

Marking Period	Unit Title	Recommended Instructional Days
1	Hair Removal/Workplace Principles	45
<b>9.1 Personal Financial Literacy</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b>
<i>Core Ideas and Performance Expectation:</i>  NA		
<b>9.2 Career Awareness, Exploration, Preparation, &amp; Training</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas and Performance Expectation:</i>  NA		<b>Essential Question/s:</b> Why Study Hair Removal? Why is hair removal a marketable service in the salon? Why is it important to conduct a client consultation before performing any hair removal service? What questions should be asked and why? What conditions, treatments, and medications contraindicate hair removal in a salon? What are the habits of a good salon team player and why?  <b>Activity Description:</b> Students will describe the elements of a client consultation for hair removal and name the conditions that contraindicate hair removal in a salon.  Individual Assignment: Students will research, identify, and describe the three methods of permanent hair removal.  Individual Assignment: Design Client Assessment Form Performance Task: In groups of two complete Client Assessment Form and discuss options for hair removal  Classroom Activity: Design an advertisement for a trade journal for one (1) method of hair removal. Include benefits and why the client should choose this method over others. Include a paper stating the client demographics (what age group and where do they live) you are aiming for.
<b>9.3 CTE</b> <b>Disciplinary Concept:</b> <b>Personal Care Services</b>		
<i>Core Ideas and Performance Expectation:</i>  <b>Personal Care Services</b> 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><b>9.4 Life Literacy &amp; Key Skills</b> <b>Disciplinary Concept:</b> <b>Creativity and Innovation</b></p>	<p>Classroom Activity: Design a client pamphlet, for in the reception area, advising clients on the various methods of hair removal. Include benefits and disadvantages of all discussed in the Milady Textbook.</p>
<p><b>Creativity and Innovation</b> <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: Give a PowerPoint presentation to the class on the various methods of temporary hair removal. Include benefits and disadvantages of all discussed in the Milady Textbook.</p>
<p><b>Social and Emotional Learning:</b> <b>Competencies and Sub-Competencies</b></p>	<p>Classroom Activity: Design Client Assessment Form: Students create a client intake form, including medical history and hair removal preferences. Climate Focus: Add a question about client preferences for eco-friendly or cruelty-free products.</p>
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul> <p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li> </ul>	<p><b><u>Other Activities:</u></b></p> <p>On the job role playing Field visits Textbook activities Classroom discussions</p> <p><b>Interdisciplinary Connections:</b></p> <p>RST.11-12.3. 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>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.</p> <p>NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>

<p><b>Responsible Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul> <p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> </ul>	<p>NJSLA.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>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.</p>
<p style="text-align: center;"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p style="text-align: center;"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Do Now</li> <li>Homework</li> <li>Class Participation</li> <li>Portfolio</li> <li>Discussions</li> <li>Quiz</li> <li>Journal writing</li> <li>Group Assessment</li> <li>Group Interaction/Discussion/Computer Research</li> <li>Self and Peer Evaluations</li> </ul>	<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Quiz</li> <li>Exam</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Pre-Test</li> <li>Oral Presentations</li> <li>Projects</li> <li>Rubric</li> <li>Teacher observation</li> <li>Written Assessments</li> <li>Reflective Paper</li> <li>Group Presentations</li> </ul>
<p><b>Technical Skill Assessments:</b> <i>License/Certification/CTE Assessment/ Industry Valued Credential / Stackable Credential</i></p>	<p><b>Name of Assessment(s):</b></p> <p><b>Type of Assessment(s):</b></p>
<p style="text-align: center;"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>	

<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<p>Tiered Content Materials:</p> <p>Textbooks at different reading levels (below, at, and above grade level)</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Advanced supplementary readings for accelerated learners</p> <p>Audio versions of texts for auditory learners or struggling readers</p> <p>Multimedia Resources:</p> <p>Educational videos and 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>Tiered Content Materials:</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 or topical readers at different reading levels</p> <p>Books on tape</p> <p>Highlighted text</p> <p>Collaborative Learning Tools:</p> <p>Opportunity to work alone, in pairs, 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>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>ESL-Specific Resources: Bilingual dictionaries or glossaries Sentence frames and language scaffolds Visual supports for key vocabulary</p>		
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> <li>● Occupational Handbook</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<p>Content Differentiation: Tiered content at different complexity levels Variety of textbooks at different reading levels</p>	<p>Content Differentiation: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers</p>	<p>Content Differentiation: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners</p>	<p>Content Differentiation: Advanced, above-grade level textbooks and materials Supplementary resources on complex or specialized topics</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>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>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>Product Differentiation:</p> <p>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>Leveled readers at different reading levels</p> <p>Bilingual materials and resources<sup>1</sup></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>Incorporation of students' native language or culture when possible</p> <p>Product Differentiation:</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>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>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>
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<p>Learning Environment Differentiation: Flexible seating arrangements Options for individual, paired, or group work Varied time allocations for task completion Use of technology to support different learning needs</p>	<p>Learning Environment Differentiation: Flexible seating arrangements Quiet spaces for individual work Sensory tools or fidgets as needed Visual schedules and routines  Specialized Supports Implementation of IEP accommodations and modifications ESL supports like sentence frames and vocabulary guides Interventions for at-risk students (e.g. reading interventions) Social-emotional learning supports  Ongoing Assessment Frequent formative assessments to monitor progress Data-driven adjustments to instruction Progress monitoring aligned with IEP goals</p>	<p>Use of portfolios to showcase progress over time  Learning Environment Differentiation: Flexible seating arrangements Use of learning centers or stations focused on different aspects of a topic Visual schedules and routines Incorporation of culturally relevant materials and examples  Specialized Supports: ESL supports like sentence frames and vocabulary guides Use of students' native language for clarification when needed Frequent opportunities for speaking and listening practice Integration of all four language skills (listening, speaking, reading, writing)  Instructional Strategies: Slowing down speech and using clear enunciation Rephrasing and clarifying instructions Using visuals to support verbal instruction Providing content in multiple formats (visual, auditory, kinesthetic)</p>	<p>Learning Environment Differentiation: Flexible grouping with intellectual peers Access to advanced technology and lab equipment Field trips and off-campus learning experiences Online courses and virtual learning options Competitions and academic challenges  Specialized Supports: Critical and creative thinking skill development Training in research methods and academic writing Guidance on social-emotional needs of gifted learners College and career planning tailored to advanced learners Opportunities to explore passions and develop talents  Instructional Strategies: Inquiry-based and discovery learning approaches</p>
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		<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>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:		
<b>Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).</b>		
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
2	Facials & Makeup	45
<b>9.1 Personal Financial Literacy</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b>
<i>Core Ideas and Performance Expectation:</i>  NA		
<b>9.2 Career Awareness, Exploration, Preparation, &amp; Training</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas and Performance Expectation:</i>  NA		<b>Essential Question/s:</b> Why study Facials? What are skin analysis techniques and why are they important? Why is it important to have every client complete a health screening form? Why study Facial Makeup? What is the main objective of makeup application? What is the difference between warm and cool colors and how is it essential to your success as a makeup artist?  <b>Activity Description:</b> Classroom reading and discussions on the following topics: cosmetics, their uses and their color, basic makeup procedures for any occasion, and facial types and procedures for basic corrective makeup.  Lab Activities: Students will demonstrate basic and corrective makeup procedures.  Lab Activity: Students will demonstrate the application and removal of artificial eyelashes. Teach students how different eye shapes across diverse ethnic backgrounds may require unique lash application techniques. Discuss how certain styles of lashes are popular in different cultures and how beauty trends evolve globally.
<b>9.3 CTE</b> <b>Disciplinary Concept:</b> <b>Personal Care Services</b>		
<i>Core Ideas and Performance Expectation:</i>  <b>Personal Care Services</b> 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>Class Project: Apply makeup to a partner, using color theory to choose and coordinate makeup colors. Keep track of which colors enhance her appearance and coordinate with her wardrobe and which do not. Present your finding to the class.</p>
<p style="text-align: center;"><b>9.4 Life Literacy &amp; Key Skills</b> <b>Disciplinary Concept:</b> <b>Creativity and Innovation</b></p>	
<p><b><i>Core Ideas and Performance Expectation:</i></b></p> <p><b>Creativity and Innovation</b> <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>Research project: Makeup products then and now</p> <p>Classroom Activity: Students will demonstrate knowledge of theory related to facial makeup by successfully passing a written test in preparation of the NJ Licensing Exam.</p> <p>Field experience: Beauty Supply Store</p>
<p style="text-align: center;"><b>Social and Emotional Learning:</b> <b><i>Competencies and Sub-Competencies</i></b></p>	<p>Guest Speakers</p>
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul> <p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> </ul>	<p><b>Interdisciplinary Connections:</b></p> <p>RST.11-12.3. 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>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>

<ul style="list-style-type: none"> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li> </ul> <p><b>Responsible Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul> <p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> </ul>	
<p><b>Career Ready Practices:</b></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><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Do Now</li> <li>Homework</li> <li>Class Participation</li> <li>Portfolio</li> <li>Discussions</li> <li>Quiz</li> <li>Journal writing</li> <li>Group Assessment</li> </ul>	<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Quiz</li> <li>Exam</li> <li>Students will be able to safely use/operate tools and equipment With little to no instruction.</li> <li>Students will be able to verbally explain a process when asked.</li> <li>Students will be periodically add to their portfolios</li> </ul> <p><b>Summative Assessments:</b></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><b><u>Technical Skill Assessments:</u></b> <i>License/Certification/CTE Assessment/ Industry Valued Credential / Stackable Credential</i></p>	<p><b><u>Name of Assessment(s):</u></b>  <b><u>Type of Assessment(s):</u></b></p>		
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources IEP/504/At-Risk/ESL</b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></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

<b>Other:</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<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 resources<sup>1</sup></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:
<b>WBL Partners:</b>		
<b>Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).</b>		

<b>CTSO:</b>	<b>CTSO Advisor:</b>	

<b>Freshman Level: Approximately 10 hours</b> Career Awareness- brief exposure to a variety of work settings needs.	<b>Sophomore Level: Approximately 20 hours</b> Career Exploration- understand the nature of work through first-hand exposure to the workplace.	<b>Junior Level: Approximately 50 hours</b> Career Preparation - builds basic workplace competence	<b>Senior Level: Approximately 75 hours</b> 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>	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
3	Hairstyling	45
<b>9.1 Personal Financial Literacy</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b>
<i>Core Ideas and Performance Expectation:</i> NA		
<b>9.2 Career Awareness, Exploration, Preparation, &amp; Training</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas and Performance Expectation:</i> NA		<b>Essential Question/s:</b> Why study Principles of Hair Design? What are the five elements and principles of hair design? How does a client's hair type influence their hairstyle? How do hairstyles enhance or camouflage facial features? What are the habits of a good salon team player and why? Why is it important to keep electronic records of client services and what procedures should be used to securely store personal information? What should service records include and why? Why is obtaining clear client consent before performing any hairstyling technique essential for ensuring a safe and professional experience? How can you recognize non-verbal signs of discomfort or distress in a client, and what steps should you take to address these concerns appropriately? What are some effective communication strategies you can use to make clients feel comfortable, respected, and in control throughout the hairstyling process?  <b>Activity Description:</b> Classroom Activity-read, discuss and demonstrate the following topics: Hairstyling implements and equipment, basic parting and subsections of the hair, form finger waves, pin curl techniques, roller setting techniques, and heating and air drying techniques.
<b>9.3 CTE</b> <b>Disciplinary Concept:</b> <b>Personal Care Services</b>		
<i>Core Ideas and Performance Expectation:</i>  <b>Personal Care Services</b> 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>Classroom Activity: Teacher will set up hairstyling implements and equipment. Students will identify the implements and equipment and orally explain how they are used in hairstyling.</p>
<p><b>9.4 Life Literacy &amp; Key Skills</b> <b>Disciplinary Concept:</b> <b>Creativity and Innovation</b></p>	
<p><b><i>Core Ideas and Performance Expectation:</i></b></p> <p><b>Creativity and Innovation</b> <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 choose a hairstyle (online) and print the image. They will demonstrate the proper location of partings and subsections according to facial features and desired hairstyle.</p> <p>Lab Activity: Students will demonstrate the techniques of pin curling and finger waving.</p> <p>Lab Activity: Students will demonstrate the ability to use heating and air-drying techniques for hairstyling.</p> <p>Lab Activity: Students will demonstrate proper use of thermal irons using various thermal iron manipulations.</p> <p>Lab Activity: Students will demonstrate the proper procedure for forward curls, reverse curls, barrel curls, ridge waves, skip waves, and diagonal wavy following all rules, proper procedures, and safety precautions with a degree of skill acceptable to pass the NJ Licensing Exam.</p>
<p><b>Social and Emotional Learning:</b> <b><i>Competencies and Sub-Competencies</i></b></p>	
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul> <p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> </ul>	<p>Lab Activity: Finger Waves &amp; Pin Curl Techniques</p> <p>Historical Context: Discuss the history of finger waves and pin curls, including how they have been embraced across different communities, including LGBTQ+ culture and individuals with disabilities who may require alternative styling techniques.</p> <p>Erin’s Law Integration: Reinforce client consent and communication before performing hands-on hairstyling. Teach students to recognize signs of discomfort or distress in clients and respond professionally.</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

Lab Activity: Students will demonstrate roller setting techniques as follows: 1) Select a picture of favorite hairstyle 2) select the proper setting lotion for the style desired 3) demonstrate the correct use of implements used in setting the hair 4) select the size and type of rollers according to the style desired 5) Set the head form according to the selected style. Students' work will be evaluated by their peers.

Lab Activity: Themed contests: Have a themed contest where each student has to perform a certain look on their mannequin head. Students vote on their favorite looks. Winner gets a prize!

Lab Activity: Work in Groups: Students divide into teams and pick a student in the group to be the model. Each team is given a certain look for to create on their model. For example "80s style, Lady Gaga or red carpet diva. The team that performs the look more creatively wins.

Lab Activity: Blindfolded Updos: Students have to perform an updo look blindfolded.

### **Field Experiences**

Project: Students will find pictures of different haircuts. The pictures will consist of short, medium, and long hairstyles. The students will create a collage of hairstyles using the pictures they found. Students can use magazines or they can use the internet.

Project: Students will create a portfolio of the hairstyles they complete by using a digital camera and uploading pictures to a computer or printing into a portfolio.

Classroom Activity: Students will demonstrate knowledge of theory related to thermal hairstyling by successfully passing a written test in preparation for the NJ Licensing Exam.

Classroom Activity: Students will demonstrate knowledge of theory related to wet hairstyling by successfully passing a written test in preparation for the NJ Licensing Exam.

	<p>Video Clips</p> <p><b>Interdisciplinary Connections:</b></p> <p>RST.11-12.3. 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>RST.11-12.4. 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 11-12 texts and topics.</p> <p>RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently</p>
<p><b>Career Ready Practices</b></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><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Do Now</li> <li>Homework</li> <li>Class Participation</li> <li>Portfolio</li> <li>Discussions</li> <li>Quiz</li> <li>Journal writing</li> </ul>	<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Quiz</li> <li>Exam</li> <li>Apply an Engineering Design Process</li> <li>Develop and Test a Solution</li> <li>Improve a Design through Iteration</li> <li>Develop Skills in Graphically Representing Ideas</li> </ul> <p><b>Summative Assessments:</b></p>

<p>Group Assessment Group Interaction/Discussion/Computer Research 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>Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations Maintain Anecdotal Records/Notetaking Completed project</p>		
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></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 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  Collaborative Learning Tools: Opportunity to work alone, in pairs, or small groups Structured group roles for small group work Peer tutoring and mentoring</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>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>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>		
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>

<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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<b>WBL Partners:</b>		
<b>Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).</b>		
<b>CTSO:</b>	<b>CTSO Advisor:</b>	

<p><b>Freshman Level: Approximately 10 hours</b>                  Career Awareness- brief exposure to a variety of work settings needs.</p>	<p><b>Sophomore Level: Approximately 20 hours</b>                  Career Exploration- understand the nature of work through first-hand exposure to the workplace.</p>	<p><b>Junior Level: Approximately 50 hours</b>                  Career Preparation - builds basic workplace competence</p>	<p><b>Senior Level: Approximately 75 hours</b>                  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>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	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	Haircutting	45
<b>9.1 Personal Financial Literacy</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b>
<i>Core Ideas and Performance Expectation:</i>  NA		
<b>9.2 Career Awareness, Exploration, Preparation, &amp; Training</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas and Performance Expectation:</i>  NA		<b>Essential Question/s:</b> Why is sectioning important in haircutting, and how does it affect the final look of a haircut? How do geometric principles influence different haircutting techniques and styles? What are the key anatomical structures of the head that impact hair shaping and haircutting techniques? What are the differences between the four basic haircuts (blunt, graduated, layered, and long-layered), and when would each be used? How do hair texture and structure influence the choice of haircutting techniques and tools? What are the proper procedures and safety measures to follow when using haircutting implements? How do men's, women's, and children's haircutting techniques differ in terms of approach, tools, and styling? What are the most common trends in haircutting today, and what factors influence their popularity? Why is it important for a hairstylist to understand and recognize different elevations and angles when cutting hair? How does creating a portfolio of completed haircuts help students track their progress and prepare for professional hairstyling careers? How have different cultures, particularly African-American culture, influenced modern hairstyling trends and what role does cultural identity play in shaping these styles?
<b>9.3 CTE</b> <b>Disciplinary Concept:</b> <b>Personal Care Services</b>		
<i>Core Ideas and Performance Expectation:</i>  <b>Personal Care Services</b> 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>In what ways can hairstyling be a form of personal expression and identity, especially in historical contexts where appearance was controlled or changed, such as the enforced head shaving of prisoners during the Holocaust?</p>
<p align="center"><b>9.4 Life Literacy &amp; Key Skills</b> <b>Disciplinary Concept:</b> <b>Creativity and Innovation:</b></p>	
<p><b><i>Core Ideas and Performance Expectation:</i></b></p> <p><b>Creativity and Innovation</b> <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><b><u>Activity Description:</u></b> Classroom activity-read, discuss and demonstrate the following topics: Sectioning, theory of hair shaping, geometric principles of haircutting, anatomy to hair shaping, proper haircutting procedure, hair thinning techniques, four basic haircuts, beard/mustache trims, common haircutting implements, hair shaping implements, structures and texture of hair as related to haircutting, sectioning techniques, men's/women's/children's cutting techniques, and proper haircutting procedures.</p>
<p align="center"><b>Social and Emotional Learning:</b> <b><i>Competencies and Sub-Competencies</i></b></p>	<p>Discussion: Discuss how different cultures have influenced hair trends and styles throughout history, focusing on African-American culture's profound impact on hairstyling, from braids to curls.</p> <p>Discussion: Discuss how the Holocaust law requires the teaching of human rights, respect, and the importance of understanding past atrocities. Discuss how hairstyling can be seen as a form of identity, especially in situations where personal appearance was controlled or changed for others' purposes, such as the enforced head shaving of prisoners in concentration camps.</p> <p>Group Activity: Students will find pictures of different haircuts. The pictures will consist of short, medium, and long hairstyles. The students will create a collage of hairstyles using the pictures they found. Students can use magazines or they can use the internet. Students will create a portfolio of the haircuts they complete by using a digital camera and uploading pictures to a laptop.</p> <p>Field Experience: Conduct a field trip to area salons where haircutting can be observed. Have students prepare a brief report on which types of cuts are most popular and why according to the salon stylists.</p>

<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"><li>• Recognize one’s feelings and thoughts</li><li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li><li>• Recognize one’s personal traits, strengths, and limitations</li><li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li></ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"><li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li><li>• Recognize the skills needed to establish and achieve personal and educational goals</li><li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li></ul> <p><b>Social Awareness</b></p> <ul style="list-style-type: none"><li>• Recognize and identify the thoughts, feelings, and perspectives of others</li><li>• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li><li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li></ul> <p><b>Responsible Decision-Making</b></p> <ul style="list-style-type: none"><li>• Develop, implement, and model effective problem-solving and critical thinking skills</li><li>• Identify the consequences associated with one’s actions in order to make constructive choices</li><li>• Evaluate personal, ethical, safety, and civic impact of decisions</li></ul> <p><b>Relationship Skills</b></p> <ul style="list-style-type: none"><li>• Establish and maintain healthy relationships</li><li>• Utilize positive communication and social skills to interact effectively with others</li></ul>	<p>Lab Activity: Students will students use head forms to duplicate the sectioning patterns and present them for a grade.</p> <p>Lab Activity: Performance exercises using a head form to identify reference points, angles, and elevations in the haircut.</p> <p>Textbook activities: Basic Principles of Haircutting</p> <p>Lab activities and videos on "Safety in haircutting".</p> <p>Lab Activity: Students will perform the four basic haircuts (BLUNT HAIRCUT, GRADUATED HAIRCUT,LAYERED HAIRCUT, and LONG-LAYERED HAIRCUT) describing the reference points, angles, and elevations in the haircuts utilizing various hair shaping implements.</p> <p>Lab Activity: Students will perform men’s basic clipper cut.</p> <p>Classroom Activity: Students will demonstrate knowledge of theory related to properties of hair and scalp by successfully passing a written test in preparation for the NJ Licensing Exam.</p> <p>Videos clips</p> <p><b>Interdisciplinary Connections:</b></p> <p>RST.11-12.3. 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>RST.11-12.4. 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 11-12 texts and topics.</p> <p>RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.</p>
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<b>Career Ready Practices</b>	
<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><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b>                  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><b><u>Benchmarks:</u></b>                  Quiz                  Exam</p> <p><b><u>Summative Assessments:</u></b>                  Pre-Test                  Oral Presentations                  Projects                  Rubric                  Teacher observation                  Written Assessments                  Reflective Paper                  Group Presentations                  Completed project</p>

<p><b><u>Technical Skill Assessments:</u></b> License/Certification/CTE Assessment/ Industry Valued Credential/ Stackable Credential</p>		<p><b><u>Name of Assessment(s):</u></b></p> <p><b><u>Type of Assessment(s):</u></b></p>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p align="center"><b>Core Resources</b></p>	<p align="center"><b>Alternate Core Resources IEP/504/At-Risk/ESL</b></p>	<p align="center"><b>ELL Core Resources</b></p>	<p align="center"><b>Gifted &amp; Talented Core Resources</b></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><b>Hands-On Materials:</b> Physical manipulatives and models Lab equipment and supplies for experiments Art supplies for creative projects Building materials for engineering challenges</p>	<p><b>Individualized Options:</b> Independent study options Compacting the curriculum for advanced learners Varied timelines or check-in points Choice of review activities</p> <p><b>ESL-Specific Resources:</b> Bilingual dictionaries or glossaries Sentence frames and language scaffolds Visual supports for key vocabulary</p>		
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>

<p>Content Differentiation:</p> <ul style="list-style-type: none"> <li>Tiered content at different complexity levels</li> <li>Variety of textbooks at different reading levels</li> <li>Supplemental materials like videos, podcasts, and interactive modules</li> <li>Compacting curriculum for advanced learners</li> <li>Choice boards allowing students to select learning activities</li> <li>Varied resources/texts on the same topic</li> </ul> <p>Process Differentiation:</p> <ul style="list-style-type: none"> <li>Flexible grouping (whole group, small group, individual)</li> <li>Learning contracts tailored to student needs</li> <li>Interest centers focused on different aspects of a topic</li> <li>Varied instructional strategies (visual, auditory, kinesthetic)</li> <li>Scaffolded support like graphic organizers and writing frames</li> <li>Technology-enabled instruction (synchronous or asynchronous options)</li> </ul> <p>Product Differentiation:</p>	<p>Content Differentiation:</p> <ul style="list-style-type: none"> <li>Simplified versions of texts with key concepts highlighted</li> <li>Audio versions of texts for auditory learners or struggling readers</li> <li>Leveled readers at different reading levels</li> <li>Bilingual materials for ESL students</li> <li>Visual aids, infographics, and multimedia resources</li> </ul> <p>Process Differentiation:</p> <ul style="list-style-type: none"> <li>Flexible grouping based on readiness levels</li> <li>Scaffolded support like graphic organizers and writing frames</li> <li>Extended time for task completion</li> <li>One-on-one or small group instruction</li> <li>Use of assistive technology (text-to-speech, speech-to-text tools)</li> </ul> <p>Product Differentiation:</p> <ul style="list-style-type: none"> <li>Multiple options for demonstrating learning (oral presentations, projects, etc.)</li> </ul>	<p>Content Differentiation:</p> <ul style="list-style-type: none"> <li>Simplified versions of texts with key concepts highlighted</li> <li>Audio versions of texts for auditory learners</li> <li>Leveled readers at different reading levels</li> <li>Bilingual materials and resources<sup>1</sup></li> <li>Visual aids, infographics, and multimedia resources</li> <li>Modified texts with rewording, reduced extraneous information, and added visuals</li> </ul> <p>Process Differentiation:</p> <ul style="list-style-type: none"> <li>Flexible grouping based on language proficiency levels</li> <li>Scaffolded support like graphic organizers and writing frames</li> <li>Extended time for task completion</li> <li>One-on-one or small group instruction</li> <li>Use of gestures and total physical response to support verbal instruction</li> <li>Incorporation of students' native language or culture when possible</li> </ul> <p>Product Differentiation:</p>	<p>Content Differentiation:</p> <ul style="list-style-type: none"> <li>Advanced, above-grade level textbooks and materials</li> <li>Supplementary resources on complex or specialized topics</li> <li>Interdisciplinary curriculum connecting multiple subject areas</li> <li>Primary source documents and advanced readings</li> <li>Access to college-level coursework or materials</li> </ul> <p>Process Differentiation:</p> <ul style="list-style-type: none"> <li>Accelerated pacing of instruction</li> <li>Independent study options on topics of interest</li> <li>Problem-based and project-based learning opportunities</li> <li>Socratic seminars and philosophical discussions</li> <li>Mentorship programs with experts in fields of interest</li> </ul> <p>Product Differentiation:</p> <ul style="list-style-type: none"> <li>Open-ended, creative project options</li> <li>Real-world application of learning through authentic tasks</li> </ul>
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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:
<b>WBL Partners:</b>		
<b>Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).</b>		
<b>CTSO:</b>	<b>CTSO Advisor:</b>	

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<b>Freshman Level: Approximately 10 hours</b> Career Awareness- brief exposure to a variety of work settings needs.	<b>Sophomore Level: Approximately 20 hours</b> Career Exploration- understand the nature of work through first-hand exposure to the workplace.	<b>Junior Level: Approximately 50 hours</b> Career Preparation - builds basic workplace competence	<b>Senior Level: Approximately 75 hours</b> 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

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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: 11

Dev. Date:

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