Totowa Mathematics Curriculum Project

Aligned to the NJDOE Model Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Pacing Guide	
Content Area: STEAM (Science, Technology, Engineering, Art, and Mathematics)	
Course Title: Gifted and Talented	**Grade Level: 5-8**
Unit 1: Junior Entrepreneurs	October/November/December
Unit 2: Curriculum-based Tutorial	January/February
Unit 3: Button Design Contest	March/April
Unit 4: Kahoot! Quizzers	April/May
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Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Unit 1 Overview		
Content Area: STEAM (Science, Technology, Engineering, Art, and Mathematics)		
Unit Title: Junior Entrepreneurs- Start Your Own Business		
Target Course/Grade Level: 5-8		
Unit Summary – Students will launch a plan for a goods or services business venture. This project will focus on targeting consumers, advertising, understanding supply and demand, determining cost and profit, and investing profits. **Interdisciplinary connections:** Including but not limited to writing (word problems and strategy explanation), technology (http://njprofoundation.org/wp-content/uploads/2014/08/curriculum.pdf, calculators, reading (word problems for fluency and comprehension). www.corestandards.org/math **21st century themes:** Critical Thinking and Problem Solving; Collaboration, Teamwork, Leadership; Creativity & Innovation; Cross Cultural Understanding & Interpersonal Communication www.nj.gov/education/cccs/standards/9/		
Unit Rationale: Every lesson in G and T STEAM is aligned to Common Core State Standards. Provided below is a listing of Mathematical Practices and Literacy in History/Social Studies, Science and Technology standards addressed in a single lesson and its application to STEAM program.		
Learning Targets		
SLO	**CCSSMP CCSS.RST.6-8.1-10**	**Application**
1 – Make sense of problems and persevere in solving them.	**CCSSMP1**	Engage and Persist by learning to develop focus and other ways of thinking helpful to working and persevering at art tasks. Interpret and communicate STEAM information. Engage in inquiry.
2 – Reason abstractly and quantitatively.	**CCSSMP2**	Stretch and Explore by learning to reach beyond one's supposed limitations; to embrace the opportunity to learn from mistakes and accidents. Engage in logical reasoning.
3 –Construct viable arguments and critique the reasoning of others.	**CCSSMP3**	Reflect by learning to think and talk with others about one's work and the process of making it. Interpret and communicate STEAM information.
4 – Model with mathematics	**CCSSMP4**	Express by learning to create works that convey an idea, feeling or personal meaning. Integrate STEAM content.
5 – Use appropriate tools strategically.	**CCSSMP5**	Develop craft by learning to use tools and materials. Apply technology appropriately.
6 – Attend to precision.	**CCSSMP6**	Observe by learning to attend to visual, audible and written contexts more closely than ordinary "looking" requires. Interpret and communicate STEAM information.
7- Look for and make use of structure.	**CCSSMP7**	Observe by learning to attend to visual, audible and written contexts more closely than ordinary

		"looking" requires. Learn and apply rigorous STEAM content.
8- Look for and express regularity and repeated reasoning.	**CCSSMP8**	Express by learning to create works that convey an idea, feeling or personal meaning. Engage in logical reasoning.

Unit Essential Questions

- What supplies would you need to operate your business?
- What is the weekly schedule for the business?
- What does it all costs?
- How much can you sell?
- Does your business work?
- How would you invest your profits?

Unit Enduring Understandings

- Determine supplies and classify as free items, weekly purchases, or one-time purchases. Use catalogs, newspaper ads, or visiting stores, to estimate the costs of each item that is needed for the business.
- Fill in time slots with activities for each day of the week such as school, sports, and other activities and decide which blank spaces you want to devote to work.
- Decide what to pay yourself and employees hourly, consider supplies needed, find prices listed on supply sheet, predict cost to run the business each week. If too high what can be done to cut back on expenses?
- Identify what an unit of merchandise means to your business and figure out how much time it takes to complete one unit. Determine if your business will be profitable and stay operational.
- Estimate the amount of profit you predict your business would make. Does your business take in more money than it spends?
- If you created a feasible business plan, decide how to allocated money to investment options.

Unit Learning Targets

Students will be able to...

- Launch a plan for a goods or services business venture.
- Focus on targeting consumers, and advertising.
- Understand supply and demand.
- Determine cost and profit, and investing profits.

Evidence of Learning

Summative Assessment –student research and presentation at the unit halfway point and at the end.

Intent is to provide a summary of student's acquired skills and educator reflection of programs.

- NJPRO's Small Business Curriculum Teaching Tomorrow's Entrepreneurs Today p Equals Profit worksheets.
- Powerpoint presentation.
- Teacher generated assessments using curriculum development resources and other advanced level materials.

Formative Assessments

- Teacher created assessments using computer research and other curriculum resources listed.
- Pre-assessments – What do you know and what do you want to review from a previous related activity
- Portfolios
- Research
- Classroom Polling
- Graphic Organizers
- Teacher Observation
- Homework
- Class work (worksheet/activity)

Equipment Needed: Folders, computers, internet, pencils, powerpoint.

Teacher Resources:

- Educational Information and Resource Center Programs (EIRC)
- NJPRO's Small Business Curriculum Teaching Tomorrow's Entrepreneurs Today

Integration of Technology:

- Smartboard
- Computers
- I-pads
- Internet
- Multi-media Presentations
- Video Streaming
- Calculators
- Software

Curriculum Development Resources-including, but not limited to the resources available below. Click the links below to access additional resources used to supplement this unit:

- http://www.corestandards.org/Math/Practice/
- http://njprofoundation.org/wp-content/uploads/2014/08/curriculum.pdf
- http://www.eirc.org/
- www.google.com
- www.yahoo.com
- www.disney.go.com/hotshot/hsb/html
- www.lemonadegame.com
- www.entre-ed.org

- www.themint.org

Unit 2 Overview		
Content Area: STEAM (Science, Technology, Engineering, Art, and Mathematics)		
Unit Title: Curriculum-based Tutorial		
Target Course/Grade Level: 5-8		
Unit Summary – Students will investigate a topic(s) in any academic area (and for an age appropriate grade level of their choice), plan a 15-30 minute lesson, create a simple tutorial using Google Presentations, and evaluate their and other students' tutorials before presenting to an audience. **Interdisciplinary connections:** Including but not limited to writing (word problems and strategy explanation), technology (http://njprofoundation.org/wp-content/uploads/2014/08/curriculum.pdf, calculators, reading (word problems for fluency and comprehension). www.corestandards.org/math **21st century themes:** Critical Thinking and Problem Solving; Collaboration, Teamwork, Leadership; Creativity & Innovation; Cross Cultural Understanding & Interpersonal Communication www.nj.gov/education/cccs/standards/9/		
Unit Rationale: Every lesson in G and T STEAM is aligned to Common Core State Standards. Provided below is a listing of Mathematical Practices and Literacy in History/Social Studies, Science and Technology standards addressed in a single lesson and its application to STEAM program.		
Learning Targets		
SLO	**CCSSMP CCSS.RST.6-8.1-10**	**Application**
1 – Make sense of problems and persevere in solving them.	**CCSSMP1**	Engage and Persist by learning to develop focus and other ways of thinking helpful to working and persevering at art tasks. Interpret and communicate STEAM information. Engage in inquiry.
2 – Reason abstractly and quantitatively.	**CCSSMP2**	Stretch and Explore by learning to reach beyond one's supposed limitations; to embrace the opportunity to learn from mistakes and accidents. Engage in logical reasoning.
3 –Construct viable arguments and critique the reasoning of others.	**CCSSMP3**	Reflect by learning to think and talk with others about one's work and the process of making it. Interpret and communicate STEAM information.
4 – Model with mathematics	**CCSSMP4**	Express by learning to create works that convey an idea, feeling or personal meaning. Integrate STEAM content.
5 – Use appropriate tools strategically.	**CCSSMP5**	Develop craft by learning to use tools and materials. Apply technology appropriately.
6 – Attend to precision.	**CCSSMP6**	Observe by learning to attend to visual, audible and written contexts more closely than ordinary "looking" requires. Interpret and communicate STEAM information.
7- Look for and make use of	**CCSSMP7**	Observe by learning to attend to visual, audible

structure.		and written contexts more closely than ordinary "looking" requires. Learn and apply rigorous STEAM content.
8- Look for and express regularity and repeated reasoning.	**CCSSMP8**	Express by learning to create works that convey an idea, feeling or personal meaning. Engage in logical reasoning.

Unit Essential Questions

- What subject area lesson do you want to investigate?
- What grade level are you targeting for your audience?
- Is your Google presentation complete and simple/friendly to follow and within the time frame given?

Unit Enduring Understandings

- Determine the subject area needed and activities that would help develop better understanding of your selected topic.
- Choose level covered by your selection and keep your audience in mind as you incorporate age appropriate materials/resources to increase engaging all within the range level included.
- Evaluate and sample your presentation with other classmates to ensure it is simple enough for the target audience and complete to their needs before final presentation goal.

Unit Learning Targets

Students will be able to...

- Investigate a topic(s) in any academic area for an age-appropriate grade level of their choice.
- Plan a 15-30 minute lesson.
- Create a simple tutorial using Google Presentations.
- Evaluate their and other students' tutorials before presenting to an audience.

Evidence of Learning

Summative Assessment –student research and presentation at the unit halfway point and at the end. Intent is to provide a summary of student's acquired skills and educator reflection of programs.

- Google research and other search engine research to complete lesson of choice.
- Powerpoint presentation.
- Teacher generated assessments using curriculum development resources and other advanced level materials.

Formative Assessments

- Teacher created assessments using computer research and other curriculum resources listed.
- Research
- Classroom Polling

- Pre-assessments – What do you know and what do you want to review from a previous related activity
- Portfolios
- Graphic Organizers
- Teacher Observation
- Homework
- Class work (worksheet/activity)

Equipment Needed: Folders, computers, internet, pencils, powerpoint.

Teacher Resources:

- Educational Information and Resource Center Programs (EIRC)
- Common Core Standards from Model Curriculum State of NJ Department of Education

Integration of Technology:

- Smartboard
- Computers
- I-pads
- Internet
- Multi-media Presentations
- Video Streaming
- Calculators
- Software

Curriculum Development Resources-including, but not limited to the resources available below. Click the links below to access additional resources used to supplement this unit:

- http://www.corestandards.org/Math/Practice/
- http://www.state.nj.us/education/modelcurriculum/
- http://www.eirc.org/
- www.google.com
- www.yahoo.com

Unit 3 Overview		
Content Area: STEAM (Science, Technology, Engineering, Art, and Mathematics)		
Unit Title: Button Design Contest		
Target Course/Grade Level: 5-8		
Unit Summary – Students will participate in the Association of Mathematics Teachers of New Jersey (AMTNJ) Contest by designing a button that is catchy and creative illustrating a specified theme using pictures, numbers, words, and/or symbols. They will design a minimum of two, but one from each student will be considered for contest entry. **Interdisciplinary connections:** Including but not limited to writing (word problems and strategy explanation), technology, calculators, reading (word problems for fluency and comprehension). www.corestandards.org/math **21st century themes:** Critical Thinking and Problem Solving; Collaboration, Teamwork, Leadership; Creativity & Innovation; Cross Cultural Understanding & Interpersonal Communication www.nj.gov/education/cccs/standards/9/		
Unit Rationale: Every lesson in G and T STEAM is aligned to Common Core State Standards. Provided below is a listing of Mathematical Practices and Literacy in History/Social Studies, Science and Technology standards addressed in a single lesson and its application to STEAM program.		
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2 – Reason abstractly and quantitatively.	**CCSSMP2**	Stretch and Explore by learning to reach beyond one's supposed limitations; to embrace the opportunity to learn from mistakes and accidents. Engage in logical reasoning.
3 –Construct viable arguments and critique the reasoning of others.	**CCSSMP3**	Reflect by learning to think and talk with others about one's work and the process of making it. Interpret and communicate STEAM information.
4 – Model with mathematics	**CCSSMP4**	Express by learning to create works that convey an idea, feeling or personal meaning. Integrate STEAM content.
5 – Use appropriate tools strategically.	**CCSSMP5**	Develop craft by learning to use tools and materials. Apply technology appropriately.
6 – Attend to precision.	**CCSSMP6**	Observe by learning to attend to visual, audible and written contexts more closely than ordinary "looking" requires. Interpret and communicate STEAM information.
7- Look for and make use of	**CCSSMP7**	Observe by learning to attend to visual, audible

structure.		and written contexts more closely than ordinary "looking" requires. Learn and apply rigorous STEAM content.
8- Look for and express regularity and repeated reasoning.	**CCSSMP8**	Express by learning to create works that convey an idea, feeling or personal meaning. Engage in logical reasoning.

Unit Essential Questions

- Does your button illustrate the 2017 theme?
- Did you minimize the numbers and words used in your entry to stay within the shape of the button 3 inch diameter requirement and scaling up to 200%?
- Is the art work creative and not using copyrighted characters/slogans?

Unit Enduring Understandings

- Incorporate the mathematics, art, and technology require by AMTNJ 2017 theme.
- Preplan to ensure words and numbers are within the size requirements. Use mathematics and technology to measure design and stay within the range needed by AMTNJ Contest rules.
- Students will use creativity but limit themselves to original unique design that does not include copyrighted characters/slogans.

Unit Learning Targets

Students will be able to...

- Participation in the Association of Mathematics Teachers of New Jersey (AMTNJ) Button Contest.
- Designing of a button that is catchy and creative.
- Illustrations of a specified theme using pictures, numbers, words, and/or symbols.
- A design from each student will be considered for contest entry to represent the official 2017 AMTNJ Button!

Evidence of Learning

Summative Assessment –student research and presentation at the unit halfway point and at the end. Intent is to provide a summary of student's acquired skills and educator reflection of programs.

- Google research and other search engine research to complete lesson of choice.
- Powerpoint presentation.
- Circular 3 inch diameter design template with 200% scale handout including contest rules.
- Teacher generated assessments using curriculum development resources and other advanced level materials.

Formative Assessments

- Teacher created assessments using computer research and other curriculum
- Research

resources listed.

- Pre-assessments – What do you know and what do you want to review from a previous related activity
- Portfolios
- Classroom Polling
- Graphic Organizers
- Teacher Observation
- Homework
- Class work (worksheet/activity)

Equipment Needed: Folders, computers, internet, pencils, powerpoint.

Teacher Resources:

- Educational Information and Resource Center Programs (EIRC)
- Common Core Standards from Model Curriculum State of NJ Department of Education
- AMTNJ Association of Mathematics Teachers of New Jersey Contest Rules and Requirements.

Integration of Technology:

- Smartboard
- Computers
- I-pads
- Internet
- Multi-media Presentations
- Video Streaming
- Calculators
- Software

Curriculum Development Resources-including, but not limited to the resources available below. Click the links below to access additional resources used to supplement this unit:

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- http://www.eirc.org/
- www.google.com
- www.yahoo.com
- www.amtnj.org

Unit 4 Overview		
Content Area: STEAM (Science, Technology, Engineering, Art, and Mathematics)		
Unit Title: Kahoot! Quizzers		
Target Course/Grade Level: 5-8		
Unit Summary – Students will reference their favorite or best core classes/subjects, research, build knowledge, and gather relevant content to create quizzes and become leaders as they quiz fellow students, parents, siblings, teachers, etc. and assess their own understanding based on the quality of their content. Through a Kahoot! Account and tutorial, they will craft questions/hypotheses based on valid researched information, then present their assessment for an effectiveness rating based on a specified rubric. **Interdisciplinary connections:** Including but not limited to writing (word problems and strategy explanation), technology, calculators, reading (word problems for fluency and comprehension). www.corestandards.org/math **21st century themes:** Critical Thinking and Problem Solving; Collaboration, Teamwork, Leadership; Creativity & Innovation; Cross Cultural Understanding & Interpersonal Communication www.nj.gov/education/cccs/standards/9/		
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2 – Reason abstractly and quantitatively.	**CCSSMP2**	Stretch and Explore by learning to reach beyond one's supposed limitations; to embrace the opportunity to learn from mistakes and accidents. Engage in logical reasoning.
3 –Construct viable arguments and critique the reasoning of others.	**CCSSMP3**	Reflect by learning to think and talk with others about one's work and the process of making it. Interpret and communicate STEAM information.
4 – Model with mathematics	**CCSSMP4**	Express by learning to create works that convey an idea, feeling or personal meaning. Integrate STEAM content.
5 – Use appropriate tools strategically.	**CCSSMP5**	Develop craft by learning to use tools and materials. Apply technology appropriately.
6 – Attend to precision.	**CCSSMP6**	Observe by learning to attend to visual, audible and written contexts more closely than ordinary "looking" requires. Interpret and communicate

		STEAM information.
7- Look for and make use of structure.	**CCSSMP7**	Observe by learning to attend to visual, audible and written contexts more closely than ordinary "looking" requires. Learn and apply rigorous STEAM content.
8- Look for and express regularity and repeated reasoning.	**CCSSMP8**	Express by learning to create works that convey an idea, feeling or personal meaning. Engage in logical reasoning.

Unit Essential Questions

- Did you create and followed a Kahoot account tutorial for starting your kahoot quiz?
- Was your selection of subject/class a topic you enjoy and would want to build knowledge of by gathering relevant information to incorporate on your quiz?
- Does your presentation and rating shows the effectiveness of your assessment?

Unit Enduring Understandings

- Become familiar with Kahoot! By creating a student account and watch tutorial provided for better understanding of kahoot quizzers.
- Research topic of choice to further develop a broader knowledge of the subject by creating a quiz that would interest your audience and encourage them to participate and learn from the kahoot quiz experience.
- Presentation and rating from audience should reflect the hard work put into the kahoot quiz as well as the goal of engaging others in the learning experience through kahoot technology quizzers.

Unit Learning Targets

Students will be able to...

- Research, building of knowledge, and gathering relevant content of their favorite or best core classes/subjects to create quizzes.
- Learners become leaders as they quiz their classmates, teachers, or at home with friends, parents and siblings.
- Assessment of their own understanding based on the quality of their content and use of visuals/videos.
- Creations of a Kahoot! Account and tutorial.
- Crafting of questions/hypotheses based on valid researched information.
- Presentations of their assessment for an effectiveness rating based on a specified rubric.

Evidence of Learning

Summative Assessment –student research and presentation at the unit halfway point and at the end. Intent is to provide a summary of student's acquired skills and educator reflection of programs.

- Google research and other search engine research to complete lesson of choice.
- Kahoot! presentation.

- Kahoot quizzers tutorial
- Teacher generated assessments using curriculum development resources and other advanced level materials.

Formative Assessments

- Teacher created assessments using computer research and other curriculum resources listed.
- Pre-assessments – What do you know and what do you want to review from a previous related activity
- Portfolios
- Research
- Classroom Polling
- Graphic Organizers
- Teacher Observation
- Homework
- Class work (worksheet/activity)

Equipment Needed: Folders, computers, internet, pencils, powerpoint.

Teacher Resources:

- Educational Information and Resource Center Programs (EIRC)
- Common Core Standards from Model Curriculum State of NJ Department of Education
- Kahoot!

Integration of Technology:

- Smartboard
- Computers
- I-pads
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- http://www.state.nj.us/education/modelcurriculum/
- http://www.eirc.org/
- www.google.com
- www.yahoo.com
- https://getkahoot.com

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
  - Graphic organizers
  - Modified texts
  - Modified assessments
  - Written/audio instruction
  - Shorter paragraph/essay length
  - Homogeneously grouped by level

MODIFICATIONS
Based on Students' Individual Needs

(Special Education Students, English Language Learners, Students at-Risk)

Time/General	**Processing**	**Comprehension**
• Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects	• Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work	• Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
Tests/Quizzes/Grading	**Behavior/Attention**	**Organization**
• Provide extended time • Provide study guides • Limit number of responses	• Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task	• Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Career Ready Practices

Standards

CRP1, CRP2, CRP3, CRP4, CRP8, CRP9, CRP10, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- **CRP2. Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- **CRP3. Attend to personal health and financial well-being.** Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- **CRP4. Communicate clearly and effectively and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- **CRP9. Model integrity, ethical leadership and effective management.** Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in

every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.** Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
- **CRP12. Work productively in teams while using cultural global competence.** Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Educational Technology

Standards

8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

- **Technology Operations and Concepts**
  - Identify the basic features of a computer and explain how to use them effectively.
  - Use technology terms in daily practice.
  - Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
  - Create a document with text using a word processing program.
- **Creativity and Innovation**
  - Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- **Communication and Collaboration**
  - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
- **Digital Citizenship**
  - Model legal and ethical behaviors when using both print and non-print information by citing resources.
- **Research and Information Literacy**
  - Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
- **Critical Thinking, Problem Solving, and Decision-Making**
  - Use mapping tools to plan and choose alternate routes to and from various locations.