

Marking Period	Unit Title	Recommended Instructional Days
1	Naviance: Career, College and Life Readiness	Approximately 10-12 days (Meet Twice Per Week)
Disciplinary Concept:	Practice:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CSDT within Unit
PB CAP CI IC	Collaborating Around Computing and Design Recognizing and Defining Computational Problems Developing and Using Abstractions Communicating About Computing and Design	
Core Idea:	Performance Expectation/s:	
Goals (eg. education) 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. There are a variety of resources available to help navigate the career planning process. Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. Gathering and evaluating knowledge	9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences. 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor	Essential Question/s: How can risk-taking be beneficial to allow students to step outside of their comfort zone. How can students be prepared to work through stress to make the situation less overwhelming. Why does success mean different things to different people? Why is it important for students to know their interests, and see how they may connect with their future options? How will that help them to be better prepared to make decisions about their courses, college major, and future career? How does combining students’ different interests help to identify potential careers that fall within the overlap? How does that broaden students' scope of what is possible for their futures?

<p>and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. Advancements in computing technology can change individuals' behaviors.</p>	<p>that includes information about career areas of interest, goals and an educational plan. 9.2.8 CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p>	<p>How does incorporating interests into a career search makes it an interesting, worthwhile process? How does a support network in school assist students academically, personally, and socially? Why is it important to know who you can depend on to help build confidence in decision making, school, and other situations? How does having skills to make informed decisions assist students in being confident that they will make the right choices in life. Why is it important to understand that the wrong information circulates about college? What are some common myths surrounding college?</p> <p>Activity Description: Students will complete a set of activities and assignments to learn the benefits of trying even with the risk of failure. Students will complete a set of activities and assignments that teaches them to persevere in stressful situations. Students will complete a set of activities and assignments that teaches them to determine what factors mark success in their lives. Students will complete a set of activities and assignments that assists them in brainstorming their personal interests and connects them to career options. Students will complete a set of activities and assignments to understand how to combine their different interests in order to identify potential careers that fall within the overlap; thus, broadening their scope of what is possible for their futures. Students will complete a set of activities and assignments to recognize their support network at school. Students will complete a set of activities and assignments to recognize the support networks at their school. Students will complete a set of activities and assignments to learn to make decisions on their future. Students will complete a set of activities and assignments to address rumors and myths concerning college attendance.</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p>Interdisciplinary Connections:</p>
<p>Self Awareness Self-Management Social Awareness Responsible Decision-Making Relationship Skills</p>	<ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize one's personal traits, strengths and limitation ● Recognize the importance of self-confidence in handling daily tasks and challenges ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers 	<p>Content: ELA; NJSLS#: LA.RL.8.2, LA.RL.8.5, LA.RL.8.9, LA.RI.8.2, LA.RI.8.3, LA.RI.8.7, LA.RI.8.8, LA.W.8.1, LA.W.8.5, LA.L.8.1, LA.L.8.2, LA.L.8.6.</p>

	<p>through alternative methods to achieve one’s goals.</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Identify the consequences associated with one’s actions in order to make constructive choices ● Evaluate personal, ethical, safety, and civic impact of decisions ● Utilize positive communication and social skills to interact effectively with others ● Identify ways to resist inappropriate social pressure ● Identify who, when, where, or how to seek help for oneself or others when needed 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Exit Slips ● Quizzes ● Self Assessments/Reflection ● Lesson Activities Through the Naviance Platform 	<p><u>Benchmark:</u></p> <ul style="list-style-type: none"> ● Performance Assessment ● Unit Assessments <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● District/Department Assessments 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> Naviance.com http://commonsensemedia.org http://youtube.com http://www.sites.google.com 	<ul style="list-style-type: none"> Reteaching worksheets Spanish version of lesson activities 	<ul style="list-style-type: none"> Dictionary for native language Google Translate Translation by classroom Paraprofessional Coding Activity Choice Board 	<ul style="list-style-type: none"> Enrichment/Extension activities
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> Chromebooks, MacBook Projector Smartboard commonsensemedia.org <p>Other:</p> <ul style="list-style-type: none"> Schoology Google Meet Conferencing Tool GAFE (Docs, Sheets, Slides, Drawings, Sites) YouTube.com Naviance.com 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when	Provide extension activities related to the topic being discussed. Create an enhanced set of introductory activities, integrate active

assessments and/or rubrics, repeat instructions as needed.	(repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	necessary, supplemental materials including use of online or paper bilingual dictionaries, and modified assessment and/or rubric.	teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> ● Goals (e.g., higher education, autos, and homes, retirement), affect your finances. ● 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. ● There are a variety of resources available to help navigate the career planning process. ● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. ● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
	<i>Performance Expectation/s:</i>	9.1.8.PB.5, 9.2.8.CAP.2, 9.2.8.CAP.3, 9.2.8.CAP.4, 9.2.8.CAP.5, 9.2.8 CAP.12:, 9.2.8.CAP.18, 9.4.8.CI.4
	Career Readiness, Life Literacies, & Key Skills Practices	

	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee ● Attend to financial well-being ● Consider the environmental, social, and economic impacts of decisions ● Utilize critical thinking to make sense of problems and persevere in solving them ● Work productively in team while using cultural/global competence
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)							
Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35- 4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>