

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

**Original Adoption: August 16, 2022**

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### Recommended Pacing Guide

Kindergarten	20 Days
First Grade	20 Days
Second Grade	20 Days
Third Grade	20 Days
Fourth Grade	20 Days
Fifth Grade	20 Days
Sixth Grade	20 Days

### **KINDERGARTEN**

Core Ideas: Financial Institutions, Financial Psychology, Career Awareness & Planning, Creativity & Innovation, Digital Citizenship, Global & Cultural Awareness

#### New Jersey Student Learning Standards

##### 9.1 Personal Financial Literacy

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 money.

9.1.2.FP.2: Differentiate between financial wants and needs.

##### 9.2 Career Awareness & Planning

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

##### 9.4 Life Literacies and Key Skills

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives.

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

9.4.2.CI.2: Demonstrate originality and inventiveness in work.  
9.4.2.DC.1: Explain differences between ownership and sharing of information.  
9.4.2.DC.7: Describe actions peers can take to positively impact climate change.  
9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture.

### Career Readiness, Life Literacies & Key Skills

Information and Communication Skills, Higher Order Thinking Skills, Problem-Solving Skills, Independent Learners, Real-World Connections

#### Unit Vocabulary

Job	Culture
Skill	Digital
Chores/Allowance	Climate
Gifts/Donations	

#### Materials

Projects (including all papers, manipulatives, displays, recording sheets, pocket chart.anchor chart headers); differentiated centers, chromebooks

#### Interdisciplinary Connections

Math, Social Studies, Reading, Technology

#### Accommodations/Modifications

Provide Differentiated Instructions as Needed  
Follow all IEP Modifications and 504 Plans  
Tiered Assignments  
Games  
Flexible Grouping  
Individualized Lessons  
Varying Question Levels

## **FIRST GRADE**

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

Core Ideas: Civic Responsibility, Financial Institutions, Financial Psychology, Career Awareness Planning, Critical Thinking, Creativity & Innovation, Digital Citizenship, Global & Cultural Awareness, Information & Media Literacy, Technology Literacy

### New Jersey Student Learning Standards

#### 9.1 Personal Financial Literacy

- 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.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)

#### 9.2 Career Awareness & Planning

- 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.

#### 9.4 Life Literacies and Key Skills

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- 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.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the 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.7: Describe actions peers can take to positively impact climate change.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.5: Describe the difference between real and virtual experiences.

### Career Readiness. Life Literacies and Key Skills

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

Information and Communication Skills, Higher-Order Thinking Skills, Problem-Solving Skills, Independent Learners, Real-World Connections	
Spending/Saving Donations/Charitable Giving Job/Skills Income	<u>Unit Vocabulary</u> Internet Safety Volunteer Wants/Needs Save/Spend
<u>Materials</u>	
Projects (including all papers, manipulatives, displays, recording sheets, Pocket Chart/Anchor Chart Headers, Station Games); Differentiated Learning Centers, Chromebooks	
<u>Interdisciplinary Connections</u>	
Math/Social Studies/Reading/Technology/Life & Careers	
Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Classwork</li> <li>● Self-Assessment</li> <li>●</li> </ul> Summative Assessments: <ul style="list-style-type: none"> <li>● Portfolio Assessment</li> </ul>	Alternative Assessments: <ul style="list-style-type: none"> <li>● Math Journal</li> <li>● Group Project</li> </ul> Benchmark Assessments: <ul style="list-style-type: none"> <li>● Beginning of Year SGO</li> <li>● Mid-year SGO</li> <li>● End of year SGO</li> </ul>
Accommodations/Modifications	
Provide Differentiated Instructions as Needed Follow all IEP Modifications and 504 Plans Tiered Assignments Games Flexible Grouping Individualized Lessons Varying Question Levels	

<b><u>SECOND GRADE</u></b>
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# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

Core Ideas: Financial Institutions, Planning & Budgeting, Risk Management, Financial Psychology, Career Awareness Planning, Critical Thinking, Digital Citizenship, Information & Media Literacy, Technology Literacy

### New Jersey Student Learning Standards

#### 9.1 Personal Financial Literacy

- 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.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.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society)

#### 9.2 Career Awareness & Planning

- 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 Life Literacies and Key Skills

- 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.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.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.

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

- 9.4.2.TL.3: Enter information into 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.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.

### Career Readiness, Life Literacies and Key Skills

Information and Communication Skills, Higher-Order Thinking Skills, Problem-Solving Skills, Independent Learners, Real-World Connections

<u>Unit Vocabulary</u>		
Saving/Spending Money	Commercials	Digital Footprint
Deposits/Withdrawals	Jobs/Skills	
Lending/Borrowing Money	Internet Safety	

Materials  
 Projects (including all papers, manipulatives, displays, recording sheets, Pocket Chart/Anchor Chart Headers, Station Games); Differentiated Learning Centers, Chromebooks

Interdisciplinary Connections  
 Math/Social Studies/Reading/Technology/Life & Careers

### Evidence of Student Learning

#### Formative Tasks:

- Activity Quick Check
- Teacher observation
- Classwork
- Task Cards

#### Summative Assessments:

- Unit Assessment
- Performance Assessment

#### Alternative Assessments:

- Math Journal
- Group Project

#### Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

### **Accommodations/Modifications**

- Provide Differentiated Instructions as Needed

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

- Follow all IEP Modifications and 504 Plans
- Tiered Assignments
- Games
- Flexible Grouping
- Individualized Lessons
- Varying Question Levels

### THIRD GRADE

Core Ideas: Financial Institutions, Financial Psychology, Planning & Budgeting, Career Awareness Planning, Creativity & Innovation, Critical Thinking, Digital Citizenship, Information & Media Literacy

#### New Jersey Student Learning Standards

##### 9.1 Personal Financial Literacy

- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- 9.1.5.FP.2: Identify the elements of being a good steward of money.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., “happy money”, experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

##### 9.2 Career Awareness & Planning

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.

##### 9.4 Life Literacies and Key Skills

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.5.DC.1: Explain the need for and use of copyrights.

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions.

### Career Readiness/Life Literacies and Key Skills

Information and Communication, Higher-Order Thinking, Problem-Solving, Independent Learning, Making Real-World Connections

#### Unit Vocabulary

Saving/Spending/Earning  
Careers  
Interest

Consumer  
Credit-Borrower/Lender  
Income/Labor Skills

#### Materials

Projects (including all papers, manipulatives, displays, recording sheets, Station Games), Differentiated Centers, Chromebooks

#### Interdisciplinary Connections

Math/Social Studies/Reading/Technology/Life & Careers

### **Evidence of Student Learning**

#### Formative Tasks:

- Daily Activity Quick Check
- Teacher observation
- Classwork
- Task Cards
- Games

#### Summative Assessments:

- Performance Assessment

#### Alternative Assessments:

- Math Journal
- Interactive Notebook

#### Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

### **Accommodations/Modifications**

- Provide Differentiated Instructions as Needed
- Follow all IEP Modifications and 504 Plans
- Tiered Assignments
- Games
- Flexible Grouping
- Individualized Lessons



# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

- Varying Question Levels

### **FOURTH GRADE**

Core Ideas: Financial Institutions, Planning & Budgeting, Risk Management, Career Awareness Planning, Creativity & Innovation, Critical Thinking, Digital Citizenship, Global & Cultural Awareness, Information & Media Literacy, Technology Literacy

### New Jersey Student Learning Standards

#### 9.1 Personal Financial Literacy

- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

#### 9.2 Career Awareness & Planning

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills and certifications (e.g., lifeguards, child care, medical, education).
- 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time and lifestyle benefits provided by different types of jobs and careers.

#### 9.4 Life Literacies and Key Skills

- 9.4.5.CI.2 Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.DC.4: Model safe, legal and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include images, graphics or symbols.

### Career Readiness/Life Literacies and Key Skills

Information and Communication, Higher-Order Thinking, Problem-Solving, Independent Learning, Making Real-World Connections

#### Unit Vocabulary

Consumers

Online Safety

Insurance

Financial Institutions (Books, Credit Card Companies)

Career/Income/Skills

#### Materials

Projects (including all papers, manipulatives, displays, recording sheets, Station Games), Differentiated Centers, Chromebooks

#### Interdisciplinary Connections

Math/Social Studies/Reading/Technology/Life & Careers

### Evidence of Student Learning

#### Formative Tasks:

- Daily Activity Quick Check
- Teacher observation
- Classwork
- Task Cards
- Games

#### Summative Assessments:

- Performance Assessment
- Group Project

#### Alternative Assessments:

- Math Journal
- Interactive Notebook

#### Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

### Accommodations/Modifications

- Provide Differentiated Instructions as Needed
- Follow all IEP Modifications and 504 Plans
- Tiered Assignments
- Games
- Flexible Grouping
- Individualized Lessons
- Varying Question Levels

### **FIFTH GRADE**

Core Ideas: Economic & Government Influences, Credit Profile, Financial Psychology, Career Awareness Planning, Creativity & Innovation, Critical Thinking, Digital Citizenship, Information & Media Literacy

### New Jersey Student Learning Standards

#### 9.1 Personal Financial Literacy

- 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax”
- 9.1.5.EG.2: Describe how tax monies are spent.
- 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.
- 9.1.5.EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.
- 9.1.5.EG.5: Identify sources of consumer protection and assistance
- 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

#### 9.2 Career Awareness & Planning

- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills and certifications (e.g., lifeguards, child care, medical, education).
- 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time and lifestyle benefits provided by different types of jobs and careers.
- 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.
- 9.2.5.CAP.7: Identify factors to consider before starting a business.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.2.5.CAP.9: Justify reasons to have insurance.

### 9.4 Life Literacies and Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse populations about local and/or global climate change issues and deliberate about possible solutions.
- 9.4.5.CI.5: Research the development process of a product and identify the role of failure as a part of the creative process.
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- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal and ethical behavior when using online or offline technology.
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups and organizations for varying purposes.
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic and social.

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

<u>Career Readiness/Life Literacies and Key Skills</u>	
Information and Communication, Higher-Order Thinking, Problem-Solving, Independent Learning, Making Real-World Connections	
<u>Unit Vocabulary</u>	
Taxes	Net Income
Expense	Online Safety/Safety Media
Credit History	Media advertising
Careers/Jobs/Training	Digital footprint
<u>Materials</u>	
Projects (including all papers, manipulatives, displays, recording sheets, Station Games), Differentiated Centers, Chromebooks	
<u>Interdisciplinary Connections</u>	
Math/Social Studies/Reading/Technology/Life & Careers	
<u>Evidence of Student Learning</u>	
Formative Tasks: <ul style="list-style-type: none"> <li>● Daily Activity Quick Check</li> <li>● Teacher observation</li> <li>● Classwork</li> <li>● Task Cards</li> <li>● Games</li> </ul> Summative Assessments: <ul style="list-style-type: none"> <li>● Performance Assessment</li> <li>● Group Project</li> </ul>	Alternative Assessments: <ul style="list-style-type: none"> <li>● Math Journal</li> <li>● Interactive Notebook</li> </ul> Benchmark Assessments: <ul style="list-style-type: none"> <li>● Beginning of Year SGO</li> <li>● Mid-year SGO</li> <li>● End of year SGO</li> </ul>
<u>Accommodations/Modifications</u>	
<ul style="list-style-type: none"> <li>● Provide Differentiated Instructions as Needed</li> <li>● Follow all IEP Modifications and 504 Plans</li> <li>● Tiered Assignments</li> <li>● Games</li> <li>● Flexible Grouping</li> <li>● Individualized Lessons</li> <li>● Varying Question Levels</li> </ul>	

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

### SIXTH GRADE

Core Ideas: Civic Responsibility, Credit & Debit Management, Credit Profile, Economic & Government Influences, Financial Institutions, Financial Psychology, Planning & Budgeting, Risk Management, Career Awareness Planning, Creativity & Innovation, Critical Thinking & Problem-Solving, Digital Citizenship, Global & Cultural Awareness, Information & Media Literacy, Technology Literacy

### New Jersey Student Learning Standards

#### 9.1 Personal Financial Literacy

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service and charities in community development and the quality of life in a variety of cultures.
- 9.1.2.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of both.
- 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
- 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
- 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (ATM, debit cards, credit cards).
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.

#### 9.2 Career Awareness & Planning

- 9.2.8.CAP.1: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social media, photos, videos) may impact opportunities for future employment.
- 9.2.8.CAP.8: Compare education and training requirements, income potential and primary duties of two jobs of interest.
- 9.2.8.CAP.12: Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

- 9.2.8.CAP.20: Identify the items to consider when estimating the cost of starting and/or funding a business.

### 9.4 Life Literacies and Key Skills

- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: 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.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.GCA.2: Demonstrate an openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 9.4.8.TL.5: Compare the process and effectiveness of synchronous vs asynchronous collaboration.

### Career Readiness/Life Literacies and Key Skills

Information and Communication, Higher-Order Thinking, Problem-Solving, Independent Learning, Making Real-World Connections

### Unit Vocabulary

Philanthropy/Volunteer/Charitable Organizations  
Insurance  
Advertising/Deception  
Loans  
Debit/Credit Balances/Credit Scores

Career/Training  
Business Plan  
Budget  
Local/State/Federal Taxes

### Materials

Projects (including all papers, manipulatives, displays, recording sheets, Station Games), Differentiated Centers, Chromebooks

### Interdisciplinary Connections

Math/Social Studies/Reading/Technology/Life & Careers

### Evidence of Student Learning

Formative Tasks:

Alternative Assessments:

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## Career Readiness, Life Literacies & Key Skills

<ul style="list-style-type: none"><li>• Daily Activity Quick Check</li><li>• Teacher observation</li><li>• Classwork</li><li>• Task Cards</li><li>• Games</li></ul> Summative Assessments: <ul style="list-style-type: none"><li>• Performance Assessment</li><li>• Group Projects</li></ul>	<ul style="list-style-type: none"><li>• Math Journal</li><li>• Interactive Notebook</li></ul> Benchmark Assessments: <ul style="list-style-type: none"><li>• Beginning of Year SGO</li><li>• Mid-year SGO</li><li>• End of year SGO</li></ul>
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Accommodations/Modifications
<ul style="list-style-type: none"><li>• Provide Differentiated Instructions as Needed</li><li>• Follow all IEP Modifications and 504 Plans</li><li>• Tiered Assignments</li><li>• Games</li><li>• Flexible Grouping</li><li>• Individualized Lessons</li><li>• Varying Question Levels</li></ul>

### Modifications/Accommodations for all Units

#### English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.



# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

### Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
  
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

### Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

### Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

### Culturally Diverse:

# Long Beach Island Consolidated School District Curriculum Guide

## Career Readiness, Life Literacies & Key Skills

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

### Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.