

Shepard Preparatory High School

Grade 11-12-21st Century Life Skills and Careers
Curriculum



Unit 1

Employment Trends and Future Education

<u>Timeframe</u>	September through mid-October (4-6 weeks)
<u>Unit Overview</u>	This unit explores succeeding in the US economic system and business organization
<u>Essential Questions</u>	<ol style="list-style-type: none">1. How does the economy affect employment and future education?2. How do societal changes affect employment and future education?3. How does the economy and society affect my future plans?4. What are different types of business organizations?5. Why is management important?
<u>Unit Focus</u>	The free enterprise system including; private ownership, free markets, profits, competition, business organization and management.
<u>Interdisciplinary Connections</u>	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MSETS1-4, 6.1.8.CivicsDP.1). The standard references that follow the 9.4 Life Literacies and Key Skills performance expectations are connections from other content areas that address the skills outlined in the 9.4 standards. Please note that the references do not represent an exhaustive list of content-specific standards connected to that expectation. That is, there are certainly more standards that address the draft performance expectation listed above
<u>Common Assessments</u>	School to Career Examview Assessment Suite including <ul style="list-style-type: none">● Pre-assessments● Formative Assessments● Performance Assessments● Summative Assessments

<u>Materials</u>		
Common Materials		Supplemental Materials
<p><i>Primary Text:</i> Chapter 20 <i>Littrell, J.J., Lorenz, James H., Smith, Harry T.. School to Career. Illinois: The Goodheart-Wilcox Company, Inc., 2014.</i> <i>Instructor's Annotated Edition and Instructor Resources CD</i> <i>School to Career Instructor and Student Workbook</i> <i>NJCAN-New Jersey Career Assistance Navigator https://portal.njcis.intocareers.org/</i></p>		<p>Everfi-Keys to your Future Dol.gov (Futurework: Trends and Challenges for Work in the 21st Century) www.bls.gov</p>
<u>New Jersey Student Learning Standards (NJSLs)</u>		
<u>Subject Area</u> 21st Century Life and Careers 9.2: Career Awareness, Exploration, and Preparation	<u>Technology</u> 8.1: Educational Technology 8.2: Technology Education, Engineering, Design and Computational Thinking - Programming	<u>ELA Companion</u> Secondary Science and Social Studies Only
<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</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</p>	<p>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.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text</p>

<p>personal growth. Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</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> <ul style="list-style-type: none"> • 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them. • 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans). 		<p>says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.RW.11–12.7. 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.</p> <p>SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<u>Differentiation</u>		
Differentiation for Support	Differentiation for Enrichment/Honors	

<p>Modifications for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate</p> <p>Modifications for Homework and Assignments: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p>Modifications for Assessments: Extended time on classroom assessments Further Modifications for General Curriculum students: Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities</p>
Activities	
<p>1. Upskilling and Education (Adapting to AI and Technology) With AI impacting various fields, workers are focusing on adaptability and learning new skills.</p> <ul style="list-style-type: none"> • Targeting In-Demand Skills: Focus on learning skills like cybersecurity, cloud computing, and AI development. • Microcredentialing: Pursuing short training programs or industry-recognized certifications rather than full degrees. • Digital Proficiency: Enhancing skills in using generative AI tools, which are increasingly adopted in professional, scientific, and technical services. <p>2. High-Growth Industry Targeting Employment is growing fastest in sectors that cater to an aging population and infrastructure needs.</p> <ul style="list-style-type: none"> • Healthcare Roles: Seeking employment in rapidly expanding roles such as nursing assistants, home health aides, and medical technicians. • Green Energy Jobs: Exploring opportunities in renewable energy generation, such as wind turbine service technicians and solar photovoltaic installers. • Logistics and Warehousing: Capitalizing on the increased demand for logistics, transportation, and warehousing driven by e-commerce. <p>3. Career Mobility and Job Searching The job market is favoring candidates with specific, demonstrated abilities over those with traditional, pedigree-based credentials.</p> <ul style="list-style-type: none"> • Skills-Based Resumes: Tailoring resumes to highlight specific competencies (e.g., project management, data analysis) rather than just past job titles. • Leveraging Job Search Platforms: Utilizing tools like LinkedIn and specialized job boards to find opportunities in growing sectors. • Networking and Career Fairs: Attending industry-specific professional networking events, such as those listed for New Jersey (e.g., Newark Career Fair, Monroe Monday Connections). <p>4. Adapting to Workplace Shifts</p> <ul style="list-style-type: none"> • Hybrid/Remote Work Flexibility: Seeking roles that offer remote or hybrid models, which are becoming standard in many sectors. • Global Talent Strategies: Exploring opportunities for international, remote work facilitated by companies using Employer of Record (EOR) services. <p>5. Career Transition Activities For individuals looking to change careers due to industry volatility:</p> <ul style="list-style-type: none"> • Skills Assessment: Identifying transferable skills (e.g., leadership, critical thinking) that can be applied in new industries. 	

- **Retraining:** Participating in training services designed for incumbent workers

Unit 2

Legal, Professional, Ethical Responsibilities of Employees

<u>Timeframe</u>	Mid-October through December (4-6 weeks)
<u>Unit Overview</u>	This unit has students exploring ethics in the workplace, the importance of positive relationships, workplace diversity, equality and workplace rights.
<u>Essential Questions</u>	<ol style="list-style-type: none">1. What are the benefits of diversity in the workplace?2. How can employers/employees promote diversity in the workplace?3. What is discrimination in the workplace4. What laws protect employees against discrimination?5. How can I deal with bullying in the workplace?6. What is the importance of positive personal qualities in an employee?
<u>Unit Focus</u>	Bullying, Diversity, Equality, Workplace rights, Discrimination, Sexual harassment, Quid pro quo harassment, Hostile environment harassment, Stereo-type, Ethics, Loyalty, Integrity, Honesty, Constructive criticism, Fair Labor Standards Act, Equal Pay Act, Civil Rights Act, Age Discrimination in Employment Act, Immigration Reform and Control Act, Americans with Disabilities Act
<u>Interdisciplinary Connections</u>	<p>Social Studies</p> <p>6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.</p> <p>6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MSETS1-4, 6.1.8.CivicsDP.1). The standard references that follow the 9.4 Life Literacies and Key Skills performance expectations are connections from other content areas that address the skills outlined in the 9.4 standards. Please note that the references do not represent an exhaustive list of content-specific standards connected to that expectation. That is, there are certainly more standards that address the draft performance expectation listed above</p>

<p><u>Common Assessments</u></p>	<ul style="list-style-type: none"> • School to Career Examview Assessment Suite • Career Cluster Inventory https://portal.njcis.intocareers.org/ 	
<p><u>Materials</u></p>		
<p>Common Materials</p>		<p>Supplemental Materials</p>
<p><i>Primary Text:</i> Chapter 3.2,18.1,19 <i>Littrell, J.J., Lorenz, James H., Smith, Harry T.. School to Career. Illinois: The Goodheart-Wilcox Company, Inc., 2014.</i> <i>Instructor's Annotated Edition and Instructor Resources CD</i> <i>School to Career Instructor and Student Workbook</i> <i>NJCAN-New Jersey Career Assistance Navigator https://portal.njcis.intocareers.org/</i></p>		<p>https://www.onetonline.org/ Skills profile Interest profile Self-assessment-NJCAN https://portal.njcis.intocareers.org/ Videos, games etc-www.bls.gov/k12 Check your career IQ-pretest/post test www.m.g-wlearning.com</p>
<p><u>New Jersey Student Learning Standards (NJSLS)</u></p>		
<p><u>Subject Area</u> 21st Century Life and Careers 9.2: Career Awareness, Exploration, and Preparation</p>	<p><u>Technology</u> 8.1: Educational Technology 8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</p>	<p><u>ELA Companion</u> Secondary Science and Social Studies Only</p>

<p>9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</p> <p>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.</p> <p>9.2.5.CAP.8: Identify risks that individuals and households face.</p> <p>9.2.5.CAP.9: Justify reasons to have insurance.</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Employee benefits can influence your employment choices.</p> <p>9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p>9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options. Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.</p> <p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p>	<p>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.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.RW.11–12.7. 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.</p> <p>SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
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9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

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Differentiation

Differentiation for Support (504, ELL, Special Education, Struggling Learners)

Modifications for Classroom:

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments
Model skills / techniques to be mastered
Extended time to complete class work
Student-directed learning/ independent studies when appropriate

Modifications for Homework and Assignments:

Extended time to complete assignments
Provide the student with clearly stated (written) expectations and grading criteria for assignments

Modifications for Assessments:

Extended time on classroom assessments
Further Modifications for General Curriculum students:
Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

Differentiation for Enrichment

Use of higher level questioning techniques
Provide assessments that require higher level thinking
Increased production of writing assignments
Varying time requirements to complete assignments
Independent studies at teacher/admin discretion
Extension activities

Activities

1. Upskilling and Education (Adapting to AI and Technology)

With AI impacting various fields, workers are focusing on adaptability and learning new skills.

- **Targeting In-Demand Skills:** Focus on learning skills like cybersecurity, cloud computing, and AI development.
- **Microcredentialing:** Pursuing short training programs or industry-recognized certifications rather than full degrees.
- **Digital Proficiency:** Enhancing skills in using generative AI tools, which are increasingly adopted in professional, scientific, and technical services.

2. High-Growth Industry Targeting

Employment is growing fastest in sectors that cater to an aging population and infrastructure needs.

- **Healthcare Roles:** Seeking employment in rapidly expanding roles such as nursing assistants, home health aides, and medical technicians.
- **Green Energy Jobs:** Exploring opportunities in renewable energy generation, such as wind turbine service technicians and solar photovoltaic installers.
- **Logistics and Warehousing:** Capitalizing on the increased demand for logistics, transportation, and warehousing driven by e-commerce.

3. Career Mobility and Job Searching

The job market is favoring candidates with specific, demonstrated abilities over those with traditional, pedigree-based credentials.

- **Skills-Based Resumes:** Tailoring resumes to highlight specific competencies (e.g., project management, data analysis) rather than just past job titles.
- **Leveraging Job Search Platforms:** Utilizing tools like LinkedIn and specialized job boards to find opportunities in growing sectors.

- **Networking and Career Fairs:** Attending industry-specific professional networking events, such as those listed for New Jersey (e.g., Newark Career Fair, Monroe Monday Connections).

4. Adapting to Workplace Shifts

- **Hybrid/Remote Work Flexibility:** Seeking roles that offer remote or hybrid models, which are becoming standard in many sectors.
- **Global Talent Strategies:** Exploring opportunities for international, remote work facilitated by companies using Employer of Record (EOR) services.

5. Career Transition Activities

For individuals looking to change careers due to industry volatility:

- **Skills Assessment:** Identifying transferable skills (e.g., leadership, critical thinking) that can be applied in new industries.
- **Retraining:** Participating in training services designed for incumbent workers

Unit 3

The Four C's/PBL

<u>Timeframe</u>	3 rd and 4 th Marking Periods
<u>Unit Overview</u>	The four Cs -- creativity, collaboration, communication, and critical thinking are essential tools students must cultivate to thrive in the complex, challenge-riddled contemporary world. Students must be prepared for careers that have yet to be invented. They must be prepared to experiment and to take risks in order to innovate. Students will practice these skills through various projects in this unit.
<u>Essential Questions</u>	<ol style="list-style-type: none">1. How will critical thinking help me to compare evidence, evaluate competing claims, and make sensible decisions?2. How are expressing thoughts clearly, crisply articulating opinions, communicating coherent instructions, motivating others through powerful speech valuable in the 21st century workplace?3. How essential is collaboration as a skill, to achieving meaningful and effective results due to globalization and the rise of technology?4. Are Innovative capacity and creative spirit requirements for personal and professional success?
<u>Unit Focus</u>	<p>Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur</p> <ul style="list-style-type: none">• Use a wide range of idea creation techniques (such as brainstorming)• Create new and worthwhile ideas (both incremental and radical concepts)• Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation• Use Systems Thinking• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems• Effectively analyze and evaluate evidence, arguments, claims and beliefs• Analyze and evaluate major alternative points of view• Synthesize and make connections between information and arguments• Interpret information and draw conclusions based on the best analysis• Reflect critically on learning experiences and processes• Solve different kinds of non-familiar problems in both conventional and innovative ways

	<p>Identify and ask significant questions that clarify various points of view and lead to better solutions</p> <p>Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions •</p> <p>Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) •</p> <p>Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact</p> <p>Communicate effectively in diverse environments (including multi-lingual)</p> <p>Demonstrate ability to work effectively and respectfully with diverse teams •</p> <p>Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal •</p> <p>Assume shared responsibility for collaborative work, and value the individual contributions made by each team member</p>
<u>Interdisciplinary Connections</u>	<p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MSETS1-4, 6.1.8.CivicsDP.1). The standard references that follow the 9.4 Life Literacies and Key Skills performance expectations are connections from other content areas that address the skills outlined in the 9.4 standards. Please note that the references do not represent an exhaustive list of content-specific standards connected to that expectation. That is, there are certainly more standards that address the draft performance expectation listed above</p>
<u>Common Assessments</u>	<ul style="list-style-type: none"> • Project rubric • Writing rubric
<u>Materials</u>	
Common Materials	Supplemental Materials
21 st Century Coach Book C, Saddleback Educational Publishing	<p>Everfi.com</p> <p>PBL Works https://www.pblworks.org</p> <p>High Quality PBL hqpbl.org</p> <p>https://www.pblworks.org/</p>
<u>New Jersey Student Learning Standards (NJSL)</u>	

<p style="text-align: center;"><u>Subject Area</u></p> <p style="text-align: center;">21st Century Life and Careers 9.2: Career Awareness, Exploration, and Preparation</p>	<p style="text-align: center;"><u>Technology</u></p> <p style="text-align: center;">8.1: Educational Technology 8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</p>	<p style="text-align: center;"><u>ELA Companion</u></p> <p style="text-align: center;">Secondary Science and Social Studies Only</p>
<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p> <p>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5)</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).</p> <p>9.4.12.IML.1: Compare search browsers and recognize</p>	<p>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.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective</p>

<p>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</p> <p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)</p> <p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p>		<p>selection, organization, and analysis of content.</p> <p>W.RW.11–12.7. 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.</p> <p>SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<u>Differentiation</u>		
Differentiation for Support (504, ELL, Special Education, Struggling Learners)		Differentiation for Enrichment
<p>Modifications for Classroom:</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments</p> <p>Model skills / techniques to be mastered</p> <p>Extended time to complete class work</p> <p>Student-directed learning/ independent studies when appropriate</p> <p>Modifications for Homework and Assignments:</p> <p>Extended time to complete assignments</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p>Modifications for Assessments:</p> <p>Extended time on classroom assessments</p> <p>Further Modifications for General Curriculum students:</p> <p>Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.</p>		<p>Use of higher level questioning techniques</p> <p>Provide assessments that require higher level thinking</p> <p>Increased production of writing assignments</p> <p>Varying time requirements to complete assignments</p> <p>Independent studies at teacher/admin discretion</p> <p>Extension activities</p>

Activities

1. Upskilling and Education (Adapting to AI and Technology)

With AI impacting various fields, workers are focusing on adaptability and learning new skills.

- **Targeting In-Demand Skills:** Focus on learning skills like cybersecurity, cloud computing, and AI development.
- **Microcredentialing:** Pursuing short training programs or industry-recognized certifications rather than full degrees.
- **Digital Proficiency:** Enhancing skills in using generative AI tools, which are increasingly adopted in professional, scientific, and technical services.

2. High-Growth Industry Targeting

Employment is growing fastest in sectors that cater to an aging population and infrastructure needs.

- **Healthcare Roles:** Seeking employment in rapidly expanding roles such as nursing assistants, home health aides, and medical technicians.
- **Green Energy Jobs:** Exploring opportunities in renewable energy generation, such as wind turbine service technicians and solar photovoltaic installers.
- **Logistics and Warehousing:** Capitalizing on the increased demand for logistics, transportation, and warehousing driven by e-commerce.

3. Career Mobility and Job Searching

The job market is favoring candidates with specific, demonstrated abilities over those with traditional, pedigree-based credentials.

- **Skills-Based Resumes:** Tailoring resumes to highlight specific competencies (e.g., project management, data analysis) rather than just past job titles.
- **Leveraging Job Search Platforms:** Utilizing tools like LinkedIn and specialized job boards to find opportunities in growing sectors.
- **Networking and Career Fairs:** Attending industry-specific professional networking events, such as those listed for New Jersey (e.g., Newark Career Fair, Monroe Monday Connections).

4. Adapting to Workplace Shifts

- **Hybrid/Remote Work Flexibility:** Seeking roles that offer remote or hybrid models, which are becoming standard in many sectors.
- **Global Talent Strategies:** Exploring opportunities for international, remote work facilitated by companies using Employer of Record (EOR) services.

5. Career Transition Activities

For individuals looking to change careers due to industry volatility:

- **Skills Assessment:** Identifying transferable skills (e.g., leadership, critical thinking) that can be applied in new industries.
- **Retraining:** Participating in training services designed for incumbent workers