

6th Grade Career Readiness, Life Literacies and Key Skills Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>Marking Period 1</p>	<p><u>Information and Media Literacy</u></p> <p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</p> <p>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p> <p>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information..</p> <p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p> <p>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</p> <p>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</p> <p>9.4.8.IML.11: Predict the personal and community impact of online and social media activities.</p> <p>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</p>	<p>Study Skills Intro - 6th grade class expectations.</p> <p>How to research a topic and cite resources.</p> <p>Research a topic and write a Work Cited page.</p> <p>Nearpod: Sourcing Your Information</p> <p>Nearpod: Propaganda - What's the Message</p> <p>Prezi: Overt and Implied Messages</p> <p>Nearpod: The Role of Media</p> <p>Compare and contrast the pros and cons to the media and how media information is interpreted.</p> <p>Explore different advertisements and commercials to describe how media influences society.</p> <p>Instructional Resources: https://www.ngpf.org/</p> <p>Teacher Technology:</p> <ul style="list-style-type: none"> - Actiview - ActivPanel - YouTube Videos - Google Classroom 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher/peer conferences Nearpod Small group/large group discussions Kahoot Small group work stations <p>Summative Assessments:</p> <ul style="list-style-type: none"> Quizzes Unit Test Projects <p>Benchmark Assessment: BOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>Technology Standard: 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>
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<p>Marking Period 2</p>	<p><u>Planning and Budgeting</u></p> <p>9.1.8.PB.1: Predict future expenses or opportunities that should be included in a budget planning process.</p> <p>9.1.8.PB.2: Explain how different circumstances can affect one’s personal budget.</p> <p>9.1.8.PB.3: Explain how to create a budget that aligns with financial goals.</p> <p>9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g., teenager, young adult, family).</p> <p>9.1.8.PB.5: Identify factors that affect one’s goals including peers, culture, location, and past experiences.</p> <p>9.1.8.PB.6: Construct a budget to save for short-term, long-term, and charitable goals.</p> <p>9.1.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.</p> <p><u>Civic Financial Responsibility</u></p> <p>9.1.8.CR.1: Compare and contrast the role of philanthropy, service, and charities in community development and the quality of life in a variety of cultures.</p> <p>9.1.8.CR.2: Compare various ways to give back through strengths, passions,</p>	<p>Explore what it means to have a personal budget.</p> <p>List circumstances that can affect a personal budget.</p> <p>Explain how to create a budget based on goals.</p> <p>Create a sample budget based on different stages of life.</p> <p>Define philanthropy.</p> <p>Explore local charities and what they provide our community or state.</p> <p>MassMutual FutureSmart: Living on a Budget Challenge</p> <p>Everfi: FutureSmart Lesson 2</p> <p>Nearpod: Exploring Tradeoffs</p> <p>Budget Game: Hit the Road</p> <p>BizKids Savings Game: Break the Bank</p> <p>Nearpod: Comparison Shopping</p> <p>Nearpod: Volunteering</p> <p>Instructional Resources:</p>	<p>Formative Assessments:</p> <p>Teacher Observation Completed Graphic Organizers Exit tickets Nearpod Classwork/Homework Teacher Conferences Whole group/small group Work stations Projects</p> <p>Summative Assessments:</p> <p>Test Quizzes Written responses</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: W.6.7. Conduct short research projects to answer a to create a budget.</p> <p>Technology Standard: 8.2.8.ITH.1: Explain how the development and use of technology influences economics.</p>
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<p>Marking Period 3</p>	<p><u>Financial Psychology</u></p> <p>9.1.8.FP: Describe the impact of personal values on various financial scenarios.</p> <p>9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</p> <p>9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.)</p> <p>9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.</p> <p>9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.</p> <p>9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</p> <p>9.1.8.FP.7: Determine how spending, investing, and using credit wisely contributes to financial well-being.</p>	<p>Identify steps to managing money.</p> <p>Explore different financial scenarios that show the difference between saving and spending.</p> <p>Discuss how peer pressure can affect financial decisions.</p> <p>What does it mean to invest your money?</p> <p>Nearpod: Personal Finance Decision Making</p> <p>Video: The Psychology of Personal Finance</p> <p>Instructional Resources: https://www.ngpf.org/</p> <p>Teacher Technology:</p> <ul style="list-style-type: none"> - Actiview - ActivPanel - YouTube Videos - Google Classroom - Google Slides digital student portfolios - WeVideo videos - Storyboard That! - Next Generation Personal Finance/Middle School Resources - Discover's Pathways to Financial Success - Biz Kids videos and 	<p>Formative Assessments:</p> <p>Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Nearpod Peer conferencing</p> <p>Summative Assessments:</p> <p>Test Quiz Projects</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard:</p> <p>W.6.7. Conduct short research projects to answer a question involving financial decision making scenarios.</p> <p>Technology Standard:</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economics.</p>
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<p>Marking Period 4</p>	<p><u>Critical Thinking and Problem-Solving</u></p> <p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which ones are likely to be effective (e.g., MS-ETIS1-2).</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p> <p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> <p><u>Digital Citizenship</u></p> <p>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</p> <p>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</p> <p><u>Information and Media Literacy</u></p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines.</p>	<p>Research a local or global problem.</p> <p>Create a proposal to help solve this problem.</p> <p>Research using multiple types of resources and correct citations.</p> <p>Instructional Resources: https://www.ngpf.org/</p> <p>Teacher Technology:</p> <ul style="list-style-type: none"> - Activview - ActivPanel - YouTube Videos - Google Classroom <p>Student Technology:</p> <ul style="list-style-type: none"> - Google Classroom - Chromebooks - Google Slides digital student portfolios 	<p>Formative Assessments:</p> <p>Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Small group/large group discussions and work stations</p> <p>Summative Assessments:</p> <p>Unit tests Quiz Written responses Quizzes</p> <p>Benchmark Assessment: EOY Benchmark</p> <p><u>Accommodations and Modifications</u></p>	<p>Interdisciplinary Standard: NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Technology Standard: 8.2.8.ITH.1: Explain how the development and use of technology influences economics.</p>
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Alternative Assessments: NGPF selected Interactives, Various Projects and Activities

21st Century Standards: AASL III.A.1 - 3, AASL III.D.1 - 2, AASL VI.D. 1 - 3

21st Century Skills: Collaboration, Media Literacy, Creativity, Communication

Career Ready Practices: CRP 3, CRP 4, CRP 10 and CRP 11