Content Area: Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS 9.1, 9.2, 9.4) Grades K - 12
Business Technology/21st Century Life & Careers Grade: 9-12

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Marking Period	Unit Title	Recommended Instructional Days
Marking Period 1-4	Chapter 1: Digital Citizenship Chapter 2: Google Apps: Chrome, Drive, Emails Chapter 3: Google Docs: Features Chapter 4: Google Docs: Create and Format Documents Chapter 5: Google Sheets: Components Chapter 6: Google Sheets: Create, Format, Edit Chapter 8: Google Sheets: Functions and Formulas Chapter 9: Google Slides: Components, Design/Create Presentations Chapter 10: Choosing A Career Chapter 11: Resumes, Job Applications Chapter 12: Colleges, Vocational/Trade Schools Chapter 13: Interview Process	Marking Period 1– Chapters 1-4 Marking Period 2– Chapters 5-8 Marking Period 3– Chapters 9-11 Marking Period 4– Chapters 12-13

Personal Finance Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
Core Ideas: Financial Institutions: There are ways to manage your accounts that provide you with maximum benefits and protection. Financial Psychology: To be fiscally responsible, an individual's finances should align with his or her values and goals.	*Performance Expectation:* PFL.9.1.12.FI.1: Identify ways to protect yourself from identity theft • PFL.9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection. PFL.9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values. • PFL.9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit**

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Life Literacy & Key Skills Disciplinary Concept:		
Core Ideas: Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities. Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities. Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.	TECH.9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas TECH.9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities TECH.9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition TECH.9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. TECH.9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. TECH.9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance	**Essential Question/s:** What is the role of digital media in our life? How can we protect our digital reputation? How can we use Google Apps to make students more competent in 21st Century employment? How can you use a collaborative, simultaneous writing tool to save you time? How does learning to build, organize and format a spreadsheet help you become a better employee? Why is it important to learn how to properly format presentations with themes, photos, and transitions? Why is it important to organize and track your goals? What type of information should be included on a resume? How do I conduct a successful job search? How does collaborating with others help you become a better employee? What interview techniques do I need to know? How can I prepare for my interview? **Activity Description**: Students will complete lecture notes, key terms, and a study guide for each chapter. Other: **Google Drive/Digital Citizenship** Use Google Drive to organize files Understand your digital footprint Identify cyberbullying Avoid online scams

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	of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.	**Google Docs** Create a Promotional Flier Write an If-Then Story Create a study schedule to meet goals Create a guide to an area Evaluate Credibility of Online Sources Plan your community service project Create a resume Write the lyrics for a song Annotate text Create a photo journal Research and develop a topic Write a cover letter
Career Awareness, Exploration, Preparation, & Training **Disciplinary Concept:**		
Core Ideas: Career Awareness and Planning: Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	*Performance Expectation:* WRK.9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. WRK.9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. WRK.9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. Career planning requires purposeful planning	

based on research, self-knowledge, and informed choices. WRK.9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt. repayment. WRK.9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. WRK.9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.	
Career Readiness, Life Literacies, and Key Skills Practices	
Students readily understand the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome. 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 to	

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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.

Roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment impact business operations.

Key organizational systems impact organizational performance and the quality of products and services.

Understanding the global context of 21st-century industries and careers impacts business operations

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies
Self- awareness Social Awareness Self- Management Relationship Skills Responsible Decision-Making	Recognizing the importance of self-confidence in handling daily tasks and challenges. Demonstrate an awareness of the expectations for social interactions in a variety of ways. Demonstrate an understanding of the need for mutual respect when viewpoints differ. Recognize the skills needed to establish and achieve personal and educational goals. Utilize positive communication and social skills to interact effectively with others. Develop, implement, and model effective problem solving and critical thinking skills.

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Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Quiz ● Test ● Thumbs up/down ● Think pair share ● Exit Slip	**Benchmarks:** ● Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assignmented. ● Rubrics **Summative Assessments:** ● District Assessment ● Career Portfolio

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core Resources**
●	● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. ● Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus,	● Allow access to supplemental materials, including use of online bilingual dictionaries. ● Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.	● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

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	comprehension and time on task.	

Supplemental Resources

Technology:
- Chromebook, Smartboard, YOUTUBE, Schoology, Google Drive

Other:
- Social Media Sites

Differentiated Student Access to Content: Recommended *Strategies & Techniques*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Resources**	**Gifted & Talented Core**
- Offer resources to students in a variety of ways to accommodate for multiple learning styles. - Engage all learners through implementation of various resources including visual, audio, and tactile materials. ● Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.	- Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. - Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). - Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional	- Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. - Provide access to preferred seating, when requested. - Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	- Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. - Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. - Propose interest-based extension activities and opportunities for extra credit.

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	individual instruction time as needed. ● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		

New Jersey Legislative Statutes and Administrative Code								
(place an "X" before each law/statute if/when present within the curriculum map)								
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*		Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*