Career Readiness, Life Literacies, and Key Skills

Ogdensburg School District

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CONTENT

Rationale

Ogdensburg Borough Public School guides students toward participation in the world's global society. Personal Finance, Life Literacies, and Key Skills promote a comprehensive and robust set of skills which prepare students with the necessary knowledge, skills, and attitudes to thrive in an interconnected global economy. Creativity, critical thinking, and problem solving equip students to solve local to global challenges. Finally, with the ever-growing amount of information found on the internet, individuals need to be discerning about accuracy and validity of the presented information. The Career Readiness, Life Literacies, and Key Skills Standards support students in developing these skills needed for the 21st Century.

Mission

Career readiness, life literacies, and key-skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet the challenges and opportunities in an interconnected global economy.[1]

Vision

An education in career readiness, life literacies, and key skills fosters a population that:
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.[2]

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[1] https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf
[2] https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf

Practices

Career Readiness, Life Literacies, and Key-Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study. [3]

PRACTICE	DESCRIPTION
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving	Students readily recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve them. When they identify a problem, they quickly take action to address it; they thoughtfully investigate the root cause of the problem prior to introducing solutions.

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[3] https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf

them.	They carefully consider the options available to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements needed to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration, and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Coding of Performance Expectations

CFR	Civic Financial Responsibility	**CAP**	Career Awareness and Planning
CP	Credit Profile	**CI**	Creativity and Innovation
FP	Financial Psychology	**CT**	Critical Thinking and Problem-Solving
FI	Financial Institutions	**DC**	Digital Citizenship
PB	Planning and Budgeting	**GCA**	Global and Cultural Awareness
RMI	Risk Management and Insurance	**IML**	Information and Media Literacy
EGI	Economic and Government Influences	**TL**	Technology Literacy

Band: Grades K - 2

Disciplinary Concepts by the end of Grade 2 Financial Psychology
• There's a relationship between an individual's values, emotions, and the ways he/she chooses to spend money. • External factors can influence the items that an individual wants or needs.

Core Ideas
There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.
External factors can influence the items that an individual wants or needs.

Performance Expectations	
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
9.1.2.FP.2	Differentiate between financial wants and needs
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Disciplinary Concepts by the end of Grade 2 Civic Financial Responsibility
There are actions an individual can take to help make this world a better place.

Core Ideas
There are actions an individual can take to help make this world a better place.

Performance Expectations

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Grades K - 2 Financial Landscape
Pacing = 6 days

Disciplinary Concepts by the end of Grade 2 Financial Institutions
Money comes in different values, forms and uses.

Core Ideas
Money comes in different values, forms, and uses.

Performance Expectations	
9.1.2.FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

Grades K - 2 Money Management
Pacing = 6 days

Disciplinary Concepts by the end of Grade 2 Planning and Budgeting
• A budget is a plan that helps an individual obtain his/her financial goals.
• Saving money is a habit that can be developed.

Core Ideas
A budget is a plan that helps an individual obtain his/her financial goals.
Saving money is a habit that can be developed.

Performance Expectations	
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time
9.1.2.PB.2	Explain why an individual would choose to save money.

Disciplinary Concepts by the end of Grade 2 Risk Management and Insurance
There are ways to keep the things we value safely at home and other places.

Core Ideas
There are ways to keep the things we value safely at home and other places.

Performance Expectations	
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.

Grades K - 2 Career Awareness and Planning
Pacing = 10 days

Disciplinary Concepts by the end of Grade 2 Career Awareness and Planning
• Different types of jobs require different knowledge and skills.
• Income is received from work in different ways, including regular payments, tips, commissions, and benefits.
• There are benefits and drawbacks to being an entrepreneur.
• Saving money is a habit that can be developed.

Core Ideas
Different types of jobs require different knowledge and skills.
Income is received from work in different ways including, regular payments, tips, commissions, and benefits.
There are benefits and drawbacks to being an entrepreneur.

Performance Expectations	
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
9.1.2.CAP.4	List the potential rewards and risks to starting a business.

Grades K - 2 Creativity and innovation
Pacing = ongoing

Disciplinary Concepts by the end of Grade 2 Creativity and Innovation
Brainstorming can create new, innovative ideas.

Core Ideas
Brainstorming can create new, innovative ideas.

Performance Expectations	
9.1.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Grades K - 2 Critical Thinking and Problem Solving

Pacing = ongoing

Disciplinary Concepts by the end of Grade 2 Critical Thinking and Problem Solving
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.

Core Ideas
Critical thinkers must first identify a problem, then develop a plan to address it to effectively solve the problem.

Performance Expectations	
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Grades K - 2 Digital Citizenship

Pacing = 5 days

Disciplinary Concepts by the end of Grade 2 Digital Citizenship
• Digital artifacts can be owned by individuals or organizations.
• Individuals should practice safe behaviors when using the Internet.
• An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
• Digital communities allow for social interactions that can result in positive or negative outcomes.
• Young people can have a positive impact on the natural world in the fight against climate change.

Core Ideas
Digital artifacts can be owned by individuals or organizations.
Individuals should practice safe behaviors when using the Internet.
An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
Digital communities allow for social interactions that can result in positive or negative outcomes.
Young people can have a positive impact on the natural world in the fight against climate change.

Performance Expectations	
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.2	Explain the importance of respecting digital content of others.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public
9.4.2.DC.5	Explain what a digital footprint is and how it is created.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

Grades K - 2 Global and Cultural Awareness
Pacing = ongoing

Disciplinary Concepts by the end of Grade 2 Global and Cultural Awareness
Individuals from different cultures may have different points of view and experiences.

Core Ideas

Individuals from different cultures may have different points of view and experiences.	

Performance Expectations	
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Grades K - 2 Information and Media Literacy
Pacing = ongoing

Disciplinary Concepts by the end of Grade 2 Information and Media Literacy
• Digital tools and media resources provide access to vast stores of information that can be searched.
• Digital tools can be used to display data in various ways.
• A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.
• Information is shared or conveyed in a variety of formats and sources.

Core Ideas
Digital tools and media resources provide access to vast stores of information that can be searched.
Digital tools can be used to display data in various ways.
A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
Information is shared or conveyed in a variety of formats and sources.

Performance Expectations	
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
9.4.2.IML.3	Use a variety of sources, including multimedia sources, to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Grades K - 2 Technology Literacy
Pacing = ongoing

Disciplinary Concepts by the end of Grade 2 Technology Literacy
• Digital tools have a purpose.
• Collaboration can simplify the work an individual has to do and sometimes produces a better product.

Core Ideas
Digital tools have a purpose.
Collaboration can simplify the work an individual has to do and sometimes produces a better product.

Performance Expectations	
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.3	Enter information into a spreadsheet and sort the information.
9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.
9.4.2.TL.5	Describe the difference between real and virtual experiences.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Band: Grades 3 - 5

Grades 3 - 5 Financial Health

Pacing = 6 days

Disciplinary Concepts by the end of Grade 5 Financial Psychology
• An individual's financial traits and habits affect his/her finances.
• Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
• Not all financial information is accurate or truthful.

Core Ideas
An individual's financial traits and habits affect his/her finances.
Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
Not all financial information is accurate or truthful.

Performance Expectations	
9.1.5.FP.1	Illustrate the impact of financial traits on financial decisions.
9.1.5.FP.	Identify the elements of being a good steward of money.
9.1.5.FP.	Analyze how spending choices and decision-making can result in positive or negative consequences.
9.1.5.FP.	Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.1.5.FP.	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

Disciplinary Concepts by the end of Grade 5 Civic Financial Responsibility
An individual can give back in areas that matter.

Core Ideas
Individuals can give back in areas that matter to them..

Performance Expectations	
9.1.5.CR.1	Compare various ways to give back and relate them to one's strengths, interests, and other personal factors.

Grades 3 - 5 Financial Landscape
Pacing = 6 days

Disciplinary Concepts by the end of Grade 5 Financial Institutions
People can choose to save money in many places, such as at home in a piggy bank or at a bank or credit union.

Core Ideas
People can choose to save money in many places, such as at home in a piggy bank or at a bank or credit union.

Performance Expectations	
9.1.5.FI.1	Identify various types of financial institutions and the services they offer, including banks, credit unions, and credit card companies.

Disciplinary Concepts by the end of Grade 5 Economic and Government Influence

• Taxes are collected on a variety of goods and services at the local, state, and federal levels.
• There is a broader economic system that influences one's financial goals.
• There are agencies, laws, and resources to protect individuals as consumers.

Core Ideas
Taxes are collected on a variety of goods and services at the local, state, and federal levels.
There is a broader economic system that influences one's financial goals.
There are agencies, laws, and resources to protect individuals as consumers.

Performance Expectations	
9.1.5.EG.1	Explain and give examples of what is meant by the term "tax."
9.1.5.EG.2	Describe how tax monies are spent
9.1.5.EG.3	Explain the impact of the economic system on one's personal financial goals.
9.1.5.EG.4	Describe how an individual's financial decisions affect society and contribute to the overall economy.
9.1.5.EG.5	Identify sources of consumer protection and assistance.

Grades 3 - 5 Money Management
Pacing = 8 days

Disciplinary Concepts by the end of Grade 5 Planning and Budgeting
• There are specific steps associated with creating a budget.
• Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.

Core Ideas

There are specific steps associated with creating a budget.
Saving money can impact an individual's ability to address emergencies and accomplish one's short-and long-term goals.

Performance Expectations	
9.1.5.PB.1	Develop a personal budget and explain how it reflects spending, saving, and making charitable contributions.
9.1.5.PB.2	Describe choices consumers have with money (e.g., save, spend, donate)

Disciplinary Concepts by the end of Grade 5 Risk Management and Insurance
Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.

Core Ideas
Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.

Performance Expectations	
9.1.5.RMI.1	Identify risks that individuals and households face.
9.1.5.RMI.2	Justify reasons to have insurance

Disciplinary Concepts by the end of Grade 5 Credit Profile
There are benefits to having a positive credit history.

Core Ideas
There are benefits to having a positive credit history.

Performance Expectations

9.1.5.CP.1	Identify the advantages of maintaining a positive credit history.

Grades 3 - 5 Career Awareness and Planning
Pacing = 10 days

Disciplinary Concepts by the end of Grade 5 Career Awareness and Planning
• An individual's passions, aptitude and skills can affect his/her employment and earning potential.
• Income and benefits can vary depending on the employer and type of job/career.
• There are a variety of factors to consider before starting a business.
• Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.

Core Ideas
An individual's passions, aptitude and skills can affect his/her employment and earning potential.
Income and benefits can vary depending on the employer and type of job or career.
There are a variety of factors to consider before starting a business.
Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.

Performance Expectations	
9.1.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.1.5.CAP.2	Identify how you might like to earn an income.
9.1.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.1.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.1.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.

9.1.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
9.1.5.CAP.7	Identify factors to consider before starting a business.
9.1.5.CAP.8	Identify risks that individuals and households face.
9.1.5.CAP.9	Justify reasons to have insurance.

Grades 3 - 5 Creativity and innovation
Pacing = ongoing

Disciplinary Concepts by the end of Grade 5 Creativity and Innovation
• Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
• Curiosity and willingness to try new ideas (intellectual risk taking) contribute to the development of creativity and innovation.

Core Ideas
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
Curiosity and a willingness to try new ideas (intellectual risk-taking) contribute to the development of creativity and innovation..

Performance Expectations	
9.1.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.1.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.1.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.1.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Grades 3 - 5 Critical Thinking and Problem Solving

Pacing = ongoing

Disciplinary Concepts by the end of Grade 5 Critical Thinking and Problem Solving
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Core Ideas
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Performance Expectations	
9.1.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.1.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
9.1.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.1.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems, such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Grades 3 - 5 Digital Citizenship

Pacing = ongoing

Disciplinary Concepts by the end of Grade 5 Digital Citizenship
• Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
• Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
• Digital identities must be managed in order to create a positive digital footprint.
• Digital tools have positively and negatively changed the way people interact socially.

Digital engagement can improve the planning and delivery of climate change actions.

Core Ideas
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
Digital identities must be managed in order to create a positive digital footprint.
Digital tools have positively and negatively changed the way people interact socially.
Digital engagement can improve the planning and delivery of climate change actions.

Performance Expectations	
9.1.5.DC.1	Explain the need for and use of copyrights.
9.1.5.DC.2	Provide attribution according to intellectual property rights
9.1.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.1.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.1.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.1.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
9.1.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.1.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

Grades 3 - 5 Global and Cultural Awareness
Pacing = ongoing

Disciplinary Concepts by the end of Grade 5 Global and Cultural Awareness
Culture and geography can shape an individual's experiences and perspectives.

Core Ideas
Culture and geography can shape an individual's experiences and perspectives.

Performance Expectations	
9.1.5.GCA.1	Analyze how culture shapes individual and community

Grades 3 - 5 Information and Media Literacy
Pacing = ongoing

Disciplinary Concepts by the end of Grade 5 Information and Media Literacy
• Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
• Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
• Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making.
• Specific situations require the use of relevant sources of information.

Core Ideas
Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
Specific situations require the use of relevant sources of information.

Performance Expectations

9.1.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.1.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
9.1.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
9.1.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.1.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
9.1.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.1.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5)

Grades 3 - 5 Technology Literacy
Pacing = ongoing

Disciplinary Concepts by the end of Grade 5 Technology Literacy
• Different digital tools have different purposes.
• Collaborating digitally as a team can often develop a better artifact than an individual working alone.

Core Ideas
Different digital tools have different purposes.
Collaborating digitally as a team can often develop a better artifact than an individual working alone.

Performance Expectations	
9.1.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of each.
9.1.5.TL.2	Sort and filter data in a spreadsheet to analyze findings.

9.1.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
9.1.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
9.1.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Band: Grades 6 - 8

Grades 6 - 8 Financial Health
Pacing = 8 days

Disciplinary Concepts by the end of Grade 8 Financial Psychology
• An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.
• Marketing techniques are designed to encourage individuals to purchase items they may not need or want.

Core Ideas
An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.
Marketing techniques are designed to encourage individuals to purchase items they may not need or want.

Performance Expectations	
9.1.5.FP.1	Describe the impact of personal values on various financial scenarios.
9.1.5.FP.2	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
9.1.5.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.5.FP.4	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.5.FP.5	Determine how spending, investing, and using credit wisely contribute to financial well-being.
9.1.5.FP.6	Compare and contrast advertising messages to understand what they are trying to accomplish.
9.1.5.FP.7	Identify the techniques and effects of deceptive advertising.

Disciplinary Concepts by the end of Grade 8 Civic Financial Responsibility
• Philanthropic and charitable organizations play important roles in supporting the interests of individuals as well as local and global communities and the issues that affect them.
• Individuals can use their talents, resources and abilities to give back.
• The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

Core Ideas
Philanthropic and charitable organizations play important roles in supporting the interests of individuals as well as local and global communities and the issues that affect them.
Individuals can use their talents, resources, and abilities to give back.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

Performance Expectations	
9.1.5.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.5.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.5.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
9.1.5.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.

Grades 6 - 8 Financial Landscape

Pacing = 8 days

Disciplinary Concepts by the end of Grade 8 Financial Institutions
There are a variety of factors that influence how well-suited a financial institution and/or service will be in meeting an individual's financial needs.

Core Ideas
There are a variety of factors that influence how well-suited a financial institution and/or service will be in meeting an individual's financial needs.

Performance Expectations	
9.1.5.FI.1	Identify the factors to consider when selecting various financial service providers.
9.1.5.FI.2	Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
9.1.5.FI.3	Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.
9.1.5.FI.4	Analyze the interest rates and fees associated with financial products.

Disciplinary Concepts by the end of Grade 8 Economic and Government Influence
• Taxes affect one's personal finances.
• There are government agencies and policies that affect the financial industry and the broader economy.
• There are procedures required to take advantage of consumer-protection laws and assistance programs.

Core Ideas
Taxes affect one's personal finances.
There are government agencies and policies that affect the financial industry and the broader economy.

There are procedures required to take advantage of consumer-protection laws and assistance programs.

Performance Expectations	
9.1.5EGI.1	Explain how taxes affect disposable income and the difference between net and gross income
9.1.5EGI.2	Explain why various sources of income are taxed differently.
9.1.5EGI.3	Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
9.1.5EGI.4	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
9.1.5EGI.5	Interpret how changing economic and societal needs influence employment trends and future education.
9.1.5EGI.6	Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
9.1.5EGI.7	Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
9.1.5EGI.8	Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
9.1.5EGI.9	Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Grades 6 - 8 Money Management

Pacing = 8 days

Disciplinary Concepts by the end of Grade 8 Planning and Budgeting
• A budget aligned with an individual's financial goals can help prepare for life events.
• Goals (e.g., higher education, autos, and homes, retirement), affect your finances.
• Strategies are available to help decrease and manage expenses.

Core Ideas

A budget aligned with an individual's financial goals can help prepare for life events.	
Goals (e.g., higher education, autos, and homes, retirement), affect your finances.	
Strategies are available to help decrease and manage expenses.	

Performance Expectations	
9.1.5.PB.1	Predict future expenses or opportunities that should be included in the budget planning process.
9.1.5.PB.2	Explain how different circumstances can affect one's personal budget.
9.1.5.PB.3	Explain how to create a budget that aligns with financial goals.
9.1.5.PB.4	Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).
9.1.5.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.1.5.PB.6	Construct a budget to save for short-term, long-term, and charitable goals.
9.1.5.PB.7	Brainstorm techniques that will help decrease expenses, including comparison shopping, negotiating, and day-to-day expense management.

Disciplinary Concepts by the end of Grade 8 Risk Management and Insurance
• Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.
• Insurance can protect your personal finances.

Core Ideas
Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.
Insurance can protect your personal finances.

Performance Expectations	
9.1.5.RM.1	Determine criteria for deciding the amount of insurance protection needed.
9.1.5.RM.2	Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
9.1.5.RM.3	Evaluate the need for different types of warranties.
9.1.5.RM.4	Explain the purpose of insurance products and the reasons for property, product, and liability insurance protection.

Disciplinary Concepts by the end of Grade 8 Credit and Debt Management
• There are strategies to increase one's savings and limit debt.
• Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.

Core Ideas
There are strategies to increase one's savings and limit debt.
Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.

Performance Expectations	
9.1.5.CDM.1	Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
9.1.5.CDM.2	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
9.1.5.CDM.3	Compare and contrast loan management strategies, including interest charges and total principal repayment costs.
9.1.5.CDM.4	Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

Disciplinary Concepts by the end of Grade 8 Credit Profile
• There are strategies that build and maintain a good credit history.
• Credit history affects personal finances.

Core Ideas
There are strategies to build and maintain a good credit history.
Credit history affects personal finances.

Performance Expectations	
9.1.5.CP.1	Compare prices for the same goods or services.
9.1.5.CP.2	Analyze how spending habits affect one's ability to save.
9.1.5.CP.3	Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
9.1.5.CP.4	Summarize borrower's credit report rights.
9.1.5.CP.5	Compare the financial products and services available to borrowers relative to their credit worthiness.

Grades 6 - 8   Career Awareness and Planning
Pacing =8 days

Disciplinary Concepts by the end of Grade 8 Career Awareness and Planning
• An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
• Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
• Early planning can provide more options to pay for postsecondary training and employment.
• Employee benefits can influence one's employment choices.
• Communication skills and responsible behavior, in addition to education, experience, certifications, and practical skills, are all factors

that affect employment and income.
• There are resources to help an individual create a business plan to start or expand a business.

Core Ideas
An individual's strengths, lifestyle goals, choices, and interests affect employment and income
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
Early planning can provide more options to pay for postsecondary training and employment.
There are a variety of resources available to help navigate the career-planning process.
Employee benefits can influence one's employment choices.
Communication skills and responsible behavior, in addition to education, experience, certifications, and practical skills, are all factors that affect employment and income.
There are resources to help an individual create a business plan to start or expand a business.

Performance Expectations	
9.1.5.CAP.1	Identify offerings such as high school and county-career and technical school courses, apprenticeships, military programs, and dual-enrollment courses that support career or occupational areas of interest.
9.1.5.CAP.2	Develop a plan that includes information about career areas of interest.
9.1.5.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.1.5.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.1.5.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.1.5.CAP.6	Compare the costs of postsecondary education with the potential increase in income from a career-of-choice.
9.1.5.CAP.7	Devise a strategy to minimize costs of postsecondary education.

9.1.5.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.1.5.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
9.1.5.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.1.5.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.1.5.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.1.5.CAP.13	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
9.1.5.CAP.14	Evaluate sources of income and alternative resources to accurately compare employment options.
9.1.5.CAP.15	Explore how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.1.5.CAP.16	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.1.5.CAP.17	Prepare a sample resume and cover letter as part of an application process.
9.1.5.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.1.5.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
9.1.5.CAP.20	Identify the items to consider when estimating the cost of funding a business.

Grades 6 - 8 Creativity and innovation
Pacing = ongoing

Disciplinary Concepts by the end of Grade 8 Creativity and Innovation
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Core Ideas

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Performance Expectations	
9.1.5.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple, potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.1.5.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.1.5.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.1.5.CI.4	Explore the role of creativity and innovation in career pathways and industries

Grades 6 -8   Critical Thinking and Problem Solving
Pacing = ongoing

Disciplinary Concepts by the end of Grade 8 Critical Thinking and Problem Solving
• Multiple solutions exist to solve a problem.
• An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Core Ideas
Multiple solutions often exist to solve a problem.
An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Performance Expectations	
9.1.5.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.1.5.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g.,

	MS-ETS1-4, 6.1.8.CivicsDP.1).
9.1.5.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Grades 6 -8 Digital Citizenship
Pacing = ongoing

Disciplinary Concepts by the end of Grade 8 Digital Citizenship
• Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
• There are tradeoffs between allowing information to be public and keeping information private and secure.
• Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures, such as proper interactions, can protect online reputations.
• Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.
• Digital technology and data can be leveraged by communities to address effects of climate change.

Core Ideas
Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
There are tradeoffs between allowing information to be public and keeping information private and secure.
Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures, such as proper interactions, can protect online reputations.
Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.
Digital technology and data can be leveraged by communities to address effects of climate change.

Performance Expectations	
9.1.5.DC.1	Analyze the resource citations in online materials for proper use.

9.1.5.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.1.5.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.1.5.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.1.5.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.1.5.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.1.5.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.1.5.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

Grades 6 -8 Global and Cultural Awareness
Pacing = ongoing

Disciplinary Concepts by the end of Grade 8 Global and Cultural Awareness
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Core Ideas
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Performance Expectations	
9.1.5.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.1.5.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Grades 6 - 8 Information and Media Literacy
Pacing = ongoing

Disciplinary Concepts by the end of Grade 8 Information and Media Literacy

• Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
• Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
• The mode of information can convey a message to consumers or an audience.
• Sources of information are evaluated for accuracy and relevance when considering the use of information.
• There are ethical and unethical uses of information and media.

Core Ideas
Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
The mode of information can convey a message to consumers or an audience.
Sources of information are evaluated for accuracy and relevance when considering the use of information.
There are ethical and unethical uses of information and media.
There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

Performance Expectations	
9.1.5.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.1.5.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.1.5.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.1.5.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

9.1.5.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data
9.1.5.IML.6	Identify subtle and overt messages based on the method of communication.
9.1.5.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.1.5.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
9.1.5.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.1.5.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
9.1.5.IML.11	Predict the personal and community impact of online and social media activities.
9.1.5.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.1.5.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
9.1.5.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
9.1.5.IML.15	Explain ways that individuals may experience the same media message differently.

Grades 6 - 8 Technology Literacy
Pacing = ongoing

Disciplinary Concepts by the end of Grade 8 Technology Literacy
• Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
• Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Core Ideas
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Performance Expectations	
9.1.5.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
9.1.5.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.1.5.TL.3	Select appropriate tools to organize and present information digitally.
9.1.5.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).
9.1.5.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.1.5.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem

RESOURCES

Pacing included with Performance Expectations. Technology literacy included under each Grade Level Band.

MATERIALS and RESOURCES:
- Online sites
- Spreadsheets
- Calculators
- Go Formative
- FlipGrid
- Socrative

CURRICULUM SUPPORT

Scope and Sequence

NJ Model Curriculum Career Readiness, Life Literacies, and Key Skills

SEL Competencies

Amistad
Holocaust
Italian American Heritage
Computer and Design

BAND K - 2 Interdisciplinary Connections

Band K - 2

Interdisciplinary Connections
LA.8.RL.8.4 Determine meaning of words/ phrases used in a text and analyze impact of certain words;
LA.8.RI.8.2 Determine central idea of text
LA.8.RI.8.4 Determine meaning of words/phrases in technical writing

LA.8.SL.8.1 - 6
Come to discussion prepared
Follow rules for academic discussion
Evaluate speakers claims
Present claims & findings

MS.PS.1.1
Analyze and interpret data
Calculate money
Develop a model to predict

BAND 3 - 5 Interdisciplinary Connections

Band 3 - 5

Interdisciplinary Connections
LA.8.RL.8.4 Determine meaning of words/ phrases used in a text and analyze impact of certain words; **LA.8.RI.8.2** Determine central idea of text **LA.8.RI.8.4** Determine meaning of words/phrases in technical writing **LA.8.SL.8.1 - 6** Come to discussion prepared Follow rules for academic discussion Evaluate speakers claims Present claims & findings **MS.PS.1.1** Analyze and interpret data Calculate money Develop a model to predict

BAND 6 - 8 Interdisciplinary Connections

Band 6 - 8

Interdisciplinary Connections
LA.8.RL.8.4 Determine meaning of words/ phrases used in a text and analyze impact of certain words;

LA.8.RI.8.2
Determine central idea of text

LA.8.RI.8.4
Determine meaning of words/phrases in technical writing

LA.8.SL.8.1 - 6
Come to discussion prepared
Follow rules for academic discussion
Evaluate speakers claims
Present claims & findings

MS.PS.1.1
Analyze and interpret data
Calculate money
Develop a model to predict

REFERENCES

ENGLISH LANGUAGE LEARNERS

- Seat student near teacher
- Print clearly
- Do not use cursive
- Give directions in print & orally
- Print keywords, page numbers, homework, deadlines on the board
- Incorporate visuals
- Avoid slang or colloquial sayings,
- Avoid complex sentence structure
- Use questions that need one word answers
- Be ready to give additional instructions on complex tasks

- Adjust assignments so student writes less
- Provide simpler questions to answer
- Expect fewer spelling words
- Provide extra time as necessary
- Provide graphic organizers
- Provide an ELL dictionary
- Provide books on tape or CD
- Provide wall charts of key concepts
- Provide a word wall
- Provide models of docs such as Homework, projects

INSTRUCTIONAL STRATEGIES
- Reinforcing effort
- Provide recognition
- Cooperative learning
- Cues, Questions, Organizers
- Summarizing (or note taking)
- Generating & testing hypotheses
- Student practice
- Individualized instruction
- Effective feedback
- Presenting learning goals/ objectives
- Authentic learning
- Adapting to learning styles
- Conferencing
- Activate prior knowledge
- Investigations
- Flexible classrooms
- Graphic organizers
- Identifying similarities and differences
- Learning centers
- Modeling
- Music/ songs
- Peer teaching
- Project -based learning
- Reading aloud

DIFFERENTIATION
GIFTED AND TALENTED

- Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials
- Encourage the use of creativity
- Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentations of cultural topics.

STUDENTS AT RISK OF FAILURE
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- A student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests

- Debate - Word walls - Student choice - Think- Pair- Share - Rubrics - Varied texts - Reading Buddies	Provide regular parent/ school communication

MODIFICATIONS FOR ALL GRADES (Resource Center)
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide extended time to complete class work
- Provide copy of class notes
- Provide preferential seating
- Accept student requests to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Provide extra textbooks or books-on-tape for home.
- **K - 8 Accommodations by Bands and Units**

Bilingual/ESL Education: This website provides resources to help educators understand and implement effective instructional strategies for bilingual/ESL students.

Gifted & Talented: This website provides resources to help educators understand and implement effective instructional strategies for Gifted and Talented students.

Special Education: This website provides resources to help educators understand and implement effective instructional strategies for students with high frequency learning challenges.

APPENDIX

(Type "Curriculum" in the search bar)

Administrative Code[4]

New Jersey Administrative Code Summary and Statutes Curriculum Development:
Integration of 21st Century Skills and Themes and Interdisciplinary Connections

- District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1.
- District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)2).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).
 "Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

From NJDOE :   Please note that Administrative Code requires that the local curriculum include, but is not limited to:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;
3. Benchmark assessments; and
4. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

Dissection Law

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[4] https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf

[N.J.S.A. 18A:35-4.25](#) and [N.J.S.A. 18A:35-4.24](#) authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: [N.J.S.A. 18A 52:16A-88](#)
Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: [N.J.S.A. 18A:35-28](#)
Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#)
A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards [(N.J.S.A.18A:35-4.36)](#). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

[**Climate Change**](#)
Standards in Action: Climate Change
By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

[2020 New Jersey Student Learning Standards Kindergarten through Grade 12](#)

[Ogdensburg Borough School District Policies and Regulations](#) (Type "Curriculum" in the search bar)
[OBSD Policy and Regulations Synopsis](#)