Califon Public School
Curriculum

Subject: 21st Century Life & Careers	Grade: Kindergarten	Unit #: 1	Pacing: Integrated Throughout
Unit Title: Personal Financial Literacy			

OVERVIEW OF UNIT:

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. Through the unit, students will begin to lay the groundwork for important 21st Century Life Skills.

Unit References	
Big Ideas	Essential Questions
- 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. - Money comes in different values, forms and uses. - A budget is a plan that helps an individual obtain his/her financial goals. - Saving money is a habit that can be developed. - There are ways to keep the things we value safely at home and other places.	- What are our wants and needs? - What are ways to earn money? - What are ways to save money? - How do we make sure we do not spend more than we have? - When is it okay to borrow money? - Why is it important to donate to those in need?
Objectives	
Students will be able to identify their wants and needs	

- Students will be able to determine ways to earn money
- Students will be able to determine ways to save money
- Students will be able to explain how to make sure they do not spend more money than they have
- Students will be able to identify when it is okay to borrow money
- Students will be able to explain why it is important to donate to those in need

Assessment

Formative Assessment:

- Homework assignments
- Classwork
- Skill worksheets
- Class discussions

Summative Assessment:

- Performance Task

Benchmark Assessment:

- Benchmark Assessment

Alternative Assessment:

- Performance Task
- Projects

Key Vocabulary

- budget
- consumer
- credit
- debit
- debt
- earn

- income
- invest
- money
- needs
- save
- wants

Resources & Materials

- Practical Money Skills for Life - https://practicalmoneyskills.com/foreducators/lesson_plans/
- Brain POP - https://www.brainpop.com/
- Brain POP Jr. - https://jr.brainpop.com/
- Saving and Spending Lesson Plan - http://www.tdbank.com/wowzone/lessons/GrK-1Lesson1.pdf
- Checking Accounts and Alternative Banking - http://www.tdbank.com/wowzone/lessons/GrK-1Lesson1.pdf
- Introduction to Credit - http://www.tdbank.com/wowzone/lessons/Gr4-5Lesson3.pdf
- Uncle Jed's Barber Shop - http://www.philadelphiafed.org/education/teachers/lesson-plans/UncleJedsBarbershop.pdf (book needed)

● Various fundraising/volunteer projects during the year.

Technology Infusion
Teacher Technology: ● Chromebooks ● Google Classroom ● Various Internet Sources **Student Technology:** ● Chromebooks ● Various Internet Sources **Activities:** ● Students will use their Chromebooks to access the Internet to research various careers within their community and the related earnings. They will then create a presentation displaying the information they found.

Standard	Standard Description
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.

Interdisciplinary Integration
Activities: ● Students will use their Chromebooks to access the Internet to research various careers within their community and the related earnings. They will then create a presentation displaying the information they found. **Resources:** ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html ● Engineering Go For It! - http://egfi-k12.org/ ● US Department of Education STEM - http://www.ed.gov/stem ● Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html ● NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko ● PBS STEM - http://www.pbs.org/teachers/stem/#content ● STEM Works - http://stem-works.com/activities

- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

21st Century Life Skills
Activities: ● Students will use their Chromebooks to access the Internet to research various careers within their community and the related earnings. They will then create a presentation displaying the information they found.

Standard	Standard Description
9.4.2.TL.2	Create a document using a word processing application.

Careers
Activities: ● Students will use their Chromebooks to access the Internet to research various careers within their community and the related earnings. They will then create a presentation displaying the information they found.

Standard	Standard Description
3	Attend to personal health and financial well-being.

Standards	
Standard	**Student Learning Objectives**
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).
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).
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.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
- Provide modifications & accommodations as listed in the student's IEP - Position student near helping peer or have quick access to teacher - Modify or reduce assignments/tasks - Reduce length of assignment for different mode of delivery - Increase one-to-one time - Prioritize tasks - Use graphic organizers - Use online resources for skill building - Provide teacher notes - Use collaborative grouping strategies such as small groups - NJDOE resources - http://www.state.nj.us/education/specialed/	- Provide text-to-speech - Use of translation dictionary or software - Provide graphic organizers - NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm - Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	- Tiered interventions following RTI framework - Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ - Interventional Central - http://www.interventioncentral.org/	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations - Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied - NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
Curriculum

Subject: 21st Century Life & Careers	Grade: Kindergarten	Unit #: 2	Pacing: Integrated Throughout
Unit Title: Career Awareness, Exploration and Preparation			

OVERVIEW OF UNIT:

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. Throughout the unit, students will begin to lay the groundwork for important 21st Century Life Skills.

Unit References	
Big Ideas	**Essential Questions**
- There are actions an individual can take to help make this world a better place. - 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. - Brainstorming can create new, innovative ideas. - Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. - Individuals from different cultures may have different points of view and experiences.	- What is a career? - What would you like to do when you're an adult? - What can you do now to help you reach your goals?
Objectives	
- Students will be able to explain what a career is - Students will be able to describe what they would like to do when they are an adult - Students will be able to identify steps to help them reach their goals	

Assessment	
Formative Assessment: ● Homework assignments ● Classwork ● Skill worksheets ● Class discussions **Summative Assessment:** ● Performance Task	**Benchmark Assessment:** ● Benchmark Assessment **Alternative Assessment:** ● Performance Task ● Projects

Key Vocabulary	
● Career ● civic ● goal ● nontraditional ● personal ● reward ● business ● culture	● professional ● roles ● traditional ● work ● entrepreneurship ● entrepreneur ● risk

Resources & Materials
● STEM Resources ● http://www.allterrainbrain.org/ATBHome.aspx

Technology Infusion
Teacher Technology: ● Chromebooks ● Google Classroom ● Various Internet Sources **Student Technology:** ● Chromebooks ● Various Internet Sources

Activities:
- Students will use their Chromebooks to access the Internet to research why people work, different types of work, and how work can help people achieve personal and professional goals. They will then create a presentation displaying the information they found.

Standard	Standard Description
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.

Interdisciplinary Integration

Activities:
- Students will use their Chromebooks to access the Internet to research why people work, different types of work, and how work can help people achieve personal and professional goals. They will then create a presentation displaying the information they found.

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

21st Century Life Skills

Activities:
- Students will use their Chromebooks to access the Internet to research why people work, different types of work, and how work can help people achieve personal and professional goals. They will then create a presentation displaying the information they found.

Standard	Standard Description
9.4.2.TL.2	Create a document using a word processing application.

Careers
Activities: ● Students will use their Chromebooks to access the Internet to research why people work, different types of work, and how work can help people achieve personal and professional goals. They will then create a presentation displaying the information they found.

Standard	Standard Description
3	Attend to personal health and financial well-being.

Standards	
Standard	**Student Learning Objectives**
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.
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.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm easy to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
- Provide modifications & accommodations as listed in the student's IEP - Position student near helping peer or have quick access to teacher - Modify or reduce assignments/tasks - Reduce length of assignment for different mode of delivery - Increase one-to-one time - Prioritize tasks - Use graphic organizers - Use online resources for skill building - Provide teacher notes - Use collaborative grouping strategies such as small groups - NJDOE resources - http://www.state.nj.us/education/specialed/	- Provide text-to-speech - Use of translation dictionary or software - Provide graphic organizers - NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm - Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	- Tiered interventions following RTI framework - Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ - Interventional Central - http://www.interventioncentral.org/	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations - Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied - NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Subject: 21st Century Life & Careers	Grade: Kindergarten	Unit #: 3	Pacing: Integrated Throughout
Unit Title: Digital Literacy			

OVERVIEW OF UNIT:

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. Throughout the unit, students will begin to lay the groundwork for important 21st Century Life Skills.

Unit References	
Big Ideas	Essential Questions
- 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. - 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. - Digital tools have a purpose. - Collaboration can simplify the work an individual has to do and sometimes produce a better product.	- What is a digital footprint? - How can you positively impact the world to fight against climate change? - What are digital tools? - How can you use digital tools in a variety of ways? - How can you practice safe behaviors when using the internet? - How does collaboration simplify the work you have to do?

Objectives
- Students will be able to recognize that a digital footprint can be both positive and negative.   - Students will be able to identify ways to positively impact the natural world to fight against climate change.   - Students will be able to search for information using digital tools.   - Students will be able to describe the purpose of digital tools.   - Students will be able to collaborate with peers.

Assessment

Formative Assessment:
- Homework assignments
- Classwork
- Skill worksheets
- Class discussions

Summative Assessment:
- Performance Task

Benchmark Assessment:
- Benchmark Assessment

Alternative Assessment:
- Performance Task
- Projects

Key Vocabulary

- Career
- Digital
- Tools
- Share
- Collaboration
- Search

- Community
- Information
- Data
- Internet

Resources & Materials
- STEM Resources   - http://www.allterrainbrain.org/ATBHome.aspx

Technology Infusion

Teacher Technology:
- Chromebooks
- Google Classroom
- Various Internet Sources

Student Technology:
- Chromebooks
- Various Internet Sources

Activities:
- Students will use their Chromebooks to access the Internet to research why people work, different types of work, and how work can help people achieve personal and professional goals. They will then create a presentation displaying the information they found.

Standard	Standard Description
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.

Interdisciplinary Integration

Activities:
- Students will use their Chromebooks to access the Internet to research why people work, different types of work, and how work can help people achieve personal and professional goals. They will then create a presentation displaying the information they found.

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

21st Century Life Skills

Activities:
● Students will use their Chromebooks to access the Internet to research why people work, different types of work, and how work can help people achieve personal and professional goals. They will then create a presentation displaying the information they found.

Standard	Standard Description
9.4.2.TL.2	Create a document using a word processing application.

Careers
Activities:
● Students will use their Chromebooks to access the Internet to research why people work, different types of work, and how work can help people achieve personal and professional goals. They will then create a presentation displaying the information they found.

Standard	Standard Description
3	Attend to personal health and financial well-being.

Standards	
Standard	**Student Learning Objectives**
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.
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.
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.
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.
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.
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.
9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
● Provide modifications & accommodations as listed in the student's IEP	● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers	● Tiered interventions following RTI framework ● Effective RTI strategies for teachers -	● Process should be modified: higher order thinking skills,

● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/	● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/	open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm