COURSE TITLE

Preschool

LENGTH

Full Year

DEPARTMENT

Elementary Education
Megan Caughey, Supervisor of Elementary Education

SCHOOL

Lincoln School
&
Washington School

DATE

Fall 2018

Initial Adoption Date

August 22, 2016

Preschool

I. Introduction/Overview/Philosophy

The Rutherford Preschool Program is designed for children developing typically, children with disabilities, and English-language learners 3 and 4 years of age. This program provides an opportunity for the children of Rutherford to develop socially, emotionally, and academically within a school setting. Children explore learning through whole-group and small-group lessons. These experiences allow students to develop and expand their abilities to think critically, expand and acquire language, explore mathematics and literacy, and have a basic understanding of social studies and science/technology. Children are also encouraged to develop positive approaches to learning, strengthen fine and gross motor skills, participate in cooperative learning experiences, and establish positive peer relations. These concepts will be presented daily by certified teachers using a purchased state approved curriculum.

II. Objectives:

Cognitive

- Demonstrates positive approaches to learning
- Remembers and connects experiences
- Uses classification skills
- Uses symbols and images to represent something not present
- Predict

Literacy/ Language

- Demonstrates phonological awareness, phonics skills, and word recognition
- Demonstrates knowledge of the alphabet
- Demonstrates knowledge of print and its uses
- Comprehends and responds to books and other texts
- Demonstrate writing skills
- Listens to and understands increasingly complex language
- Uses langue to express thoughts and needs
- Uses appropriate conversational and other communication skills

Math

- Uses number concepts and operations
- Explores and describe spatial relationships and shapes
- Compares and measures
- Demonstrate knowledge of patterns

Student Outcomes:

After successfully completing this course, the student will be able to:

- Recite the alphabet
- Identify letters in isolation
- Be familiar with numbers through 30

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- Count to 10
- Identify numbers through 10
- Identify shapes
- Demonstrate emerging letter formation
- Understand and create simple patters
- Use language to communicate
- Demonstrate an awareness of print

The Creative Curriculum® System for Preschool

- *The Creative Curriculum® System for Preschool* is a comprehensive, research-based curriculum system designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.
- The *System* presents knowledge-building and daily practice resources in tandem, to create a cohesive system that supports teachers throughout the year. The knowledge-building curriculum volumes offer insight into the most current research and best practices for early childhood education. The daily practice resources contain step-by-step guidance to help teachers organize and manage every moment of the day, intentionally and effectively.
- Based on 38 new objectives for development and learning that are predictive of school success and aligned with state early learning standards, *The Creative Curriculum® System for Preschool* helps teachers ensure that they are focusing on what matters most for children at every age.
  The *System* components also include built-in support for all learners, with specific sections of guidance for working with English- and dual-language learners, advanced learners, and children with disabilities.

III. Proficiency Levels

This curriculum is appropriate for preschool students.

IV. Methods of Assessment

Student Assessment
Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following items:

- Formal
  - Teacher-made tests
  - Classwork
  - Portfolio
  - Class participation
  - Projects
- Informal
  - Teacher observation
  - Peer evaluation
  - Class participation
  - Anecdotal notes
  - Class discussion
  - Portfolios

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- Group/individual reports
- Activity sheets/workbooks (publisher/teacher-made)
- Supplemental activities

Curriculum/Teacher Assessment

- The subject teacher(s), building principals and supervisor will be in contact throughout the academic year concerning curriculum assessment. Teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting state approved standards.

V. Grouping

Students in preschool are grouped by age.

VI. Articulation/Scope & Sequence/Time Frame

Course length is one year.

VII. Resources

Texts/Supplemental Reading/References

- Speakers
  - Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- References
  - Teachers may contact the Supervisor of Elementary Education and the school and local library for additional resources. Nearby colleges and organizations may also be utilized as reference resources.
- Technology
  - Use of technology will conform to the New Jersey Student Learning Standards.
  - Students and teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies and Materials
  - Preschool may require video/audio equipment for viewing and listening. Students may also require art supplies for project work.
  - Additional supplies include:
    - Trade books for classroom library/instruction
    - Notebooks
    - Portfolio folders
    - Picture/story paper
    - Lined paper
    - Chart tablets
    - Sentence strips

  - Pocket charts
  - Index cards
  - Dry erase markers
  - Magnetic letters
- Textbooks
  Creative Curriculum
- Supplemental Reading
  - Big books
  - Trade books
  - Supplemental publisher literacy materials

VIII. Suggested Activities

- Sorting activities
- Imaginative play
- Show and tell
- Share connections
- Make predictions during read aloud
- Expose to language
- Read aloud
- Listening Centers
- Poetry
- Rhymes
- Music
- Centers
- Choral Read
- Utilize number concepts and operations throughout the day
- Explore spatial relationships and shapes through play
- Compare and contrast items
- Extend simple patterns
- Letter Games
- Number Games
- Letter tiles
- Matching activities

IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4

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- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

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. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- ***Strand A. Technology Operations and Concepts***
  8.1.5.A.1 Identify the basic features of a digital device and explain its purpose.
  8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
  8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
  8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
- ***Strand B. Creativity and Innovation***
  8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
- ***Strand D. Digital Citizenship***
  8.1.5.D.2 Analyze the resource citations in online materials for proper use.
  8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
  8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- ***Strand E. Research and Information Fluency***
  8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- ***Strand F. Critical Thinking, Problem Solving, and Decision-Making***
  8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

- ***Strand A. Nature of Technology: Creativity and Innovation***

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8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

- ***Strand E. Computational Thinking: Programming***
  8.2.5.E.1 Identify how computer programming impacts our everyday lives.
  8.2.5.E.2 Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

X. Interdisciplinary Connections

The purchased curriculum is designed for interdisciplinary connections in most disciplines.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling

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- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
    - word walls
    - sentence frames
    - think-pair-share
    - cooperative learning groups
    - teacher think-alouds

Differentiation for Enrichment

- Projects
- Read Across America Day
- Summer Reading Program
- Book Club/Book Fair
- Guest Readers
- Live Performances
- Library Visitations
- Weekly Reader
- Reading Contests (ex. Pizza Hut Book It)
- Author Visits
- Book Making
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
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- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. Professional Development

Teachers will continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Emerging student Creative Curriculum: Language and Literacy • *Letter identification a,t,m,s,b,c,f* • *Comprehend and respond to oral language (read aloud, conversation)* Mathematics • *Understand numerical concepts and identification of numbers 0-15,* • *Shape identification (circle, rectangle, triangle)* Cognitive • *Remembers and*	14 weeks	*For Support:* • Use of visual and multi-sensory formats • Limit the amount of information responsible for • Provide positive peer model • Use of visual and multi-sensory 3-D numerical and shape models • Prompted and supported during dramatic play *For Enhancement:* • Make connections	NJPT&LS • RF.PK.1,a,b,c,d • RL.PK.1 • RL.PK.2 • RL.PK.3 • RL.PK.4 • RL.PK.6 • RL.PK.10 Math: Standard 4.1: Children begin to demonstrate an understanding of number and counting. • 4.1.1 • 4.1.2 Standard 4.4: Children develop spatial and geometric sense. • 4.4.2 • 4.4.3a	*Formative Assessment:* • Letter, number, and share specific activities • Small group participation *Summative Assessment:* • Recite alphabet • Count through 15 • Identify letters a, t, m, s, b, c, f • Identify numbers through 15

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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
connects experiences • *Engages in sociodramatic play*		with concepts taught within the natural environment • Accelerate the speed of concepts introduced • Provide independent counting opportunities. • Identify shapes within natural environment • Accelerate the speed of number introduction • Identify and count shapes within natural environment.	Cognitive: Standard 0.1: Children demonstrate self-confidence. • 0.1.2 • 0.1.3 • 0.1.4 Standard 0.2: Children demonstrate self-direction. • 0.2.1 • 0.2.4 Standard 0.3: Children identify and express feelings. Standard 0.3: Children identify and express feelings. • 0.3.1 • 0.3.2 Standard 0.4: Children exhibit positive interactions with other children and adults. • 0.4.1 • 0.4.2 Standard 0.5: Children exhibit pro-social behaviors • 0.5.1 • 0.5.2 • 0.5.3 • 0.5.4 • 0.5.5 Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling • 1.3.1	

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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			• 1.3.2 • 1.3.3 • 1.4.4 *21st Century Standards CRP:* *• CRP 5,9,12* *21st Century Standards Career Ready Practices 9.2:* *9.2.4.A.1,* *Technology Standards 8.1:* *• 8.1.P.A.1,2* *• 8.1.P.B.1* *• 8.1.P.C.1* *• 8.1.P.D.1*	
Developing student Creative Curriculum: Language and Literacy • *Letter identification r, h, n, j, l, p, g, d, v, e, o* • *Comprehend and listen to oral language and make connections* • *Comprehend and listen to oral language and make connections* Mathematics • *Understand and demonstrate numerical values*	13 weeks	*For Support:* • Use of visual and multi-sensory formats • Limit the amount of information responsible for • Do not present new material until previous material is mastered • Provide positive peer model • Use of visual and multi-	• RF.PK.1,a,b,c,d • RL.PK.1 • RL.PK.2 • RL.PK.3 • RL.PK.4 • RL.PK.6 • RL.PK.10 • RI.PK.3 Math: Standard 4.1: Children begin to demonstrate an understanding of number and counting. • 4.1.1 • 4.1.2 Standard 4.4: Children develop spatial and	*Formative Assessment:* • Letter, number, and share specific activities • Small group participation *Summative Assessment:* • Recite alphabet • Count through 15 • Identify letters r, h, n, j, l, p, g, d, v, e, o • Identify

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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
and concepts through -25 • *Shape identification, square, star, heart,* Cognitive • *Remembers and connects experiences* • *Initiates and Engages in sociodramatic play*		sensory 3-D numerical and shape models *For Enhancement:* • Make connections with concepts taught within the natural environment • Accelerate the speed of concepts introduced • Provide independent counting assignments. • Identify shapes within natural environment • Accelerate the speed of number introduction • Identify and count shapes within natural environment. • Shares self to text to experiences through illustrations	geometric sense. • 4.4.2 • 4.4.3a Cognitive: Standard 0.1: Children demonstrate self-confidence. • 0.1.2 • 0.1.3 • 0.1.4 Standard 0.2: Children demonstrate self-direction. • 0.2.1 • 0.2.4 Standard 0.3: Children identify and express feelings. Standard 0.3: Children identify and express feelings. • 0.3.1 • 0.3.2 Standard 0.4: Children exhibit positive interactions with other children and adults. • 0.4.1 • 0.4.2 Standard 0.5: Children exhibit pro-social behaviors • 0.5.1 • 0.5.2 • 0.5.3 • 0.5.4 • 0.5.5 Standard 1.3: Children express themselves	numbers through 25

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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			through and develop an appreciation of dramatic play and storytelling • 1.3.1 • 1.3.2 • 1.3.3 • 1.4.4 *21st Century Standards CRP:* *• CRP 5,9,12* *21st Century Standards Career Ready Practices 9.2:* *9.2.4.A.1,* *Technology Standards 8.1:* *• 8.1.P.A.1,2* *• 8.1.P.B.1* *• 8.1.P.C.1* *• 8.1.P.D.1*	
Student Readiness Creative Curriculum: Language and Literacy • Letter *identification i, w, k, u, y, q, x, z* • *Comprehend and listen to oral language and make connections* Mathematics • *Number identification 0-30* • *Shape identification,*	13 weeks	*For Support:* • Use of visual and multi-sensory formats • Limit the amount of information responsible for • Do not present new material until previous material is mastered • Provide positive peer	NJPT&LS • RF.PK.1,a,b,c,d • RL.PK.1 • RL.PK.2 • RL.PK.3 • RL.PK.4 • RL.PK.6 • RL.PK.10 Math: Standard 4.1: Children begin to demonstrate an understanding of number and counting. • 4.1.1	*Formative Assessment:* • Letter, number, and share specific activities • Small group participation *Summative Assessment:* • Recite alphabet • Count through 15 • Identify

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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
half circle, diamond, oval Cognitive • *Remembers and connects experiences* • *Initiates and Engages in sociodramatic play*		model • Use of visual and multi-sensory 3-D numerical and shape models *For Enhancement:* • Make connections with concepts taught within the natural environment • Accelerate the speed of concepts introduced • Provide independent counting assignments. • Identify shapes within natural environment • Accelerate the speed of number introduction • Identify and count shapes within natural environment. • Shares self to text to experiences through	• 4.1.2 Standard 4.4: Children develop spatial and geometric sense. • 4.4.2 • 4.4.3a Cognitive: Standard 0.1: Children demonstrate self-confidence. • 0.1.2 • 0.1.3 • 0.1.4 Standard 0.2: Children demonstrate self-direction. • 0.2.1 • 0.2.4 Standard 0.3: Children identify and express feelings. Standard 0.3: Children identify and express feelings. • 0.3.1 • 0.3.2 Standard 0.4: Children exhibit positive interactions with other children and adults. • 0.4.1 • 0.4.2 Standard 0.5: Children exhibit pro-social behaviors • 0.5.1 • 0.5.2	letters i, w, k, u, y, q, x, z • Identify numbers through 30

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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		illustrations	• 0.5.3 • 0.5.4 • 0.5.5 Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling • 1.3.1 • 1.3.2 • 1.3.3 • 1.4.4 *21st Century Standards CRP:* *• CRP 5,9,12* *21st Century Standards Career Ready Practices 9.2:* *9.2.4.A.1,* *Technology Standards 8.1:* *• 8.1.P.A.1,2* *• 8.1.P.B.1* *• 8.1.P.C.1* *• 8.1.P.D.1*	

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New Jersey Preschool Standards

English Language Arts Anchor Standards

Reading: Foundational Skills

RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print. a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower case letters of the alphabet.

Reading Literature:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.
RL.PK.2 With prompting and support, retell familiar stories or poems.
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.
RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

Reading Informational Text

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.

Math Anchor Standards

Standard 4.1: Children begin to demonstrate an understanding of number and counting.
4.1.1 Count to 20 by ones with minimal prompting.
4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

Standard 4.4: Children develop spatial and geometric sense.

4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).

4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).

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Social Emotional (Cognitive) Anchor Standards

Standard 0.1: Children demonstrate self-confidence.
0.1.1 Express individuality by making independent decisions about which materials to use.
0.1.2 Express ideas for activities and initiate discussions.
0.1.3 0.1.3 Actively engage in activities and interactions with teachers and peers.
0.1.4 0.1.4 Discuss their own actions and efforts.

Standard 0.2: Children demonstrate self-direction.
0.2.1 Make independent choices and plans from a broad range of diverse interest centers.
0.2.4 Attend to tasks for a period of time.

Standard 0.3: Children identify and express feelings.
0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).

Standard 0.4: Children exhibit positive interactions with other children and adults.
0.4.1 Engage appropriately with peers and teachers in classroom activities.
0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).

Standard 0.5: Children exhibit pro-social behaviors.
0.5.1 Play independently and cooperatively in pairs and small groups.
0.5.2 Engage in pretend play.
0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.
0.5.4 Take turns.
0.5.5 Demonstrate understanding the concept of sharing by attempting to share.

Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.
1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).
1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.
1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
1.3.4 Differentiate between fantasy/pretend play and real events.

Technology 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. 8.1.P.A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer). 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device. 8.1.P.C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 8.1.P.C.1

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Collaborate with peers by participating in interactive digital games or activities 8.1.P.E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.

21st Century Life and Careers

21st Century Life and Careers 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 student. CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and well-being. CRP11. Use technology. 3