

Marking Period	Unit Title	Recommended Instructional Days
1	Job Seeking	45
<p align="center">9.1 Personal Financial Literacy Disciplinary Concept: Credit Profile</p>		<p align="center">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</p>
<p><i>Core Ideas and Performance Expectation:</i></p> <p>Credit Profile <i>Negative information in credit reports can affect a person's credit score and financial options.</i></p> <p>9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.</p> <p>9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.</p> <p><i>Building and maintaining a good credit history is a process</i></p> <p>9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.</p> <p>9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.</p> <p>9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.</p>		
<p align="center">9.2 Career Awareness, Exploration, Preparation, & Training Disciplinary Concept: Career Awareness and Planning</p>		
<p><i>Core Ideas and Performance Expectation:</i></p> <p>Career Awareness and Planning <i>There are strategies to improve one's professional value and marketability.</i></p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>		<p><u>Essential Question/s:</u></p> <p>What are the different salon businesses available to Cosmetologists? Focus on the type of salon that you believe will be the best fit for you and explain why.</p> <p>What is a resume and what are the basic guidelines to follow when preparing a professional resume?</p> <p>What is an employment portfolio? What items should be included in an employment portfolio? Why?</p>

<p><i>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</i></p> <p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors</p> <p><i>Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.</i></p> <p>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>	<p>What are some of the questions that you should never be asked when interviewing for a job? Why?</p> <p>Activity Description: Classroom lessons and discussion on the following topics: resumes, employment portfolios, exploring the job market, research potential employers, and effective employment interviews.</p> <p>Research Project: Complete an inventory of personal characteristics and technical skills. Research different salon types and match a salon to your characteristics and skills. In your written report remember to include why you chose that type of salon.</p> <p>Classroom Activity: Students will role-play steps involved in preparing for employment in different types of salon businesses.</p> <p>Individual Project: Students will design and complete an achievement oriented resume.</p> <p>Salon Visits</p> <p>Group Activity: Students will prepare interview questions. In groups of two -one plays employer, other plays potential employee. Each will complete an interview form and submit to another group for evaluation using rubric.</p> <p>Individual Project: Students will compile coursework and documents and design an employment portfolio (online or hardcopy).</p>
<p>9.3 CTE Disciplinary Concept: Personal Care Services</p>	<p>Interdisciplinary Connections: 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>Core Ideas and Performance Expectation:</p> <p>Personal Care Services</p> <p>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.</p> <p>9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.</p> <p>9.3.HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.</p>	

<p>9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.</p> <p>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.</p> <p>9.3.HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.</p> <p>9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.</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.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.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>9.4 Life Literacy & Key Skills Disciplinary Concept: Creativity and Innovation Information and Media Literacy</p>	
<p>Creativity and Innovation <i>With a growth mindset, failure is an important part of success.</i></p> <p>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><i>Innovative ideas or innovation can lead to career opportunities.</i></p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p> <p>Information and Media Literacy <i>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</i></p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources</p>	

Social and Emotional Learning:
Competencies and Sub-Competencies

Self-Awareness

- 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

Self-Management

- 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

Social Awareness

- 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.

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

<ul style="list-style-type: none"> Utilize positive communication and social skills to interact effectively with others 	
Career Ready Practices	
<p>Act as a responsible and contributing community members and employee. Attend to financial well-being. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence</p>	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations 	<p>Benchmarks:</p> <ul style="list-style-type: none"> Quiz Exam <p>Summative Assessments:</p> <ul style="list-style-type: none"> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations State testing Resume Project Interview Project Employment Portfolio

Technical Skill Assessments: <i>License/Certification/CTE Assessment/ Industry Valued Credential / Stackable Credential</i>		Name of Assessment(s): Type of Assessment(s):	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<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>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>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>Physical manipulatives and models Lab equipment and supplies for experiments Art supplies for creative projects</p>	<p>Independent study options Compacting the curriculum for advanced learners Varied timelines or check-in points Choice of review activities 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 ● Occupational Handbook <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:</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) Scaffolded support like graphic organizers and writing frames Technology-enabled instruction (synchronous or asynchronous options) <p>Product Differentiation:</p>	<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>Product Differentiation:</p> <ul style="list-style-type: none"> Multiple options for demonstrating learning (oral presentations, projects, etc.) 	<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 Incorporation of students' native language or culture when possible <p>Product Differentiation:</p>	<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>Product Differentiation:</p> <ul style="list-style-type: none"> Open-ended, creative project options Real-world application of learning through authentic tasks
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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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<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:		
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)

<p>Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i></p>	<p>Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p>	<p>LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i></p>	<p>X</p>	<p>Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i></p>	<p>Standards in Action: <i>Climate Change</i></p>	<p>Erin's Law: <i>A-769/S-1130</i></p>
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Marking Period	Unit Title	Recommended Instructional Days
2	Nail and Hair Enhancements	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 study Chemical Texture Services? Why is it necessary to understand chemistry when performing a chemical texture service? What are the types of nail tips available and why is it important to choose and properly fit them for your client? Why study UV Gels? What is Chemistry and what are the main ingredients of UV Gels? How do they work together? Activity Description: Individual Project: Students will design a visual (electronic, Powerpoint, or Poster Board) to differentiate between the perm wave chemical action versus the chemical relaxing action. As students create their visuals, they will include a brief reflection on the historical context of beauty standards across cultures, including how people of African descent and Jewish communities have historically been marginalized, while still contributing to the development of diverse beauty techniques. Lab Activities: Students will demonstrate proper sectioning and application of base cream when utilizing a chemical relaxer. Lab Activity: Students will demonstrate the procedure for chemical hair relaxing.
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 Activity: Students will explain and demonstrate the basic procedure for a soft curl permanent.</p>
<p>9.4 Life Literacy & Key Skills Disciplinary Concept:</p>	<p>Project: Students will list the factors of a hair analysis for chemical texture service on a client record card.</p>
<p>Core Ideas and Performance Expectation:</p> <p>NA</p>	<p>Project: Students will list and describe various types of permanent waving solutions.</p>
<p>Social and Emotional Learning: Competencies and Sub-Competencies</p>	<p>Lab Activity: Students will demonstrate various permanent waving wrapping procedures.</p> <p>Performance Task: Students will perform a UV Gel manicure on form.\</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>	<p>Classroom Reading and discussion on the following topics: UV Gels, UV Gel Supplies, When and How to Use UV Gels, UV Light Units and Lamps, UV Gel Maintenance and Removal, Procedures.</p> <p>Lab Activity: Students will visit a beauty supply store and acquire samples of gels. They will work with gels on plastic tips. They will analyze and evaluate the gels. They will apply the gel in different ways and observe the gel again. They will repeat this procedure with all samples and present findings to the class. This will help students acquire knowledge about how the gels work and behave.</p> <p>Performance Task: Students will demonstrate the steps to take when applying one-color UV Gel on tips. Instructor will record and students will self-evaluate using a rubric.</p> <p>Interdisciplinary Connections:</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>

<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>NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <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>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:</p> <ul style="list-style-type: none"> Teacher Observation Do Now Homework Class Participation 	<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.

<p>Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations</p>	<p>Students will be able to verbally explain a process when asked. Students will be periodically add to their portfolios</p> <p><u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations Completed project Lab Projects/Technique Group Research Projects and Presentations Classwork and Participation State testing</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></p> <p><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 <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</p>	<p>Tiered Content Materials: Simplified versions of texts with key concepts highlighted</p>	<p>Keep material concept-focused and principle-driven. Allow the use of digital translation or</p>	<p>Provide opportunities for open-ended, self-directed activities.</p>

<p>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>Building materials for engineering challenges</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>ESL-Specific Resources:</p> <p>Bilingual dictionaries or glossaries</p> <p>Sentence frames and language scaffolds</p> <p>Visual supports for key vocabulary</p>	<p>grouping students together.</p> <p>Provide multiple means of action and expression.</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>
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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>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>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>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>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: 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>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: 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</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: 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>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: 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>
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	<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>Progress monitoring aligned with IEP goals</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>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>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> <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>
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		Accommodated assessments (e.g., simplified language, added visuals)	Performance-based and authentic assessments Self-assessment and reflection opportunities Above-grade level standardized testing Credit by examination options
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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)

X	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>		Erin's Law: <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
3	Test Taking/General Review	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: Career Awareness and Planning		
<i>Core Ideas and Performance Expectation:</i> Career Awareness and Planning <i>There are strategies to improve one's professional value and marketability.</i> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs		Essential Question/s: What habits and characteristics does a test-wise student have? What strategies can be used on the day of an actual examination for improved results? What is deductive reasoning and what are the strategies associated with it? What is the composition and functions of the Board of Cosmetology and Hairstyling? What is an exposure incident? If an exposure incident occurs, what steps should be taken? Activity Description: Classroom discussion on composition and functions of the NJ State Board of Cosmetology and Hairstyling, requirements for licensing of personnel, general regulations of cosmetology and hairstyling as outlined by NJ State Board, good study habits, time management, and test taking strategies. Performance task: Mock Licensing examination, including timing of applicable examination criteria. Class Discussion: List of equipment and implements needed for the examination. Lab Activity: Review infection control and safety procedures. Class Activity: Synthesize salon procedures using appropriate vocabulary.
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.		

<p>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.</p> <p>9.3.HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.</p> <p>9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.</p>	<p>Interdisciplinary Connections: 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>9.4 Life Literacy & Key Skills Disciplinary Concept: Creativity and Innovation Critical Thinking and Problem Solving</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>Critical Thinking and Problem Solving <i>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i> 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.</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
- Self-Management**
- 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
- Social Awareness**
- 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.
- 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

Career Ready Practices

Act as a responsible and contributing community members and employee.
Consider the environmental, social and economic impacts of decisions.
Demonstrate creativity and innovation.

<p>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 style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p style="text-align: center;">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 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>Benchmarks:</p> <ul style="list-style-type: none"> Quiz Exam Apply an Engineering Design Process Develop and Test a Solution Improve a Design through Iteration Develop Skills in Graphically Representing Ideas <p>Summative Assessments:</p> <ul style="list-style-type: none"> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations Maintain Anecdotal Records/Notetaking Completed project Practice Examination Performance Tasks Observations Cumulative work over an extended period such as a creative portfolio. End-of-unit tests. State testing
<p style="text-align: center;">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>	

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<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>Supplies for creative projects</p> <p>Building materials for engineering challenges</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:</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</p> <p>Step-by-step methods</p> <p>Objective based learning, demonstrations</p> <p>Clinic/student salon activity management</p> <p>Content Differentiation:</p> <p>Tiered content at different complexity levels</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>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>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>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>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>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>Learning Environment Differentiation:</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>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>Use of portfolios to showcase progress over time</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> <p>Learning Environment Differentiation:</p>
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<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>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>Progress monitoring aligned with IEP goals</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>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>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> <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>
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		<p>Utilizing music, melodies, or songs to enhance learning</p> <p>Ongoing Assessment: 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>Emphasis on depth and complexity of content</p> <p>Integration of multiple disciplines and perspectives</p> <p>Assessment Options: 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 Not currently offered, but possible None available	Post Secondary Institution	Type of Credit Available Articulated Credit Dual Credit
Postsecondary Course Name		Number of Credits	

Work-Based Learning Experiences (WBL)- *Previously called Structured Learning Experience (SLE)

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CTSO:	CTSO Advisor:	

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New Jersey Legislative Statutes and Administrative Code
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	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A.</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>		Erin's Law: <i>A-769/S-1130</i>
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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: 12

Dev. Date:

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Marking Period	Unit Title	Recommended Instructional Days
4	Career Profiling	45
<p align="center">9.1 Personal Financial Literacy Disciplinary Concept: Credit Profile</p>		<p align="center">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</p>
<p><i>Core Ideas and Performance Expectation:</i></p> <p>Credit Profile <i>Negative information in credit reports can affect a person's credit score and financial options.</i></p> <p>9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans. • 9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.</p> <p><i>Building and maintaining a good credit history is a process</i></p> <p>9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.</p> <p>9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.</p> <p>9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.</p>		
<p align="center">9.2 Career Awareness, Exploration, Preparation, & Training Disciplinary Concept: Career Awareness and Planning</p>		
<p><i>Core Ideas and Performance Expectation:</i></p> <p>Career Awareness and Planning <i>There are strategies to improve one's professional value and marketability.</i></p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>		<p>Essential Question/s:</p> <p>What are the different salon businesses available to Cosmetologists? Focus on the type of salon that you believe will be the best fit for you and explain why.</p> <p>What is a resume and what are the basic guidelines to follow when preparing a professional resume?</p> <p>What is an employment portfolio? What items should be included in an employment portfolio? Why?</p>

<p><i>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</i></p> <p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors</p> <p><i>Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.</i></p> <p>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>	<p>What are some of the questions that you should never be asked when interviewing for a job? Why?</p> <p>Activity Description: Classroom lessons and discussion on the following topics: resumes, employment portfolios, exploring the job market, research potential employers, and effective employment interviews.</p> <p>N.J.S.A. 18A:35-4.35 (LGBT and Disabilities Law): This statute mandates the inclusion of LGBT+ and disability awareness in school curriculum. Discuss how this applies to the workplace, especially in the beauty industry. Explain how discrimination based on sexual orientation, gender identity, and disability is prohibited in hiring and workplace environments. Discuss how inclusive language and behavior create a positive salon atmosphere for both clients and staff.</p> <p>Erin’s Law (A-769/S-1130): This law mandates the implementation of sexual abuse prevention education in schools, which is key to understanding safe practices in the workplace. Discuss how to recognize, prevent, and report sexual harassment or inappropriate behavior in the workplace. Introduce appropriate channels in salons for reporting any form of harassment or abuse.</p> <p>Research Project: Complete an inventory of personal characteristics and technical skills. Research different salon types and match a salon to your characteristics and skills. In your written report remember to include why you chose that type of salon.</p> <p>Classroom Activity: Students will role-play steps involved in preparing for employment in different types of salon businesses.</p> <p>Individual Project: Students will design and complete an achievement oriented resume.</p> <p>Salon Visits</p> <p>Group Activity: Students will prepare interview questions. In groups of two -one plays employer, other plays potential employee. Each will complete an interview form and submit to another group for evaluation using rubric.</p>
<p>9.3 CTE Disciplinary Concept: Personal Care Services</p>	
<p>Core Ideas and Performance Expectation:</p> <p>Personal Care Services</p> <p>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.</p> <p>9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.</p>	

<p>9.3.HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.</p> <p>9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.</p> <p>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.</p> <p>9.3.HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.</p> <p>9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.</p>	<p>Individual Project: Students will compile coursework and documents and design an employment portfolio (online or hardcopy).</p> <p>Interdisciplinary Connections:</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> <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.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.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>9.4 Life Literacy & Key Skills Disciplinary Concept: Creativity and Innovation: Information and Media Literacy</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></p> <p>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><i>Innovative ideas or innovation can lead to career opportunities.</i></p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p> <p>Information and Media Literacy <i>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</i></p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other</p>	

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resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources	
Social and Emotional Learning: <i>Competencies and Sub-Competencies</i>	

Self-Awareness

- 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

Self-Management

- 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

Social Awareness

- 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.

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

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>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>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:</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) Scaffolded support like graphic organizers and writing frames Technology-enabled instruction (synchronous or asynchronous options) <p>Product Differentiation:</p>	<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>Product Differentiation:</p> <ul style="list-style-type: none"> Multiple options for demonstrating learning (oral presentations, projects, etc.) 	<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 Incorporation of students' native language or culture when possible <p>Product Differentiation:</p>	<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>Product Differentiation:</p> <ul style="list-style-type: none"> Open-ended, creative project options Real-world application of learning through authentic tasks
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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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