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

Grade K-2

Topic	Grade	Marking Period	Number of Days
Civic Responsibility	k-2	MP1	5-10 days
Financial Institutions	k-2	MP3	5-10 days
Financial Psychology	k-2	MP3	5-10 days
Planning and Budgeting	k-2	MP3	5-10 days
Risk Management and Insurance	k-2	MP3	5-10 days
Career Awareness and Planning	k-2	MP1	5 days
Creativity and Innovation	k-2	MP4	5-10 days
Critical Thinking and Problem Solving	k-2	MP4	10 lessons
Digital Citizenship	k-2	MP1, MP2, MP3, MP4	5-10 days
Global and Cultural Awareness	K-2	MP2	5-10 days
Information and Media Literacy	K-2	MP 2	8 classes
Technology Literacy	K-2	MP 1-4	Overarching throughout the year with 10-14 days focused instruction

Career Readiness / Life Literacies / Key Skills Curriculum
Alpha School

Grade: K-2

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

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.2.CR.1	These are actions an individual can take to help make this world a better place	Recognize ways to volunteer in the classroom, school, and community	Discuss class jobs - line leader, door holders, etc. Roles and responsibilities of class jobs. Lesson - complete a job application (picture, sentence, reason why)
9.1.2.CR.2	These are actions an individual can take to help make this world a better place	List ways to give back, including making donations, volunteering, and starting a business	Discuss what volunteering is. What is an awesome volunteer? Resource: https://www.woojr.com/volunteering-for-kids/ Complete class volunteer project - raise money for school garden, buy new supplies for school, help clean up school grounds, adopt an animal

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- project	KWL chart	video lesson, picture book, Banzai.com, 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 https://www.cde.ca.gov/eo/in/fl/finlitk12.asp	ELA- write a story Social Studies- being a good citizen

Grade: K-2

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

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.2.FI.1	Money comes in different values, forms and uses	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards)	TD Bank K-1 Intro to Saving and Spending: https://www.tdbank.com/wowzone/lessons/GrK-1Lesson1.pdf Making Spending Decisions -- https://bgcutah.org/wp-content/uploads/2014/08/Practical-Money-Skills-Grades-K-2-Full.pdf

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- project	KWL chart	Bank role play • "Play" money • Counting money

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
ttps://www.tdbank.com/wowzone/lessons/GrK-1Lesson1.pdf https://bgcutah.org/wp-content/uploads/2014/08/Practical-Money-Skills-Grades-K-2-Full.pdf	Math

Grade: K-2

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

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.2.FP.1	There is a relationship between an individual's values, emotions, and the ways he / she chooses to spend money	Explain how emotions influence whether a person spends or saves	https://study.com/academy/lesson/money-management-lesson-for-kids.html "What would you do/" activity
9.1.2.FP.2	External factors can influence the items that an individual wants or needs	Differentiate between financial wants and needs	Read and discuss Give a Mouse a Cookie. Sort what he asks for into needs/wants chart.
9.1.2.FP.3	External factors can influence the items that an individual wants or needs	Identify the factors that influence people to spend or save money (e.g., commercials, family, culture, society)	Read and discuss Alexander Who Used to be Rich Last Sunday. Use real money to role play throughout the story. Fold a large piece of paper into three parts. Unfold the paper and label the sections with the following headers: Spend, Save, and Donate. Tell your child to make a plan for how to use his or her own money in these categories. He or she may draw pictures and/or write the things he or she would like to buy.

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- project	KWL chart	If You GIve a Mouse a Cookie Alexander Who Used to Be Rich Last Sunday Berenstain Bears - Trouble with Money

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Learn360.com - Berenstain Bears read aloud Epic - Read alouds (Saving Money)	ELA

Grade: K-2

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

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.2.PB.1	A budget is a plan that helps an individual obtain his / her financial goals	Determine various ways to save and places in the local community that help people save and accumulate money over time	Epic - My First Trip to the Bank - Read and discuss. Virtual trip to a bank https://wvia.pbslearningmedia.org/resource/d1e2f7f4-d9d3-434c-89f8-bfe0f3a9c817/bank-money-field-trip /
9.1.2.PB.2	Saving money is a habit that can be developed	Explain why an individual would choose to save money	https://www.youtube.com/watch?v=NfurkrZEn3Q What Would You Choose To Do? Activity

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- project	KWL chart	K-1: Social Studies Little Thinkers Video lesson Picture book Banzai.com https://www.cde.ca.gov/ec/in/fl/finlitk12.asp

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Epic, Read Alouds, websites http://www.umsl.edu/~wpockets/Clubhouse/library/HeatherLearnsAboutEarning/11.htm	Math- budget planning Social Studies- communities

Grade: K-2

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

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.1.2.RM.1	There are ways to keep the things we value safely at home and other places	Describe how valuable items might be damaged or lost and ways to protect them	Read and discuss A Chair For My Mother and complete follow up activity.

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- project	KWL chart	A Chair For My Mother

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
A Chair For My Mother read aloud	ELA- journal writing

Grade: K-2

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

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.2.2.CAP.1	Different Types of jobs require different knowledge and skills	Make a list of different types of jobs and describe the skills associated with each job	Discuss / create a list of careers Career Bingo -- http://www.breitlinks.com/careers/career_pdfs/careerbingo.pdf Community Helpers discussion
9.2.2.CAP.2	Income is received from work in different ways including regular payments, tips, commissions, and benefits	Explain why employees are willing to pay individuals to work	Class Jobs - students earn $ for completing class jobs. Discuss importance of employees to complete each job independently.
9.2.2.CAP.3	There are benefits and drawbacks to being an entrepreneur	Define entrepreneurship and social entrepreneurship	Storytime - What Does It Mean to be An Entrepreneur? https://www.youtube.com/watch?v=_rtonlC8DGo
9.2.2.CAP.4	There are benefits and drawbacks to being an entrepreneur	List the potential rewards and risks to starting a business	Lemonade Stand - Read aloud and discuss Berenstain Bears - Lemonade Stand; Olivia Opens a Lemonade Stand; Froggy's Lemonade Stand Discuss problems/solutions within the story.

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- project	KWL chart	Video lesson Picture book Banzai.com https:..www.cde.cap/gov/eo/in/fl/finlit

		k12.asp K-1: Little Social Studies Thinkers

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
https://www.youtube.com/watch?v=_rtonlC8DGo	Social Studies- communities ELA- goal setting

Grade: K-2

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

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.4.2.CI.1	Brainstorming can create new, innovative ideas	Demonstrate openness to new ideas and perspectives	Read and discuss books that teach open mindedness and perspective: Chrysanthemum, We're all Wonders, The Blind Men and the Elephant, The Dot
9.4.2.CI.2	Brainstorming can create new, innovative ideas	Demonstrate originality and inventiveness in work	Rd and discuss - Goldilocks and the Three Bears - discuss ways to build a new chair for the bears. Rd and discuss - Three Billy Goats Gruff - discuss ways to build a bridge.

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- project	KWL chart	Children's Books: Chrysanthemum, We're all Wonders, The Blind Men and the Elephant, The Dot Goldilocks and the Three Bears Three Billy Goats Gruf

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Epic Read Alouds	Science- Engineering

Grade: K-2

Standard: 9.4	**Content Topic:** Career Awareness, Exploration, Preparation and Training / Critical Thinking and Problem Solving

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.4.2.CT.1	Critical thinking must first identify a problem then develop a plan to address it to effectively solve the problem	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem	Watch and discuss video about climate change. https://www.youtube.com/watch?v=IJoAcD0oUww Watch videos on penguins, habitat
9.4.2.CT.2	Critical thinking must first identify a problem then develop a plan to address it to effectively solve the problem	Identify possible approaches and resources to execute a plan	Discuss how climate change is impacting penguin's environment. Discuss how to help penguins
9.4.2.CT.3	Critical thinking must first identify a problem then develop a plan to address it to effectively solve the problem	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)	Class will adopt a penguin Discuss ideas to help raise $ to help penguins (pennies for penguins, bake sale, etc)

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- project	KWL chart	Adopt Emperor Penguins https://gifts.worldwildlife.org/gift-center/gifts/species-adoptions/emperor-penguin.aspx

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
https://www.youtube.com/watch?v=IJoAcD0oUww Epic	Science - Animal Habitats, Earth Systems

Lern360.com	

Grade: K-2

Standard: 9.4	**Content Topic:** Career Awareness, Exploration, Preparation and Training / Digital Citizenship

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.4.2.DC.1	Digital artifacts can be owned by individuals or organizations	Explain differences between ownership and sharing of information	We the Digital Citizens lesson idea - https://www.commonsense.org/education/digital-citizenship/lesson/we-the-digital-citizens
9.4.2.DC.2	Digital artifacts can be owned by individuals or organizations	Explain the importance of respecting digital content of others	Students learn that the information they share online leaves a digital footprint or "trail." Depending on how they manage it, this trail can be big or small, and harmful or helpful. Students compare different trails and think critically about what kinds of information they want to leave behind. https://www.commonsense.org/education/digital-citizenship/lesson/digital-trails Respect people's work by giving credit. https://www.commonsense.org/education/digital-citizenship/lesson/lets-give-credit
9.4.2.DC.3	Individuals should practice safe behaviors when using the Internet	Explain how to be safe online and follow safe practices when using the internet	Use Pause & Think Online lesson - How can we be safe, responsible and respectful online? https://www.commonsense.org/education/digital-citizenship/lesson/pause-think-online
9.4.2.DC.4	Individuals should practice safe behaviors when using the Internet	Compare information that should be kept private to information that might be made public	How do you stay safe when you visit a website or app? Internet Traffic Light | Common Sense Education

			https://www.commonsense.org/education/digital-citizenship/lesson/internet-traffic-light
9.4.2.DC.5	An individual's digital footprint reflects the various actions an individual makes online, both positive and negative	Explain what a digital footprint is and how it is created	https://www.commonsense.org/education/digital-citizenship/lesson/digital-trails
9.4.2.DC.6	Digital communities allow for social interactions that can result in positive or negative outcomes	Identify respectful and responsible ways to communicate in digital environments	That's Private! | Common Sense Education Information I should keep to myself when I use the internet.
9.4.2.DC.7	Young people can have a positive impact on the natural world in the fight against climate change	Describe actions peers can take to positively impact climate change	Watch and discuss video about climate change. https://www.youtube.com/watch?v=IJoAcD0oUww . Watch videos on penguins, habitat. Discuss how climate change is impacting penguin's environment. Discuss how to help penguins. Class will adopt a penguin Discuss ideas to help raise $ to help penguins (pennies for penguins, bake sale, etc)

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- project	KWL chart	https://www.commonsense.org/education/digital-citizenship/curriculum

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
https://www.commonsense.org/education/digital-citizenship/curriculum?topic=privacy--security&grades=k,1,2	Technology Science - Animal Habitats

Grade: K-2

Standard: 9.4	**Content Topic:** Career Awareness, Exploration, Preparation and Training / Global and Cultural Awareness

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.4.GCA.1	Individuals from different cultures may have different points of view and experiences	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals	Holidays Around the World - Discuss ways other cultures celebrate the holidays (Italy, Spain, Germany, Australia, Brazil)

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- project	KWL chart	K-1: Social Studies Little Thinkers Video lesson Picture book

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Learn360.com - Holiday Culture videos	Social Studies ELA

Grade: K-2

Standard: 9.4	**Content Topic:** Career Awareness, Exploration, Preparation and Training / Information and Media Literacy

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.4.2.IML.1	Digital tools and media resources provide access to vast stores of information that can be searched	Identify a simple search term to find information in a search engine or digital resource	Docs practice
9.4.2.IML.2	Digital tools can be used to display data in various ways	Represent data in a visual format to tell a story about the data	Docs practice
9.4.2.IML.3	A variety of diverse sources, contexts, disciplines, and culture provide valuable and necessary information that can be used for different purposes	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults	Google Drawing Exploration
9.4.2.IML.4	Information is shared or conveyed in a variety of formats and sources	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)	Copyright & Creativity

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- project	KWL chart	Teacher created Google App lessons. Websites: copyrightandcreativity.org commonsensemedia.org

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google App lessons	Technology, Language Arts

Google classroom	

Grade: K-2

Standard: 9.4	**Content Topic:** Career Awareness, Exploration, Preparation and Training / Technology Literacy

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
9.4.2.TL.1	Digital tools have a purpose	Identify the basic features of a digital tool and explain the purpose of the tool	Parts of a computer Mouse practice Digital Mouse practice unplugged
9.4.2.TL.2	Digital tools have a purpose	Create document using a word processing application	Docs practice
9.4.2.TL.3	Digital tools have a purpose	Enter information into a spreadsheet and sort information	Halloween Candy Poll or My Favorite Thanksgiving Food poll
9.4.2.TL.4	Digital tools have a purpose	Navigate a virtual space to build context and describe the virtual content	BeeBot online emulator
9.4.2.TL.5	Digital tools have a purpose	Describe the difference between real and virtual experiences	Real BeeBot and virtual BeeBot programming
9.4.2.TL.6	Digital tools have a purpose	Illustrated and communicate ideas and stories using multiple digital tools	Google Drawing Exploration
9.4.2.TL.7	Collaboration can simplify the work an individual has to do and sometimes produce a better product	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts	Peer collaboration using www.code.org *peers will solve levels as a group to help each other complete algorithms

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher Created Assessment Writing journal	KWL chart	Beebot.terrapinlogo.com www.code.org

Class discussion Alternative Assessment- project		

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Beebots Google Classroom	Technology, math, language arts

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	Self paced lessons in code.org

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> 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.