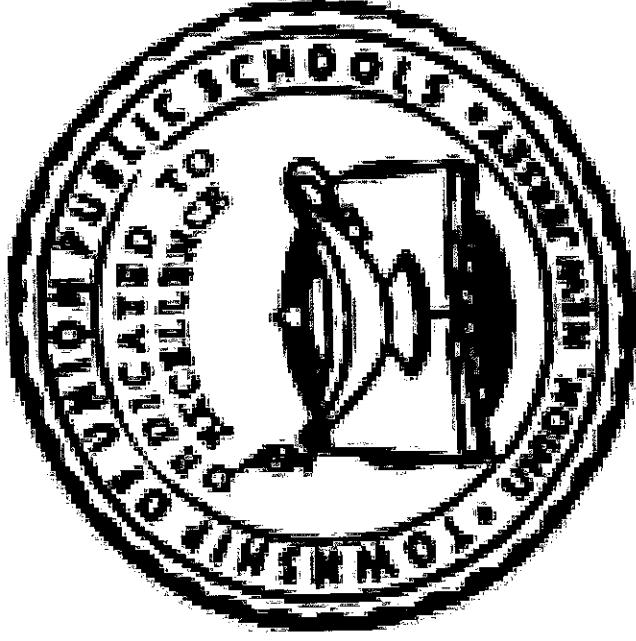


**TOWNSHIP OF UNION PUBLIC SCHOOLS**

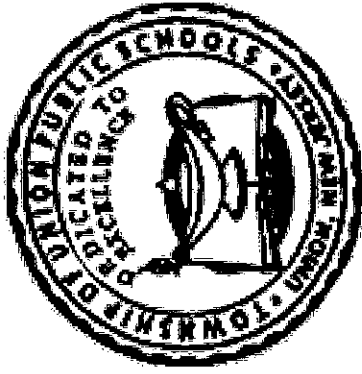


**21<sup>st</sup> Century Life and Careers: Grade K - 5**

# **Curriculum Guide**

## **2015-2016**

Curriculum Guide Approved \_\_\_\_\_



## **Board Members**

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# TOWNSHIP OF UNION PUBLIC SCHOOLS

## Administration

District Superintendent .....Mr. Gregory A. Tatum

Assistant Superintendent .....Dr. Noreen Lishak

Assistant Superintendent .....Ms. Annie Moses

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Director of Personnel.....Mr. Gerry Benaquista

Director of Special Projects.....Ms. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

Director of Special Service.....Ms. Kim Conti

Director of Security.....Mr. Nick Ardito

## DEPARTMENT SUPERVISORS

School Counseling K - 12 .....	Ms. Nicole Ahern
Special Services: PreK - 8.....	Ms. Kristin Szawan
Special Services: 9 - 12.....	Mr. Joseph Seugling
Special Services: PreK - 8.....	Mr. Frank Santora
PreK - 2 English/Math/Science/SS.....	Ms. Maureen Corbett
Social Studies: 6 - 12, Business 9 - 12.....	Ms. Libby Galante
English: 2 - 5, Social Studies: 2 - 5.....	Mr. Robert Ghiretti
Science: 6 - 12/ NCLB.....	Ms. Maureen Guilfoyle
Career Ed, World Language, ESL.....	Ms. Yvonne Lorenzo
English: 6 - 12.....	Ms. Randi Moran
Mathematics: 2 - 5, Science: 2 - 5.....	Ms. Theresa Matthews
Mathematics: 6 - 12.....	Mr. Jeremy Cohen
Art, Music K - 12.....	Mr. Ron Rago

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## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

## Course Description

The New Jersey Core Curriculum Standards for 21<sup>st</sup> Century Life and Careers state that all students must be provided with the life and career skills needed to function optimally and make informed decisions that prepare them to engage as active citizens. In the district of Union Schools, these skills are integrated throughout all curricula areas. Staff systematically integrates 21<sup>st</sup> century life and career skills throughout their lessons to include:

- In Preschool, children's social and emotional development providing the foundation for later learning about careers and life skills.
- In grades K-5, students' introduction to 21<sup>st</sup> century life skills are critical for personal, academic, and social development. They are also introduced to career awareness information and to basic personal financial literacy skills.



# 9.1 21<sup>st</sup> Century Life Skills

Content Area		21 <sup>st</sup> Century Life and Career Skills	
Standard		9.1 21 <sup>st</sup> CENTURY LIFE SKILLS: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.	
Strand		A. Critical Thinking & Problem Solving	
By the end of grade	Content	CPI #	CPI
4	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
		9.1.4.A.2	Evaluate available resources that can assist in solving problems.
		9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
8	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.4.A.4	Use data accessed on the Web to inform solutions to problems and the decision-making process.
		9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
		9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
		9.1.8.A.2	Implement problem-solving strategies to solve a problem in school or the community.
		9.1.8.A.3	Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.
		9.1.8.A.4	Design and implement a project management plan using one or more problem-solving strategies.

<b>Content Area</b>		<b>21<sup>st</sup> Century Life and Career Skills</b>	
<b>Standard</b>		9.1 21 <sup>st</sup> CENTURY LIFE SKILLS: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.	
<b>Strand</b>		<b>B. Creativity and Innovation</b>	
<b>By the end of grade</b>	<b>Content</b>	<b>CPI #</b>	<b>CPI</b>
4	Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.	9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
8	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	9.1.8.B.1	Use multiple points of view to create alternative solutions.
		9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

<b>Content Area</b>		<b>21<sup>st</sup> Century Life and Career Skills</b>	
<b>Standard</b>		<b>9.1 21<sup>st</sup> Century Life Skills:</b> All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.	
<b>Strand</b>		<b>C. Collaboration, Teamwork and Leadership</b>	
<b>By the end of grade</b>	<b>Content</b>	<b>CPI #</b>	<b>CPI</b>
<b>4</b>	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
<b>8</b>	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
		9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
	Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.	9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.

<b>Content Area</b>		<b>21<sup>st</sup> Century Life and Career Skills</b>	
<b>Standard</b>		<b>9.1.21<sup>st</sup> Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.</b>	
<b>Strand</b>		<b>D. Cross-Cultural Understanding and Interpersonal Communications</b>	
<b>By the end of grade</b>	<b>Content</b>	<b>CPI #</b>	<b>CPI</b>
<b>4</b>	Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.	9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
	Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.	9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.
		9.1.4.D.3	Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
<b>8</b>	Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.	9.1.8.D.1	Employ appropriate conflict resolution strategies.
		9.1.8.D.2	Demonstrate the ability to understand inferences.
	Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.	9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
		9.1.8.D.4	Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.

<b>Content Area</b>		<b>21<sup>st</sup> Century Life and Career Skills</b>	
<b>Standard</b>		<b>9.1.21<sup>st</sup> Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.</b>	
<b>Strand</b>		<b>E. Communication and Media Fluency</b>	
<b>By the end of grade</b>	<b>Content</b>	<b>CPI #</b>	<b>CPI</b>
<b>4</b>	Digital media are 21st-century tools used for local and global communication.	9.1.4.E.1	Explain how digital media are used in daily life in a variety of settings.
		9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
		9.1.4.E.3	Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.
		9.1.4.E.4	Explain why some uses of media are unethical.
<b>8</b>	Digital media are 21st-century tools used for local and global communication.	9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global society.
		9.1.8.E.2	Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
		9.1.8.E.3	Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.
		9.1.8.E.4	Determine the undesired consequences of unethical uses of media.

<b>21<sup>st</sup> Century Life and Career Skills</b>			
<b>Content Area</b>	<b>9.1 21<sup>st</sup> Century Life Skills:</b> All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.		
<b>Standard</b>			
<b>Strand</b>	<b>F. Accountability, Productivity and Ethics</b>		
<b>By the end of grade</b>	<b>Content</b>	<b>CPI #</b>	<b>CPI</b>
<b>4</b>	The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.	9.1.4.F.1	Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
		9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
		9.1.4.F.3	Explain the importance of understanding and following rules in family, classroom, and community settings.
<b>8</b>	Ethical behaviors support human rights and dignity in all aspects of life.	9.1.8.F.1	Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
		9.1.8.F.2	Explain how rules, laws, and safety practices protect individual rights in the global workplace.
		9.1.8.F.3	Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.

## 9.2 Personal Financial Literacy

Content Area	21st-Century Life and Careers		
Standard	9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.		
Strand	A. Income and Careers		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
4	Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.	9.2.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
	Income often comes from different sources, including alternative sources.	9.2.4.A.2	Identify potential sources of income and their limitations.
	Income affects spending decisions and lifestyle.	9.2.4.A.3	Explain how income affects spending and take-home pay.
	Taxes and the cost of employee benefits affect the amount of disposable income.	9.2.4.A.4	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
	Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.	9.2.8.A.1	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
		9.2.8.A.2	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
8		9.2.8.A.3	Relate earning power to quality of life across cultures.
		9.2.8.A.4	Relate how the demand for certain skills determines an individual's earning power.
	Income often comes from different sources, including alternative sources.	9.2.8.A.5	Explain the difference between "earned income" and "unearned income" (e.g., gifts) and why earned income is important.
	Income affects spending decisions	9.2.8.A.6	Examine how labor market trends and the cost of living

Content Area	21st-Century Life and Careers		Cumulative Progress Indicator (CPI)
Standard	9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.		
Strand By the end of grade	Content Statement	CPI#	
4	Money management involves setting financial goals.	9.2.4.B.1	Differentiate between financial wants and needs.
	Money management is reliant on developing and maintaining personal budgets.	9.2.4.B.2	Identify age-appropriate financial goals.
	Money management requires understanding of cash flow systems and business practices.	9.2.4.B.3	Explain what a budget is and why it is important.
		9.2.4.B.4	Identify common household expense categories and sources of income.
		9.2.4.B.5	Identify ways to earn and save.
		9.2.4.B.6	Distinguish among cash, check, credit card, and debit card.
		9.2.4.B.7	Explain the purposes of financial institutions in the community.
8	Money management involves setting financial goals.	9.2.8.B.1	Construct a simple personal savings and spending plan based on various sources of income.
		9.2.8.B.2	Justify the concept of "paying yourself first" as a financial savings strategy.
		9.2.8.B.3	Relate the concept of deferred gratification to investment, meeting financial goals, and building wealth.
		9.2.8.B.4	Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.
		9.2.8.B.5	Evaluate the relationship of cultural traditions and historical influences on financial practice.
	Money management is reliant on developing and maintaining personal budgets.	9.2.8.B.6	Construct a budget to save for long-term, short-term, and charitable goals.
	Money management requires understanding of cash flow	9.2.8.B.7	Develop a system for keeping and using financial records.
		9.2.8.B.8	Explain the concept of cash flow and construct cash flow statements.



<b>Content Area</b>		<b>21st-Century Life and Careers</b>		
<b>Standard</b>	<b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.	<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>	
<b>C. Credit and Debt Management</b>				
<b>Strand</b>	<b>Content Statement</b>	<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>	
4	Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.	9.2.4.C.1	Explain why people borrow money and the relationship between credit and debt.	
		9.2.4.C.2	Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).	
		9.2.4.C.3	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.	
		9.2.4.C.4	Determine the relationships among income, expenses, and interest.	
	8	Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.	9.2.4.C.5	Determine personal responsibility related to borrowing and lending.
			9.2.4.C.6	Summarize ways to avoid credit problems.
8	Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.	9.2.8.C.1	Compare and contrast the financial products and services offered by different types of financial institutions.	
		9.2.8.C.2	Compare and contrast debt and credit management strategies.	
	9.2.8.C.3	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.		
	9.2.8.C.4	Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).		
	9.2.8.C.5	Determine ways to leverage debt beneficially.		
	9.2.8.C.6	Determine potential consequences of using "easy access" credit (e.g., using a line of credit vs. obtaining a loan for a		

<b>Content Area</b>		<b>21st-Century Life and Careers</b>	
<b>Standard</b>	<b>9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</b>	<b>D. Planning, Saving, and Investing</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand</b>	<b>Content Statement</b>	<b>CPI#</b>	
4	Information about investment options assists with financial planning.	9.2.4.D.1	Determine various ways to save.
		9.2.4.D.2	Explain the concept of "opportunity cost."
		9.2.4.D.3	Explain what it means to "invest."
		9.2.4.D.4	Distinguish between saving and investing.
8	Information about investment options assists with financial planning.	9.2.8.D.1	Determine how saving contributes to financial well-being.
		9.2.8.D.2	Differentiate among various savings tools and how to use them most effectively.
		9.2.8.D.3	Differentiate among various investment options.
		9.2.8.D.4	Distinguish between income and investment growth.
	Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.	9.2.8.D.5	Explain the economic principle of supply and demand.
		9.2.8.D.6	Relate saving and investing decisions to successful entrepreneurship.
		9.2.8.D.7	Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).
		9.2.8.D.8	Assess the impact of inflation on economic decisions and lifestyles.

<b>Content Area</b>		<b>21st-Century Life and Careers</b>	
<b>Standard</b>	<b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.		
<b>Strand</b>	<b>E. Becoming a Critical Consumer</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
4	The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.	9.2.4.E.1	Determine factors that influence consumer decisions related to money.
		9.2.4.E.2	Identify ways interest rates add to the cost of goods and services.
	9.2.4.E.3	Evaluate financial information from a variety of sources.	
	9.2.4.E.4	Apply comparison shopping skills to purchasing decisions.	
	9.2.4.E.5	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.	
	9.2.4.E.6	Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.	
	9.2.4.E.7	Compare and contrast product facts versus advertising claims.	
8	The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.	9.2.8.E.1	Prioritize personal wants and needs when making purchases.
		9.2.8.E.2	Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.
	9.2.8.E.3	Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.	
	9.2.8.E.4	Compare the value of goods or services from different	

Content Area	21st-Century Life and Careers	
<b>Standard</b>	<p><b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p> <p><b>F. Civic Financial Responsibility</b></p>	
<b>Strand</b>	<b>By the end of grade</b>	
4	<p><b>Content Statement</b></p> <p>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p> <p>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</p>	<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>9.2.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.</p> <p>9.2.4.F.2 Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.</p> <p>9.2.4.F.3 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</p> <p>9.2.4.F.4 Identify skills related to organizing, managing, and taking on the risks of owning a business.</p>
8	<p>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p> <p>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</p>	<p>9.2.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.</p> <p>9.2.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.</p> <p>9.2.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.</p> <p>9.2.8.F.4 Calculate appropriate amounts of charitable giving based on current financial status.</p> <p>9.2.8.F.5 Determine opportunities for micro-financing of global charities and causes.</p>

<b>Content Area</b>		<b>21st-Century Life and Careers</b>	
<b>Standard</b>	<b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.		
<b>Strand</b>	<b>G. Risk Management and Insurance</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
4	There are common financial risks and ways to manage risks.	9.2.4.G.1	Summarize common types of financial risks and basic risk management strategies.
	Insurance is designed to protect the consumer against unintended losses.	9.2.4.G.2	Explain the importance of protection against financial loss and reasons for risk assessment.
		9.2.4.G.3	Describe how valuable items might be damaged or lost and ways to protect them.
8	There are common financial risks and ways to manage risks.	9.2.8.G.1	Compare the impact of losses associated with different types of financial risk.
		9.2.8.G.2	Explain why it is important to develop plans for protecting current and future personal assets against loss.
	Insurance is designed to protect the consumer against unintended losses.	9.2.8.G.3	Explain the purpose and importance of health, disability, life, and consumer insurance protection.
		9.2.8.G.4	Determine criteria for deciding the amount of insurance protection needed.
		9.2.8.G.5	Analyze the need for and value of different types of insurance and the impact of deductibles.
		9.2.8.G.6	Evaluate the need for different types of extended warranties.

## 9.3 21<sup>st</sup> Career Awareness, Exploration & Preparation

Content Area	21 <sup>st</sup> Century Life & Career Skills
Standard	9.3 21 <sup>st</sup> Career Awareness, Exploration & Preparation: all students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.
Strand	A. Career Awareness
By the end of grade	Content Understandings
4	Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers.
	CPI #
	9.3.4.A.1
	Identify reasons why people work and discuss how work can help a person achieve personal goals.
	9.3.4.A.2
	Identify various life roles and civic and work-related activities in the school, home, and community.
	9.3.4.A.3
	Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
	9.3.4.A.4
	Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
	9.3.4.A.5
	Locate career information using a variety of resources.
	9.3.4.A.6
	Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.

<b>Content Area</b>		<b>21<sup>st</sup> Century Life &amp; Career Skills</b>	
<b>Standard</b>		<b>9.3 21<sup>st</sup> Career Awareness, Exploration &amp; Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.	
<b>Strand</b>		<b>B. Career Exploration</b>	
<b>By the end of grade</b>	<b>Content Understandings</b>	<b>CPI #</b>	<b>CPI</b>
<b>8</b>	Career exploration includes investigation of the contemporary workplace and an understanding of the relationships among personal abilities, education, and knowledge and skills needed to pursue 21st-century occupations and careers.	9.3.8.B.1	Develop a Personalized Student Learning Plan that includes information about career areas of interest with the assistance of adult mentors.
		9.3.8.B.2	Identify common knowledge, skills, and abilities needed within the federal <u>16 Career Clusters</u> .
		9.3.8.B.3	Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
		9.3.8.B.4	Identify high school and county career and technical school courses and programs that support career or occupational areas of interest.
		9.3.8.B.5	Use workplace readiness skills and career information learned from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.
		9.3.8.B.6	Evaluate communication, collaboration, and leadership skills and how they might be further

	regulatory compliance, as well as the confidence of customers, business partners, and investors.	
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## **Additional Resources**

<http://www.nj.gov/education/aps/cccs/career/>

<http://www.achieve.org/files/Understanding-Skills-CCSS.pdf>

[http://www.careerreadynow.org/docs/CRPC\\_4pager.pdf](http://www.careerreadynow.org/docs/CRPC_4pager.pdf)