

Content Area: Technology 21st Century Life Skills

Course Title: Life Skills 3

Grade Level: 8

Unit Plan 1 Keyboarding	Pacing Guide 10 days integrated
Unit Plan 2 Financial Literacy	Pacing Guide 25 days
Unit Plan 3 Career Exploration	Pacing Guide 25 days

Original Adoption: April 16, 2015

Revisions: Summer 2022

Board Approved: August 17, 2022

Unit 1 Overview
Content Area: Keyboarding
Unit Title: Word Processing
Target Course/Grade Level: 8
Pacing Guide: 10 days
Unit Summary: Throughout the quarter students will complete typing exercises to improve their word processing abilities.
Primary Interdisciplinary Connections: NJSLA-ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
21 st Century Themes: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Learning Targets
Content Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>

CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLA.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<p>Unit Essential Questions</p> <p>How many words per minute is an acceptable number?</p>	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <p>Proper typing skills are effective and useful for standardized tests and everyday computer use.</p>
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <p>Know the proper placement of each keyboard key.</p>	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <p>Type at least 25 words per minute by the end of the quarter.</p>

Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form <p>Suggested Benchmark:</p> <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not 	<p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration

<p>specifically assessing writing</p> <ul style="list-style-type: none"> ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<ul style="list-style-type: none"> ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities
<p>Special Education:</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<p>504:</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology

<p>Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources:</p> <ul style="list-style-type: none"> ● Computer, keyboard, internet ● Google Classroom ● Teacher made worksheets ● www.typing.com ● www.typingweb.com ● www.nitrotype.com
<p>Teacher Notes:</p>

Unit 2 Overview

Content Area: 9.1 Personal Finance Literacy

Unit Title: Personal Finance & Money Management

Target Course/Grade Level: 8

Pacing Guide: 25 days

Unit Summary:

Students will be able to understand and manage money in an efficient manner. Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.

Primary Interdisciplinary Connections:

[NJSL.S.MATH.CONTENT.8.NS.A.1](#)

Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

NJSL.S.MATH.CONTENT.8.SP.A.4

Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

21st Century Themes:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Content Standards:

CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND
 A: INCOME AND CAREERS

CPI #	Cumulative Progress Indicator (CPI)
9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
9.1.8.A.6	Explain how income affects spending decisions.

CPI #	Cumulative Progress Indicator (CPI)
9.1.8.B.1	Distinguish among cash, check, credit card, and debit card
9.1.8.C.1	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each..
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. What are your short and long term financial goals? 2. How do you create a monthly budget? 3. Why is important to know the difference between credit and debit? 	<p>Unit Enduring Understandings <i>Students will understand that...:</i></p> <ol style="list-style-type: none"> 1. Financial decisions will affect your quality of life. 2. Developing an organized budget will improve their chances for financial success. 3. Knowing the difference between credit and debit is important.
<p>Unit Objectives <i>Students will know...</i> <i>All different forms of money and how they work in day to day life.</i> <i>How to create a budget that can be used for any time period.</i></p>	<p>Unit Objectives <i>Students will be able to...</i> <i>Understand the importance of establishing good credit and proper money management.</i></p>

Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form <p>Suggested Benchmark:</p> <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
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<p>purpose for reading and increase comprehension</p> <ul style="list-style-type: none"> ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<p>purpose for reading and increase comprehension</p> <ul style="list-style-type: none"> ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
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<p>Curriculum development resources, instructional materials, equipment needed, teacher resources:</p> <ul style="list-style-type: none"> ● computer, internet. ● Teacher made worksheets ● Pencils, paper. ● Google Classroom ● Google Slides ● TheMint.org ● Everfi ● PBS ● Busting Myths about Disability and Personal Finance ● A guide to money management for people with disabilities
<p>Teacher Notes:</p>

Unit 3 Overview
Content Area: 9.2 Career Awareness, Exploration, and Preparation
Unit Title: Career Exploration
Target Course/Grade Level: 8
Pacing Guide: 25 days
<p>Unit Summary: Students will identify personal strengths and interests and match them to a career and its related skills. Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.</p>
<p>Primary Interdisciplinary Connections:</p> <p>NJSLs.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>NJSLs.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>
<p>21st Century Themes: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.</p>
Learning Targets
<p>Content Standards: 9.2.8.B</p>

CPI #	Cumulative Progress Indicator (CPI)
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes
9.2.8.B.1	Research careers within the 16 Career Clusters® and determine attributes of

	career success.
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

<u>Unit Essential Questions:</u> 1. What do I see myself doing in the future career wise? 2. Do I want to choose a career because of the money or the enjoyment I'd get from working in it? 3. What is the process of obtaining a job?	<u>Unit Enduring Understandings</u> <u>Students will understand that...</u> 1. There are many different careers that can match individualized characteristics and traits. 2. The reasons that they want to chose a particular career. 3. The application, resume, interview process of getting hired.
<u>Unit Objectives</u> <u>Students will know...</u> 1. What is expected when applying for a job. 2. The proper conduct in an interview for a job.	<u>Unit Objectives</u> <u>Students will be able to...</u> 1. Fill out employment application 2. Create a resume 3. Create a cover letter

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<ul style="list-style-type: none"> ● Think-Pair-Share <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	<ul style="list-style-type: none"> ● Self-assessment ● Feedback from home form <p>Suggested Benchmark:</p> <ul style="list-style-type: none"> ● Quarterly Exam
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<p>Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources:</p> <ul style="list-style-type: none"> ● Computer with internet ● Teacher made worksheets ● Google Slides ● Google Classroom ● Access Bridges ● www.njcan.org

- OCVTS Presentation
- Box of “incidents”
- Corporate Equality Index
- Jobs and Education for People with Disabilities | USAGov
- abilityJOBS
- Disability Disclosure and Interviewing Techniques for Persons with Disabilities
- Ability Job Seeker Resources

Teacher Notes: