Library Media
Kindergarten

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Board of Education Approved (pending), Effective Date: September 2020

Scope and Sequence

Month	Unit - Topic
September - Trimester 1	Unit 1
October - Trimester 1	
November - Trimester 1	
December - Trimester 2	Unit 2
January - Trimester 2	
February - Trimester 2	
March - Trimester 2/3	Unit 3
April - Trimester 3	
May - Trimester 3	
June - Trimester 3	

Library Media Standards - Progression of Learning - Disciplinary Concepts and Core Ideas

Unit 1 - Navigating the Library Media Center and Digital Citizenship
Summary and Rationale
The purpose of this unit is to introduce Kindergarten students to the library media center and its resources. Students will learn about the purpose of the library media center, how to access print and non-print materials, and the importance of book care. Additionally, students will develop basic computer skills, including identifying parts of the computer and navigating school websites. The unit will also provide an introduction to digital citizenship.
Recommended Pacing
Trimester 1 (September - November)
Standards

NJSLS 9.4 Life Literacies and Key Skills

Creativity and Innovation

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.

Digital Citizenship

9.4.2.DC.4	Compare information that should be kept private to information that might be made public

Global and Cultural Awareness

9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Technology Literacy

9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.

NJSLS 8.1 Computer Science

Computing Systems

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences
8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.

Networks and the Internet

8.1.2.NI.3	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4	Explain why access to devices needs to be secured.

Instructional Focus

Enduring Understandings: *Students will understand that...*	**Essential Questions:**
EU 1.A: The Library Media Center is a place to access information and build new knowledge. EU 1.B: Books and computers need to be treated with care and responsibility. EU 1.C: Computers need to be used responsibly.	What is the purpose of the library media center? How can I become an effective user of the library media center and its resources, including books and technology? How do we find a happy balance between our online and offline activities?

Evidence of Learning (Assessments)

PERFORMANCE ASSESSMENT(S) G.R.A.S.P.S
Students will show that they really understand by evidence of…

Option 1: **Understanding Library Culture**
Goal: Your goal is to provide information about the library media center, which may include book care and computers.
Role: You are a teacher/librarian (or a class leader).
Audience: A new student or visitor to the library.
Situation: You have been asked to tell a newcomer/visitor about the library media center.
Product: You will create a Video (Tools: Flipgrid and/or Schoology)
Standards/Criteria: Your video must include..
    -Your introduction (i.e., Hello, my name is ..)
    -Show one area of the library and what students do there.
    -Talk about one routine/rule/procedure that students must follow.

For example: "Hi, my name is… This is the circulation desk area of the library media center. It is where students line up to check out their library books. The teacher scans the books. Students are not allowed to use the scanner."

Video example: Digital Citizenship Advice From Kindergarten & 1st Grade Students

Option 2: **Get-to-Know Me** (sharing personal culture/perspective)
Goal: One function of the library is to support reading! Your goal is to provide information about your favorite book.
Role: Book lover - You love reading!
Audience: Your classmates.
Situation: You have been asked to tell us about your favorite book or a book you love.
Product: You will create a Video (Tools: Flipgrid and/or Schoology)
Standards/Criteria: Your video must include..
    -Your introduction (i.e., Hello, my name is ..)
    -Share one book that you love - talk about why you love this book. - How does this book relate to you/your culture?

For example: "Hi, my name is… A book I love is… The story is about… The reason I love this book is because… "

Objectives (SLO)

ESSENTIAL KNOWLEDGE (EK) *Students will know…*	LEARNING OBJECTIVES (LO) *Students will be skilled at…*

EK 1.A
● Library Media
● Library Media Specialist
● Environment: Carpet, Computer Areas, Circulation Desk, etc.
● Routines: Line up, seating, book check-out, etc.
 	
EK 1.B
● Book Care and Responsibility
● Sections of the library
● Fiction vs Nonfiction
● "Just right books" - Five Finger Rule
 	
EK 1.C
● Computer Care and Responsibility
● Types of devices and their functions: iPad (touch screen), Desktop, Keyboard, Mouse, Headphones
● Computer basics: Power on and off, log in, log off, Username, Password, website
● Password protection
● Nutley Google Account Credentials
● School Websites: Nutley Public Schools, Schoology Learning Management System, Clever, etc.
● Media Balance
  ○ Self-regulation
  ○ Transitioning
  ○ Feelings
	LO 1.A.1: Follow library media procedures, on the command of the library media specialist or on their own.
	LO 1.A.2: Locate and check-out books with the assistance of the library media specialist (or aide).
	
	LO 1.B.1: Care for books and other library materials.
	LO 1.B.2: Locate and select appropriate reading materials.
	LO 1.B.3: Understand the difference between fiction vs. nonfiction.
	LO 1.B.4: Find a book(s) that shares cultural aspects and use it to discuss culture, including comparing cultures.
	
	LO 1.C.1: Use computers and other technology devices in a responsible manner.
	LO 1.C.2: Identify basic parts of a computer and its functions.
	LO 1.C.3: Access School Websites, including Nutley Public Schools Website and Schoology Learning Management System.
	LO 1.C.4: Recognize different types of feelings they have when using technology.

Suggested Lesson Resources/Technology Tools

1.A. Library Media Center Orientation   SUGGESTED TIMEFRAME: 3 class periods
- Get to know each other - names and games
- Tour the library media center
- Routines #1: Line up, seating, passes, hand raising…
- Practice routines and transitions:
  - Secure students' attention: "Ready set… you bet!" (call and response), "If you can hear me, put your hands on your head."
  - Explain the procedure: "In a moment, go to ___ to get a fiction book, then find a spot to read."
  - Check for understanding.

- - Prepare kids for the signal to start: "When I clap to 3, you may proceed."
  - Initiate the transition.
  - Observe: Make sure all students are following directions.
- What is a library media center?
  - I spy game (practice hand raising, being called on)
- Music Video - Manners In the Library
- What does a librarian do?
  - Brainstorming Ideas
- Interactive read aloud: "Wild About Books" by Judy Sierra & Pictures by Marc Brown
- Routines #2: Where to find books, check out procedures…

1.B.   Book Care and Responsibility   SUGGESTED TIMEFRAME: 3 class periods
- Discuss the importance of taking care of books
- Demonstrate how to properly handle and care for books
- Interactive Read Aloud Manners with A Library Book
  - Manners with a Library Book
- Fiction/NonFiction Music Video - Fiction or Nonfiction
- Music Video - Find a Book
- How to tell and where to find a book meets interest level, reading level.
- Shelf markers and shelf marker practice
- Students will select a book(s) to check out from the library media center

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1.C. Computer Care and Responsibility   SUGGESTED TIMEFRAME: 4-6 class periods
- Assigned computers, charging, securing, routines/care
- Introduce students to basic computer parts and naviagion.
- Practice identifying computer parts and using a mouse and keyboard.
  - Clean hands, don't touch monitor/screen with fingers
  - Gentle on keys.
  - Main keys identification- space, return (enter), delete.
  - Where to click on the mouse. Accommodating lefties by switching the mouse to the left side of the keyboard.
- Demonstrate how to access school websites.
- Explore school website(s) as a class.
- Demonstrate how to log in to computers using Nutley Accounts.
- Discuss what it means to be a responsible digital citizen.
- Common Sense Media - Media Balance is Important (15-30 minutes)
  - How do we find a happy balance between our online and offline activities?
  - Media Balance Is Important | Common Sense Education
- Common Sense Media - Pause for People (15-30 minutes)
  - How do you say goodbye to technology when you don't want to?
  - Pause for People | Common Sense Education
- Common Sense Media - Safety in My Online Neighborhood (15-30 minutes)
  - How do you go places safely online?
  - Safety in My Online Neighborhood | Common Sense Education

Modifications

Special Education
- Students' personal device used to log in and access websites
- Flexible seating arrangements, and movement breaks
- Call student name before asking a question
- Extend wait time after asking question
- Scaffolded instructions
- Sensory modifications
- Frequent check-ins
- Extended time or modified assignments

ELL
- Spanish book section of library
- Spanish translated materials
- Visual aids
- Opportunites for language practice in groups, language buddies

Gifted and Talented
- Free reading time (in lieu of drill and practice routines)

504
- Preferential seating
- Accessible materials, as per student needs (large print, audio, digital texts, etc.)
- Behavior management support, movement breaks
- Provide a quiet space, if necessary, to minimize distractions
- Accessible materials, as per student needs (large print, audio, digital texts, etc.)
- Frequent check-ins
- Extended time or modified assignments

Virtual
- Utilize online learning platforms (i.e., Google Meet and Schoology) to meet with students virtually, with the goal of introductions and "get-to-know-you" as well as establishing routines/expectations for remote-virtual learning specific to library media.
- Virtual demonstrations and discussions.
- Regular check-ins with groups.
- The Assessment Goal Option 1 would focus on students providing information about a routine of virtual library media

Career Readiness, Life Literacies, and Key Skills Practices

Please select all career readiness, life literacies, and key skills practices that apply to this unit of study:
- ☑ Act as a responsible and contributing community member and employee.
- ❏ Attend to financial well-being.
- ❏ Consider the environmental, social, and economic impacts of decisions.
- ☑ Demonstrate creativity and innovation.
- ☑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☑ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ☑ Use technology to enhance productivity, increase collaboration and communicate effectively.
- ❏ Work productively in teams while using cultural/global competence.

For more information: New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills (pages 15-16)

Unit 2 - Computer Science

Summary and Rationale

The purpose of this unit is to explain the functions of common software and hardware components of computing systems. Students will begin to understand parts of a computer, both hardware and software, and familiarize themselves with the basic functions of a keyboard. Students will describe how the internet enables individuals to connect with others worldwide and be able to explain why devices need to be secured.

Recommended Pacing

Trimester 2 (December - Mid-March)

Standards

NJSLS 8.1 Computer Science

Computing Systems

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences
8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.

Networks and the Internet

8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.

Algorithms and Programming

8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.

Instructional Focus

Enduring Understandings: *Students will understand that...*	**Essential Questions:**
EU 2.A: A computing system is composed of software and hardware.	How is technology used in daily life? How can a computer do what I want it to do?

| EU 2.B: Computer networks connect individuals, places, information, and ideas.

EU 2.C: A sequence of steps can be expressed as an algorithm that a computer can process to run programs. | |

Evidence of Learning (Assessments)

PERFORMANCE ASSESSMENT(S) G.R.A.S.P.S
Students will show that they really understand by evidence of…

Option 1:
Goal: Collaborate on a group multimedia presentation.
Role: You are a user of technology.
Audience: Children
Situation: You have been asked to contribute to an ABC book using Kidpix. You will contribute an assigned letter, locate a picture with its beginning sound and send it to the printer.
Product: You will contribute an assigned page/letter to complete the class ABC book.
Standards/Criteria: Your page must include..
   -Your name
   -Your assigned letter

Materials needed: Kidpix or other program, printer

Option 2:
Goal: You will demonstrate knowledge of computer keyboard and input - typing assessment
Role: You are a user of technology
Audience: You and your teacher
Situation: You will log on, using your NutleySchools credentials to a keyboarding program such as Typetastic.
Product: As you successfully complete different levels of the program you will earn badges and points towards completing the program as you develop your keyboarding skills and muscle memory for typing.
Standards/Criteria: You must log into the program for 10 minutes a week.

Option 3:
Goal: You will demonstrate the sequence/algorithm needed to navigate through online mazes.
Role: You are a user of technology and a coder
Audience: Your classmates and teacher
Situation: You will log onto Kodable using your username and password.
Product: Using block programming, design an algorithm (sequence) to complete the maze. As you complete levels you receive badges.
Standards/Criteria: You must complete the mazes in order and your progress is saved in the program and is monitored by the teacher.

Objectives (SLO)

ESSENTIAL KNOWLEDGE (EK) *Students will know…*	LEARNING OBJECTIVES (LO) *Students will be skilled at…*
EK 2.A ● Computer Parts and Functions ● Mouse-use and its component buttons ● Keyboard-use: letters, numbers, special keys **EK 2.B** ● Computer program navigation: software programs and websites ● Network ● Program usernames and passwords **EK 2.C** ● Algorithm as a series of steps to complete a task. ● Computer programming	LO 2.A.1: Identify parts of a computer and define relevant technology terms, including mouse, keyboard, monitor, applications, internet, software, hardware, input and output. LO 2.A.2: Locate and type numbers on a keyboard. LO 2.A.3: Locate and type letters on a keyboard. LO 2.A.4: Locate and use, when necessary, the special keys of a keyboard, including space bar, shift, return/enter. LO 2.B.1: Identify research needs and select the most efficient software program and websites to meet that need. LO 2.B.2: Understand that programs require username and passwords to identify the user, keep track of progress, and keep networks secure. LO 2. B.3 Correctly input username and password for programs with visual aid (i.e., computer card). LO 2.C.1: Sequence (print and online material) to complete a task. LO 2.C.2: Code basic steps/algorithms following a set of directions. LO 2 C.3: Identify code as language people use to control machines.

Suggested Lesson Resources/Technology Tools

2.A.   SUGGESTED TIMEFRAME: 3-4 class periods
● Typetastic beginning lessons
● Identify parts of the computer (brainpopjr.com video "Parts of a Computer")
● Location of keys on the keyboard

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2.B.   SUGGESTED TIMEFRAME: 3-4 class periods
● Basic computer skills, introduction to the internet, and programs for Nutley students

2.C.   SUGGESTED TIMEFRAME: 3-4 class periods
● Model daily processes (brushing teeth, making a sandwich) to understand concept of steps/algorithm
● Introduction to coding as a language and apply basic commands to move through simple mazes using Kodable lessons.
● Code.org Course A (2023) - Code.org Kindergarten Coding Fundamental Curriculum
● Introduction to coding videos (Brainpop jr)

Modifications

Special Education
● Students' personal device used to log in and access websites
● Flexible seating arrangements, and movement breaks

- Call student name before asking a question
- Extend wait time after asking question
- Scaffolded instructions
- Sensory modifications
- Frequent check-ins
- Extended time or modified assignments

ELL
- Spanish book section of library
- Spanish translated materials
- Visual aids
- Opportunites for language practice in groups, language buddies

Gifted and Talented
- Free reading time (in lieu of drill and practice routines)
- Advanced coding
- Usernames and passwords without "computer card"

504
- Preferential seating
- Accessible materials, as per student needs (large print, audio, digital texts, etc.)
- Behavior management support, movement breaks
- Provide a quiet space, if necessary, to minimize distractions
- Accessible materials, as per student needs (large print, audio, digital texts, etc.)
- Frequent check-ins
- Extended time or modified assignments

Virtual
- Utilize online learning platforms (i.e., Google Meet and Schoology) for introduction of various software available via Schoology and Nutley Tech page such as Brainpop, Flipgrid, Discovery Education, Kodable, Typing Club.
- Virtual demonstrations and discussions.
- Regular check-ins with groups.
- Virtual screencasts explaining the Kodable curriculum for their level.
- Virtual screencasts explaining Code.org Course A.

Career Readiness, Life Literacies, and Key Skills Practices

Please select all career readiness, life literacies, and key skills practices that apply to this unit of study:
- ☑ Act as a responsible and contributing community member and employee.
- ❏ Attend to financial well-being.
- ❏ Consider the environmental, social, and economic impacts of decisions.
- ☑ Demonstrate creativity and innovation.
- ☑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management
- ❏ Plan education and career paths aligned to personal goals.
- ☑ Use technology to enhance productivity, increase collaboration and communicate effectively.
- ❏ Work productively in teams while using cultural/global competence.

For more information: New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills (pages 15-16)

Unit 3-Design Thinking and Research Methods

Summary and Rationale
The purpose of this unit will be for students to explore the role of an engineer, practice creating a product/device, and communicate the function of a product/device. Students will be developing numerous skills including but not limited to: use and navigation of research materials, engineering design process concepts, and multimedia presentations.

Recommended Pacing
Trimester 3 (Mid-March - June)

Standards

NJSLS 8.2 Design Thinking

Engineering Design

8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.4	Identify constraints and their role in the engineering design process.

Instructional Focus

Enduring Understandings: *Students will understand that...*	Essential Questions:
EU 3.A: The Engineering Design process involves critical thinking that helps children explore the concepts of science, math, engineering, and technology. EU 3.B: Communication and feedback from peers are constructive. EU 3.C: Engineers keep a log of successes and failures within the constraints in order to build upon experience.	How do engineers and their designs help people?

Evidence of Learning (Assessments)

PERFORMANCE ASSESSMENT(S) G.R.A.S.P.S
Students will show that they really understand by evidence of...

Engineering and the Design Process:

1. Find and understand a problem
2. Gathering information about the problem
3. Make a plan
4. Test and improve the design
5. Reflect - go back and improve the design and test again...

Goal: Collaborate

Role: You are an engineer

Audience: Your classmates and teacher

Situation: You need to work with your group to build a house for the Three Little Pigs, strong enough to prevent the Big Bad Wolf from blowing it down. Collaborate with your group to develop your plan and test your design.

Product: House that can withstand blow dryer winds. Using teacher-provided materials (constraint) and the pig must fit inside (size constraint)

Standards/Criteria: Must provide documentation of design by logging information in the Engineering Design Notebook.

The 3 Little Pigs- STEM Challenge!!

Materials: Paper plates, pig drawing/coloring, tape (to glue pig to plate), dots candies (or mini marshmallows), toothpicks, blow dryer (with "printable wolf mask" taped to it), notebook/paper (to plan, and draw the before/after picture of house)

Objectives (SLO)

ESSENTIAL KNOWLEDGE (EK) *Students will know…*	LEARNING OBJECTIVES (LO) *Students will be skilled at…*

EK 3.A
● Steps of the Engineering Design Process
   ○ 1. Find and understand a problem
   ○ 2. Gathering information about the problem
   ○ 3. Make a plan
   ○ 4. Test and improve the design
   ○ 5. Reflect - go back and improve the design and test again...
● Everyday items or tools that have been invented through history to solve problems.
 	
EK 3.B
● Communication
● Collaboration
● Peer feedback
● Design failure and success
● Resiliency
● Reflection
	LO 3.A.1: Identify the steps of the Engineering Design Process.
	LO 3.A.2: Identify how technology impacts or improves life (such as a dishwasher).
	
	LO 3.B.1: Utilize the Engineering design process to solve a problem.
	LO 3.B.2: Collaborate with peers.
	LO 3.B.3: Participate in interactive digital games or activities.
	LO 3.B.4: Reflect on interpersonal/character skills (i.e., How did you work with your classmates to give and receive feedback? What could be improved?)
	
	LO 3.C.1: Identify the structure and components, including constraints.
	LO 3.C.2: Communicate clearly and effectively, and with reason.
	LO 3.C.3: Brainstorm possible solutions to a problem with the materials provided and within constraints given.
	LO 3.C.4: Present and test final product.

EK 3.C
- Constraints: Engineering design process includes constraints that refocus student attention to detail
- Brainstorming
- Journaling: Keeping a log organizes successes and failures and helps sequence trial and errors.
- Trial and Error

Suggested Lesson Resources/Technology Tools

3.A.　　　　SUGGESTED TIMEFRAME: 3-4 class periods
- What Is An Engineer?
- Solve Problems: Be an Engineer! Video Solve Problems: Be an Engineer!
- *Rosie Revere, Engineer* by Andrea Beaty
- Brainpopjr.com movie "Engineering and Design Process"
  - Review that engineers follow a process for solving problems. First they **find and understand a problem**. Invite children to think of a problem. What do people struggle with every day? What do people do or use that can be improved? Encourage children to think of a way to improve an invention that already exists. Recall that in the movie, the problem was the squirrels were eating the food in the birdfeeder. Annie and Moby understood that they needed to engineer a way to prevent the squirrels from getting inside the feeder.
  - The next step in the process is **gathering information about the problem**. Encourage children to research the problem they identified. Explain that this might include reading books, looking online, or talking to an expert. Have them take notes, draw pictures, take photos, or record video. Remind children that in the movie, Moby video recorded the squirrels to understand how they were getting into the birdfeeder.
  - The next step of the process is to **make a plan**. Using information they've gathered about the problem, engineers brainstorm different ways to solve it. Encourage children to draw pictures or make models of different ideas. Invite them to explore more than one design, and then list a step-by-step plan to test their design, including the required materials.
  - The final step is to **test and improve the design**. As children carry out their plan, have them observe by taking notes and collecting data to see if their design solves the problem. Tell them not to be discouraged if their first plan doesn't work. Explain that when a design isn't successful, engineers explore what did and didn't work, and come up with a new design to test. Some of the most important inventions were made by engineers and designers whose ideas didn't always work. They approached the problem in a different way to solve it!
  - Finally, it's important to explain to children that they can jump around the engineering and design process. If a plan doesn't work to solve a problem, they can **go back and improve the design and test again**. If the improvement still isn't successful, children can go back and brainstorm more ideas that solve the problem and choose a different idea to plan and test.

3.B.　　　　SUGGESTED TIMEFRAME: 2-4 class periods
- Lego communication Challenge
- Tower Challenge

- Kin'x group activity to build an animal as pictured.
- Programming BeeBots as a group to achieve the goal with as few steps as possible.

3.C.   SUGGESTED TIMEFRAME: 3-4 class periods
- Demonstrate what a constraint is when designing, whether its environmental, time, or materials.
- Brainstorm and sketch a design in the Engineering Notebook based on materials provided and constraints.
- Dynamic Design Challenges for Kindergarten

Modifications

Special Education
- Students' personal device used to log in and access websites
- Flexible seating arrangements, and movement breaks
- Call student name before asking a question
- Extend wait time after asking question
- Scaffolded instructions
- Sensory modifications
- Frequent check-ins
- Extended time or modified assignments, such as less constraints on design projects

ELL
- Spanish book section of library
- Spanish translated materials
- Visual aids
- Opportunites for language practice in groups, language buddies

Gifted and Talented
- Modified assignments, such as more constraints on Design projects

504
- Preferential seating
- Accessible materials, as per student needs (large print, audio, digital texts, etc.)
- Behavior management support, movement breaks
- Provide a quiet space, if necessary, to minimize distractions
- Accessible materials, as per student needs (large print, audio, digital texts, etc.)
- Frequent check-ins
- Extended time or modified assignments

Virtual
- Utilize online learning platforms (i.e., Google Meet and Schoology) to meet with students virtually
- Virtual demonstrations and discussions
- Regular check-ins with groups
- Screencast demonstrations of Design Challenges
- Use of Design Squad website
- The Assessment Goal Option 1 would be with materials of their choosing, would be independently made - collaborate on ideas - focus on students completing a design notebook and submitting via Schoology and/or presenting information in virtual group settings (google meet) or via FlipGrid.

Career Readiness, Life Literacies, and Key Skills Practices

Please select all career readiness, life literacies, and key skills practices that apply to this unit of study:

- ❏ Act as a responsible and contributing community member and employee.
- ❏ Attend to financial well-being.
- ☑ Consider the environmental, social, and economic impacts of decisions.
- ☑ Demonstrate creativity and innovation.
- ☑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ☑ Use technology to enhance productivity, increase collaboration and communicate effectively.
- ☑ Work productively in teams while using cultural/global competence.

For more information: New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills (pages 15-16)