

Marking Period	Unit Title	Recommended Instructional Days
1	Naviance: Career, College and Life Readiness	Approximately 10-12 days (Meet Twice Per Week)
<b>Disciplinary Concept:</b>	<b>Practice:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CSDT within Unit</b>
CAP CT AP ITH	Collaborating Around Computing and Design  Recognizing and Defining Computational Problems  Developing and Using Abstractions  Communicating About Computing and Design	
<b>Core Idea:</b>	<b>Performance Expectation/s:</b>	
<p>An individual's strengths, lifestyle goals, choices, and interests affect employment and income</p> <p>An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p> <p>Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.</p> <p>Individuals design and test solutions to identify problems taking into consideration the diverse needs of the users and the community.</p>	<p>9.1.8.PB.5: Identify factors that affect one's goals, including: peers, culture, location and past experiences.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>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</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p>9.4.8.CT.3: Compare past problem-</p>	<p><b>Essential Question/s:</b></p> <p>Why is it important to listen to your inner-voice?</p> <p>What makes you unique?</p> <p>Why do we need to understand how to overcome obstacles?</p> <p>How can you manage your time better?</p> <p>How do you learn: listening, doing or seeing?</p> <p>Looking at the habits for success, which habits do you do well? How have these good habits helped you?</p>

<p>Various tools can improve daily tasks and quality of life.</p>	<p>solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. 8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users. 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.</p>	<p>Do you know what rules exist at school? Do you follow the rules at other places?</p> <p>Why is it important to be able to work in a team? What skills are needed to be a productive team member?</p> <p>What is your definition of success?</p> <p>How do you determine what is important to build success?</p> <p><b><u>Activity Description:</u></b></p> <p>Students will complete a set of activities and assignments that helps them understand the value of following their own inner voice when making decisions.</p>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<p>Self Awareness</p> <p>Self-Management</p> <p>Social Awareness</p> <p>Responsible Decision-Making</p> <p>Relationship Skills</p>	<ul style="list-style-type: none"> <li>● Recognize one's feelings and thoughts</li> <li>● Recognize one's personal traits, strengths and limitation</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-</li> </ul>	<p>Students will complete a set of activities and assignments that helps them understand how their traits make them unique.</p> <p>Students will complete a set of activities and assignments that helps them learn techniques to help them overcome obstacles.</p> <p>Students will complete a set of activities and assignments that helps them learn various learning preferences and styles.</p> <p>Students will complete a set of activities and assignments to learn strategies for succeeding academically in school and at home.</p> <p>Students will complete a set of activities and assignments to learn basic social and academic tips for success.</p> <p>Students will complete a set of activities and assignments to learn skills to help them be productive members of a team.</p> <p>7.8 Students will complete a set of activities and assignments to determine what true success means to them.</p>

	<p>solving and critical thinking skills</p> <ul style="list-style-type: none"> <li>● Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>● Evaluate personal, ethical, safety, and civic impact of decisions</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> <li>● Identify ways to resist inappropriate social pressure</li> <li>● Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	<p>7.9 7.7 Students will complete a set of activities and assignments to learn how they can enhance their interests by exploring their future.</p> <p><b>Interdisciplinary Connections:</b></p> <p><b>Content: ELA;</b> 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><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Quizzes</li> <li>● Self Assessments/Reflection</li> <li>● Lesson Activities Through the Naviance Platform</li> </ul>		<p><b><u>Benchmark:</u></b></p> <ul style="list-style-type: none"> <li>● Performance Assessment</li> <li>● Unit Assessments</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● District/Department Assessments</li> </ul>	
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>

<ul style="list-style-type: none"> <li>● Naviance.com</li> <li>● <a href="http://commonsensemedia.org">http://commonsensemedia.org</a></li> <li>● <a href="http://youtube.com">http://youtube.com</a></li> <li>● <a href="http://www.sites.google.com">http://www.sites.google.com</a></li> </ul>	<ul style="list-style-type: none"> <li>● Reteaching worksheets</li> <li>● Spanish version of lesson activities</li> </ul>	<ul style="list-style-type: none"> <li>● Dictionary for native language</li> <li>● Google Translate</li> <li>● Translation by classroom Paraprofessional</li> <li>● Coding Activity Choice Board</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment/Extension activities</li> </ul>
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**Supplemental Resources**

**Technology:**

- Chromebooks, MacBook
- Projector
- Smartboard
- commonsensemedia.org

**Other:**

- Schoology
- Google Meet Conferencing Tool
- GAFE (Docs, Sheets, Slides, Drawings, Sites)
- YouTube.com
- Naviance.com

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online or paper	Provide extension activities related to the topic being discussed. Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to

	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. Provide Coding Choice Board.	bilingual dictionaries, and modified assessment and/or rubric.	related talent development opportunities.
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<p><b>NJSLs CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> <li>● Goals (e.g., higher education, autos, and homes, retirement), affect your finances.</li> <li>● An individual’s strengths, lifestyle goals, choices, and interests affect employment and income</li> <li>● There are a variety of resources available to help navigate the career planning process.</li> <li>● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.</li> </ul>
	<p><i>Performance Expectation/s:</i></p>	<p>9.1.8.PB.5, 9.2.8.CAP.2, 9.2.8.CAP.4.; 9.2.8.CAP.11.; 9.2.8.CAP.18,</p>
	<p align="center"><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee</li> <li>● Attend to financial well-being</li> <li>● Consider the environmental, social, and economic impacts of decisions</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them</li> <li>● Work productively in team while using cultural/global competence</li> </ul>	

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>
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