

Marking Period	Unit Title	Recommended Instructional Days
1	Self Marketing/Client Consultations	45
9.1 Personal Financial Literacy Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
<i>Core Ideas and Performance Expectation:</i> NA		
9.2 Career Awareness, Exploration, Preparation, & Training Disciplinary Concept:		
<i>Core Ideas and Performance Expectation:</i> NA		Essential Question/s: How and why does a marketing plan help you when selecting media to advertise your business and retain or attract new clients? What are some tools used to attract customers to a salon? Choose one tool and explain why you chose that tool. What are some examples of good marketing techniques and why are they effective? What is a client consultation and what would you ask your client in order to find out what they are looking for, offer suggestions and professional advice, and come to a joint decision regarding the service? Why study life skills and how do these skills lead to a productive career in Cosmetology? Activity Description: Students will create an individualized plan that reflects their needs, and interests in order to create a course of treatment or action. Students list the steps performed in a client consultation. (Greet the client, escort the client to the consultation area, observe, listen, discuss client's expectations, discuss client's lifestyle, make suggestions, basic rules for color selection, examine the scalp, examine the hair, explain time and monetary involvement) Classroom Role Playing: Students merge the concepts and skills of cosmetology to simulated and actual work situations. The student will design
9.3 CTE Disciplinary Concept: Personal Care Services		
<i>Core Ideas and Performance Expectation:</i> Personal Care Services 9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3.HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. 9.3.HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. 9.3.HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends. 9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.		

<p>9.4 Life Literacy & Key Skills Disciplinary Concept: Creativity and Innovation</p>	<p>a personal care service for another student by recognizing and making informed decisions according to the student's needs and concerns.</p> <p>Class Discussion: How to Create a More Inclusive Salon, Spa, or Wellness Business</p> <p>https://www.mindbodyonline.com/business/education/guide/how-create-more-inclusive-salon-spa-or-wellness-business</p> <p>Group project: Develop marketing technique.</p> <p>Individual Project: Design a client consultation document.</p> <p>Individual Project: Time Management</p> <p>Field experiences: Salon visits</p> <p>Classroom Activities Read, Discuss and Demonstrate the following topics:</p> <p>Identifying a proper consultation area, Determining all necessary tools needed for a consultation, Describing a step-by-step procedure for a consultation.</p> <p>Interdisciplinary Connections: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>
<p>Creativity and Innovation <i>With a growth mindset, failure is an important part of success.</i> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>	
<p>Social and Emotional Learning: Competencies and Sub-Competencies</p>	
<p>Self-Awareness</p> <ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Social Awareness</p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings. 	

<p>Responsible Decision-Making</p> <ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills• Identify the consequences associated with one's actions in order to make constructive choices• Evaluate personal, ethical, safety, and civic impact of decisions <p>Relationship Skills</p> <ul style="list-style-type: none">• Establish and maintain healthy relationships• Utilize positive communication and social skills to interact effectively with others	<p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the</p>
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	<p>discipline and context as well as to the expertise of likely readers. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio</p>	<p><u>Benchmarks:</u> Quiz Exam</p> <p><u>Summative Assessments:</u> Pre-Test</p>

<p>Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations</p>	<p>Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations</p>		
<p><u>Technical Skill Assessments:</u> <i>License/Certification/CTE Assessment/ Industry Valued Credential / Stackable Credential</i></p>	<p><u>Name of Assessment(s):</u> <u>Type of Assessment(s):</u></p>		
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<p>Tiered Content Materials: Textbooks at different reading levels (below, at, and above grade level) Simplified versions of texts with key concepts highlighted Advanced supplementary readings for accelerated learners Audio versions of texts for auditory learners or struggling readers Multimedia Resources: Educational videos and</p>	<p>Tiered Content Materials: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled or topical readers at different reading levels Books on tape Highlighted text Collaborative Learning Tools: Opportunity to work alone, in pairs,</p>	<p>Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression.</p>	<p>Provide opportunities for open-ended, self-directed activities. Encourage the use of creativity Ask higher level questions Provide opportunities to develop depth and breadth of knowledge in the subject area</p>

<p>documentaries</p> <p>Interactive online modules and simulations</p> <p>Podcasts and audio recordings</p> <p>Infographics and visual aids</p> <p>Hands-On Materials:</p> <p>Physical manipulatives and models</p> <p>Lab equipment and supplies for experiments</p> <p>Art supplies for creative projects</p>	<p>or small groups</p> <p>Structured group roles for small group work</p> <p>Peer tutoring and mentoring programs</p> <p>Individualized Options:</p> <p>Independent study options</p> <p>Compacting the curriculum for advanced learners</p> <p>Varied timelines or check-in points</p> <p>Choice of review activities</p> <p>ESL-Specific Resources:</p> <p>Bilingual dictionaries or glossaries</p> <p>Sentence frames and language scaffolds</p> <p>Visual supports for key vocabulary</p>		
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Supplemental Resources

Technology:

- Laptop
- Chromebook
- SmartBoard
- Internet Access
- Projector
- Occupational Handbook

Other:

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Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<p>Content Differentiation:</p> <ul style="list-style-type: none"> Tiered content at different complexity levels Variety of textbooks at different reading levels Supplemental materials like videos, podcasts, and interactive modules Compacting curriculum for advanced learners Choice boards allowing students to select learning activities Varied resources/texts on the same topic <p>Process Differentiation:</p> <ul style="list-style-type: none"> Flexible grouping (whole group, small group, individual) Learning contracts tailored to student needs Interest centers focused on different aspects of a topic Varied instructional strategies (visual, auditory, kinesthetic) 	<p>Content Differentiation:</p> <ul style="list-style-type: none"> Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled readers at different reading levels Bilingual materials for ESL students Visual aids, infographics, and multimedia resources <p>Process Differentiation:</p> <ul style="list-style-type: none"> Flexible grouping based on readiness levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of assistive technology (text-to-speech, speech-to-text tools) 	<p>Content Differentiation:</p> <ul style="list-style-type: none"> Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners Leveled readers at different reading levels Bilingual materials and resources¹ Visual aids, infographics, and multimedia resources Modified texts with rewording, reduced extraneous information, and added visuals <p>Process Differentiation:</p> <ul style="list-style-type: none"> Flexible grouping based on language proficiency levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of gestures and total physical response to support verbal instruction 	<p>Content Differentiation:</p> <ul style="list-style-type: none"> Advanced, above-grade level textbooks and materials Supplementary resources on complex or specialized topics Interdisciplinary curriculum connecting multiple subject areas Primary source documents and advanced readings Access to college-level coursework or materials <p>Process Differentiation:</p> <ul style="list-style-type: none"> Accelerated pacing of instruction Independent study options on topics of interest Problem-based and project-based learning opportunities Socratic seminars and philosophical discussions Mentorship programs with experts in fields of interest

<p>Scaffolded support like graphic organizers and writing frames</p> <p>Technology-enabled instruction (synchronous or asynchronous options)</p> <p>Product Differentiation: Multiple options for demonstrating learning (reports, presentations, models, etc.)</p> <p>Varied assessment methods based on student learning preferences</p> <p>Adjusting product expectations based on student readiness</p> <p>Learning Environment Differentiation: Flexible seating arrangements</p> <p>Options for individual, paired, or group work</p> <p>Varied time allocations for task completion</p> <p>Use of technology to support different learning needs</p>	<p>Product Differentiation: Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on IEP/504 goals</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation: Flexible seating arrangements</p> <p>Quiet spaces for individual work</p> <p>Sensory tools or fidgets as needed</p> <p>Visual schedules and routines</p> <p>Specialized Supports Implementation of IEP accommodations and modifications</p> <p>ESL supports like sentence frames and vocabulary guides</p> <p>Interventions for at-risk students (e.g. reading interventions)</p> <p>Social-emotional learning supports</p> <p>Ongoing Assessment</p>	<p>Incorporation of students' native language or culture when possible</p> <p>Product Differentiation: Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on English proficiency levels</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation: Flexible seating arrangements</p> <p>Use of learning centers or stations focused on different aspects of a topic</p> <p>Visual schedules and routines</p> <p>Incorporation of culturally relevant materials and examples</p> <p>Specialized Supports: ESL supports like sentence frames and vocabulary guides</p> <p>Use of students' native language for clarification when needed</p> <p>Frequent opportunities for speaking and listening practice</p>	<p>Product Differentiation: Open-ended, creative project options</p> <p>Real-world application of learning through authentic tasks</p> <p>Opportunities for original research and experimentation</p> <p>Multimedia presentations and publications</p> <p>Portfolio development to showcase depth of learning</p> <p>Learning Environment Differentiation: Flexible grouping with intellectual peers</p> <p>Access to advanced technology and lab equipment</p> <p>Field trips and off-campus learning experiences</p> <p>Online courses and virtual learning options</p> <p>Competitions and academic challenges</p> <p>Specialized Supports: Critical and creative thinking skill development</p>
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	<p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Progress monitoring aligned with IEP goals</p>	<p>Integration of all four language skills (listening, speaking, reading, writing)</p> <p>Instructional Strategies:</p> <p>Slowing down speech and using clear enunciation</p> <p>Rephrasing and clarifying instructions</p> <p>Using visuals to support verbal instruction</p> <p>Providing content in multiple formats (visual, auditory, kinesthetic)</p> <p>Connecting content to students' interests and cultural backgrounds</p> <p>Utilizing music, melodies, or songs to enhance learning</p> <p>Ongoing Assessment:</p> <p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Accommodated assessments (e.g., simplified language, added visuals)</p>	<p>Training in research methods and academic writing</p> <p>Guidance on social-emotional needs of gifted learners</p> <p>College and career planning tailored to advanced learners</p> <p>Opportunities to explore passions and develop talents</p> <p>Instructional Strategies:</p> <p>Inquiry-based and discovery learning approaches</p> <p>Higher-order questioning techniques</p> <p>Abstract and complex problem-solving tasks</p> <p>Emphasis on depth and complexity of content</p> <p>Integration of multiple disciplines and perspectives</p> <p>Assessment Options:</p> <p>Pre-assessments to determine readiness levels</p> <p>Performance-based and authentic assessments</p> <p>Self-assessment and reflection opportunities</p> <p>Above-grade level standardized testing</p>
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			Credit by examination options
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<p>Work-Based Learning Experiences (WBL)- *Previously called Structured Learning Experience (SLE) <i>Each course within a CTE program is now required to include at least one WBL each year.</i></p> <p>Work-Based Learning: Sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions, and/or virtually. WBL is aligned with national, state, and/or local standards. WBL develops and reinforces relevant technical, academic, and employability knowledge and skills.</p>		
WBL Integration/Activity:	Duration:	Brief description of activities:
WBL Partners:		
<p>Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).</p>		
CTSO:	CTSO Advisor:	

<p>Freshman Level: Approximately 10 hours Career Awareness- brief exposure to a variety of work settings needs.</p>	<p>Sophomore Level: Approximately 20 hours Career Exploration- understand the nature of work through first-hand exposure to the workplace.</p>	<p>Junior Level: Approximately 50 hours Career Preparation - builds basic workplace competence</p>	<p>Senior Level: Approximately 75 hours Work-Related Training - a period of work experience for the purpose of training job skills and job-related skills. work experience Students may or may not be</p>
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			paid.
Career fair Guest Speakers Online Career Navigation, Assessments, Videos Informational Interviews Workplace Tours/Field Trips	Informational interviews Job shadowing Workplace tours/worksites visits Simulated Workplace Experience Mock Interviews	Service-learning Interactive/Hands-on demonstrations with industry prof. (online, in person, simulated) Career Cluster Employer Panel Presentations Structured Assignments after a workplace tour, presentation, shadowing Career Related Competitions School-based enterprises Simulated Workplace Experience Non-Paid Work Experience Service Learning/Volunteering	Internships (Paid or Non-Paid) Service Learning Student-led Enterprises Volunteering Work Experience (Paid or Non-Paid) Pre-Apprenticeships Apprenticeship

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>		Erin's Law: <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
2	Infection Control	45
9.1 Personal Financial Literacy Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
<i>Core Ideas and Performance Expectation:</i> NA		
9.2 Career Awareness, Exploration, Preparation, & Training Disciplinary Concept:		
<i>Core Ideas and Performance Expectation:</i> NA		Essential Question/s: What are the program rules and policies and how are they implemented? Why do cosmetologists need to study infection control principles and practices? What are the four types of harmful organisms and what infection control actions would you use to eliminate or reduce their transmission? What is an exposure incident and describe the procedures for handling an exposure incident in the salon? What is the difference between cleaning, disinfecting, and sterilizing? Activity Description: Classroom activity-read, discuss and demonstrate the following topics: <ol style="list-style-type: none"> 1. Regulations; 2. Principles of Infection and Prevention; 3. Universal Precautions; 4. Disinfecting Procedures Classroom Activity: Discuss program rules and regulations, fire and emergency procedures while emphasizing the role of chemical storage in air pollution and climate impact. Classroom Activity: Review and explain information for the safety exam.
9.3 CTE Disciplinary Concept: Personal Care Services		
<i>Core Ideas and Performance Expectation:</i> Personal Care Services 9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3.HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. 9.3.HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. 9.3.HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends. 9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.		

	<p>Lab Activities: Working in small groups, students will take turns in demonstrating universal precautions and disinfecting procedures.</p>
<p style="text-align: center;">9.4 Life Literacy & Key Skills Disciplinary Concept: Creativity and Innovation</p>	<p>Classroom Activity: Students will demonstrate knowledge of theory related safety exam by successfully passing a written test in preparation for the NJ Licensing Exam</p>
<p><i>Core Ideas and Performance Expectation:</i></p> <p>Creativity and Innovation <i>With a growth mindset, failure is an important part of success.</i> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>	<p>Interdisciplinary Connections: RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.</p>
<p style="text-align: center;">Social and Emotional Learning: <i>Competencies and Sub-Competencies</i></p>	<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.</p>
<p>Self-Awareness</p> <ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Social Awareness</p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ 	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative,</p>

<ul style="list-style-type: none"> • Demonstrate an awareness of the expectations for social interactions in a variety of settings. <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one’s actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions <p>Relationship Skills</p> <ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others 	<p>adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>
<p>Career Ready Practices:</p>	
<p>Act as a responsible and contributing community members and employee. Consider the environmental, social and economic impacts of decisions. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management.</p>	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment 	<p>Benchmarks:</p> <ul style="list-style-type: none"> Quiz Exam Students will be able to safely use/operate tools and equipment With little to no instruction. Students will be able to verbally explain a process when asked. Students will be periodically add to their portfolios <p>Summative Assessments:</p>

<p>Group Interaction/Discussion/Computer Research Self and Peer Evaluations</p>	<p>Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations Completed project</p>		
<p><u>Technical Skill Assessments:</u> <i>License/Certification/CTE Assessment/ Industry Valued Credential / Stackable Credential</i></p>	<p><u>Name of Assessment(s):</u> <u>Type of Assessment(s):</u></p>		
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<p>Tiered Content Materials: Textbooks at different reading levels (below, at, and above grade level) Simplified versions of texts with key concepts highlighted Advanced supplementary readings for accelerated learners Audio versions of texts for auditory learners or struggling readers</p>	<p>Tiered Content Materials: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled or topical readers at different reading levels Books on tape Highlighted text</p>	<p>Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression.</p>	<p>Provide opportunities for open-ended, self-directed activities. Encourage the use of creativity Ask higher level questions Provide opportunities to develop depth and breadth of knowledge in the subject area</p>

<p>Multimedia Resources: Educational videos and documentaries Interactive online modules and simulations Podcasts and audio recordings Infographics and visual aids</p> <p>Hands-On Materials: Physical manipulatives and models Lab equipment and supplies for experiments Art supplies for creative projects Building materials for engineering challenges</p>	<p>Collaborative Learning Tools: Opportunity to work alone, in pairs, or small groups Structured group roles for small group work Peer tutoring and mentoring programs</p> <p>Individualized Options: Independent study options Compacting the curriculum for advanced learners Varied timelines or check-in points Choice of review activities</p> <p>ESL-Specific Resources: Bilingual dictionaries or glossaries Sentence frames and language scaffolds Visual supports for key vocabulary</p>		
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Supplemental Resources

Technology:

- Laptop
- Chromebook
- SmartBoard
- Internet Access
- Projector

Other:			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<p>Content Differentiation:</p> <p>Tiered content at different complexity levels</p> <p>Variety of textbooks at different reading levels</p> <p>Supplemental materials like videos, podcasts, and interactive modules</p> <p>Compacting curriculum for advanced learners</p> <p>Choice boards allowing students to select learning activities</p> <p>Varied resources/texts on the same topic</p> <p>Process Differentiation:</p> <p>Flexible grouping (whole group, small group, individual)</p> <p>Learning contracts tailored to student needs</p> <p>Interest centers focused on different aspects of a topic</p> <p>Varied instructional strategies (visual, auditory, kinesthetic)</p> <p>Scaffolded support like graphic organizers and writing frames</p>	<p>Content Differentiation:</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Audio versions of texts for auditory learners or struggling readers</p> <p>Leveled readers at different reading levels</p> <p>Bilingual materials for ESL students</p> <p>Visual aids, infographics, and multimedia resources</p> <p>Process Differentiation:</p> <p>Flexible grouping based on readiness levels</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Extended time for task completion</p> <p>One-on-one or small group instruction</p> <p>Use of assistive technology (text-to-speech, speech-to-text tools)</p>	<p>Content Differentiation:</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Audio versions of texts for auditory learners</p> <p>Leveled readers at different reading levels</p> <p>Bilingual materials and resources¹</p> <p>Visual aids, infographics, and multimedia resources</p> <p>Modified texts with rewording, reduced extraneous information, and added visuals</p> <p>Process Differentiation:</p> <p>Flexible grouping based on language proficiency levels</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Extended time for task completion</p> <p>One-on-one or small group instruction</p> <p>Use of gestures and total physical response to support verbal instruction</p>	<p>Content Differentiation:</p> <p>Advanced, above-grade level textbooks and materials</p> <p>Supplementary resources on complex or specialized topics</p> <p>Interdisciplinary curriculum connecting multiple subject areas</p> <p>Primary source documents and advanced readings</p> <p>Access to college-level coursework or materials</p> <p>Process Differentiation:</p> <p>Accelerated pacing of instruction</p> <p>Independent study options on topics of interest</p> <p>Problem-based and project-based learning opportunities</p> <p>Socratic seminars and philosophical discussions</p> <p>Mentorship programs with experts in fields of interest</p> <p>Product Differentiation:</p>

<p>Technology-enabled instruction (synchronous or asynchronous options)</p> <p>Product Differentiation: Multiple options for demonstrating learning (reports, presentations, models, etc.)</p> <p>Varied assessment methods based on student learning preferences</p> <p>Adjusting product expectations based on student readiness</p> <p>Learning Environment Differentiation: Flexible seating arrangements</p> <p>Options for individual, paired, or group work</p> <p>Varied time allocations for task completion</p> <p>Use of technology to support different learning needs</p>	<p>Product Differentiation: Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on IEP/504 goals</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation: Flexible seating arrangements</p> <p>Quiet spaces for individual work</p> <p>Sensory tools or fidgets as needed</p> <p>Visual schedules and routines</p> <p>Specialized Supports Implementation of IEP accommodations and modifications</p> <p>ESL supports like sentence frames and vocabulary guides</p> <p>Interventions for at-risk students (e.g. reading interventions)</p> <p>Social-emotional learning supports</p> <p>Ongoing Assessment</p>	<p>Incorporation of students' native language or culture when possible</p> <p>Product Differentiation: Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on English proficiency levels</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation: Flexible seating arrangements</p> <p>Use of learning centers or stations focused on different aspects of a topic</p> <p>Visual schedules and routines</p> <p>Incorporation of culturally relevant materials and examples</p> <p>Specialized Supports: ESL supports like sentence frames and vocabulary guides</p> <p>Use of students' native language for clarification when needed</p> <p>Frequent opportunities for speaking and listening practice</p>	<p>Open-ended, creative project options</p> <p>Real-world application of learning through authentic tasks</p> <p>Opportunities for original research and experimentation</p> <p>Multimedia presentations and publications</p> <p>Portfolio development to showcase depth of learning</p> <p>Learning Environment Differentiation: Flexible grouping with intellectual peers</p> <p>Access to advanced technology and lab equipment</p> <p>Field trips and off-campus learning experiences</p> <p>Online courses and virtual learning options</p> <p>Competitions and academic challenges</p> <p>Specialized Supports: Critical and creative thinking skill development</p> <p>Training in research methods and academic writing</p>
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	<p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Progress monitoring aligned with IEP goals</p>	<p>Integration of all four language skills (listening, speaking, reading, writing)</p> <p>Instructional Strategies:</p> <p>Slowing down speech and using clear enunciation</p> <p>Rephrasing and clarifying instructions</p> <p>Using visuals to support verbal instruction</p> <p>Providing content in multiple formats (visual, auditory, kinesthetic)</p> <p>Connecting content to students' interests and cultural backgrounds</p> <p>Utilizing music, melodies, or songs to enhance learning</p> <p>Ongoing Assessment:</p> <p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Accommodated assessments (e.g., simplified language, added visuals)</p>	<p>Guidance on social-emotional needs of gifted learners</p> <p>College and career planning tailored to advanced learners</p> <p>Opportunities to explore passions and develop talents</p> <p>Instructional Strategies:</p> <p>Inquiry-based and discovery learning approaches</p> <p>Higher-order questioning techniques</p> <p>Abstract and complex problem-solving tasks</p> <p>Emphasis on depth and complexity of content</p> <p>Integration of multiple disciplines and perspectives</p> <p>Assessment Options:</p> <p>Pre-assessments to determine readiness levels</p> <p>Performance-based and authentic assessments</p> <p>Self-assessment and reflection opportunities</p> <p>Above-grade level standardized testing</p> <p>Credit by examination options</p>
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Work-Based Learning Experiences (WBL)- *Previously called Structured Learning Experience (SLE)

Each course within a CTE program is now required to include at least one WBL each year.

Work-Based Learning: Sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions, and/or virtually. WBL is aligned with national, state, and/or local standards. WBL develops and reinforces relevant technical, academic, and employability knowledge and skills.

WBL Integration/Activity:	Duration:	Brief description of activities:
WBL Partners:		
Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).		

CTSO:	CTSO Advisor:	

Freshman Level: Approximately 10 hours Career Awareness- brief exposure to a variety of work settings needs.	Sophomore Level: Approximately 20 hours Career Exploration- understand the nature of work through first-hand exposure to the workplace.	Junior Level: Approximately 50 hours Career Preparation - builds basic workplace competence	Senior Level: Approximately 75 hours Work-Related Training - a period of work experience for the purpose of training job skills and job-related skills. work experience Students may or may not be paid.
Career fair Guest Speakers Online Career Navigation, Assessments, Videos Informational Interviews Workplace Tours/Field Trips	Informational interviews Job shadowing Workplace tours/worksites visits Simulated Workplace Experience Mock Interviews	Service-learning Interactive/Hands-on demonstrations with industry prof. (online, in person, simulated) Career Cluster Employer Panel Presentations Structured Assignments after a workplace tour, presentation, shadowing Career Related Competitions School-based enterprises Simulated Workplace Experience Non-Paid Work Experience Service Learning/Volunteering	Internships (Paid or Non-Paid) Service Learning Student-led Enterprises Volunteering Work Experience (Paid or Non-Paid) Pre-Apprenticeships Apprenticeship

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>	Erin's Law: <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
3	The Human Body/Pedicures	45
9.1 Personal Financial Literacy Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
<i>Core Ideas and Performance Expectation:</i> NA		
9.2 Career Awareness, Exploration, Preparation, & Training Disciplinary Concept:		
<i>Core Ideas and Performance Expectation:</i> NA		Essential Question/s: What is the organ that controls your entire body? What is the basic unit of all living things? An abnormal condition that makes the body incapable of functioning normally is called what? What is the name of the disease that can be spread from person to person? The process whereby bacteria grow, reproduce, and divide into two new cells is called what? Why study Pedicuring? What are the equipment and materials used when performing pedicures? Activity Description: Classroom activity-read, discuss and demonstrate the following topics: Anatomy and cosmetology, cells, tissues, main body systems and their functions, organic and inorganic chemistry, forms of matter, elements compound and mixtures as it pertains to the cosmetology field, acidity and alkalinity on the PH scale, oxidation and reduction reactions, electricity and types of electrical currents, electromagnetic radiation, and light therapy Discuss how inclusivity in beauty services ensures equal treatment of all clients, reinforcing the need for cultural sensitivity, acceptance, and respect in the salon industry.
9.3 CTE Disciplinary Concept: Personal Care Services		
<i>Core Ideas and Performance Expectation:</i> Personal Care Services 9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3.HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. 9.3.HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. 9.3.HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends. 9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.		

	<p>Address workplace ethics and client confidentiality, ensuring students understand their role in protecting client safety—both physically and emotionally.</p>
<p>9.4 Life Literacy & Key Skills Disciplinary Concept: Creativity and Innovation</p>	
<p><i>Core Ideas and Performance Expectation:</i></p> <p>Creativity and Innovation <i>With a growth mindset, failure is an important part of success.</i> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>	<p>Classroom Activity: Instructor will review and explain all information and materials for the safety exam. Students will take a practice safety exam.</p> <p>Classroom Activity: Students will demonstrate how to safely sanitize and disinfect various salon tools and surfaces. Research Project: Students will research at least three diseases that could be spread in a salon if the proper sanitation procedures are not followed. Include what kind of bacteria is the cause of each of the diseases. Resources must be utilized and a list of those resources attached.</p>
<p>Social and Emotional Learning: <i>Competencies and Sub-Competencies</i></p>	
<p>Self-Awareness</p> <ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Social Awareness</p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ 	<p>Group Lab Activity and Written Assignment: Students will demonstrate a basic pedicure. As an introduction, they must list equipment, implements, cosmetics, and materials that are used during a pedicure and set up and prepare the pedicure tub. After preparing the pedicure tub, they must review the procedure for performing a basic pedicure. Before beginning the procedure, they must orally review the procedures for this service. Following this introduction, they will be expected to demonstrate a basic pedicure. You will be expected to discuss and demonstrate the proper use of nail clippers, files and demonstrate the correct process to clip and file toenails and remove dry skin and callus growth from the feet. During the demonstration they must use and explain professional terminology in discussing the proper procedure for care of cuticles on toenails and demonstrate correct procedures and techniques for foot massage. This demonstration must also include a discussion of the proper procedure for the sanitation of equipment and implements. They also must outline safety procedures, including the appropriate procedures that students are expected to follow in case of an accident, outlining the steps of Universal Safety Precautions. They will be expected to conclude the demonstration by summarizing the demonstration with an explanation of criteria that can be used to judge a quality pedicure. During the demonstration, they must maintain sanitary conditions at all times.</p> <p>Interdisciplinary Connections:</p>

- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their

	<p>own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>
<p>Career Ready Practices</p>	
<p>Act as a responsible and contributing community members and employee. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments: Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research</p>	<p>Benchmarks: Quiz Exam Apply an Engineering Design Process Develop and Test a Solution Improve a Design through Iteration Develop Skills in Graphically Representing Ideas</p> <p>Summative Assessments: Pre-Test</p>

<p>Self and Peer Evaluations Completion of safety assignments Examine handouts in notebook for completeness and accuracy of information Project critique and evaluation at completion Observe proper care and use of tools, equipment, and materials</p>	<p>Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations Maintain Anecdotal Records/Notetaking Completed project</p>		
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<p>Tiered Content Materials: Textbooks at different reading levels (below, at, and above grade level) Simplified versions of texts with key concepts highlighted Advanced supplementary readings for accelerated learners Audio versions of texts for auditory learners or struggling readers</p> <p>Multimedia Resources: Educational videos and documentaries Interactive online modules and simulations Podcasts and audio recordings</p>	<p>Tiered Content Materials: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled or topical readers at different reading levels Books on tape Highlighted text</p> <p>Collaborative Learning Tools: Opportunity to work alone, in pairs, or small groups Structured group roles for small group work Peer tutoring and mentoring programs</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Provide opportunities for open-ended, self-directed activities.</p> <p>Encourage the use of creativity</p> <p>Ask higher level questions</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area</p>

<p>Infographics and visual aids</p> <p>Hands-On Materials:</p> <p>Physical manipulatives and models</p> <p>Lab equipment and supplies for experiments</p> <p>Supplies for creative projects</p> <p>Building materials for engineering challenges</p>	<p>Individualized Options:</p> <p>Independent study options</p> <p>Compacting the curriculum for advanced learners</p> <p>Varied timelines or check-in points</p> <p>Choice of review activities</p> <p>ESL-Specific Resources:</p> <p>Bilingual dictionaries or glossaries</p> <p>Sentence frames and language scaffolds</p> <p>Visual supports for key vocabulary</p>		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Laptop ● Chromebook ● SmartBoard ● Internet Access ● Projector <p>Other:</p> <ul style="list-style-type: none"> ● 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

<p>Lectures Step-by-step methods Objective based learning, demonstrations Clinic/student salon activity management</p> <p>Content Differentiation: Tiered content at different complexity levels Variety of textbooks at different reading levels Supplemental materials like videos, podcasts, and interactive modules Compacting curriculum for advanced learners Choice boards allowing students to select learning activities Varied resources/texts on the same topic</p> <p>Process Differentiation: Flexible grouping (whole group, small group, individual) Learning contracts tailored to student needs Interest centers focused on different aspects of a topic Varied instructional strategies (visual, auditory, kinesthetic) Scaffolded support like graphic organizers and writing frames</p>	<p>Content Differentiation: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled readers at different reading levels Bilingual materials for ESL students Visual aids, infographics, and multimedia resources</p> <p>Process Differentiation: Flexible grouping based on readiness levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of assistive technology (text-to-speech, speech-to-text tools)</p> <p>Product Differentiation: Multiple options for demonstrating learning (oral presentations, projects, etc.)</p>	<p>Content Differentiation: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners Leveled readers at different reading levels Bilingual materials and resources Visual aids, infographics, and multimedia resources Modified texts with rewording, reduced extraneous information, and added visuals</p> <p>Process Differentiation: Flexible grouping based on language proficiency levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of gestures and total physical response to support verbal instruction Incorporation of students' native language or culture when possible</p> <p>Product Differentiation:</p>	<p>Content Differentiation: Advanced, above-grade level textbooks and materials Supplementary resources on complex or specialized topics Interdisciplinary curriculum connecting multiple subject areas Primary source documents and advanced readings Access to college-level coursework or materials</p> <p>Process Differentiation: Accelerated pacing of instruction Independent study options on topics of interest Problem-based and project-based learning opportunities Socratic seminars and philosophical discussions Mentorship programs with experts in fields of interest</p> <p>Product Differentiation: Open-ended, creative project options Real-world application of learning through authentic tasks</p>
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<p>Technology-enabled instruction (synchronous or asynchronous options)</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (reports, presentations, models, etc.)</p> <p>Varied assessment methods based on student learning preferences</p> <p>Adjusting product expectations based on student readiness</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Options for individual, paired, or group work</p> <p>Varied time allocations for task completion</p> <p>Use of technology to support different learning needs</p>	<p>Adjusted expectations based on IEP/504 goals</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Quiet spaces for individual work</p> <p>Sensory tools or fidgets as needed</p> <p>Visual schedules and routines</p> <p>Specialized Supports</p> <p>Implementation of IEP accommodations and modifications</p> <p>ESL supports like sentence frames and vocabulary guides</p> <p>Interventions for at-risk students (e.g. reading interventions)</p> <p>Social-emotional learning supports</p> <p>Ongoing Assessment</p> <p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p>	<p>Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on English proficiency levels</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Use of learning centers or stations focused on different aspects of a topic</p> <p>Visual schedules and routines</p> <p>Incorporation of culturally relevant materials and examples</p> <p>Specialized Supports:</p> <p>ESL supports like sentence frames and vocabulary guides</p> <p>Use of students' native language for clarification when needed</p> <p>Frequent opportunities for speaking and listening practice</p> <p>Integration of all four language skills (listening, speaking, reading, writing)</p> <p>Instructional Strategies:</p>	<p>Opportunities for original research and experimentation</p> <p>Multimedia presentations and publications</p> <p>Portfolio development to showcase depth of learning</p> <p>Learning Environment Differentiation:</p> <p>Flexible grouping with intellectual peers</p> <p>Access to advanced technology and lab equipment</p> <p>Field trips and off-campus learning experiences</p> <p>Online courses and virtual learning options</p> <p>Competitions and academic challenges</p> <p>Specialized Supports:</p> <p>Critical and creative thinking skill development</p> <p>Training in research methods and academic writing</p> <p>Guidance on social-emotional needs of gifted learners</p> <p>College and career planning tailored to advanced learners</p>
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	<p>Progress monitoring aligned with IEP goals</p>	<p>Slowing down speech and using clear enunciation</p> <p>Rephrasing and clarifying instructions</p> <p>Using visuals to support verbal instruction</p> <p>Providing content in multiple formats (visual, auditory, kinesthetic)</p> <p>Connecting content to students' interests and cultural backgrounds</p> <p>Utilizing music, melodies, or songs to enhance learning</p> <p>Ongoing Assessment:</p> <p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Accommodated assessments (e.g., simplified language, added visuals)</p>	<p>Opportunities to explore passions and develop talents</p> <p>Instructional Strategies:</p> <p>Inquiry-based and discovery learning approaches</p> <p>Higher-order questioning techniques</p> <p>Abstract and complex problem-solving tasks</p> <p>Emphasis on depth and complexity of content</p> <p>Integration of multiple disciplines and perspectives</p> <p>Assessment Options:</p> <p>Pre-assessments to determine readiness levels</p> <p>Performance-based and authentic assessments</p> <p>Self-assessment and reflection opportunities</p> <p>Above-grade level standardized testing</p> <p>Credit by examination options</p>
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Recognized post secondary credits/dual enrollment	Specify One: Currently offered for this course	Post Secondary Institution	Type of Credit Available
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WBL Partners:		
Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).		
CTSO:	CTSO Advisor:	

<p>Freshman Level: Approximately 10 hours Career Awareness- brief exposure to a variety of work settings needs.</p>	<p>Sophomore Level: Approximately 20 hours Career Exploration- understand the nature of work through first-hand exposure to the workplace.</p>	<p>Junior Level: Approximately 50 hours Career Preparation - builds basic workplace competence</p>	<p>Senior Level: Approximately 75 hours Work-Related Training - a period of work experience for the purpose of training job skills and job-related skills. work experience Students may or may not be paid.</p>
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<p>Career fair Guest Speakers Online Career Navigation, Assessments, Videos Informational Interviews Workplace Tours/Field Trips</p>	<p>Informational interviews Job shadowing Workplace tours/worksites visits Simulated Workplace Experience Mock Interviews</p>	<p>Service-learning Interactive/Hands-on demonstrations with industry prof. (online, in person, simulated) Career Cluster Employer Panel Presentations Structured Assignments after a workplace tour, presentation, shadowing Career Related Competitions School-based enterprises Simulated Workplace Experience Non-Paid Work Experience Service Learning/Volunteering</p>	<p>Internships (Paid or Non-Paid) Service Learning Student-led Enterprises Volunteering Work Experience (Paid or Non-Paid) Pre-Apprenticeships Apprenticeship</p>
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New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>	X	Erin's Law: <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
4	The Human Body/Manicuring	45
9.1 Personal Financial Literacy Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
<i>Core Ideas and Performance Expectation:</i> NA		
9.2 Career Awareness, Exploration, Preparation, & Training Disciplinary Concept:		
<i>Core Ideas and Performance Expectation:</i> NA		Essential Question/s: Why are sanitation measures necessary when working in the salon? How does the knowledge of Anatomy affect the success of services in the salon? How do the basics of Chemistry help you choose and use professional products? Students will understand that making the right nutritional choices maintains healthy skin. Students will understand that there are disorders and irregularities of nails that should not be treated in a salon. Why study manicuring? Activity Description: Research Project: Students will research the importance of a cosmetologist understanding and possessing knowledge of human anatomy and physiology. Including the medical aspect of the industry back in the medieval times, through barbering when the town barber was also the town doctor, today with safety standards and safety awareness is at an all time high. Discuss: Historical Contributions of African American Beauticians & Nail Technicians: Contributions to nail care, hygiene, and the beauty industry. Innovations in safe manicure techniques and products. Influences on modern-day state regulations and exposure procedures.
9.3 CTE Disciplinary Concept: Personal Care Services		
<i>Core Ideas and Performance Expectation:</i> Personal Care Services 9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3.HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. 9.3.HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. 9.3.HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.		

<p>9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.</p>	<p>Classroom Activities: Read, explain and discuss the following topics: the structure, function, and composition of the nail, basic nail shapes, common disorders and diseases of the nail and recommended treatment for these diseases/disorders, bones, muscles, nerves and arteries of the arm and hands and their functions, state regulations, exposure incidents and procedures, basic, spa, and man's manicures and procedures, hand/arm massage techniques, and wax treatments.</p>
<p style="text-align: center;">9.4 Life Literacy & Key Skills Disciplinary Concept: Creativity and Innovation:</p>	<p>Lab Activity: Students will prepare a manicuring table by assembling the implements and related materials used in performing a manicure.</p> <p>Lab Activity: Students will demonstrate massage techniques used when giving a manicure.</p>
<p><i>Core Ideas and Performance Expectation:</i></p> <p>Creativity and Innovation <i>With a growth mindset, failure is an important part of success.</i> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>	<p>Lab Activity: Students will perform a plain, oil, and male manicure.</p> <p>Lab Activity: Students will perform a manicure using electric equipment.</p>
<p style="text-align: center;">Social and Emotional Learning: <i>Competencies and Sub-Competencies</i></p>	<p>Group Activity: Divide students into equal groups of 3-4 students and give each group an envelope filled with key steps to different types of manicures. Give groups five minutes to put the steps in procedural order. The first group that has the steps in the correct order wins a manicure performed by classmates. Have students make corrections to responses to evaluate learning.</p> <p>Field experiences</p> <p>Internet demos on manicuring</p> <p>Classroom Activity: Students will demonstrate knowledge of theory related to nail structure, growth, and manicuring by successfully passing a written test in preparation of the NJ Licensing Exam.</p> <p>Interdisciplinary Connections: RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>

<p>Self-Awareness</p> <ul style="list-style-type: none">• Recognize one’s feelings and thoughts• Recognize the impact of one’s feelings and thoughts on one’s own behavior• Recognize one’s personal traits, strengths, and limitations• Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none">• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors• Recognize the skills needed to establish and achieve personal and educational goals• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Social Awareness</p> <ul style="list-style-type: none">• Recognize and identify the thoughts, feelings, and perspectives of others• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds• Demonstrate an understanding of the need for mutual respect when viewpoints differ• Demonstrate an awareness of the expectations for social interactions in a variety of settings. <p>Responsible Decision-Making</p> <ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills• Identify the consequences associated with one’s actions in order to make constructive choices• Evaluate personal, ethical, safety, and civic impact of decisions <p>Relationship Skills</p> <ul style="list-style-type: none">• Establish and maintain healthy relationships• Utilize positive communication and social skills to interact effectively with others	<p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
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Career Ready Practices	
<p>Act as a responsible and contributing community members and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence</p>	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations Examine handouts in notebook for completeness and accuracy of information Project critique and evaluation at completion</p>	<p><u>Benchmarks:</u> Quiz Exam</p> <p><u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations Completed project</p>

<p><u>Technical Skill Assessments:</u> License/Certification/CTE Assessment/ Industry Valued Credential/ Stackable Credential</p>		<p><u>Name of Assessment(s):</u></p> <p><u>Type of Assessment(s):</u></p>	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<p>Tiered Content Materials: Textbooks at different reading levels (below, at, and above grade level) Simplified versions of texts with key concepts highlighted Advanced supplementary readings for accelerated learners Audio versions of texts for auditory learners or struggling readers</p> <p>Multimedia Resources: Educational videos and documentaries Interactive online modules and simulations Podcasts and audio recordings Infographics and visual aids</p>	<p>Tiered Content Materials: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled or topical readers at different reading levels Books on tape Highlighted text</p> <p>Collaborative Learning Tools: Opportunity to work alone, in pairs, or small groups Structured group roles for small group work Peer tutoring and mentoring programs</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Provide opportunities for open-ended, self-directed activities.</p> <p>Encourage the use of creativity</p> <p>Ask higher level questions</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area</p>

<p>Hands-On Materials: Physical manipulatives and models Lab equipment and supplies for experiments Art supplies for creative projects Building materials for engineering challenges</p>	<p>Individualized Options: Independent study options Compacting the curriculum for advanced learners Varied timelines or check-in points Choice of review activities</p> <p>ESL-Specific Resources: Bilingual dictionaries or glossaries Sentence frames and language scaffolds Visual supports for key vocabulary</p>		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Laptop ● Chromebook ● SmartBoard ● Internet Access ● Projector <p>Other:</p> <ul style="list-style-type: none"> ● 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

<p>Content Differentiation: Tiered content at different complexity levels Variety of textbooks at different reading levels Supplemental materials like videos, podcasts, and interactive modules Compacting curriculum for advanced learners Choice boards allowing students to select learning activities Varied resources/texts on the same topic</p> <p>Process Differentiation: Flexible grouping (whole group, small group, individual) Learning contracts tailored to student needs Interest centers focused on different aspects of a topic Varied instructional strategies (visual, auditory, kinesthetic) Scaffolded support like graphic organizers and writing frames Technology-enabled instruction (synchronous or asynchronous options)</p> <p>Product Differentiation:</p>	<p>Content Differentiation: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled readers at different reading levels Bilingual materials for ESL students Visual aids, infographics, and multimedia resources</p> <p>Process Differentiation: Flexible grouping based on readiness levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of assistive technology (text-to-speech, speech-to-text tools)</p> <p>Product Differentiation: Multiple options for demonstrating learning (oral presentations, projects, etc.)</p>	<p>Content Differentiation: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners Leveled readers at different reading levels Bilingual materials and resources Visual aids, infographics, and multimedia resources Modified texts with rewording, reduced extraneous information, and added visuals</p> <p>Process Differentiation: Flexible grouping based on language proficiency levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of gestures and total physical response to support verbal instruction Incorporation of students' native language or culture when possible</p> <p>Product Differentiation:</p>	<p>Content Differentiation: Advanced, above-grade level textbooks and materials Supplementary resources on complex or specialized topics Interdisciplinary curriculum connecting multiple subject areas Primary source documents and advanced readings Access to college-level coursework or materials</p> <p>Process Differentiation: Accelerated pacing of instruction Independent study options on topics of interest Problem-based and project-based learning opportunities Socratic seminars and philosophical discussions Mentorship programs with experts in fields of interest</p> <p>Product Differentiation: Open-ended, creative project options Real-world application of learning through authentic tasks</p>
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<p>Multiple options for demonstrating learning (reports, presentations, models, etc.)</p> <p>Varied assessment methods based on student learning preferences</p> <p>Adjusting product expectations based on student readiness</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Options for individual, paired, or group work</p> <p>Varied time allocations for task completion</p> <p>Use of technology to support different learning needs</p>	<p>Adjusted expectations based on IEP/504 goals</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Quiet spaces for individual work</p> <p>Sensory tools or fidgets as needed</p> <p>Visual schedules and routines</p> <p>Specialized Supports</p> <p>Implementation of IEP accommodations and modifications</p> <p>ESL supports like sentence frames and vocabulary guides</p> <p>Interventions for at-risk students (e.g. reading interventions)</p> <p>Social-emotional learning supports</p> <p>Ongoing Assessment</p> <p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p>	<p>Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on English proficiency levels</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Use of learning centers or stations focused on different aspects of a topic</p> <p>Visual schedules and routines</p> <p>Incorporation of culturally relevant materials and examples</p> <p>Specialized Supports:</p> <p>ESL supports like sentence frames and vocabulary guides</p> <p>Use of students' native language for clarification when needed</p> <p>Frequent opportunities for speaking and listening practice</p> <p>Integration of all four language skills (listening, speaking, reading, writing)</p> <p>Instructional Strategies:</p>	<p>Opportunities for original research and experimentation</p> <p>Multimedia presentations and publications</p> <p>Portfolio development to showcase depth of learning</p> <p>Learning Environment Differentiation:</p> <p>Flexible grouping with intellectual peers</p> <p>Access to advanced technology and lab equipment</p> <p>Field trips and off-campus learning experiences</p> <p>Online courses and virtual learning options</p> <p>Competitions and academic challenges</p> <p>Specialized Supports:</p> <p>Critical and creative thinking skill development</p> <p>Training in research methods and academic writing</p> <p>Guidance on social-emotional needs of gifted learners</p> <p>College and career planning tailored to advanced learners</p>
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	<p>Progress monitoring aligned with IEP goals</p>	<p>Slowing down speech and using clear enunciation</p> <p>Rephrasing and clarifying instructions</p> <p>Using visuals to support verbal instruction</p> <p>Providing content in multiple formats (visual, auditory, kinesthetic)</p> <p>Connecting content to students' interests and cultural backgrounds</p> <p>Utilizing music, melodies, or songs to enhance learning</p> <p>Ongoing Assessment:</p> <p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Accommodated assessments (e.g., simplified language, added visuals)</p>	<p>Opportunities to explore passions and develop talents</p> <p>Instructional Strategies:</p> <p>Inquiry-based and discovery learning approaches</p> <p>Higher-order questioning techniques</p> <p>Abstract and complex problem-solving tasks</p> <p>Emphasis on depth and complexity of content</p> <p>Integration of multiple disciplines and perspectives</p> <p>Assessment Options:</p> <p>Pre-assessments to determine readiness levels</p> <p>Performance-based and authentic assessments</p> <p>Self-assessment and reflection opportunities</p> <p>Above-grade level standardized testing</p> <p>Credit by examination options</p>
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Work-Based Learning Experiences (WBL)- *Previously called Structured Learning Experience (SLE)

Each course within a CTE program is now required to include at least one WBL each year.

Work-Based Learning: Sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions, and/or virtually. WBL is aligned with national, state, and/or local standards. WBL develops and reinforces relevant technical, academic, and employability knowledge and skills.

WBL Integration/Activity:	Duration:	Brief description of activities:
WBL Partners:		
Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).		
CTSO:	CTSO Advisor:	

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Content Area: Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS 9.2, 9.3, 9.4) Grades K - 12
Grade: 10

Dev. Date: