Pacing Guide For Career Readiness / Life Literacies / Key Skills Curriculum

Grade 6-8

Topic	Grade	Marking Period	Number of Days
Civic Financial Responsibility	8	1	One day/week for 3 weeks
Credit and Debt Management	6	1	One day/week for 3 weeks
Credit Profile	6	1	One day/week for 3 weeks
Economic and Government Influences	8	2	One day/week for 3 weeks
Financial Institutions	7,8	2	One day/week for 3 weeks
Financial Psychology	6,7,8	2	One day/week for 3 weeks
Planning and Budgeting	6,7,8	4	One day/week for 3 weeks
Risk Management and Insurance	8	4	One day/week for 3 weeks
Career Awareness and Planning	6,7,8	3	One day/week for 3 weeks
Creativity and Innovation	6,7,8	3	One day/week for 3 weeks
Critical Thinking and Problem Solving	6,7,8	3	One day/week for 3 weeks
Digital Citizenship	6 7 8	2	One day/week for 5 weeks
Global and Cultural Awareness	6,7,8	4	One day/week for 3 weeks
Information and Media Literacy	6 7 8	2	One day/week for 5 weeks
Technology Literacy	6 7 8	1	Overarching throughout the year Minimum of 6 classes.

Grade: 6-8

Standard: 9.1	**Content Topic:** Personal Finance Literacy / Civic Responsibility

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.8.CR.1	Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures	American Heart Association-Human Body Earthwatch Institute-Weather
9.1.8.CR.2	Individuals can use their talents, resources and abilities to give back	Compare various ways to give back through strengths, passions, goals, and other personal factors	Marine Mammal Center-Animals Rainforest-Ecology
9.1.8.CR.3	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.	Bill Gates Foundation
9.1.8.CR.4	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen	Examine the implications of legal and ethical behaviors when making financial decisions	https://www.cpajournal.com/2019/10/14/a-new-approach-to-teaching-ethical-decision-making-to-accounting-students/

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher Created Assessment Writing Journal Class Discussion Alternative Assessment- Extension Project Newsela article - Pro/Con Should all high schoolers take courses in personal finance?	KWL Chart Simulation	Video lesson Picture book https://www.cde.ca.gov/eo/in/fl/finlitk12.asp

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom	Science Socio-emtional

Grade: 6-8

Standard: 9.1	Content Topic: Personal Finance Literacy / Credit and Debt Management

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.8.CDM.1	There are strategies to increase your savings and limit debt	Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each	https://econisok.org/wp-content/uploads/2015/04/MS-Lesson-5-Debt-Cards-vs.-Credit-Cards.pdf Article https://www.thebalance.com/should-you-spend-with-debit-or-credit-cards-315480
9.1.8.CDM.2	There are strategies to increase your savings and limit debt	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each	NGPF.org: MS Unit 4.1 Borrowing Money https://docs.google.com/document/d/14Yy3--lrXF4dhasiv-wIH6ibwf4GvhXftuB3S9HgISM/edit NGPF.org: MS Unit 4.2 Introduction to Credit https://docs.google.com/document/d/1y1HWYOUcR5qw8KtxBK7TuhK3Eg_XYWOOfmQqlDzvO30/edit
9.1.8.CDM.3	Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit	Compare and contrast loan management strategies, including interest charges and total principal repayment costs	NGPF.org: MS Unit 4.5 Loans 101 https://docs.google.com/document/d/1m4oU7ob0flP-CRvMrNKzaN0tKfglCnSLBa502c_GY9Q/edit
9.1.8.CDM.4	Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit	Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans)	https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3TeachersGuide8.pdf

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
IXL (EE.7 for C.1)	IXL JJ.3 Large Purchase Simulation	https://www.econlowdown.org/its_your_paycheck_8?p=yes

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Websites, IXL, google classroom	Math / ELA / technology

Grade: 6-8

Standard: 9.1	**Content Topic:** Personal Finance Literacy / Credit Profile

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.8.CP.1	There are strategies to build and maintain good credit history	Compare prices for the same goods or services	Consumer Skills https://docs.google.com/document/d/11_qTxGWGHL-iQnq_zqJEThgcVlM1mVqu15bP9Z9Pf08/edit
9.1.8.CP.2	There are strategies to build and maintain good credit history	Analyze how spending habits affect one's ability to save	Credit Scores https://docs.google.com/document/d/1bquchfl0IXo2xohXHUj3Vtk_uk5Xr7bWHX7SkDwY-m0/edit
9.1.8.CP.3	There are strategies to build and maintain good credit history	Explain the purpose of a credit score and credit record, the factors and impact of credit scores	Credit Scores https://docs.google.com/document/d/1bquchfl0IXo2xohXHUj3Vtk_uk5Xr7bWHX7SkDwY-m0/edit
9.1.8.CP.4	There are strategies to build and maintain good credit history	Summarize borrower's credit report rights	Creditor's Criteria/Borrowers' Rights & Responsibilities https://www.stlouisfed.org/~/media/education/curriculum/pdf/its-your-paycheck-lesson-7.pdf
9.1.8.CP.5	Credit history affects personal finances	Compare the financial products and services available to borrowers relative to their credit worthiness	All About Credit https://www.stlouisfed.org/~/media/Education/Curriculum/pdf/Its-Your-Paycheck-Lesson-6.pdf?la=en

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Consumers Skills Quizlet * SS - discussion on choosing trade	IXL -- Credit Reports 6-JJ.4	https://www.stlouisfed.org/education/ https://www.ngpf.org/

partners		

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google classroom, IXL, chromebook, Google Read and Write	Math, technology, ELA

Grade: 6 - 8

Standard: 9.1	**Content Topic:** Personal Finance Literacy / Economic and Government Influences

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.8.EG.1	Taxes affect one's personal finance	Explain how taxes affect disposable income and the difference between net and gross income	https://www.stlouisfed.org/~/media/education/lessons/pdf/income-taxes.pdf
9.1.8.EG.2	Taxes affect one's personal finance	Explain why various sources of income are taxed differently	https://nj.pbslearningmedia.org/resource/fin10.socst.personfin.manage.lptaxes/taxes-where-does-your-money-go/
9.1.8.EG.3	There are government agencies and policies that affect the financial industry and the broader economy	Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives	https://www.state.nj.us/education/aps/cccs/career/resources/mclesson6.pdf
9.1.8.EG.4	There are government agencies and policies that affect the financial industry and the broader economy	Identify and explain the consequences of breaking federal and / or state employment or financial laws	SS - iCivics - Citizenship: Just the Facts
9.1.8.EG.5	There are government agencies and policies that affect the financial industry and the broader economy	Interpret how changing economic and societal needs influence employment trends and future education	https://www.newyorkfed.org/outreach-and-education/ny-fed-content-for-educators
9.1.8.EG.6	There are government agencies and policies that affect the financial industry and the broader economy	Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods	http://mrpintar.weebly.com/uploads/6/3/1/9/6319125/econoland_-_circular_flow_simulation.pdf
9.1.8.EG.7	There are government agencies and policies that affect the financial industry and the broader economy	Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer	http://economicsondemand.weebly.com/lesson-3-unemployment.html

		decisions	
9.1.8.EG.8	There are government agencies and policies that affect the financial industry and the broader economy	Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income	https://www.lessonplanet.com/lesson-plans/exchange-rate/all
9.1.8.EG.9	There are procedures required to take advantage of consumer protection laws and assistance programs	Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address	https://www.commonsense.org/education/lesson-plans/scams-and-identity-theft

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Discussions (Think, Pair, Share) Newsela article - "Eleven Year Old is taking a lemonade stand to a new level" Teacher made material SS - iCivics - Citizenship: Just the Facts Worksheet	https://www.louisianabelieves.com/docs/default-source/assessment/leap-2025-grade-7-social-studies-practice-test-answer-key.pdf?sfvrsn=5 SS - iCivics - Citizenship: Just the Facts Informal Assessment	Various websites as noted above- use Google Read and Write to read text if needed SS - iCivics

Technology	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
Google Classroom, iCivics.org, Google Read and Write	SS / ELA / math

Grade: 6-8

Standard: 9.1	**Content Topic:** Personal Finance Literacy/ Financial Institutions

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.8.FI.1	There are a variety of factors that influence how well suited a financial institution and / or service will be in meeting an individual's financial needs	Identify the factors to consider when selecting various financial service providers	Article to discuss https://www.military.com/paycheck-chronicles/2011/02/01/ten-things-to-consider-when-choosing-a-bank-or-credit-union
9.1.8.FI.2	There are a variety of factors that influence how well suited a financial institution and / or service will be in meeting an individual's financial needs	Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/ mobile banking)	https://youth.handsonbanking.org/wp-content/uploads/2019/08/Toolkit_MiddleSchool.pdf
9.1.8.FI.3	There are a variety of factors that influence how well suited a financial institution and / or service will be in meeting an individual's financial needs	Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals	Lesson 6: Banking Services Lesson 7: Credit https://www.practicalmoneyskills.com/teach/lesson_plans/grades_7_8
9.1.8.FI.4	There are a variety of factors that influence how well suited a financial institution and / or service will be in meeting an individual's financial needs	Analyze the interest rates and fees associated with financial products	Webquest to gather data regarding rates and fees of various financial products commonly used for purchases -Create t-chart to analyze and discuss

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Discussions T-chart	Practical Money Skills lesson 7, activity 7.2	Websites

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Electronic t -chart, chromebook, Google Read and Write	Math/ELA

Grade: 6-8

Standard: 9.1	**Content Topic:** Personal Finance Literacy/ Financial Psychology

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.8.FP.1	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being	Describe the impact of personal values on various financial scenarios	STEM Projects Mars Lander Challenge Reptile Egg Project Floating Egg Project Raft Rally Grow and Maintain a Plant Novel - The Lemonade War - read, discuss, and relate
9.1.8.FP.2	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions	STEM Projects Mars Lander Challenge Reptile Egg Project Floating Egg Project Raft Rally Grow and Maintain a Plant Novel - The Lemonade War - read, discuss, and relate
9.1.8.FP.3	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.)	STEM Projects Mars Lander Challenge Reptile Egg Project Floating Egg Project Raft Rally Grow and Maintain a Plant Novel - The Lemonade War - read, discuss, and relate
9.1.8.FP.4	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being	Analyze how familial and cultural values influence savings rates, spending and other financial decisions	STEM Projects Mars Lander Challenge Reptile Egg Project Floating Egg Project Raft Rally Grow and Maintain a Plant

			Novel - The Lemonade War - read, discuss, and relate
9.1.8.FP.5	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being	Determine how spending, investing, and using credit wisely contributes to financial well-being	Novel - The Lemonade War STEM Projects Mars Lander Challenge Reptile Egg Project Floating Egg Project Raft Rally Grow and Maintain a Plant
9.1.8.FP.6	Marketing techniques are designed to encourage individuals to purchase items they may not need or want	Compare and contrast advertising messages to understand what they are trying to accomplish	Novel - The Lemonade War STEM Projects Mars Lander Challenge Reptile Egg Project Floating Egg Project Raft Rally Grow and Maintain a Plant
9.1.8.FP.7	Marketing techniques are designed to encourage individuals to purchase items they may not need or want	Identify the techniques and effects of deceptive advertising	Novel - The Lemonade War STEM Projects Mars Lander Challenge Reptile Egg Project Floating Egg Project Raft Rally Grow and Maintain a Plant https://www.practicalmoneyskills.com/teach/lesson_plans/grades_7_8 Lesson 10: The Influence of Advertising

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
STEM Project Challenges- Solutions Procedure Cost Analysis	STEM Project Scoring Guide	Teacher Created Project

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)

Mars Lander Video, Google Read and Write	Science Technology & ELA

Grade: 6-8

Standard: 9.1	**Content Topic:** Personal Finance Literacy / Planning and Budgeting

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.8.PB.1	A budget aligned with an individual's financial goals can help prepare for life events	Predict future expenses or opportunities that should be included in the budget planning process	STEM Projects Mars Lander Challenge Reptile Egg Project Floating Egg Project Raft Rally Grow and Maintain a Plant NGPF Unit 3.1 -- What is a Budget? Novel - The Lemonade War - read, discuss, and relate
9.1.8.PB.2	A budget aligned with an individual's financial goals can help prepare for life events	Explain how different circumstances can affect one's personal budget	Novel - The Lemonade War - read, discuss, and relate STEM Projects Mars Lander Challenge Reptile Egg Project Floating Egg Project Raft Rally Grow and Maintain a Plant NGPF Unit 3.2 -- Needs vs. Wants
9.1.8.PB.3	A budget aligned with an individual's financial goals can help prepare for life events	Explain how to create budget that aligns with financial goals	Novel - The Lemonade War STEM Projects Mars Lander Challenge Reptile Egg Project Floating Egg Project Raft Rally Grow and Maintain a Plant

9.1.8.PB.4	A budget aligned with an individual's financial goals can help prepare for life events	Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g., teenager, young adult, family)	Novel - The Lemonade War - read, discuss, and relate NGPF Unit 3.3 -- How do you Budget?
9.1.8.PB.5	Goals (e.g., higher education, autos, and homes, retirement) affect your finances	Identify factors that affect one's goals, including peers, culture, location and past experiences	Novel - The Lemonade War - read, discuss, and relate
9.1.8.PB.6	Goals (e.g., higher education, autos, and homes, retirement) affect your finances	Construct a budget to save for short-term, long term and charitable goals	IXL -- Adjust a Budget Novel - The Lemonade War - read, discuss, and relate
9.1.8.PB.7	There are strategies to decrease and manage expenses	Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day to day expense management	Novel - The Lemonade War - read, discuss, and relate

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Budgeting Quizlet	IXL -- Balance a Budget Your Budget Plan https://www.stlouisfed.org/~/media/Education/Curriculum/pdf/Its-Your-Paycheck-Lesson-4.pdf?la=en	NGPF Unit 3.5 -- Case Study (Let's Make a Budget)

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Chromebook; IXL, Google Read and Write Newsela - How to save money as a kid	STEM Projects Mars Lander Challenge Reptile Egg Project Floating Egg Project Raft Rally Grow and Maintain a Plant

Grade: 6-8

Standard: 9.1	**Content Topic:**Personal Finance Literacy / Risk Management and Insurance

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.8.RM.1	Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance	Determine criteria for deciding the amount of insurance protection needed	NGPF.org: MS Unit 7.5 Insurance Premiums https://docs.google.com/document/d/18M49Kop8URSZv6UQFWN7b5OwJ6RufxQY6McZzlG7qO0/edit
9.1.8.RM.2	Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance	Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss	NGPF.org: MS Unit 7.4 Intro to Insurance https://docs.google.com/document/d/1u0L8KUxXqQGxa1-Uqzt5n9e1VAMgIwUkV7vXx7pDycY/edit
9.1.8.RM.3	Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance	Evaluate the need for different types of warranties	Article -- Types of Warranties Article -- Understanding Warranty in Insurance Quizlet -- Warranties & Representations
9.1.8.RM.4	Insurance can protect your personal finances	Explain the purpose of insurance products and the reasons for property product and liability insurance protection	NGPF.org: MS Unit 7.4 Intro to Insurance https://docs.google.com/document/d/1u0L8KUxXqQGxa1-Uqzt5n9e1VAMgIwUkV7vXx7pDycY/edit

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
KWL Chart Quizlet	Essay Topic: How do you interpret wages, taxes, benefits and deductions on earning statements?	Quizlet -- Personal Risk Management

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Chromebook to follow websites / activities Google Read and Write	ELA

Grade: 6-8

Standard: 9.2	**Content Topic:** Career Awareness, Exploration, Preparation and Training / Career Awareness and Planning

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.2.8.CAP.1	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest	https://www.californiacareers.info/#?Lesson%20Plans Gr.7 Planning for Middle and High School -lesson/video/handouts Gr.8 Exploring Military Career Options -lesson/video/handouts Votech Introduction by Kim Gilles
9.2.8.CAP.2	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	Develop a plan that includes information about career areas of interest	https://www.californiacareers.info/#?Lesson%20Plans Gr. 7 Where Am I Going? -lesson/vide/ws Votech Introduction by Kim Gilles
9.2.8.CAP.3	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income	https://www.californiacareers.info/#?Lesson%20Plans Gr.7 My Future Lifestyle -lesson/video/ws Gr. 7 Possible Careers -lesson/video/ws Votech Introduction by Kim Gilles
9.2.8.CAP.4	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement	NGPF.org: MS Unit 7.1 Digital Citizenship https://docs.google.com/document/d/1AHjO1ykpSOjaoNlAcRH304-e1CwDeqQD_p0WTU-wrk0/edit Common Sense Media

9.2.8.CAP.5	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan	https://www.californiacareers.info/#?Lesson%20Plans Gr. 6 Roadmap to Success lesson/video/ws Gr. 7 The Next 6 Years -lesson/video/ws Gr. 8 Transitioning to High School -lesson/video/handout
9.2.8.CAP.6	Early planning can provide more options to pay for post-secondary training and employment	Compare the costs of postsecondary education with the potential increase in income from a career of choice	NGPF.org: MS Unit 9.3 Alternatives to 4-Year Colleges https://docs.google.com/document/d/1tA8b6B0rI3LDzMeHVROhUS1RcURQyttaRQW13WNWzbk/edit
9.2.8.CAP.7	Early planning can provide more options to pay for post-secondary training and employment	Devise a strategy to minimize costs of postsecondary education	NGPF.org: MS Unit 9.2 Paying for College https://docs.google.com/document/d/1nYJdUifTmiqK3r6s4vcR7RBIeEzATlRuD5Ltd-5R81w/edit
9.2.8.CAP.8	Early planning can provide more options to pay for post-secondary training and employment	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest	NGPF.org: MS Unit 9.3 Alternatives to 4-Year Colleges https://docs.google.com/document/d/1tA8b6B0rI3LDzMeHVROhUS1RcURQyttaRQW13WNWzbk/edit
9.2.8.CAP.9	Early planning can provide more options to pay for post-secondary training and employment	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options	https://www.californiacareers.info/#?Lesson%20Plans Gr. 8 Preparing For My Future -lesson/video/handout
9.2.8.CAP.10	There are a variety of resources available to help navigate the career planning process	Evaluate how careers have evolved regionally, nationally, and globally	SS - indentured servitude https://archive.econedlink.org/interactives/tools/ushistory-lesson5/1-56183-624-9_05.pdf
9.2.8.CAP.11	There are a variety of resources available to help navigate the career planning process	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics	https://www.californiacareers.info/#?Lesson%20Plans Gr.6 My Dream Career -lesson/video/handout Ms. Gilles Vo Tech Training
9.2.8.CAP.12	There are a variety of resources available to help navigate the career planning process	Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential	https://www.californiacareers.info/#?Lesson%20Plans Gr. 6 I Have "M.I." Strengths! -lesson/video/handout

			Ms. Gilles Vo Tech Training
9.2.8.CAP.13	Employee benefits can influence your employment choices	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances	https://wwwJob.hsfpp.org/students/student-lessons/module-3-earning-power/3-2-job-benefits-and-costs.aspx Job Benefits and Costs
9.2.8.CAP.14	Employee benefits can influence your employment choices	Evaluate sources of income and alternative resources to accurately compare employment options	Job Benefits http://maplp.weebly.com/uploads/1/3/9/4/13949900/hsfpp-lesson-plan-3-2-job-benefits_2014.pdf
9.2.8.CAP.15	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power	NGPF.org: MS Unit 8.3 Soft Skills https://docs.google.com/document/d/1_L_-bdUSEtrLvdpzsq0IkkKTSyE5_Q8t-7U_7hjySq0/edit
9.2.8.CAP.16	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills	https://www.californiacareers.info/#?Lesson%20Plans -Gr.8 How to Succeed in Life lesson/video/handout NGPF.org: MS Unit 8.5 Interviewing Skills https://docs.google.com/document/d/1dE8l6awn8yLah1wDWALwVKuTqiCM5DEaz1E5oCuFsqU/edit
9.2.8.CAP.17	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	Prepare a sample resume and cover letter as part of an application process	NGPF.org: MS Unit 8.2 Resumes https://docs.google.com/document/d/1NVGoYSbMocXpN6atU35QhoKiYnSiRv5M6MzIHpFKHX4/edit
9.2.8.CAP.18	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process	NGPF.org: MS Unit 8.4 First Impressions https://docs.google.com/document/d/1WFhjbR3X38y9KUNEiNIWPv6OJgCg8Txmuu7OIInEohA/edit

9.2.8.CAP.19	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level	https://www.jenksps.org/pages/uploaded_files/Module_1.1.pdfE Earning an Income
9.2.8.CAP.20	There are resources to help an individual create a business plan to start or expand a business	Identify the items to consider when estimating the cost of funding a business	Calculate your startup costs https://www.sba.gov/business-guide/plan-your-business/calculate-your-startup-costs

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
-Career Presentation -Mock Interviews -Paying for College Plan -discussion of indentured servitude	-Budget for Life After College with a chosen career and lifestyle -Comic Strip to assess knowledge of Social Media impact on employment -MC/Essay questions	Follow links above to find necessary materials

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
1:1 chromebook; Google Read and Write	Math/ELA/SS

Grade: 6-8

Standard: 9.4	**Content Topic:** Life Literacies and Key Skills / Creativity and Innovation

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.4.8.CI.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4)	Climate change research project
9.4.8.CI.2	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3)	Engineering design challenges
9.4.8.CI.3	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2)	Engineering design challenge
9.4.8.CI.4	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	Explore the role of creativity and innovation in career pathways and industries	SS - Newsela “Advances in transportation helped build America's industrial economy” and “Southern Plantation Owners Used "King Cotton" to Justify Enslavement” Crash Course Engineering (YouTube video collection) Code.org videos

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher made materials	Newsela quizzes	Newsela.com articles listed

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Read and Write, Newsela	SS, math

Grade:6-8

Standard: 9.4	**Content Topic:** Life Literacies and Key Skills / Critical thinking and Problem-Solving

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.4.8.CT.1	Multiple solutions often exist to solve a problem	Evaluate diverse solutions proposed by a variety of individuals, organizations, and / or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective	Global Goals (United Nations) lessons
9.4.8.CT.2	Multiple solutions often exist to solve a problem	Develop multiple solutions to a problem and evaluate short and long term effects to determine the most plausible option	Use Technology to Solve a Local Problem: https://www.sciencebuddies.org/teacher-resources/lesson-plans/use-technology-solve-local-problem
9.4.8.CT.3	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome	Global Goals (United Nations) lessons GPS: Global Problem Solvers

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)

Discussion (Think, Pair, Share) Teacher made material	Essay Topic: Explain the concept of sustainability. How can decisions made by individuals and societies have implications for both current and future generations, and intended and unintended consequences?	Mansilla, V. B., Jackson, A., & Jacobs, I. H. Educating for global competence: Learning redefined for an interconnected world. Cisco's Global Problem Solvers series

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Chromebook (1:1), Google classroom,	Technology / ELA

Grade:6-8

Standard: 9.4	**Content Topic:** Life Literacies and Key skills / Digital Citizenship

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.4.8.DC.1	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work	Analyze the resource citations in online materials for proper use	Media lessons: www.CommonSenseMedia.org www.copyrightandcreativity.org
9.4.8.DC.2	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work	Provide appropriate citation and attribution elements when creating media products	Copyright in the Real World: www.copyrightandcreativity.org
9.4.8.DC.3	There are tradeoffs between allowing information to be public and keeping information private and secure	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure	Copyright in the Real World (Fair Use): www.copyrightandcreativity.org Creative Commons: www.CommonSenseMedia.org
9.4.8.DC.4	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences	Copyright in the Real World (Fair Use): www.copyrightandcreativity.org Creative Commons: www.CommonSenseMedia.org
9.4.8.DC.5	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure	Media lessons: www.CommonSenseMedia.org
9.4.8.DC.6	Digital footprints are publicly accessible, even if only shared	Analyze online information to distinguish whether it is	Digital Footprint

	with a select group. Appropriate measures such as proper interactions can protect online reputations	helpful or harmful to reputation	https://curriculum.code.org/csd-1718/unit2/5/ Media lessons: www.CommonSenseMedia.org
9.4.8.DC.7	Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.	Google Sheets/Google Forms *school survey lesson *electronic usage survey
9.4.8.DC.8	Digital technology and data can be leveraged by communities to address effects of climate change	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities)	Global Problem Solvers

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher made material (Projects, Quizzes, Essays) Discuss (Think, Pair, Share)	Essay Topic: How does one determine credibility in media and on-line messages?	National Education Association. Preparing 21st century students for a global society: An educator's guide to the "Four Cs". Alexandria, VA: National Education Association.

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Chromebook, google classroom	Technology, ELA

Grade: 6-8

Standard: 9.4	**Content Topic:** Life Literacies and Key Skills / Global and Cultural Awareness

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.4.8.GCA.1	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction	Model how to navigate cultural differences with sensitivity and respect	SS - Newsela "Expansion and Reform: The Indian Removal Act"
9.4.8.GCA.2	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal	United Nations Global Goals

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher made material (Projects, Quizzes, Essays) Discuss (Think, Pair, Share)	Essay Topic: How can the internet and on-line resources be used to increase engagement in political, social and economic issues? Newsela quizzez	Lai, E., DiCerbo, K., & Foltz, P. Skills for Today: What We Know about Teaching and Assessing Collaboration. Pearson.

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)

Chromebook, google classroom	SS

Grade: 6-8

Standard: 9.4	**Content Topic:** Life Literacies and Key Skills / Information and Media Literacy

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.4.8.IML.1	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation	Critically curate multiple resources to assess the credibility of sources when searching for information	Using REAL web evaluation Database use: NJ Clicks (NJ State Library); infobase Learn360 (Alpha's video database)
9.4.8.IML.2	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation	Identify specific examples of distortion, exaggeration, or misrepresentation of information	News & Media literacy: www.commonsensemedia.org
9.4.8.IML.3	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement and spatial grouping	Google Apps for Education: integrated into various lessons.
9.4.8.IML.4	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated	Ask insightful questions to organize different types of data and create meaningful visualizations	Climate Change/Plastic Bag Ban research project

9.4.8.IML.5	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated	Analyze and interpret local or public data sets to summarize and effectively communicate the data	Database use: NJ Clicks (NJ State Library);
9.4.8.IML.6	The mode of information can convey a message to consumers or an audience	Identify subtle and overt messages based on the method of communication	Finding Credible News Common Sense Media
9.4.8.IML.7	Sources of information are evaluated for accuracy and relevance when considering the use of information	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose	Database use: NJ Clicks (NJ State Library);
9.4.8.IML.8	Sources of information are evaluated for accuracy and relevance when considering the use of information	Apply deliberate and thoughtful search strategies to access high-quality information on climate change	Search strategies & Boolean terms: NJ Clicks (NJ State Library)
9.4.8.IML.9	There are ethical and unethical uses of information and media	Distinguish between ethical and unethical uses of information and media	Acquiring Content Legally & Ethically: CopyrightandCreativity.org
9.4.8.IML.10	There are ethical and unethical uses of information and media	Examine the consequences of the uses of media	Acquiring Content Legally & Ethically: CopyrightandCreativity.org
9.4.8.IML.11	There are ethical and unethical uses of information and media	Predict the personal and community impact of online and social media activities	Cyberbullying and Hate Speech: commonsensemedia.org
9.4.8.IML.12	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience	Public Service Announcements: poster, meme, or video related to a current event or topic
9.4.8.IML.13	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	Identify the impact of the creator on the content, production, and delivery of information	Web evaluation: RE**A**L (author's purpose)

9.4.8.IML.14	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	Analyze the role of media in delivering cultural, political, and other societal messages.	*SS - using primary and secondary sources, propaganda, elections *This Just In*: Breaking news lesson. commonsensemedia.org
9.4.8.IML.15	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	Explain ways that individuals may experience the same media message differently	*This Just In*: Breaking news lesson. commonsensemedia.org

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher made material (Projects, Quizzes, Essays) Discuss (Think, Pair, Share)	Essay Topic: How does the development and use of technology influence economic, political, ethical and social issues?	Carolan, C. A. The ABCs of Credit Card Finance: Essential Facts for Students. Trenton, NJ: New Jersey Coalition for Financial Education.

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Chromebook, google classroom	ELA, Technology

Grade: 6-8

Standard: 9.4	**Content Topic:** Life Literacies and Key Skills / Technology Literacy

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.4.8.TL.1	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.	Electronic Usage, Travel Budget, HS job: Google Sheets lesson.
9.4.8.TL.2	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others	Gather data and digitally represent information to communicate a real-world problem	Electronic Usage, Travel Budget, HS job: Google Sheets lesson.
9.4.8.TL.3	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others	Select appropriate tools to organize and present information digitally	Computer Science Everyday project: Choice of presentation format.
9.4.8.TL.4	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others	Synthesize and publish information about a local or global issue or event	Public Service Announcements: poster, meme, or video related to a current event or topic Climate Change/Plastic Bag Ban research project

9.4.8.TL.5	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration	Climate Change/Plastic Bag Ban research project
9.4.8.TL.6	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time	Collaborate to develop and publish work that provides perspectives on a real-world problem	Climate Change/Plastic Bag Ban research project

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher made material (Projects, Quizzes, Essays) Discuss (Think, Pair, Share)	Easy Topic: What are both intended and unintended consequences when it comes to decisions that involve technology and technological advances?	Colvin, R. L., & Edwards, V. Teaching for Global Competence in a Rapidly Changing World. OECD Publishing.

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Chromebook, google classroom	Social Studies & Science connection to Climate change

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
Visual aids Sentence Frames Modeling Anchor charts Modify rubric Teacher directed grouping	Pre-teach vocabulary Non-linguistic cues Sentence frames Visual aids Manipulatives Graphic organizers Use of educational websites: www.khanacademy.org	

21st Century Education	Career Education

THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	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 increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.