21st Century Life and Career Skills Curriculum

Rationale:
We believe that our career skills program to prepare students to make informed life and career decisions that prepare them to engage as citizens in a dynamic global community and to successfully meet the challenges and opportunities of the global workforce. The study of twenty first century life and career skills in elementary and middle school is critical if our learners are to become active responsible citizens who hold meaningful and productive jobs and contribute to the welfare of the community.

Goal:
The systematic integration of 21st-century life and career skills across the K-12 curriculum and in career and technical education programs fosters a population that:
- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.
**Instructional Objectives:**

Student mastery of 21st century skills should be recognized as one of the most critical outcomes of the teaching and learning process. Therefore, it is necessary to develop and implement curriculum and instructional strategies that—by design—enhance these skills.

- In **Preschool**, children’s social and emotional development provides the foundation for later learning about careers and life skills.

- In grades **K-5**, students are introduced to 21st-century life skills that are critical for personal, academic, and social development. They are also introduced to career awareness information and to basic personal financial literacy skills.

- In grades **6-8**, students continue to develop 21st-century life skills and personal financial literacy, while also exploring careers that support their academic and personal interests and aptitudes. As they prepare for the transition to high school, students are provided with opportunities to apply knowledge and skills learned in the classroom to real or simulated career challenges.

**Standard 9.1 21st-Century Life and Career Skills:** *All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.*

In classrooms from the Kindergarten through the fourth grade students will be begin each morning with a morning meeting as part of the responsive classroom. The teachers will launch their school day with a routine that brings students and teachers together in a circle to greet one another, to share and respond to each others news, to think together, to play together, and to look forward to the events of the day ahead.

**Sharing**

The sharing component of Morning Meeting:

- Provides an arena for students to share news
- Helps students develop the ability to gauge appropriateness of sharing various kinds of news with different audiences
- Allows students to practice framing constructive, purposeful questions
- Helps students develop a repertoire of responses to different kinds of news
- Develops good oral communication skills—both presentation skills and listening skills
- Lets students learn information about each other
- Enhances vocabulary development and reading success
- Offers practice in speaking to a group
- Gives practice in considering others perspectives, developing empathy, and social consciousness

**Group Activities**

- Lets the group experience working together to produce an outcome impossible as individuals or a small group
- Demands cooperation
- Encourages inclusion
- Fosters active and engaged participation
- Allows students to see each others’ differing strengths
- Provides experience in having fun together as a group
- Gives an opportunity to reinforce and extend social and academic skills

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.


Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.

9.1.4.B.1
Greeting

The greeting component of Morning Meeting:

- Ensures that every child names and notices others at the outset of the day
- Allows the teacher to observe and “take the pulse” of the group that day
- Provides practice in elements of greeting such as making eye contact and shaking hands
- Requires students to extend the range of classmates they spontaneously notice and greet
- Helps students to reach across gender, clique, and friendship lines that form at particular ages
- Can employ strategies that challenge the intellect
- Encourages clear and audible speech

Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency

9.1.4.C.1

Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

9.1.4.C.1

Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.

9.1.8.D.1
Morning Meeting builds community through shared written information.

Responsible citizens stay informed about what is going on in their community. Morning message is one way that we can allow students to practice that responsibility in their classroom. When adults read their local newspaper each morning, they skim for names they know, that affects their town as well as reviewing births, deaths, land transfers and environmental issues. The Morning Meeting follows the same format with the daily message sharing much of the information from the local newspaper. The content is full of pertinent information that will be used throughout the day.

Standard 9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Standard 9.2 describes skills that prepare students for personal and civic financial literacy. The inclusion of Personal Financial Literacy as a standard, rather than as a strand, reflects the growing need for 21st-century citizens to be financially literate, particularly in light of the increasing number of financial choices they face due to the global economy. Financial literacy includes the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact the self, the family, and the local and global communities.

Through Social Studies lessons, activities, objectives and assessment students are introduced to the following content.

The definition of economics

Sequence how inventions and innovations have improved the standards of living

Compare and contrast inventions between the 20th and 21st Century

America, the land of opportunity. The students are introduced to entrepreneurship, market capitalism and command economy.

The students examine the American railroad system, and how it affects the American economy of the 19th and 20th Centuries. How does transportation affect the economy?

The economy of farming, mining and other land use commerce.
The examination of the use of government policy to encourage business in America.

Compare and contrast living expenses and debt.

Develop a master list of debt.

The 70-20-10 rule of economics and how it works.

Comparison of savings, debt, cash, credit, and living expenses.

Calculating a budget using the economic framework and the 70-20-10 rule

Draw conclusions about the meaning of ownership.

- Review personal budget
- Search classified ads for apartments and generate a list

Introduction to the understanding of “stock ownership”

Categorize the brands consumers use everyday and the companies that own them

- Investment in products
- Ownership of brands
- Identify relationship between brand products and the companies that own them
- Establish criteria for purchasing stocks
- Stock simulation on-line game

Compare and contrast budgets from different eras throughout American history

Analyze the economies of the Great Depression and America in the 21st Century

Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. 9.1.8.F.1

Explain how rules, laws, and safety practices protect individual rights in the global workplace 9.1.8.F.2
Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.8.D.3

Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages. 9.1.8.E.2

Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. 9.1.8.F.1

Explain how rules, laws, and safety practices protect individual rights in the global workplace. 9.1.8.F.2

Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. 9.2.4.A.1

Explain how income affects spending and take-home pay. 9.2.4.A.3

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.2.8.A.1

Examine how labor market trends and the cost of living can affect real income, spending decisions, and lifestyle. 9.2.8.A.6

Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. 9.2.4.A.1

Explain what a budget is and why it is important. 9.2.4.B.3

Identify common household expense categories and sources of income. 9.2.4.B.4

Construct a simple personal savings and spending plan based on various sources of income. 9.2.8.B.1

Analyze the effect of the economy on personal income, individual and family security, and consumer decisions. 9.2.8.B.4

Create debit and credit balance sheets and income and cash statements. 9.2.8.B.9

Justify safeguarding personal information when using credit cards, banking electronically, or filing forms. 9.2.8.B.11

Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals. 9.2.8.B.12
Standard 9.3 Career Awareness, Exploration, and Preparation: *All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.*

Standard 9.3 describes skills that prepare students for career pursuits and lifelong learning. The three strands in standard 9.3 reflect the requirements outlined in New Jersey Administrative Code (N.J.A.C. 6A:8-3.2):

- Career Awareness (grades K-4)
- Career Exploration (grades 5-8)

**The 16 Career Clusters**

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.  

Careers in designing, planning, managing, building and maintaining the built environment.  

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.  

Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.  

Business Management and Administration career opportunities are available in every sector of the economy.  

Planning, managing and providing education and training services, and related learning support services.  

Planning, services for financial and investment planning, banking, insurance, and business financial management.  

Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.  

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.  

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.  

Preparing individuals for employment in career pathways that relate to families and human needs.  


Planning, managing, and providing legal, public safety, protective
services and homeland security, including professional and technical support services.
Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
Planning, managing, and performing marketing activities to reach organizational objectives.
Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Career Collage

Task:

Prepare a collage of information on a career of choice.

Information Needed:

Career name, description of career, likes, dislikes, benefits, salary, education, role played in society, work environment, job security, demands of job, average number of hours worked per week, job stability and advancement in career. Topic is not restricted to this information only. Student's name must appear in lower right hand corner.

End Product:

A one-page, color layout of information on career of choice. Student should enhance the document with techniques learned in Project 1 of textbook by using various font faces, styles, etc. Final product will be laminated and hung from ceiling in classroom so that all students can visualize more than one career.

Resources:

- Internet
- Personal Acquaintances
- Media Center references
Notetaking:

- Make notes on standardized form.
- Document source or URL.

Rough Draft:

- Look at collages from last year.
- Peer evaluation.

Final Draft:

- No spelling errors.
- Physical appearance meets standards of Project 1 from textbook.
- Check work against scoring rubric.
- Final evaluation done by teacher.
The Career Project

Students develop goals, research, and form an oral presentation based on their desired career.

Objectives:

1. To plan several goals for possible careers
2. To integrate technology into a speech
3. To research a possible career of interest

Materials:

- Varies according to the scoring guide.
- Minimum of one piece of technology such as: Smart Board, PowerPoint

Plan:

Your first project of the year will make you start thinking about your career plans. Now is the time you should be designing your education and career goals. You must be honest with yourself about where you are in relationship to achieving your career goals. This project is about organizing and planning the steps to achieving the career you are seeking. Please follow the guidelines carefully as you walk your way toward your future career.

Goals:

This project requires you to develop a minimum of three goals. One goal for each of the categories listed below:

Short term Goal--This should be a goal you have for the next year.

Midrange Goal--This should be a goal of yours for the next four years.

Long-range Goal--This should be a goal that takes you into your career. This will be a goal that takes place within the next ten years.

I want you to list all three goals on some type of visual for your oral presentation. You will need to thoroughly explain why the goals are important to you.

Research:

This project will be a 4-7 minute oral presentation. You need to research a career that you may wish to pursue. You may find research information on the Internet or in the library. Once you have researched your career you need to move to the planning stages. I do not want any written report turned in for this project. I want you to make the project as visual as possible. Your next step is to organize your short to midrange planning. Are there any remaining high school courses or activities you need to take or be involved with during your senior year to prepare for your career? These plans should bear in mind your short and midrange goals through high school graduation.
Identify various life roles and civic and work-related activities in the school, home, and community. 9.3.4.A.2

Identify qualifications needed to pursue traditional and nontraditional careers and occupations. 9.3.4.A.4

Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success. 9.3.4.A.6

Identify common knowledge, skills, and abilities needed within the federal 16 Career Cluster Pathways. 9.3.8.B.2

Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection 9.3.8.B.3

Explain what is meant by “jobs” and “careers,” and examine how each tends to be distributed regionally, nationally, and globally. 9.3.8.B.7

Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally. 9.3.8.B.8