1.8.A.4 Relate earning power to quality of life across cultures.	LearnDoEarn 5-8, Advisory, Social Studies Gr. 8
9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.	LearnDoEarn 5-8, Advisory
9.1.8.A.6 Explain how income affects spending	LearnDoEarn 5-8, Advisory

decisions.	
9.1.8.A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits.	LearnDoEarn 5-8, Advisory
9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.	LearnDoEarn 5-8, Advisory
9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income	LearnDoEarn 5-8, Advisory
9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy.	LearnDoEarn 5-8, Advisory
9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.	LearnDoEarn 5-8, Advisory
9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.	LearnDoEarn 5-8, Advisory
9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.	LearnDoEarn 5-8, Advisory, Social Studies Gr. 7, 8
9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals	LearnDoEarn 5-8, Advisory
9.1.8.B.8 Develop a system for keeping and using financial records.	LearnDoEarn 5-8, Advisory
9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).	LearnDoEarn 5-8, Advisory
9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.	LearnDoEarn 5-8, Advisory
9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals	LearnDoEarn 5-8, Advisory

9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.	LearnDoEarn 5-8, Advisory
9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.	LearnDoEarn 5-8, Advisory, Social Studies Gr. 8
9.1.8.C.3 Compare and contrast debt and credit management strategies	LearnDoEarn 5-8, Advisory
9.1.8.C.4 Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.	LearnDoEarn 5-8, Advisory
9.1.8.C.5 Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).	LearnDoEarn 5-8, Advisory
9.1.8.C.6 Determine ways to leverage debt beneficially.	LearnDoEarn 5-8, Advisory
9.1.8.C.7 Determine potential consequences of using “easy access” credit (e.g., using a line of credit vs. obtaining a loan for a specific purpose).	LearnDoEarn 5-8, Advisory
9.1.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrowers’ credit report rights.	LearnDoEarn 5-8, Advisory
9.1.8.C.9 Summarize the causes and consequences of personal bankruptcy.	LearnDoEarn 5-8, Advisory
9.1.8.C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.	LearnDoEarn 5-8, Advisory
9.1.8.D.1 Determine how saving contributes to financial well-being.	LearnDoEarn 5-8, Advisory
9.1.8.D.2 Differentiate among various savings tools and how to use them most effectively.	LearnDoEarn 5-8, Advisory

9.1.8.D.3 Differentiate among various investment options	LearnDoEarn 5-8, Advisory
9.1.8.D.4 Distinguish between income and investment growth.	LearnDoEarn 5-8, Advisory, Social Studies Gr. 8
9.1.8.D.5 Explain the economic principle of supply and demand.	LearnDoEarn 6-8, Social Studies Gr. 7, 8
9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions	LearnDoEarn 5-8, Advisory
9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.	LearnDoEarn 5-8, Advisory
9.1.8.E.3 Compare and contrast product facts versus advertising claims.	LearnDoEarn 5-8, Advisory, Social Studies Gr. 7, 8
9.1.8.E.4 Prioritize personal wants and needs when making purchases.	LearnDoEarn 5-8, Advisory
9.1.8.E.5 Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.	LearnDoEarn 5-8, Advisory Math Gr. 7, 8
9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	LearnDoEarn 5-8, Advisory Math Gr. 7, 8
9.1.8.E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.	LearnDoEarn 5-8, Advisory
9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.	LearnDoEarn 5-8, Advisory, Social Studies Gr. 7, 8
9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.	LearnDoEarn 5-8, Advisory, Social Studies Gr. 7, 8
9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial	LearnDoEarn 5-8, Advisory

decisions.	
9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.	LearnDoEarn 5-8, Advisory
9.1.8.G.1 Explain why it is important to develop plans for protecting current and future personal assets against loss.	LearnDoEarn 5-8, Advisory, Social Studies Gr. 8
9.1.8.G.2 Determine criteria for deciding the amount of insurance protection needed.	LearnDoEarn 5-8, Advisory
9.1.8.G.3 Analyze the need for and value of different types of insurance and the impact of deductibles.	LearnDoEarn 5-8, Advisory
9.1.8.G.4 Evaluate the need for different types of extended warranties.	LearnDoEarn 5-8, Advisory
9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.	LearnDoEarn 5-8, Advisory
9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.	LearnDoEarn 5-8, Advisory
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	LearnDoEarn 5-8, Advisory
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	LearnDoEarn 5-8, Advisory
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online	LearnDoEarn 5-8, Advisory
9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements	LearnDoEarn 5-8, Advisory

to enter the workforce.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	LearnDoEarn 5-8, Advisory Technology 5-8

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Grade K-4 Content Area: 21st Century Life and Careers

Theme/Unit: Government Structures	Suggested Sequence: 1 Marking Period
<p>Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP3. Attend to personal health and financial well-being</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environment, social and economic impacts of decisions</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP7. Employ valid and reliable research strategies</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP9. Model integrity, ethical leadership and effective management</p> <p>CRP10. Plan education and career paths aligned to personal goals</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while suing cultural global competence</p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p> <p>9.1.4.A.2 Identify potential sources of income</p> <p>9.1.4.A.3 Explain how income affects spending and take-home pay</p> <p>9.1.4.B.1 Differentiate between financial wants and needs</p> <p>9.1.4.B.2 Identify age-appropriate financial goals</p> <p>9.1.4.3 Explain what a budget is and why it is important</p> <p>9.1.4.B.4 Identify common household expense categories and sources of income</p> <p>9.1.4.B.5 Identify ways to earn and save</p> <p>9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.</p> <p>9.1.4.C.2 Identify common sources of credit (e.g. banks, credit card companies) and types of credit (e.g. loans, credit cards, mortgages)</p> <p>9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each</p> <p>9.1.4.C.4 Determine the relationships among income, expense, and interest</p> <p>9.1.4.C.5 Determine personal responsibility related to borrowing and lending.</p> <p>9.1.4.C.6 Summarize ways to avoid credit problems</p> <p>9.1.4.D.1 Determine various ways to save</p> <p>9.1.4.D.2 Explain what it means to invest</p> <p>9.1.4.D.3 Distinguish between saving and investing</p> <p>9.1.4.E.1 Determine factors that influence consumer decisions related to money</p> <p>9.1.4.E.2 Apply comparison shopping skills to purchasing decisions</p> <p>9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations</p> <p>9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes</p>	
<p>Big Ideas: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.</p>	
<p>Essential Questions: What is the government and what can it do?</p>	<p>Enduring Understandings: Societies require rules, laws, and government. Citizens can influence government in many ways if they choose to participate.</p>

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Grade K-4 Content Area: 21st Century Life and Careers

Knowledge, Skills, and Instructional Objectives:

SWBAT:

- analyze the functions of the different branches of government.
- investigate the services provided by local, state and national government

Instructional Materials/Resources:

Harcourt Brace textbook

Suggested Vocabulary:

Petition
Council
Election
Governor
Public property
Private property
Congress
Supreme Court

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Local Government; services provided, mayor, town council,
- Compare Iroquois Belt, the Mayflower Compact, and the Constitution
- State Government; Governor, Capital, Jury, Judge, Services
- National Government; 3 Branches of Government – Roles and duties

Extension Strategies/Activities:

3 Branches of Government Poster
Write a letter to politician

Modification Strategies/Activities:

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate form of assessment IE: projects, dioramas
- Pair low level readers with high level readers
- Retell story by drawing or speaking
- Visual aides
- Advance notice for tests
- Provide a copy of notes
- Books on tape

Cross-curricular Connections/Standards:

NJSLS:

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Grade K-4 Content Area: 21st Century Life and Careers

- 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
- 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Reading: Informational Text

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Determine the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently

Suggested Assessments:

Performance Task: Unit Book Tests

Other Assessment Evidence: Worksheets, Posters, Letter

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Grade K-4 Content Area: 21st Century Life and Careers

Theme/Unit: Economics	Suggested Sequence: 1 Marking Period
<p>NJSLS: Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environment, social and economic impacts of decisions 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 suing cultural global competence</p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. 9.1.4.A.2 Identify potential sources of income 9.1.4.A.3 Explain how income affects spending and take-home pay 9.1.4.B.1 Differentiate between financial wants and needs 9.1.4.B.2 Identify age-appropriate financial goals 9.1.4.3 Explain what a budget is and why it is important 9.1.4.B.4 Identify common household expense categories and sources of income 9.1.4.B.5 Identify ways to earn and save 9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt. 9.1.4.C.2 Identify common sources of credit (e.g. banks, credit card companies) and types of credit (e.g. loans, credit cards, mortgages) 9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each 9.1.4.C.4 Determine the relationships among income, expense, and interest 9.1.4.C.5 Determine personal responsibility related to borrowing and lending. 9.1.4.C.6 Summarize ways to avoid credit problems 9.1.4.D.1 Determine various ways to save 9.1.4.D.2 Explain what it means to invest 9.1.4.D.3 Distinguish between saving and investing 9.1.4.E.1 Determine factors that influence consumer decisions related to money 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions 9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations</p>	

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Grade K-4 Content Area: 21st Century Life and Careers

- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes

Big Ideas:

An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world. The study of economics fosters an understanding of the management of resources in the global, public, and private sectors and in individual decision making.

Essential Questions:

- How is price determined?
- Why is the United States economically prosperous?

Enduring Understandings:

- Supply and demand is a basic economic principle in a capitalist society.
- The rise of the standard of living in the United States is determined by a variety of factors.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- explain the relationship between natural resources of the United States and its development as a trade center
- analyze the role of ports in international trade
- describe the choices families had to make during the Great Depression
- explain that trading goods and services brings income to individuals as well as countries
- define the term currency
- list items produced and manufactured in New Jersey

Instructional Materials/Resources:

Houghton Mifflin New Jersey Studies, online resources, leveled readers

Suggested Vocabulary:

Stock market, depression, unemployment, goods, services, supply, demand, economy, earning, saving, money, producer, consumer, export, import

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Internet—follow stocks

Recommended Instructional Activities:

- Tell why the stock market crashed in 1929 and how it led to the Great Depression
- Describe the hardships families faced during the Great Depression
- Compare/contrast goods and services

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Grade K-4 Content Area: 21st Century Life and Careers

- Tell how New Jersey's natural resources dictate the types of jobs available within the state
- Describe the relationship between supply and demand
- Tell the importance of earning and saving
- Describe the relationship between producers and consumers
- Tell why New Jersey's ports are important and describe their role in imports and exports
- Describe the elements of a business

Extension Strategies/Activities:

Create own budget and expense spreadsheets to track earnings and spending

Modification Strategies/Activities:

- Highlighting text and important information
- Books/resources on tape
- Leveled readers
- Reading windows
- Multiple hands on activities
- Pair visual learners with auditory learners
- Provide alternate forms of assessment including; projects, dioramas, presentations
- Pair lower readers with higher readers
- Retell important events through drawing or oral presentations
- Use of visual aids
- Study guides for tests
- Advance notice of tests

Cross-curricular Connections/Standards:

Social Studies

6.1.4.C.4 Describe how supply and demand influence price and output of products.

6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.

6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.

6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

Reading: Informational Text

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Determine the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently

Suggested Assessments:

Performance Task:

- ✓ Venn Diagram of goods/services

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Curriculum Guide

Grade K-4 Content Area: 21st Century Life and Careers

- ✓ Lists of imports and exports
- ✓ Student created mini-economy

Other Assessment Evidence:

- ✓ Student participation and responses
- ✓ Chapter/Unit Test

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Grade 5-8 Content Area: 21st Century Life and Careers

Theme/Unit: Get Down to Business	Suggested Sequence: Five 20 minute consecutive classes at any point in the year
NJSLS: Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. 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. 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power. 9.1.8.A.6 Explain how income affects spending decisions. 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions. 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	
Big Ideas: <ul style="list-style-type: none">Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices. All students will demonstrate critical life skills in order to be functional members of society.	
Essential Questions: How do I decide what I want to be and how do I prepare for my career? How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?	Enduring Understandings: Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction. Personal actions today and tomorrow may have an effect on future employment.
Knowledge, Skills, and Instructional Objectives: SWBAT: <ul style="list-style-type: none">Tell why it is important to begin thinking about their future and career nowIdentify various job/careers which may interest themDiscuss job opportunities with others (through interviews) and determine skills needed to obtain those jobsSurvey other students to determine their career interestsCreate a newspaper article describing two possible jobs the student is interested in and tell the aspects of each	

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Grade 5-8 Content Area: 21st Century Life and Careers

Instructional Materials/Resources: <ul style="list-style-type: none">• <i>Get Down</i> power point presentation• Career Informational Pamphlets• List of various employers in the area	Suggested Vocabulary: Career, vocation, ability, survey, interview Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment
Recommended Instructional Activities: <ul style="list-style-type: none">• Review the <i>Get Down</i> power point with the students• Brainstorm various different types of careers/jobs currently in demand• Determine the types of opportunities within the surrounding area• Create a survey for students to use to determine the interests of their fellow classmates• Brainstorm specific careers that interest each student• Identify people within the community within each career interest• Create a series of interview questions which the students will use to obtain more information about each career• Create a newspaper article from the information gained from the interviews to highlight each career and determine a possible career path for each student• Present the article to the class	
Extension Strategies/Activities: Create a multimedia presentation highlighting the chosen career, utilizing the information gained during the interview	Modification Strategies/Activities: Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer
Cross-curricular Connections/Standards: W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation Math:6.SP.2: Develop understanding of statistical variability	

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Grade 5-8 Content Area: 21st Century Life and Careers

Guidance Career Development Standards

Standard A: Develop Career Awareness, Develop Employee Readiness

Standard B: Acquire Career Information, Identify Career Goals

Standard C: Acquire Knowledge to Achieve Career Goals

Suggested Assessments:

Performance Task:

- Completed student led survey
- Completed interviews
- Completed newspaper article

Other Assessment Evidence:

- Student participation & presentation
- Student interaction with community members

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Grade 5-8 Content Area: 21st Century Life and Careers

Theme/Unit: Only You are the Boss of You	Suggested Sequence: Five 20 minute consecutive classes at any point in the year
<p>NJSLS: Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. 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. 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power. 9.1.8.A.6 Explain how income affects spending decisions. 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions. 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices. All students will demonstrate critical life skills in order to be functional members of society.	
<p>Essential Questions: How do I decide what I want to be and how do I prepare for my career? How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers? Why do I need to be accountable?</p>	<p>Enduring Understandings: Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction. An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money. Personal actions today and tomorrow may have an effect on future employment.</p>

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Grade 5-8 Content Area: 21st Century Life and Careers

Knowledge, Skills, and Instructional Objectives:

SWBAT:

- Identify why it is important to stay in school to achieve career goals
- Identify various job/careers which may interest them through the use of O*Net or the New Jersey State Career Development Website
- Discuss job opportunities with others (through interviews) and determine skills needed to obtain those jobs
- Create a graph and research paper detailing the types of skills needed for success within the workplace

Instructional Materials/Resources:

- *Only You* power point presentation
- Career Informational Pamphlets
- List of various employers in the area
- Access to O*Net and the New Jersey State Career Development Website

Suggested Vocabulary:

Career, vocation, ability, success, workplace

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Review the *Only You* power point with the students
- Access O*Net and/or the New Jersey State Career Development Website to develop a list of careers which may interest each student
- Brainstorm various different types of careers/jobs currently of interest to each student
- Determine the types of opportunities within the surrounding area
- Identify people within the community within each career interest
- Create a series of interview questions which the students will use to obtain more information about each career and the requirements from a minimum of 5 individuals (not family members or teachers)
- Create a chart and research paper identifying the effort and education needed to obtain each career and why education and effort is important to achieving career goals
- Present findings to the class

Extension Strategies/Activities:

Create a multimedia presentation highlighting the need for continued education, utilizing the information gained during the interview

Modification Strategies/Activities:

Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer

Cross-curricular Connections/Standards:

Language Arts:

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by

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Grade 5-8 Content Area: 21st Century Life and Careers

planning, revising, editing, rewriting, or trying a new approach

W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation

Math: 6.SP.2: Develop understanding of statistical variability

Guidance: Career Development Standards

Standard A: Develop Career Awareness, Develop Employee Readiness

Standard B: Acquire Career Information, Identify Career Goals

Standard C: Acquire Knowledge to Achieve Career Goals

Suggested Assessments:

Performance Task:

- Completed student interviews
- Completed educational graph
- Completed Research paper

Other Assessment Evidence:

- Student participation & presentation
- Student interaction with community members

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Grade 5-8 Content Area: 21st Century Life and Careers

Theme/Unit: Be Great By Eight!	Suggested Sequence: Five 20 minute consecutive classes at any point in the year
<p>NJSLS: Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. 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. 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power. 9.1.8.A.6 Explain how income affects spending decisions. 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions. 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices. All students will demonstrate critical life skills in order to be functional members of society.	
<p>Essential Questions: How do I decide what I want to be and how do I prepare for my career?</p>	<p>Enduring Understandings: Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for</p>

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Grade 5-8 Content Area: 21st Century Life and Careers

<p>How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?</p> <p>Why do I need to be accountable?</p> <p>How do I decide or make choices?</p> <p>How do family, school, community and workplace influence an individual's character and ethics?</p>	<p>personal and professional growth and satisfaction.</p> <p>An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.</p> <p>Personal actions today and tomorrow may have an effect on future employment.</p> <p>Choices we make as individuals affect self, family, community and the world.</p> <p>One's character and ethics are constantly being challenged and are ever-changing and evolving.</p>
<p>Knowledge, Skills, and Instructional Objectives: SWBAT:</p> <ul style="list-style-type: none"> • Identify why it is important to stay in school to achieve career goals • Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant • Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • <i>Great By Eight</i> power point presentation • Career Informational Pamphlets • Access to O*Net and the New Jersey State Career Development Website • Various professional magazines to showcase professional dress and attitude 	<p>Suggested Vocabulary: Career, income, success, workplace, entrepreneurship</p> <p>Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Review the <i>Great By Eight</i> power point with the students • Review career pamphlets and professional magazines to observe how various professionals dress and present themselves • Discuss how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant • Brainstorm various different types of careers/jobs currently of interest to each student • Determine how the situation presented will affect each person involved • Identify ways each person could improve her earning potential 	
<p>Extension Strategies/Activities:</p> <p>Create a multimedia presentation highlighting the appropriate personal behavior, dress, attitudes, and other choices can impact the success or failure of a job</p>	<p>Modification Strategies/Activities:</p> <p>Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses,</p>

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Grade 5-8 Content Area: 21st Century Life and Careers

applicant utilizing the information gained	reword and clarify instructions as needed, peer tutoring, utilize computer
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Cross-curricular Connections/Standards:
Language Arts
W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
W.7.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
Guidance Career Development Standards
Standard A: Develop Career Awareness, Develop Employee Readiness
Standard B: Acquire Career Information, Identify Career Goals
Standard C: Acquire Knowledge to Achieve Career Goals

Suggested Assessments:
Performance Task:

- Completed discussion and writing indicating how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant

Other Assessment Evidence:

- Student participation & presentation

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Grade 5-8 Content Area: 21st Century Life and Careers

**Theme/Unit: Grade 7
Transitions and Transcripts**

**Suggested Sequence:
Two 45 minute consecutive classes at any
point in the year**

NJSLS:

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

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.

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.A.6 Explain how income affects spending decisions.

9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions

9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

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Grade 5-8 Content Area: 21st Century Life and Careers

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Big Ideas:

- Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices. All students will demonstrate critical life skills in order to be functional members of society.

Essential Questions:

How do I decide what I want to be and how do I prepare for my career?

How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?

Why do I need to be accountable?

How do I decide or make choices?

How do family, school, community and workplace influence an individual's character and ethics?

Enduring Understandings:

Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction.

An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.

Personal actions today and tomorrow may have an effect on future employment.

Choices we make as individuals affect self, family, community and the world.

One's character and ethics are constantly being challenged and are ever-changing and evolving.

Knowledge, Skills, and Instructional Objectives:

SWBAT:

- Identify that a person will have multiple jobs throughout his/her career and will need to obtain a variety of skills to be successful
- Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant
- Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income
- Create a list of goals that can be achieved now that will impact future hiring and career potential

Instructional Materials/Resources:

- *Transitions and Transcripts* power point

Suggested Vocabulary:

Career, income, success, workplace, entrepreneurship, competition, demand

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Grade 5-8 Content Area: 21st Century Life and Careers

<p>presentation</p> <ul style="list-style-type: none">• Access to O*Net and the New Jersey State Career Development Website• Various professional magazines to showcase professional dress and attitude	<p>Technology:</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none">• Review the <i>Transitions and Transcripts</i> power point with the students• Review career pamphlets and professional magazines to observe how various professionals dress and present themselves• Discuss how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant• Brainstorm things that can be accomplished now which will impact the way an future employer will view past history of the student• Create a list of goals to be accomplished now to help ensure future success• Write a letter to other students sharing the goals and keys to success	
<p>Extension Strategies/Activities:</p> <p>Create a multimedia presentation highlighting the appropriate personal behavior, dress, attitudes, and other choices can impact the success or failure of a job or college applicant utilizing the information gained</p>	<p>Modification Strategies/Activities:</p> <p>Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer</p>
<p>Cross-curricular Connections/Standards:</p> <p>Language Arts</p> <p>W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>W.7.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>Guidance: Career Development Standards</p> <p>Standard A: Develop Career Awareness, Develop Employee Readiness</p> <p>Standard B: Acquire Career Information, Identify Career Goals</p> <p>Standard C: Acquire Knowledge to Achieve Career Goals</p>	
<p>Suggested Assessments:</p> <p>Performance Task:</p> <ul style="list-style-type: none">• Completed discussion indicating how personal behavior, dress, attitudes, and other choices can impact	

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Grade 5-8 Content Area: 21st Century Life and Careers

the success or failure of a job/career applicant

- Letter to other middle school students including the determined goals

Other Assessment Evidence:

- Student participation & presentation

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Grade 5-8 21st Century Life and Careers

Theme/Unit: Maintain a Singular Focus	Suggested Sequence: Five 20 minute consecutive classes at any point in the year
<p>NJSLS: Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. 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. 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power. 9.1.8.A.6 Explain how income affects spending decisions. 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions. 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices. All students will demonstrate critical life skills in order to be functional members of society.	
<p>Essential Questions: How do I decide what I want to be and how do I prepare for my career? How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers? Why do I need to be accountable? How do I decide or make choices? How do family, school, community and workplace influence an individual's character and ethics?</p>	<p>Enduring Understandings: Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction. An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money. Personal actions today and tomorrow may have an effect on future employment. Choices we make as individuals affect self, family,</p>

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Grade 5-8 21st Century Life and Careers

community and the world.

One's character and ethics are constantly being challenged and are ever-changing and evolving.

Knowledge, Skills, and Instructional Objectives:

SWBAT:

- Identify why it is important to stay in school to achieve career goals
- Create a list of things which a student needs to learn before becoming an adult within society
- Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income

Instructional Materials/Resources:

- *Maintain a Singular Focus* power point presentation
- Career Informational Pamphlets
- Access to O*Net and the New Jersey State Career Development Website
- Various professional magazines to showcase professional dress and attitude

Suggested Vocabulary:

Career, income, success, workplace, entrepreneurship

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Review the *Maintain a Singular Focus* power point with the students
- Review career pamphlets and professional magazines to observe how various professionals dress and present themselves and show examples of “model adults”
- Discuss how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant
- Brainstorm various things a person needs to learn before becoming an adult (both academic and personal)

Extension Strategies/Activities:

Create a multimedia presentation highlighting the various items contained within the list and the impact they have on the success or failure of a job applicant utilizing the information gained

Modification Strategies/Activities:

Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer

Cross-curricular Connections/Standards:

Language Arts

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

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W.7.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Guidance Career Development Standards

Standard A: Develop Career Awareness, Develop Employee Readiness

Standard B: Acquire Career Information, Identify Career Goals

Standard C: Acquire Knowledge to Achieve Career Goals

Suggested Assessments:

Performance Task:

- Completed list of skills needed to become a successful adult

Other Assessment Evidence:

- Student participation & presentation

Theme/Unit:

Things to Know As You Go

Suggested Sequence:

Five 20 minute consecutive classes, Early Fall, Possible First Presentation

NJSLS:

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

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.

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.A.6 Explain how income affects spending decisions.

9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions

9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter

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the workforce.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Big Ideas:

- Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices. All students will demonstrate critical life skills in order to be functional members of society.

Essential Questions:

How do I decide what I want to be and how do I prepare for my career?

How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?

Why do I need to be accountable?

How do I decide or make choices?

How do family, school, community and workplace influence an individual's character and ethics?

Enduring Understandings:

Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction.

An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.

Personal actions today and tomorrow may have an effect on future employment.

Choices we make as individuals affect self, family, community and the world.

One's character and ethics are constantly being challenged and are ever-changing and evolving.

Knowledge, Skills, and Instructional Objectives:

SWBAT:

- Identify why it is important to stay in school to achieve career goals
- Identify personal and work ethics
- Brainstorm personal and work ethics and how they impact a student's future and career choices
- Relate how education choices, skills, and entrepreneurship affect career choices
- Create a personal narrative detailing personal and work ethics

Instructional Materials/Resources:

- *Things to Know As You Go* power point presentation

Suggested Vocabulary:

Character, integrity, determination, perseverance, courage, leadership, discretion, tolerance, honesty, reliability, trustworthiness

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- Career Informational Pamphlets
- Eighth Grader Commitment Card

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Review the *Things To Know As You Go* power point with the students
- Identify personal and work ethics
- Brainstorm personal and work ethics and how they impact a student's future and career choices
- Relate how education choices, skills, and entrepreneurship affect career choices
- Review the various ethical vocabulary words
- Create a personal narrative detailing personal and work ethics using the vocabulary words
- Complete the Eighth Grader Commitment Card

Extension Strategies/Activities:

Create a multimedia presentation detailing various personal and work ethics

Modification Strategies/Activities:

Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer

Cross-curricular Connections/Standards:

Language Arts

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

W.8.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Guidance Career Development Standards

Standard A: Develop Career Awareness, Develop Employee Readiness

Standard B: Acquire Career Information, Identify Career Goals

Standard C: Acquire Knowledge to Achieve Career Goals

Suggested Assessments:

Performance Task:

- Completed personal narrative
- Completed Commitment Card

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Other Assessment Evidence:

- Student participation & presentation

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Theme/Unit: Choose the Right Course	Suggested Sequence: Five 20 minute consecutive classes before the selection of high school courses
<p>NJSLS:</p> <p>Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.</p> <p>9.1.8.A.6 Explain how income affects spending decisions.</p> <p>9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions</p> <p>9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.</p> <p>9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices. All students will demonstrate critical life skills in order to be functional members of society.	
<p>Essential Questions:</p> <p>How do I decide what I want to be and how do I prepare for my career?</p> <p>How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?</p> <p>Why do I need to be accountable?</p> <p>How do I decide or make choices?</p> <p>How do family, school, community and workplace</p>	<p>Enduring Understandings:</p> <p>Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction.</p> <p>An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.</p> <p>Personal actions today and tomorrow may have an effect on future employment.</p>

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influence an individual's character and ethics?	Choices we make as individuals affect self, family, community and the world. One's character and ethics are constantly being challenged and are ever-changing and evolving.
Knowledge, Skills, and Instructional Objectives: SWBAT: <ul style="list-style-type: none">• Identify why it is important to stay in school to achieve career goals• Identify how careers have changed over the past years• Create a list of courses which are necessary for success within the changing workplace• Relate how education choices, skills, and entrepreneurship affect career choices	
Instructional Materials/Resources: <ul style="list-style-type: none">• <i>Choose the Right Course</i> power point presentation• Career Informational Pamphlets• Access to O*Net and the New Jersey State Career Development Website• Various professional magazines	Suggested Vocabulary: Career, income, success, workplace, entrepreneurship Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Recommended Instructional Activities: <ul style="list-style-type: none">• Review the <i>Choose the Right Course</i> power point with the students• Review how careers and skills needed for success have changed over the past years• Discuss how class choice impacts future career opportunities• Brainstorm ways to persuade someone to choose a different course path• Create a persuasive letter to show the importance of choosing the more rigorous courses in high school	
Extension Strategies/Activities: Create a multimedia presentation highlighting how careers have changed and the skills now needed for success	Modification Strategies/Activities: Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer
Cross-curricular Connections/Standards: Language Arts W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach W.8.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the	

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inquiry when appropriate.

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Guidance Career Development Standards

Standard A: Develop Career Awareness, Develop Employee Readiness

Standard B: Acquire Career Information, Identify Career Goals

Standard C: Acquire Knowledge to Achieve Career Goals

Guidance Academic Development Standards

Standard A: Academic Development

Standard B: Plan to Achieve Goals

Standard C: Relate School to Life

Suggested Assessments:

Performance Task:

- List of Courses important for individual student success
- Completed a persuasive letter demonstrating the importance of rigorous courses

Other Assessment Evidence:

- Student participation & presentation

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Theme/Unit: Graduation is Worth It	Suggested Sequence: Five 20 minute consecutive classes
<p>NJSLS: Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. 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. 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power. 9.1.8.A.6 Explain how income affects spending decisions. 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions. 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices. All students will demonstrate critical life skills in order to be functional members of society.	
<p>Essential Questions: How do I decide what I want to be and how do I prepare for my career?</p>	<p>Enduring Understandings: Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for</p>

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<p>How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?</p> <p>Why do I need to be accountable?</p> <p>How do I decide or make choices?</p> <p>How do family, school, community and workplace influence an individual's character and ethics?</p>	<p>personal and professional growth and satisfaction.</p> <p>An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.</p> <p>Personal actions today and tomorrow may have an effect on future employment.</p> <p>Choices we make as individuals affect self, family, community and the world.</p> <p>One's character and ethics are constantly being challenged and are ever-changing and evolving.</p>
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>SWBAT:</p> <ul style="list-style-type: none">• Identify why it is important to stay in school to achieve career goals• Identify how careers have changed over the past years• Identify the correlation between level of education and level of income and earning potential• Relate how education choices, skills, and entrepreneurship affect career choices and earning potential	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none">• <i>Tassel is Worth the Hassel</i> power point presentation• Career Informational Pamphlets• Access to O*Net and the New Jersey State Career Development Website• Various professional magazines	<p>Suggested Vocabulary:</p> <p>Career, income, success, workplace, entrepreneurship, earning potential</p> <p>Technology:</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none">• Review the <i>Tassel is Worth the Hassel</i> power point with the students• Review how careers and skills needed for success have changed over the past years• Discuss how class choice impacts future career opportunities and earning potential• Determine the difference between a “job” and “career” and the earning potential/educational level required for each• Determine the correlation between level of education and earning potential• Write a one page essay describing the correlation and how it relates to the students plan for the future (courses, careers, etc.)	
<p>Extension Strategies/Activities:</p> <p>Create a multimedia presentation highlighting how careers have changed and how educational choices impact future earning potential</p>	<p>Modification Strategies/Activities:</p> <p>Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer</p>

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tutoring, utilize computer

Cross-curricular Connections/Standards:

Language Arts

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

W.8.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Math

8.EE.5: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

8.F.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph.

Guidance Career Development Standards

Standard A: Develop Career Awareness, Develop Employee Readiness

Standard B: Acquire Career Information, Identify Career Goals

Standard C: Acquire Knowledge to Achieve Career Goals

Guidance Academic Development Standards

Standard A: Academic Development

Standard B: Plan to Achieve Goals

Standard C: Relate School to Life

Suggested Assessments:

Performance Task:

- Graph illustrating the correlation between level of education and earning potential
- Completed one page essay describing the correlation and how it relates to the students plan for the future (courses, careers, etc.)

Other Assessment Evidence:

- Student participation & presentation

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Theme/Unit: Beyond Academics	Suggested Sequence: Five 20 minute consecutive classes, Anytime
<p>NJSLS:</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. 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> <p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power. 9.1.8.A.6 Explain how income affects spending decisions. 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions. 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	
<p>Big Ideas: Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices. All students will demonstrate critical life skills in order to be functional members of society.</p>	
<p>Essential Questions: How do I decide what I want to be and how do I prepare for my career? How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers? Why do I need to be accountable? How do I decide or make choices?</p>	<p>Enduring Understandings: Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction. An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money. Personal actions today and tomorrow may have an effect on future employment.</p>

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How do family, school, community and workplace influence an individual's character and ethics?	Choices we make as individuals affect self, family, community and the world. One's character and ethics are constantly being challenged and are ever-changing and evolving.
Knowledge, Skills, and Instructional Objectives: SWBAT: <ul style="list-style-type: none">• Identify why it is important to stay in school to achieve career goals• Identify personal and work character traits• Brainstorm personal and work character traits and how they impact a student's future and career choices• Relate how education choices, skills, and entrepreneurship affect career choices• Create a list of personal and work traits and detail their understanding of each	
Instructional Materials/Resources: <ul style="list-style-type: none">• <i>Beyond Academics</i> power point presentation	Suggested Vocabulary: Character, integrity, determination, perseverance, courage, leadership, discretion, tolerance, honesty, reliability, trustworthiness Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Recommended Instructional Activities: <ul style="list-style-type: none">• Review the <i>Beyond Academics</i> power point with the students• Review personal and work ethics• Identify personal and work character traits• Brainstorm personal and work character traits and how they impact a student's future and career choices• Relate how education choices, skills, and entrepreneurship affect career choices• Review the various ethical vocabulary words• Create a list of personal and work traits• Write a paragraph showing understanding of each	
Extension Strategies/Activities: Create a multimedia presentation detailing various personal and work character traits	Modification Strategies/Activities: Books on tape, visual clues, study guide, modified expectations, modified assessments, modified homework and assignments, not accountable for spelling in non-content areas, allow oral responses, reword and clarify instructions as needed, peer tutoring, utilize computer
Cross-curricular Connections/Standards: Language Arts W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

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W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

W.8.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Guidance Career Development Standards

Standard A: Develop Career Awareness, Develop Employee Readiness

Standard B: Acquire Career Information, Identify Career Goals

Standard C: Acquire Knowledge to Achieve Career Goals

Guidance Academic Development Standards

Standard A: Academic Development

Standard B: Plan to Achieve Goals

Standard C: Relate School to Life

Suggested Assessments:

Performance Task:

- Completed list of traits
- Description of each

Other Assessment Evidence:

- Student participation & presentation

Support Documents

Board Policies Applicable to Curriculum

2110 PHILOSOPHY OF EDUCATION

The Westampton Township Public Schools will provide a high quality, age appropriate educational experience that empowers children to reach their academic potentials, become well-rounded individuals and develop a love for learning within a safe, secure, nurturing social and academic environment.

The social environment is one which fosters: risk taking; development of positive self-concept; individuality; respect for diversity; social consciousness; positive social interaction, and encourages students to expand their roles as active participants in their community and world.

The academic environment will provide increased opportunities for students to: value learning; develop as creative and critical thinkers and problem solvers in both academic and social situations; and make critical connections between present learning and the world around them.

Adopted: November 2008

2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board adopts the following goals and objectives for the operation of the educational program of the school district.

- Develop skills in reading, writing, speaking and listening.
- Develop skills in mathematics, science and computer science.
- Develop pride in work and a feeling of self-worth.
- Develop good character and self-respect.
- Gain a general education.
- Learn how to examine and use information.
- Learn to respect and get along with people with whom we work and live.
- Develop a desire for learning now and in the future.
- Learn about and try to understand the changes that take place in the world.
- Learn how to respect and get along with people who think, dress, and act differently.
- Learn how to be a good citizen.
- Understand and practice democratic ideas and ideals.
- Understand and practice the skills of family living.
- Learn how to be a good manager of money, property and resources.
- Learn how to use leisure time.
- Practice and understand the ideas of health and safety.
- Appreciate culture and beauty in the world.
- Develop skills to enter a specific field of work.
- Gain information needed to make job selections.

N.J.A.C. 6:8-2.1

N.J.S.A. 18A:7A-7

Adopted: October 2014

2200 CURRICULUM CONTENT

M

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Student Learning Standards, Indicators and Frameworks.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs that the curriculum be consistent with the educational goals and objectives of this district and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Student Learning Standards, including but not limited to:

1. Preparation of all pupils for employment or post secondary study upon graduation from high school.
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey) and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;
6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;
7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;
8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;

9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

N.J.A.C. 6:29-4.1; 6:29-6.6

Adopted: 17 October 2002

2210 CURRICULUM DEVELOPMENT

M

The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
4. Does it include the criteria by which progress can be measured?
5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
6. Has a curriculum guide been completed? If not, when can it be expected?
7. Have the associated textbooks been recommended to the Board?
8. Have the costs and time of implementation been reviewed, including inservice training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 2 May 2000

2220 ADOPTION OF COURSES

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The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.
2. Adopt additional core content standards to meet the changing needs of pupils and the community.
3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;
2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
3. Provide for continuous learning through effective articulation;
4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
5. Provide all pupils guidance and counseling to assist in career and academic planning;
6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;
7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
8. Provide compensatory education programs for pupils, pursuant to law and regulation;
9. Provide all pupils equal educational opportunity, pursuant to law and regulation;
10. Provide career awareness and vocational education, pursuant to law and regulation;
11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1; 18A:35-1 et seq.

N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

2230 COURSE GUIDES

M

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection. Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 2 May 2000

Curriculum Revision Commentary

In order to achieve the district's philosophy of high quality educational experiences for all students, curriculum review and revision must become an ongoing process in Westampton Township Public Schools.

Recommended 5 Year Cycle - In an effort to streamline the process for future curriculum review and revision, the following five-year curriculum revision cycle will be implemented:

Year 1: Curriculum Evaluation and Development

- Examine the state statues, state administrative code, and board policy to ensure compliance and develop direction for curriculum revision.
- Research current data, trends, and best practices in the content area.
- Complete curriculum audit, including teacher surveys and discussions, to determine curriculum strengths and areas of concern
- Develop K-8 curriculum maps in the respective content area
- Determine learning outcomes, and assessments based on state standards
- Select and purchase new programs and materials, if necessary
- Plan district wide articulation sessions focusing on new initiatives

Year 2: Initial Implementation and Revision

- Create a new curriculum draft
- Plan professional development to facilitate the implementation of new instructional practices and programs relative to the new curriculum.
- Provide professional development for administrators to support the implementation and supervision of new curriculum.
- Use teacher feedback and recommendation to support revisions of the curriculum draft.
- Include additional instructional activities, cross-curricular connections and technology to move the document from being a work in progress to a finished product.
- Begin collecting and analyzing data to determine impact of new curriculum on student learning.

Years 3 and 4: Full Implementation

- Implement revisions to the curriculum
- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.

Year 5: Full Implementation/Revision Planning

- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.
- Plan for new curriculum revision cycle/curriculum evaluation and development.

It is important to note, however, that recent changes in NJ legislature states that if the NJSLS standards change, no district will be allowed to wait until they are in a curriculum revision year (i.e. year 5 of a five-

year curriculum revision cycle) to revise the affected curriculum. Districts will have twelve months from the date the new standards are adopted to update and amend their curriculum documents.

**Westampton Township School District
Lesson Plan Template**

Teacher:

Subject:

Week Of:

M__ T__ W__ T__ F__

1. Standards:

2. Essential Questions:

3. Enduring Understandings:

4. Objectives:

5. Assessment of Objectives:

6. Material/Resources:

7. Instructional Strategies:

8. Support for Special Needs:

9. Closure Activity:

10. Homework:

**Westampton Township School District
Curriculum Map Template**

School:
Teacher:

Subject:
Grade Level:

MONTH/YEAR	ESSENTIAL QUESTIONS	CONTENT/CONCEPT	SKILLS	ASSESSMENT	SUGGESTED ACTIVITIES/RESOURCES

Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

Introduction

The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.

In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.

While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.

– Carol Ann Tomlinson, How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classroom contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

Practices that Support Students with Various Needs

(Students include those supported under the umbrella of Special Education. 504 students and at-risk students)

Student Motivation

Rationale: Some students with disabilities and struggling learners may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

Purpose:

Create interest
Develop persistence
Build confidence
Promote enjoyment
Foster independence

Strategies:

Personally meaningful activity
Activity choice
Hands-on, multimodal activities
"Doable" tasks
Attention to learning style
Student involvement in goal setting
Modified assessment activities
Choice to work with others or alone

Instructional Presentation

Rationale: Some students with disabilities and struggling learners may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); foster understanding of new concepts and processes (*Instructional Application*); and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring*).

Instructional Preparation

Purpose:

Motivate
Establish purpose and goals of lesson
Activate prior knowledge
Build background
Focus

Examples:

Previewing information/materials
Advanced organizers
Brainstorming and webbing
Questioning techniques
K-W-L strategies

Organize

Warm-ups

Visual demonstrations, illustrations, models
Mini-lessons

Instructional Prompts

Purpose:

Organize information
Build whole-part relationships
Cue associations and connections
Highlight essential concepts
Generate categorization and comparisons
Activate recall
Summarize

Examples:

Graphic organizers
Semantic organizers
Outlines
Mnemonics
Analogies
Feature analysis
Color coding
Key words/Labels
Writing frames/templates
Restating/clarifying oral directions
Cue Cards
Pictures
Movement cues
Notetaking guides
Segmenting/chunking tasks
Directions on overhead/board

Instructional Application

Purpose:

Simplify abstract concepts
Provide concrete examples
Extend ideas and elaborate understanding
Build connections and associations
Relate to everyday experiences
Promote generalization
Engage multiple modalities

Examples:

Graphics and charts
Data charts
Flow charts
Drawings and other illustrations
Dramatics – role play
Props and manipulatives
Field trips
Games and puzzles
Models
Interviews/surveys
Think aloud - modeling
Simulations
Hands-on activities
Constructions
Dramatizations
Music and movement
Concept activities
Application activities
Real-life applications (write letter to editor)

Instructional Monitoring

Purpose:

Provide checks for understanding
Redirect attention
Direct on-task behavior
Promote participation
Check progress
Assist in goal setting
Establish timelines
Clarify assignments, directions, and directions
Provide reinforcement and corrective feedback
Promote strategy use and generalization
Manage student behavior and interactions
Develop self-questioning and self-regulation

Examples:

Self-monitoring checklists
Think-alouds
Journal entries
Portfolios
Interviews
Questioning techniques
Student contracts
Reward system

Instructional Grouping

Purpose:

Cooperative learning groups
Peer partners
Buddy Systems
Teams

Examples:

Assist physically
Clarify
Prompt cue
Gestures and signals
Interpret
Reinforce
Highlight
Organize
Focus

Student Response

Rationale: Some students with disabilities and struggling learners may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area procession in a variety of situations with varied materials while they are developing proficiencies in these areas.

The primary purpose of student performance responses is to provide students with disabilities and struggling learners a means of demonstrating process toward the lesson objectives related to the New Jersey Core Curriculum Content Standings.

Response Format Adaptation Examples:

- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing

- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems
- Brochure
- Game or puzzle
- Flip book
- Create test questions

Response Procedure Adaptation Examples:

- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

Limited English Proficiency Students

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is _____ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.

- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased “wait time” to allow students time to process questions before responding.
- Providing modified “double” grading to assess the content as well as the structure of responses.

Four over-arching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units
- tap students’ prior knowledge and experience
- teach learning strategies and scaffold complex tasks
- group students into a variety of learning groups

Academically Talented Learners

Academically talented learners, also known as “gifted learners” or “gifted and talented,” are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and pursue methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term “gifted” described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

Strategies for Academically Talented Learners

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- community involvement
- cultural diversity
- internship, mentorship, and other forms of apprenticeship

Miscellaneous/All Learners

Adaptations in the Classroom Environment

- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction
- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

Adaptive Equipment and Instructional Materials

- Leveled classroom libraries
- Books on tape
- Directions on tape
- Tape recorders
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer
- Communication boards
- Close-captioned video/television

Works Consulted

The 21st Century Life and Careers Curriculum of the following districts were reviewed during the development of this curriculum document:

- Lumberton School District, Lumberton, NJ
- Mount Holly School District, Mount Holly, NJ