

TOWNSHIP OF UNION PUBLIC SCHOOLS



Computer Applications II June 2021

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This course provides a “hands-on” experience using Microsoft Office, which promotes knowledge and skill mastery used to create educational documents and in business operations prevalent in today’s marketplace. It also extends the students’ basic knowledge of this integrated software. The students will create more advanced documents, workbooks, publications and presentations for course work, professional purposes, and personal use. The internet is used as a research tool. “Office-style” atmosphere is simulated

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Microsoft Word	50
Unit 2: Microsoft Excel	50
Unit 3: Microsoft Publisher	40
Unit 4: Microsoft PowerPoint	40

Unit Standards Overview

Overview	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Microsoft Word</p>	<p>Create a multi-page report with tables, charts, and watermarks.</p> <p>Design a newspaper with columns, clip art, text boxes, borders, drop caps, and diagrams.</p> <p>Manipulate clipart by ungrouping, deleting pieces, and changing colors.</p> <p>Design a full page visual picture.</p>	<ul style="list-style-type: none"> ● Annotations and close reading activities ● Classroom Discussions, Socratic seminars, and Debates ● Analysis of graphic organizers and notes ● Annotated Timelines ● Teacher and student led PowerPoint Presentations ● Class Trips to applicable historical sites/monuments ● Definitions of key terms and concepts ● Individual/Group Presentations ● Document Based Question analysis and essays ● Written responses to queries ● Summary and Analysis of Videos/Documentaries/Films

		<ul style="list-style-type: none">● Summary and analysis of guest speakers
Suggested Resources <i>Provide links to specific resources/ activities</i>	www.sam.cengage.com www.cengage.com https://login.cengagebrain.com/cb/ www.office.com www.office.live.com www.google.com www.youtube.com www.mp3converter.net	

<p>Unit 2</p> <p>Microsoft Excel</p>	<p>Create a formatted loan payment calculator using advanced formulas and named cells.</p> <p>Construct a data table to determine various loan payback options.</p> <p>Analyze worksheet data by changing values.</p> <p>Integrate hyperlinks in Excel worksheets.</p> <p>Generate, sort, and filter a database.</p> <p>Use VLOOKUP to look up a value in a table.</p> <p>Query a table and enter custom criteria using Auto Filter and Advanced Filter.</p> <p>Create a criteria range, extract range, and extract records.</p> <p>Create and design templates in Excel.</p> <p>Prepare formulas that use 3-D cell references in workbooks.</p> <p>Optimize a workbook with charts, Wordart, text boxes and arrows.</p>	
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<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>www.sam.cengage.com www.cengage.com https://login.cengagebrain.com/cb/ www.office.com www.office.live.com www.google.com www.youtube.com www.mp3converter.net</p>	
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<p>Unit 3 Microsoft Publisher</p>	<p>Create a flyer from a template and add or delete additional text, objects, or formatting.</p> <p>Demonstrate the advantages of using a newsletter medium and identify the steps in its design process.</p>	
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<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p>www.sam.cengage.com www.cengage.com https://login.cengagebrain.com/cb/ www.office.com www.office.live.com www.google.com www.youtube.com www.mp3converter.net</p>	
<p>Unit 4 Microsoft PowerPoint</p>	<p>Develop a presentation with picture backgrounds, picture bullets, edited clip art, motion paths, custom animation, text boxes, shapes and SmartArt.</p> <p>Enhance and edit a song using the sound recorder.</p> <p>Prepare and rehearse timings in a presentation</p>	

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>www.sam.cengage.com www.cengage.com https://login.cengagebrain.com/cb/ www.office.com www.office.live.com www.google.com www.youtube.com www.mp3converter.net</p>	
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Curricular Units

Unit I: Microsoft Word

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>What are the various features of Microsoft Word?</p> <p>How is a professionally formatted document created?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Create and save a new document.</p> <p>Edit, select, delete, and format text.</p> <p>Create, save, and print a document.</p>
<p>How does ClipArt enhance a document?</p> <p>How can visuals improve a report or project?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Add a picture/clip art to a document.</p> <p>Use the spelling and grammar checker.</p> <p>Change document and paragraph layout.</p> <p>Change and reorganize text.</p>

Unit 1 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 1 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

<p>at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: 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.</p>	
<p style="text-align: center;">21st Century Skills</p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 2: Microsoft Excel

<p style="text-align: center;">Critical Knowledge & Skills (“Unpacked” Standards)</p>	<p style="text-align: center;">Content-Specific Practices (when applicable)</p>	<p style="text-align: center;">Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Why is visual design important when developing a spreadsheet?</p> <p>How can you use the "Design Tab" to make your data easier to read/comprehend?</p> <p>Why is it important to utilize different sheets</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p>	<p>Create, save, and navigate in an Excel workbook.</p> <p>Enter and edit data in a worksheet.</p>

within the same spreadsheet?	Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Construct and copy formulas, use the Sum function, and edit cells. Format data, cells, and worksheets. Close and reopen a workbook. Design a worksheet. Create and save a workbook from an Existing workbook.
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Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 2 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices

<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: 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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

9.3 Career and Technical Education

9.4 Life Literacies & Key Skills

Unit 3: Microsoft Publisher

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>What are some of the main features of Microsoft Publisher?</p> <p>How would you change the magnification at which the publication appears on your screen?</p> <p>Where do you open existing files from?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Students will:</p> <p>Change the design, color scheme, layout and font scheme.</p> <p>Show/Hide layout guides</p> <p>Change the Layout Guides</p> <p>Insert/delete pages</p> <p>Work with Header/footers and page numbering</p> <p>Insert, customize, and create items for the</p>

Unit 3 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 3 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. 8.1.12.B.2: Apply previous content knowledge by creating and	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

<p>piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: 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.</p>	
<p align="center">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 4: Microsoft PowerPoint

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples (The Student will be able to:)
<p>How can appropriate color use lead to a PowerPoint design that is visually appealing?</p> <p>Why is it important that all slides in a PowerPoint presentation have "balance"?</p> <p>Why is it important to utilize appropriate</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p>	<p>Open, view, and save a presentation.</p> <p>Edit a presentation.</p> <p>Format a presentation.</p> <p>Create headers and footers and print a presentation.</p>

transitions/graphics in a PowerPoint Presentation?	Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Insert and format pictures and shapes. Apply slide transitions. Reorganize presentation text and clear formats Customize slide backgrounds and themes. Animate a slide show.
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Unit 4 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task. 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 4 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices

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<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

9.3 Career and Technical Education	
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9.4 Life Literacies & Key Skills	
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