

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.B.4: Analyze how income and spending plans are affected by age, needs, and resources.

9.3– Career and Technical Education

Career Cluster: Human Services

Pathway: Early Childhood Development & Services (HU-ED)

- 9.3.HU-ED.1: Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
- 9.3.HU-ED.2: Communicate effectively with fellow staff members to facilitate child development activities.
- 9.3.HU-ED.5: Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.

Pathway: Family & Community Services (HU-FAM)

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

Common Career Technical Core (CCTC)

Career Cluster: Human Services

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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.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Course: GRADS Unit: 2 Grade Level: 9-12	Unit Overview: In this unit students learn practical information about being young parents and how to provide and care for their children’s needs. In addition students will learn about child health and safety.
New Jersey Students Learning Standards (NJSLS): 9.1.12.B.4; 9.3.HU-ED.1; 9.3.HU-ED.5; 9.3.HU-FAM.2; 9.3.HU-ED.2	
Common Career Technical Core (CCTC): HU-ED.1; HU-ED.5; HU-FAM.2; HU-ED.2	
Common Core State Standards (CCSS): W.11-12.7; RL.11-12.1; W.11-12.1	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Examine the physical development of your baby. NJSLS: 9.3.HU-ED.1; 9.3.HU-ED.2 CCTC: HU-ED.1; HU-ED.2 CCSS: W.11-12.7; RL.11-12.1; W.11-12.1	What are the principles of child development? How do you monitor your child’s physical growth? What is the significance of brain stimulation in the first three years of life? Why is it important to monitor the development of your child’s senses?	<ul style="list-style-type: none"> Types of development Principals of development Baby physical growth Length Weight Teeth Head growth Brain development Your baby’s 	Journal: How can you assess your child’s physical development? Brainstorm: Ask students to brainstorm different things that children do at different stages in their development. Write each item down on a separate strip of paper. For	Physical Development Milestones: http://www.parents.com/baby/development/physical/ Physical Development of Babies http://www.aboutkidshealth.ca/En/ResourceCentres/PregnancyBabies/Babies/PhysicalDevelopmentofBabies/Pages/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		senses <ul style="list-style-type: none"> • Coordination of large and small muscles • Understand developmental milestones 	additional items, use the items on the “Child Development Milestones” handout. http://www.pbs.org/wnet/humanspark/lessons/the-developing-child/lesson-activities/?p=474	default.aspx
Support the food, sleep, and clothing needs of a baby. NJSLS: 9.1.12.B.4; 9.3.HU-FAM.2 CCTC: HU-FAM.2 CCSS: W.11-12.7; RL.11-12.1; W.11-12.1	What does your baby want and need, and how can you best meet these needs? How do you identify development milestones?	<ul style="list-style-type: none"> • Meet your baby’s changing food needs • Learn your baby’s sleep patterns • Understand the risks of SIDS • Meet your baby’s clothing needs 	Infomercial: Create a video about the safe protocols to prevent SIDS. Schedule: In groups of 2 or individually create a feeding and sleep schedule for your baby.	<u>Teen Moms Trust Their Gut, Even When It Puts Their Babies At Risk</u> http://www.npr.org/sections/health-shots/2016/04/21/474972904/teen-moms-trust-their-gut-even-when-it-puts-their-babies-at-risk <u>Reducing the Risk of SIDS</u> http://kidshealth.org/en/parents/sids.html
Identify and discuss the intellectual, social, and	What changes can you expect in growth and	<ul style="list-style-type: none"> • Identify and understand your baby’s intellectual 	Journal: How can talking to and reading to	<u>Social & Emotional Development</u> http://www.kamloopsch

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>emotional development of babies and toddlers.</p> <p>NJSLS: 9.3.HU-ED.1; 9.3.HU-ED.2 CCTC: HU-ED.1; HU-ED.2 CCSS: W.11-12.7; RL.11-12.1; W.11-12.1</p>	<p>development from birth to age three?</p> <p>How do the needs of babies and toddlers differ?</p> <p>What is your role in the development of language skills?</p>	<p>development</p> <ul style="list-style-type: none"> • Understand your baby's social and emotional development • Temperament • Understand the need for affection and attention • Development of language skills • Attention span • Forming concepts • Intellectual aspects of play • Temper tantrums 	<p>your baby impact intellectual development?</p> <p>Development Scrapbook: Create a scrapbooks following the social, intellectual, and emotional development of your baby.</p>	<p>ildrenstherapy.org/social-emotional-infant-milestones</p> <p>Cognitive Development: http://www.parents.com/baby/development/intellectual/</p>
<p>Identify how to keep babies and toddlers healthy and safe.</p> <p>NJSLS: 9.3.HU-ED.5 CCTC: HU-ED.5 CCSS: W.11-12.7; RL.11-12.1</p>	<p>How can you protect your child's health and promote safety?</p> <p>How do you choose safe toys?</p> <p>To what extent can you prevent unintentional injuries?</p>	<ul style="list-style-type: none"> • Understand your baby's health • Medical checkups • Taking your child's temperature • When to call a health provider • Handling your baby with care • Bathing your baby 	<p>Safety Plan: With your partner develop a safety plan to ensure that all people caring for your child are on the same page.</p> <p>Presentation Prezi: Create a prezi outlining how to correctly install a car seat.</p>	<p>Basic Safety Plan http://www.babyprooferplus.com/blog/50-basic-child-safety-plan.pdf</p> <p>Car Seat Safety: Newborn to 2 Years http://www.chop.edu/centers-programs/car-seat-safety-kids/car-seat-safety-kids/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> • Choosing safe toys for your baby • Choosing safe baby equipment • Preventing accidents • Childproofing your home • Cars and seat safety 		seat-safety-by-age/newborn-2-years
<p>Illustrate how to guide your young child.</p> <p>NJSLS: 9.3.HU-ED.2 CCTC: HU-ED.2 CCSS: W.11-12.7; W.11-12.1</p>	<p>How should you guide your child?</p> <p>How does your child learn behavior?</p> <p>Why is self-esteem important?</p>	<ul style="list-style-type: none"> • Understand young children • Child behavior • Imitation • Direct teaching • Trial and error • Reinforcement • Understand the importance of self esteem • Guidance and discipline • Indirect guidance • Direct guidance • Understand that guidance changes as your child 	<p>Quick Write: Are temper tantrums normal?</p> <p>Poster: Create a poster illustrating what good and bad self-esteem in a child looks like to you.</p>	<p>Child Behavior Guide: http://www.child-behavior-guide.com/</p> <p>Developing Your Child's Self-Esteem http://kidshealth.org/en/parents/self-esteem.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<p>grown</p> <ul style="list-style-type: none"> • Punishment • Stress in young children • Guiding children with special needs 		
<p>Examine childcare options.</p> <p>NJSLS: 9.1.12.B.4; 9.3.HU-FAM.2 CCTC: HU-FAM.2 CCSS: W.11-12.7; W.11-12.1</p>	<p>What should you look for when choosing a childcare provider?</p> <p>What are the types of childcare?</p> <p>What are the advantages and disadvantages of using a relative or a friend as a child caregiver?</p>	<ul style="list-style-type: none"> • Understand child care needs • Types of childcare • Develop criteria for selecting childcare • Locate childcare • Adjusting to childcare 	<p>Quick Write: How much are you able to afford per month on child care?</p> <p>Blog Post: Write a blog post outlining the challenges of childcare and finances.</p>	<p>Childcare options: Pros, cons, and costs http://www.babycenter.com/childcare-options</p> <p>Childcare Options: http://www.whattoexpect.com/first-year/childcare-options.aspx</p>

Unit 2 Vocabulary

Childcare
SIDS
Developmental milestones
Principals of development
Stimulating Environment
Growth Chart

Gross Motor Skill
Fine Motor Skill
Hand-eye Coordination
Shaken Baby Syndrome
Immunization
Proportion
Depth perception
Reflex

Suggested Unit Projects

Choose At Least One

Meeting Baby's Needs: Post Cards from the Heart

- Discuss Maslow's Hierarchy of Needs by filling in a tiered pyramid with the human needs: physical needs, safety, love & belonging, esteem and self-actualization. We talk about the importance of these needs and how upper level needs cannot be fulfilled until the lower level needs are satisfied.
- We talk about examples of needs for their age level.
- Once students understand the hierarchy of needs concept, I ask them to apply it to infants since they are not capable of meeting their own needs at this stage of their lives. Parents and caregivers are responsible for making sure an infants needs are met.
- Then I explain to students that they will write letters to their future baby explaining how they as parents plan to meet their needs. The categories include: Nourishing, Safety, Relationships, Trust and Brain Development. Throughout the unit we discussed breast vs. bottle-feeding, baby food, safety especially with shaken baby syndrome, love, bonding, trust and brain development. Students are expected to use their notes and resources to help them write their letters.

The Discipline Game

After going over the guidance and discipline techniques above, each student should have the half sheet in front of them. Get students into groups of 3 or 4. Each group needs a piece of paper for a score sheet and a set of cards. One person reads the naughty child scenario to another player and that player needs to choose the BEST technique for handling the situation. The best and most relevant technique is given the most points. The worst or more non-relevant technique is awarded fewest points. Points are listed on each card. Choosing the best technique is a bit subjective but points are awarded based on what the teacher determined as the best choice. The most points at the end of the game gets a prize. (if a player has a bad guess and gets a low point score, tell them what a top answer was so they learn)

<http://www.familyconsumersciences.com/wp-content/uploads/Discipline-Game.pdf>

Suggested Structured Learning Experiences

Passaic County Car Seat Inspection Locations
N.J. State Police/Totowa Station 250 Minnisink Road, Totowa
973-785-9412 ext.4216
9 AM – Noon, Thursday and 2nd Saturday of each Month

Apple Montessori Schools - Wayne
Childcare
Address: 25 Nevins Rd, Wayne, NJ 07470
Phone: [\(973\) 696-9750](tel:9736969750)