

Fairview Public Schools

21st Century Life and Careers

Grades 4-8

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| Vision | To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that: <ul style="list-style-type: none">● 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.● Is financially literate and financially responsible at home and in the broader community.● Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.● Seeks to attain skill and content mastery to achieve success in a chosen career path. |
| Overview/Rationale | To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that: <ul style="list-style-type: none">● 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.● Is financially literate and financially responsible at home and in the broader community.● Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.● Seeks to attain skill and content mastery to achieve success in a chosen career path. |
| DESIRED OUTCOMES | |
| NJSLS Standards Addressed | |
| <ul style="list-style-type: none">● 9.1 Personal Financial Literacy● This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, | |

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enabling students to achieve fulfilling, financially-secure, and successful careers.

- 9.2 Career Awareness, Exploration, and Preparation
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3 Career and Technical Education
- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

About the Career Cluster Essential Knowledge and Skills Statements (ESS)

1. Academic foundations: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.
2. Communications: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.
3. Problem solving and critical thinking: Solve problems using critical thinking skills independently and in teams. Solve problems using creativity and innovation.
4. Information technology applications: Use information technology tools specific to the career cluster to access, manage, integrate and create information.
5. Systems: Understand roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.
6. Safety, health and environmental: Understand the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
7. Leadership and teamwork: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.
8. Ethics and legal responsibilities: Know and understand the importance of professional ethics and legal responsibilities
9. Employability and career development: Know and understand the importance of employability skills. Explore, plan and effectively manage careers. Know and understand the

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importance of entrepreneurship skills.

10. Technical skills: Use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation and maintenance of technological systems critical to the career cluster.

NJSLS Technology Standards Addressed

8.1: Educational Technology

A. Technology Operations and Concepts

1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
2. Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
3. Use a graphic organizer to organize information about problem or issue.
4. Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

B. Creativity and Innovation

1. Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

D. Digital Citizenship

1. Understand the need for and use of copyrights.
2. Analyze the resource citations in online materials for proper use.
3. Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
4. Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E. Research and Information Fluency

1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

F. Critical thinking, problem solving, and decision making

1. Apply digital tools to collect, organize, and analyze data that support a scientific finding.

8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming

A. The Nature of Technology: Creativity and Innovation

1. Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
2. Investigate and present factors that influence the development and function of a product

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and a system.

21st Century Themes & Skills

| <i>Check all Themes that apply</i> | | <i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i> | |
|------------------------------------|--|--|----------------------------------|
| <i>T</i> | Global Awareness | <i>T</i> | Creativity and Innovation |
| <i>T</i> | Environmental Literacy | <i>T</i> | Critical Thinking |
| <i>T</i> | Health Literacy | <i>T</i> | Problem Solving |
| <i>T</i> | Civic Literacy | <i>T</i> | Communication |
| <i>T</i> | Financial, Economic, Business, and Entrepreneurial Literacy | <i>T</i> | Collaboration |

Interdisciplinary Connections

Many skills are reflected throughout the NJSLS: skills such as communications, teamwork/collaboration, problem solving, critical thinking and research skills.

The NJSLS articulate a set of skills that require an academic foundation in ELA/literacy or mathematics but have technical elements or applications, such as work-based communications and job-seeking skills that are outside the scope of the NJSLS.

The NJSLS include skills that could be reflected in NJSLS-aligned instruction, such as adaptability and motivation/self-discipline, even though they are not explicitly required or called out in the NJSLS.

Finally, some skills: mostly technical or work-based in nature, such as career planning, ethical reasoning and conflict resolution skills are simply outside the scope of the mathematics and ELA/literacy NJSLS.

Career-Ready Practices

Career-Ready Practices:

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1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

For more information, see www.careertech.org/career-technical-education/cctc.

Goals

- The student will continuously acquire skills, attitudes, and knowledge that contribute to effective learning.
- The student will make developmentally appropriate decisions about future education and continuing preparation for life and work.
- The student will understand and demonstrate the relationship of academics to careers in civic, social, and everyday settings.
- The student will use information-gathering techniques and technologies in collecting, analyzing, organizing, and presenting information.
- The student will work effectively with others, including people from diverse backgrounds, and contribute to group efforts by sharing ideas, suggestions, and workloads.
- The student will demonstrate individual qualities such as responsibility, self-management, integrity, respect for self and others, flexibility, confidence, and a willingness to explore.
- The student will use a variety of methods, appropriate to the purpose and audience, to communicate effectively.
- The student will plan and prepare for a variety of current and future educational and career opportunities, based upon assessments of individual qualities and interests.
- The student will understand and apply safety concepts in school, work and everyday settings.

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- *The student will perform mathematical operations with the proficiency required to conduct transactions, and will apply problem solving and reasoning strategies in school, work, and everyday settings.*

By the end of Grade 4 students will be able to:

- *Demonstrate effective study and information-seeking habits.*
- *Demonstrate the capacity to use a variety of basic reference tools, such as dictionaries, maps and globes, encyclopedias, newspapers, and magazines.*
- *Present ideas appropriately, including the use of visual techniques.*
- *Use appropriate forms of language to formulate and articulate effective oral and/or written responses.*
- *Demonstrate, using a variety of communication tools, an understanding of the various roles an individual may have (friend, student, worker, family member).*
- *Demonstrate the capacity to communicate constructively with peers and adults.*
- *Actively seek response, advice, and critique from others.*
- *Self-monitor progress in achievement of tasks by setting time limits.*
- *Establish expectations for achievement and use evaluation tools.*
- *Demonstrate an understanding of the importance of observation, practice, effort and learning.*
- *Demonstrate self-direction in their learning and work.*

By the end of Grade 8 students will be able to:

- *Demonstrate the capacity to use a variety of tools, such as libraries, museums, technology, etc., to enhance learning.*
- *Demonstrate the capacity to compare, contrast, and use information presented in written, oral, audio-visual, and graphic forms.*
- *Distinguish facts from opinions in a variety of communication forms.*
- *Express ideas clearly and concisely.*
- *Recognize when an individual or group does not understand their message and respond appropriately.*
- *Communicate and work effectively with others as active participants and responsive listeners.*
- *Establish learning goals around interests, abilities, and achievements.*
- *Plan activities to achieve learning goals.*
- *Monitor their own learning process and revise activities accordingly, considering strategies for improving academic skills.*
- *Identify and understand the impact of their preferred learning style on their ability to receive and process information.*
- *Devise a system, such as a flow chart or log, for keeping track of progress and goals, and*

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adjust priorities to meet deadlines and manage time, according to this system.

- *Demonstrate knowledge of school tasks that are similar to skills essential for job success.*

Assessments

*Group Projects in all content areas
Portfolios*

Differentiated Activities

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| Enrichment | <p><i>Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</i></p> <p><i>Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.</i></p> |
| ELL | <p><i>Work in collaboration with peers.</i></p> <p><i>Visit google translate to assist in language acquisition.</i></p> <p><i>Students may use a bilingual dictionary. Read written instructions.</i></p> <p><i>Students may be provided with note organizers / study guides to reinforce key topics.</i></p> <p><i>Provide modified assessments when necessary. Student may complete assignments in an alternate setting when requested.</i></p> |
| Special Education | <p><i>Modifications in accordance with individual students' IEP's Students may be provided with note organizers / study guides to reinforce key topics.</i></p> <p><i>Extended time on assessments when needed. Preferred seating to be determined by student and teacher. Provide modified assessments when necessary. Student may complete assessments in alternate setting when requested. Establish a non-verbal cue to redirect student when not on task. Maintain strong teacher / parent communication.</i></p> |
| At-Risk (Intervention) | <p><i>Work in collaboration with peers.</i></p> <p><i>Modifications in accordance with individual students' 504 plans. Students may be provided with note organizers / study guides to reinforce key</i></p> |

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| Gifted and Talented Students | <p><i>topics. Extended time on assessments when needed. Preferred seating to be determined by student and teacher. Provide modified assessments when necessary. Student may complete assessments in alternate setting when requested. Establish a non-verbal cue to redirect student when not on task. Maintain strong teacher / parent communication.</i></p> <p><i>Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share. Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</i></p> |
| Resources | |
| Teacher Resources | <p>NJSLS website www.NJSLS.org. For more on the Career Cluster www.careertech.org/career-clusters/ccresources/knowledge-skills.html.</p> |