

Board Approved July 2016

Week	Marking Period 1	Week	Marking Period 3
1	Background on U.S Economy and Money/Currency Accepted in the U.S	11	Consumer Shopping/Spreadsheets
2	Personal Banking/Google Drive and Classroom	12	Budgeting
3	Careers	13	Financial Planning
4	Worker Rights/MLA Format and Website evaluation	14	Budget Project
5	Taxes/PowerPoints	15	Budget/Financial Planning/Spreadsheets
Week	Marking Period 2	Week	Marking Period 4
6	Investing	16	Time Management/Character Development
7	Credit	17	Time Management/Character Development
8	Insurance	18	Technology in the World Today/The Future
9	Credit/Investing/Insurance Review and Test	19	Technology in the World Today/ The Future
10	Advertising/Video Editing	20	Final Review

<b>Time Frame</b>	<b>2 weeks</b>
<b>Topic/Skill</b>	
Money and Banking	Introduction to Google Drive, Email, and Classroom
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How do we make choices in a world with limited resources?</li><li>• What are accepted forms of currency in the U.S?</li><li>• How does inflation affect the U.S economy?</li><li>• What is a bank?</li><li>• How can a bank help you manage your money?</li><li>• What does it take to manage a bank account?</li><li>• What are the standard conventions to follow for formal research and writing?</li><li>• What kind of resources are available to “learners” in order to stay “connected” to the instructors curriculum?</li><li>• How can “learners” organize and protect their coursework?</li><li>• What are the responsibilities for “learners” regarding communication with peers and superiors?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• Students will be able to explain how scarcity affects the economic choices people make.</li><li>• Students will be able to apply the concept of opportunity costs to everyday situations.</li><li>• Students will be able to analyze how incentives influence economic choices.</li><li>• Students will be able to identify forms of currency used in the U.S</li><li>• Students will describe the consequences of counterfeiting and fraud.</li><li>• Students will be able to recommend measures to protect personal information and avoid the risk of identity theft.</li><li>• Students will be able to define the business of banks.</li><li>• Students will be able to identify reasons why everyone should bank</li><li>• Students will be able to analyze and evaluate outcomes when consumers decide to bank or not to bank.</li><li>• Students will be able to calculate check-cashing fees and evaluate alternatives to these services.</li><li>• Students will be able to list and explain the services provided by banks and other financial institutions.</li><li>• Students will be able to review and analyze the questions they should ask before selecting a bank.</li><li>• Students will be able to compare the difference between a credit union and a commercial bank.</li><li>• Students will be able to explain the purpose of various banking forms and materials.</li><li>• Students will be able to identify and demonstrate correct check-writing and endorsement procedures.</li><li>• Students will be able to summarize major points about banks and their services.</li><li>• Students will recognize the importance of using resources to stay connected through digital media to the classroom while maintaining an acceptable public profile.</li><li>• Students will be able to create and organize files and folders with an understanding of file extensions and compatibility.</li><li>• Students will be able to transfer and backup files using google drive</li><li>• Students will be able to use their email, contacts, and settings in a professional and efficiency based context.</li><li>• Students will be able to integrate a Google Doc add-on as an extension of mailing options</li></ul>	

**Alignment to NJCCCS**

- 9.2.12.A.(1 – 12)
- 9.2.12.C.1
- 9.2.12.D.6
- 8.1.12.A.3

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Key Concepts and Skills**

- Financial Responsibility and Decision Making
- Planning and Money Management
- Learning styles and strategies for school/ home integration.
- Written and verbal communication techniques.
- Reevaluate information for inclusion and organization in a formal defense of a logical argument that is supported by credible research
- Use online and collaborative Google Apps for classroom success.
- Use digital and social media to enhance the learning experience.
- Navigation and storage via Google Drive options.
- Develop competency with email features.
- Use Google Doc Mail Merge Add-on

**Learning Activities**

- Guided Practice
- Key Term Review
- Internet Activities
- Discussion
- PowerPoint Presentation
- Class Assignments
- Writing Prompt
- Video “Catch Me if You Can”

**Assessments**

- Participation
- Class assignments; vocabulary, notes, video worksheets, skill worksheets
- Internet Activities (research/webquests)
- Completed Deposit Slip and Check Activity
- Money and Banking Quiz
- Banking Poster
- Formal Writing Assessment
- Self Reflection

**21<sup>st</sup> Century Skills**

<input checked="" type="checkbox"/>	Creativity	<input checked="" type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Communication	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Skills	<input checked="" type="checkbox"/>	Information Literacy	<input checked="" type="checkbox"/>	Media Literacy	<input type="checkbox"/>	

**Interdisciplinary Connections**

Mathematics, Language Arts, and Social Studies

**Technology Integration**

- Chromebooks
- Google Drive
- Google Classroom
- Google Docs

<b>Time Frame</b>	<b>2 weeks</b>	
<b>Topic/Skill</b>		
Income and Taxes	Website Evaluation/MLA Format/Google Docs	
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• What is income, and how is it calculated?</li> <li>• Does an education really pay off?</li> <li>• What traits make an ideal employee?</li> <li>• What benefit does taxation provide citizens of the US?</li> <li>• What types of taxes do American’s pay?</li> <li>• How do you pay income taxes?</li> <li>• What are the standard conventions to follow for formal research and writing?</li> <li>• Why does database research supersede web searches for formal writing?</li> <li>• What are the learners responsibility regarding crediting information?</li> </ul>		
<b>Enduring Understanding</b>		
<ul style="list-style-type: none"> <li>• Students will be able to define income and list examples of various types of income.</li> <li>• Students will be able to analyze and calculate deductions on a simple paycheck.</li> <li>• Students will be able to define and give examples of compulsory and voluntary payroll deductions.</li> <li>• Students will be able to apply the five-step decision-making model to choose summer jobs.</li> <li>• Students will be able to define and explain human capital management.</li> <li>• Students will be able to identify multiple resources for obtaining job and career information.</li> <li>• Students will be able to evaluate whether education “does” pay off.</li> <li>• Students will be able to identify public goods provided by the three levels of government.</li> <li>• Students will be able to define tax base and tax structure and provide examples.</li> <li>• Students will be able to discuss issues of tax fairness.</li> <li>• Students will be able to describe ways that the three levels of government tax a person’s income.</li> <li>• Students will understand what constitutes plagiarism and be able to use appropriate citations using an accepted research format.</li> <li>• Students will be able to access and use an online citation machine as a functional tool to create and edit citations.</li> <li>• Students will be able to integrate collaborative online writing tools in Google Drive to format, write, and peer edit a practice research paper.</li> <li>• Students will be able to organize a database portfolio of educational and personal information as preparation for a gateway to postsecondary life.</li> <li>• Students will be able to explore appropriate web resources regarding career choices.</li> </ul>		
<b>Alignment to NJCCCS</b>		
9.2.12.A.(1 – 12)	8.1.12.D.5	
9.2.12.F.(1 – 9)	8.1.12.E.1	
8.1.12.A.3	8.1.12.F.1	
8.1.12.D.1		
<p>SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.: SL.9-10.4:Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>		
<b>Key Concepts and Skills</b>		
<ul style="list-style-type: none"> <li>• Income and Careers</li> </ul>		

- Learning styles and strategies for school/ home integration.
- Written and verbal communication techniques.
- Evaluate online sources for credibility.
- Determine information for inclusion as “research worthy” content requiring citations.
- Reevaluate information for inclusion and organization in a formal defense of a logical argument that is supported by credible research
- Utilize and evaluate online tools’ value for construction and collaboration of formal documents.

### Learning Activities

- Guided Practice
- Key Term Review
- Internet Activities
- Website Analysis
- MLA formatting
- Discussion
- PowerPoint Presentation
- PowerPoint Project
- Creating a Resume
- Class Assignments
- Cooperative Learning Activity
- Writing Prompt
- Online simulation

### Assessments

- Participation
- Class assignments; vocabulary, notes, video worksheets, skill worksheets
- Internet Activities (research/webquests)
- PowerPoint Project
- Income and Taxes Quiz
- Portfolio Materials
- Formal Writing Assessment
- Self Reflection

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

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

### Interdisciplinary Connections

**Mathematics, Language Arts, and Social Studies**

### Technology Integration

- Chromebooks
- Google Drive
- Google Classroom
- Google Docs
- Google Slides
- Tax simulation on Icvics

<b>Time Frame</b>	<b>2 weeks</b>	
<b>Topic/Skill</b>		
Investing and Credit	Google Slides/Cooperative Learning	
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• How can we save something each day to reach our goals?</li> <li>• Why is investing essential to helping reach long term goals?</li> <li>• How do investments build wealth for people?</li> <li>• What is the market where stocks are bought and sold?</li> <li>• What are the costs and benefits of using credit?</li> <li>• What are the pros and cons of using a credit card?</li> <li>• Why do credit reports matter?</li> <li>• What are effective collaborative methods for team project production?</li> </ul>		
<b>Enduring Understandings</b>		
<ul style="list-style-type: none"> <li>• Students will be able to identify the costs and benefits of saving and investing</li> <li>• Students will be able to explain and make a calculation using compound interest.</li> <li>• Students will be able to analyze and illustrate how today’s spending and saving decisions impact future wealth.</li> <li>• Students will be able to define and give examples of savings and investments.</li> <li>• Students will be able to discuss factors that influence investment decisions.</li> <li>• Students will be able to explain the relationship between risk and return in investment choices.</li> <li>• Students will be able to categorize investments as to levels of risk.</li> <li>• Students will be able to define stocks, stock markets, mutual funds, and other related market vocabulary.</li> <li>• Students will be able to describe risks and rewards involved in stock market investments.</li> <li>• Students will be able to summarize the role of stock markets in bringing buying and sellers together.</li> <li>• Students will be able to analyze and explain the information found on a stock table.</li> <li>• Students will be able to describe different types of credit.</li> <li>• Students will be able to analyze costs and benefits of using credit.</li> <li>• Students will be able to identify people’s varying attitudes about credit.</li> <li>• Students will be able to explain how creditworthiness is measured.</li> <li>• Students will be able to identify and provide examples of the costs and benefits of credit card use.</li> <li>• Students will be able to calculate the annual percentage rate (APR) and fees on a credit card.</li> <li>• Students will be able to identify how a personal credit report affects future financial decisions.</li> <li>• Students will be able to discuss how credit scores impact how much credit will cost.</li> <li>• Students will be able to summarize the rights of consumers under the Fair Credit Reporting Act (FCRA).</li> <li>• Students will apply digital media copyright rules to a public project.</li> <li>• Students will apply collaborative efforts to evaluate team concepts in project based assignments</li> </ul>		
<b>Alignment to NJCCCS</b>		
	9.2.12.B.(1 – 10) 9.2.12.C.(1 – 8) 9.2.12.D.(1 – 13) 9.2.12.E.(1 – 9)	8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.E.1-2
<p>SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task Presentation of Knowledge and Ideas: SL.9-10.5: Make strategic use of</p>		

digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Key Concepts and Skills

- Saving and Investing
- Credit and Debt
- Financial Responsibility and Decision Making
- Critical thinking for alternative proactive solutions common dilemmas
- Apply simultaneous collaboration online and live in the classroom to enhance project development Evaluate team collaboration
- Evaluate peer projects based on instructional criteria Learning Activities

### Learning Activities

- Guided Practice
- Key Term Review
- Internet Activities
- MLA formatting
- Discussion
- PowerPoint Presentation
- PowerPoint Project
- Class Assignments
- Cooperative Learning Activity
- Writing Prompt
- Online simulation

### Assessments

- Participation
- Class assignments; vocabulary, notes, video worksheets, skill worksheets
- Internet Activities (research/webquests)
- PowerPoint Project
- Investing and Credit Test
- Portfolio Materials
- Formal Writing Assessment
- Self Reflection

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

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### Interdisciplinary Connections

**Mathematics, Language Arts, and Social Studies**

### Technology Integration

- Chromebooks
- Google Drive
- Google Classroom
- Google Docs
- Google Slides
- Stock simulation on howthemarketworks
- Kahoot

<b>Time Frame</b>	<b>2 week</b>
<b>Topic/Skill</b>	
Insurance/ Credit and Investing Review	Test Taking Strategies
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does insurance protect what we own?</li> <li>• How do social insurance programs in the US help protect us?</li> <li>• What are effective collaborative methods for team project production?</li> <li>• What are effective studying techniques and test taking strategies?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will be able to discuss how insurance can protect a person's income or earning power.</li> <li>• Students will be able to explain how insurance works and provide examples of various types of insurance.</li> <li>• Students will be able to describe the types of coverage on automobile insurance.</li> <li>• Students will be able to cite examples of social insurance programs in the US.</li> <li>• Students will be able to contrast the major differences between private insurance and social insurance.</li> <li>• Students will be able to summarize the reasons why insurance can contribute to a person's financial well-being.</li> <li>• Students will develop narrative writing public speaking skills.</li> <li>• Students will apply collaborative efforts to evaluate team concepts in project based assignments</li> <li>• Students will utilize test taking strategies to improve their performance on standardized assessments.</li> </ul>	
<b>Alignment to NJCCCS</b>	
9.2.12.G.(1 – 10) 8.1.12.A.3 8.1.12.C.1 8.1.12.D.5 8.1.12.E.1	
<p>SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Risk Management and Insurance</li> <li>• Critical thinking for alternative proactive solutions common dilemmas</li> <li>• Apply simultaneous collaboration online and live in the classroom to enhance project development Evaluate team collaboration</li> <li>• Evaluate peer projects based on instructional criteria</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Guided Practice</li> <li>• Key Term Review</li> <li>• Internet Activities</li> <li>• Discussion</li> <li>• Kahoot</li> <li>• Insurance skit</li> <li>• Class Assignments</li> <li>• Cooperative Learning Activity</li> </ul>	



- Writing Prompt

**Assessments**

- Participation
- Class assignments; vocabulary, notes, video worksheets, skill worksheets
- Internet Activities (research/webquests)
- Insurance Skit
- Insurance Test
- Formal Writing Assessment
- Self Reflection

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

Mathematics, Language Arts, and Social Studies

**Technology Integration**

- Chromebooks
- Google Drive
- Google Classroom
- Google Docs

<b>Time Frame</b>	<b>5 weeks</b>	
<b>Topic/Skill</b>		
Budgeting and Planning	Video Editing/Google Sheets	
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• Does everyone need to budget to reach goals?</li> <li>• How can our personal goals make it easier to save money?</li> <li>• What can we do to reach our goals for the future?</li> <li>• How can learners enhance their ability to communicate and affect their own learning environment? What are the standard conventions to follow for formal research and writing?.</li> <li>• What are the learners responsibility regarding crediting information?</li> <li>• What individual and collaborative tools are useful for gathering, drafting, and editing a formal document?</li> <li>• How does digital media influence our spending decisions?</li> <li>• How can spreadsheets help us organize our finances?</li> </ul>		
<b>Enduring Understandings</b>		
<ul style="list-style-type: none"> <li>• Students will be able to define and provide examples of wants and needs.</li> <li>• Students will be able to develop a list of expenses found in most household budgets.</li> <li>• Students will be able to categorize expenses in a budget as fixed or variable.</li> <li>• Students will be able to analyze a pie chart showing the categories of household expenditures.</li> <li>• Students will be able to identify goals and values that affect financial decisions.</li> <li>• Students will be able to develop and compare two budgets for the same person.</li> <li>• Students will be able to analyze trade-offs of an economic decision.</li> <li>• Students will be able to evaluate how goals and values influence their own spending and savings decisions.</li> <li>• Students will be able to discuss and list ways income can be increased to attain goals.</li> <li>• Students will be able to create a scenario about their own financial life at five and ten years.</li> <li>• Students will be able to explain how goal setting is a way to identify what one wants to accomplish and within what time frame.</li> <li>• Students will be able to describe the components of a financial plan in an essay.</li> <li>• Students will develop digital media competency with video and audio software</li> <li>• Students will apply digital media copyright rules to a public project.</li> <li>• Students will apply collaborative efforts to evaluate team concepts in project based assignments. Students will apply online and live classroom techniques learned during the semester to produce a digital media project.</li> <li>• Students will be able to use spreadsheets for simple and advanced formulas as well as graph construction as valuable statistical tools to evaluate their lives</li> <li>• Students will understand what constitutes plagiarism and be able to use appropriate citations using an accepted research format.</li> <li>• Students will be able to access and use an online citation machine as a functional tool to create and edit citations.</li> <li>• Students will be able to integrate collaborative online writing tools in Google Drive to format, write, and peer edit a practice research paper.</li> </ul>		
<b>Alignment to NJCCCS</b>		
	9.2.12.B.(1 – 10) 9.2.12.D.(1 – 3) 8.1.12.A.3 8.1.12.A.4	8.1.12.C.1 8.1.12.D.1 8.1.12.D.5 8.1.12.F.1
<ul style="list-style-type: none"> <li>• SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>• SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically</li> </ul>		

such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task Presentation of Knowledge and Ideas:

- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Key Concepts and Skills

- Financial Responsibility and Decision Making:
- Use online and collaborative Google Apps for classroom success.
- Use digital and social media to enhance the learning experience.
- Navigation and storage via Google Drive options.
- Formatting spreadsheets and graphs.
- Formula and graph creation with spreadsheets.
- Analyze personal time usage for educational success.

### Learning Activities

- Guided Practice
- Key Term Review
- Internet Activities
- Discussion
- Kahoot
- Class Assignments
- Cooperative Learning Activity
- Writing Prompt
- Video Clips “Extreme Couponing and Cheapskates”
- Budget Project: Google Doc, Sheet, and Slide
- Research a career, calculate taxes, find a home and determine mortgage, purchase a car, research fixed and variable expenses, develop and maintain a monthly budget, and create a project

### Assessments

- Participation
- Class assignments; vocabulary, notes, video worksheets, skill worksheets
- Internet Activities (research/webquests)
- Advertising Video Project
- Budgeting and Planning Quiz
- Budget Project and Presentation
- Formal Writing Assessment
- Self Reflection

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

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

### Interdisciplinary Connections

Mathematics, Language Arts, and Social Studies

### Technology Integration

- Chromebooks
- Google Drive
- Google Classroom
- Google Docs
- Google Slides

- Google Sheets
- Wevideo
- Youtube clips “extreme couponing and cheapskates)
- Mortgage Calculator
- Zillow
- Coolmathgames.com
- Phone Apps (gas buddy)
- Kahoot

<b>Time Frame</b>	<b>7 days</b>
<b>Topic/Skill</b>	
Time Management/Character Development	Google Calendar/schedule
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How can teens use better problem solving techniques in order to make better choices when faced with typical teen dilemmas?</li> <li>• Why is preparation, practice, and feedback vital to the development of the “public-self?”</li> <li>• How can learners maximize their use of time to create a better legacy in school and the workplace?</li> <li>• How can learners enhance their ability to communicate and affect their own learning environment?</li> <li>• How did students arrive at this “place and time” . . . how do they see themselves now before investigating where they want to “go?”</li> <li>• Why do students need to begin to explore career requirements and profiles as they enter high school?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will be able to explain how goal setting is a way to identify what one wants to accomplish and within a given time frame.</li> <li>• Students will be able explore common issues faced by teens and construct alternative solutions.</li> <li>• Students will be able to practically apply spreadsheet formulas to analyze information for educational and personal use</li> <li>• Students will express personal connections for situations relayed via educational digital media.</li> <li>• Students will describe how attitude affects our ability to reach our future goals</li> </ul>	
<b>Alignment to NJCCCS</b>	
9.2.12.B.(1 – 10)	8.1.12.A.3
9.2.12.C.(1 – 8)	8.1.12.A.4
9.2.12.D.(1 – 13)	8.1.12.D.5
9.2.12.E.(1 – 9)	8.1.12.F.1
8.1.12.A.1	
<ul style="list-style-type: none"> <li>• SL.9-10.1:Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> </ul> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <ul style="list-style-type: none"> <li>• SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul> <p>Critical thinking for alternative proactive solutions common dilemmas Develop post-secondary test taking skills</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Learning styles and strategies for school/ home integration.</li> <li>• Analyze personal time usage for educational success</li> <li>• Use digital and social media to enhance the learning experience</li> <li>• Formula and graph creation with spreadsheets.</li> <li>• Utilize technology to enhance online and in class assignment completion</li> <li>• Analyze data for personal decisions in conjunction with career paths</li> </ul>	

**Learning Activities**

- Guided Practice
- Internet Activities (Webquest/Research)
- Discussion
- Pursuit of Happiness Film
- Class Assignments
- Writing Prompt
- Independent Research

**Assessments**

- Participation
- Class assignments; video worksheets, skill worksheets
- Internet Activities (research/webquests)
- Formal Writing Assessment
- Self Reflection
- Pursuit of Happiness Response
- Class Projects

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

Mathematics, Language Arts, and Social Studies

**Technology Integration**

- Chromebooks
- Google Drive
- Google Classroom
- Google Docs
- Google Slides
- Google Sheets
- Google Drawings
- Google Forms
- Google Sites
- Readwritethink.org

<b>Time Frame</b>	<b>13 days</b>
<b>Topic/Skill</b>	
Technology Today and In the Future/Final Review                      Google Sites, Forms, and Drawings	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are effective collaborative methods for team project production?</li> <li>• How can online resources provide extensive exploratory career investigation?</li> <li>• What resources are available to prepare for testing and admission to education/ training beyond high school?</li> <li>• How can “learners” organize and protect their coursework?</li> <li>• What is the responsibility of a “learner” in the expanding world of technology?</li> <li>• How can learners enhance their ability to communicate and affect their own learning environment?</li> <li>• What effect does technology have on our ability to learn?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will apply collaborative efforts to evaluate team concepts in project based assignments</li> <li>• Students will be able to organize a database portfolio of educational and personal information as preparation for a gateway to postsecondary life.</li> <li>• Students will be able to explore appropriate web resources regarding career choices.</li> <li>• Students will be able to practically apply spreadsheet formulas to analyze information for educational and personal use.</li> <li>• Students will recognize the importance of using resources to stay connected through digital media to the classroom while maintaining an acceptable public profile</li> <li>• Students will be able to use their email, contacts, and settings in a professional and efficiency based context.</li> </ul>	
<b>Alignment to NJCCCS</b>	
9.2.12.B.(1 – 10)	8.1.12.C.1
9.2.12.C.(1 – 8)	8.1.12.D.1
9.2.12.D.(1 – 13)	8.1.12.D.5
9.2.12.E.(1 – 9)	8.1.12.E.1
8.1.12.A.3	8.1.12.E.2
8.1.12.A.4	8.1.12.F.1
<ul style="list-style-type: none"> <li>• SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>• SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task</li> <li>• SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> </ul>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Apply acceptable public communication conventions while using social media</li> <li>• Critical thinking for alternative proactive solutions common dilemmas</li> <li>• Apply simultaneous collaboration online and live in the classroom to enhance project development</li> <li>• Navigate google drive to utilize resources for a digital media project</li> <li>• Determine Career paths based on personal interests</li> <li>• Participate in online discussion</li> <li>• Gather vital career information in order to make informed path decisions</li> </ul>	

- Determine appropriate career preparation via multi-digital resources
- Utilize collaboration in project work
- Revise and construct information for a secondary path in conjunction with personal and career interest
- Formula and graph creation with spreadsheets.
- Use online and collaborative Google Apps for classroom success.
- Use digital and social media to enhance the learning experience.
- Reevaluate information for inclusion and organization in a formal defense of a logical argument that is supported by credible research
- Utilize and evaluate online tools’ value for construction and collaboration of formal documents.
- Analyze research to extend critical thinking beyond the initial research.

**Learning Activities**

- Internet Activities
- Create a timeline
- Website Development
- Class Assignments
- Independent Research
- Guided Practice
- Kahoot and Jeopardy Review Games

**Assessments**

- Participation
- Class assignments; video worksheets, skill worksheets
- Internet Activities (research/webquests)
- Self Reflection
- Class Projects

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

Mathematics, Language Arts, and Social Studies

**Technology Integration**

- Chromebooks
- Google Drive
- Google Classroom
- Google Docs
- Google Slides
- Google Sheets
- Google Drawings
- Google Forms
- Google Sites
- Readwritethink.org