

Department of College and Career Readiness

Grads Curriculum

5.0 Credits



Unit One

Grads

Course Description

Graduation, Reality And Dual-role Skills (GRADS) is a program for pregnant teens and/or young parents that focus on work and family foundation skills of significance to these students. GRADS programs include student demonstration of skills leading to high school graduation and economic independence.

Grads

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Building Your Future	approx. 9 weeks
Unit 2	Helping Your Child Grow and Develop	approx. 9 weeks
Unit 3	Your New Baby	approx. 9 weeks
Unit 4	Understanding Your Changing Life	approx. 8 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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 well-being, 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.

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

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment Timeline with due dates for reports and projects Communication system between home and school Provide lecture notes/outline 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker Audio-taped books 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> Individual daily planner Display a written agenda Note-taking assistance Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards (NJSLS)

9.1 Personal Financial Literacy

- 9.1.12.A.3: Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.4: Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.1.12.B.4: Analyze how income and spending plans are affected by age, needs, and resources.
- 9.1.12.B.5 :Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.1.12.C.7: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

9.3– Career and Technical Education

Business Management & Administration

Career Cluster: Human Resources Management (BM-HR)

- 9.3.12.BM-HR.6: Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.

Career Cluster: Human Services

- 9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services

Pathway: Family and Community Services

- 9.3.HU-FAM.2: Identify community resources to provide family and community services.

Career Cluster: Finance

- 9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

Common Career Technical Core (CCTC)

Career Cluster Business Management & Administration

Pathway: Human Resources Management (BM-HR)

- BM-HR.6: Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.

Career Cluster: Human Services

- HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services

Pathway: Family and Community Services

- HU-FAM.2: Identify community resources to provide family and community services.

Career Cluster: Finance

- FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

<p>Course: GRADS Unit: I Grade Level: 9-12</p>	<p>Unit Overview: In this unit young parents will explore the many new responsibilities, decisions, and matters that come with managing life with a child. In addition, students will explore how choices and actions will impact the future.</p>
<p>New Jersey Students Learning Standards (NJSLS): 9.1.12.A.3; 9.1.12.A.4; 9.1.12.B.4; 9.1.12.B.5; 9.1.12.C.7; 9.3.HU-FAM.2; 9.3.HU.1; 9.3.12.BM-HR.6; 9.3.12.FN.2</p>	
<p>Common Career Technical Core (CCTC): HU.1 ; HU-FAM.2; BM-HR.6; FN.2</p>	
<p>Common Core State Standards (CCSS): W.11-12.7 ; W.11-12.10; RL.11-12.1</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Examine the resources available for young parents and children.</p> <p>NJSLS: 9.3.HU-FAM.2 CCTC: HU-FAM.2 CCSS: W.11-12.7 ; W.11-12.10; RL.11-12.1</p>	<p>What kind of help do you need?</p> <p>Where can these resources be accessed?</p> <p>To what extent is it the responsibility of the authorities to assist you?</p>	<ul style="list-style-type: none"> • Places to look for help • Visit a public aid office • Using the phone and internet to find what you need 	<p>Internet Search: Using a Boolean search look for resources in your community for your parents.</p> <p>Journal: What resources do you need to successfully parent?</p>	<p>NJ Parent Link Services & Resources http://www.njparentlink.nj.gov/njparentlink/services/special/teen/</p> <p>Department of Human Services Parent Program http://www.state.nj.us/humanservices/clients/family/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Explore the legal matters associated with parenthood and living independently.</p> <p>NJSLS: 9.1.12.B.4; 9.3.HU-FAM.2; 9.3.HU.1 CCTC: HU-FAM.2; HU.1 CCSS: W.11-12.10; RL.11-12.1</p>	<p>How does society define the significance of fathers? How are property rights determined?</p> <p>What role does marriage play in child custody?</p> <p>What is common law marriage and where is it recognized?</p> <p>How are child custody terms determined?</p> <p>What are your rights as a parent?</p>	<ul style="list-style-type: none"> • You and your partner • Living together • Marriage • Common law marriage • Living separate lives • Breaking the marriage contract • Understand parental rights and responsibilities • Discuss the importance of fathers • Establishing paternity • Custody and visitation • Child support • Adoption and the law • Abortion and the 	<p>Journal: What are the legal issues of teen parents living independently?</p> <p>Contract: Draft a child custody agreement.</p>	<p><u>NJ Child Support Teen Parents</u> http://www.njchildsupport.org/Services-Programs/Custodial-Parents/Teenage-parents</p> <p><u>Legal Matters Teenage Parents</u> https://familylaws.uslegal.com/parent-liability-childs-act/civil-responsibility/teenage-parents/</p> <p><u>The Rights of regnant and parenting Teens</u> http://www.nyclu.org/files/publications/nyclu_pub_rights_parenting_teens.pdf</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> law • Emancipation • Grandparent’s rights 		
<p>Identify and discuss financial resources, goals, and management.</p> <p>NJSLS: 9.1.12.A.4; 9.1.12.B.4; 9.1.12.B.5; 9.3.HU-FAM.2; 9.3.HU.1 CCTC: HU-FAM.2;HU.1 CCSS: W.11-12.7 ; W.11-12.10</p>	<p>What personal strengths can you use to reach your goals?</p> <p>What is the role of community and material resources in your financial health?</p> <p>What goals should you set?</p> <p>How can a budget help in planning and managing your finances?</p>	<ul style="list-style-type: none"> • Identifying your resources • Managing your resources • Understanding money management • Preventing financial problems • Keeping records 	<p>Family Budget: Create a budget taking into account childcare expenses, food, diapers, entertainment, rent, and transportation.</p> <p>Quick Write: What are your financial goals? Where do you see yourself in five years?</p>	<p>Bank of America Teen Money Management: https://www.bankofamerica.com/deposits/manage/money-management-for-teens.go</p> <p>Financial Life Skills for Teen Parents http://www.moneyhabitudes.com/financial-life-skills-for-teen-parents/</p>
<p>Appraise the importance of mastering financial tools and understanding the marketplace.</p> <p>NJSLS: 9.1.12.A.3;</p>	<p>How can you get a strong credit rating?</p> <p>How can your credit rating impact your</p>	<ul style="list-style-type: none"> • Understanding credit and your credit score • Dealing with credit problems • Contracts and 	<p>Venn Diagram: Compare and contrast the pros and cons of credit.</p>	<p>Smart Shopping http://kidshealth.org/en/teens/grocery-shopping.html</p> <p>US News Smart</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
9.1.12.A.4; 9.1.12.B.5; 9.1.12.C.7; 9.3.12.FN.2 CCTC: FN.2 CCSS: W.11-12.7; RL.11-12.1	future? Does everyone need a bank account? How can you become a smart shopper? How can you evaluate a seller?	agreements <ul style="list-style-type: none"> • Insurance • Personal bank accounts • Check cashing options • Understanding the marketplace • Evaluating sellers • Identifying reliable consumer information • Developing shopping skills 	Extreme Couponing Challenge: Using a mock \$100 purchase the items you need using coupons.	Shopping http://money.usnews.com/money/blogs/my-money/2014/03/26/6-smart-shopping-strategies-to-save-big
Design a plan for the future. NJSLS: 9.1.12.B.4; 9.3.HU.1; 9.3.12.FN.2 CCTC: HU.1; FN.2 CCSS: W.11-12.7 ; W.11-12.10	What does the future hold? What are your future career goals? Where can you access resources for your future? What type of work	<ul style="list-style-type: none"> • Exploring career options • Choose a career field • Setting career goals • Identify the education and training necessary for your field • Preparing for a job search 	Journal: What are your career goals? Outline for the Future: Working with your guidance counselor create an education and career plan based on your goals, grades, and financial aid paperwork.	Future Goals of Adolescent Mothers http://familyplanning.uchicago.edu/research/studies-by-topic/postpartum-abcs/Goals.pdf College Planning and Teen Parents: http://www.campusexplorer.com/college-advice-

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	interests you?			tips/789E39C8/College-Planning-and-Teen-Parents-How-to-Help/
<p>Identify and illustrate how to succeed in the workplace.</p> <p>NJSLS: 9.3.HU.1; 9.3.12.BM-HR.6 CCTC: HU.1; BM-HR.6 CCSS: W.11-12.10</p>	<p>What is the role of networking in career success?</p> <p>Who is in your network?</p> <p>To what extent does your resume assist in finding employment?</p> <p>Can employers ask you personal questions?</p>	<ul style="list-style-type: none"> • The job search • Creating a resume • Writing a cover letter • Completing a job application • Interview skills • Developing positive work behaviors • Understand employee rights 	<p>Resume: Draft a resume using your academic and career experience and write an objective for obtaining employment.</p> <p>Brochure: Create a brochure for how to succeed in the workplace geared towards teens.</p>	<p>The 20 People Skills You Need To Succeed At Work http://www.forbes.com/sites/jacquelynsmith/2013/11/15/the-20-people-skills-you-need-to-succeed-at-work/#6a548c5b64b5</p> <p>Succeed in the Workplace http://nj.jobseekersguide.org/succeed-in-the-workplace</p>

Unit 1 Vocabulary

Marriage contract
 Living independently
 Credit score
 Financial literacy
 Checking account
 Resume

Cover letter
 Employee rights
 Networking
 Consumers
 Marketplace
 Contracts

Suggested Structured Learning Experiences

Trusted Transportation Solutions Recruitment
 Location:
 Center for Workforce and Economic Development
 3322 College Drive
 Vineland, NJ 08360
 Cumberland

TD Bank
 330 21st Ave
 (973) 742-7035
 Open until 8:00 am - 7:00 PM

Suggested Unit Projects

Choose At Least One

Are you dreaming of buying your own car, visiting a new city or learning a language— but aren't sure how to get there? The key to achieving your financial goals is to break them down into manageable steps. Fill in the circles below to see how you can start reaching one of your goals today.

https://www.practicalmoneyskills.com/foreducators/lesson_plans/lev9-12/SA_Lesson2.pdf

There's a lot to consider when deciding what you want to do after high school. What are your interests? Where do you want to work someday? How much money do you have to spend on your education, and how much debt are you willing to take on? Doing a little research can help you make wiser decisions. Get a head start by answering the questions below.

1. What are your interests? Is there anything you know you want to study in college? Do you have any career fields in mind?
2. Which colleges offer programs in your fields of interest? Review websites such as Collegeboard.org and College.gov or pick up a copy of College Board's Book of Majors to help you find the strongest college programs in your area of interest.
3. How much is tuition at the schools you researched? What other costs would be involved in going to school there (e.g., room and board, commuting to and from home, books and supplies)?
4. What are the starting salaries in your career or field of interest? Websites such as salary.com can help you get a better idea.
5. By what age do you want to have paid off your college loans? What else do you want for your life that could affect loan repayment (e.g., staying home for a time with small children)?