Career Readiness, Life Literacies and Key Skills

Content Area: Language Arts
Course(s):
Time Period: Full Year
Length: Full Year
Status: Published

Career Readiness, Life Literacies and Key Skills

9.1 Personal Financial Literacy

9.1 Personal Financial Literacy by the End of Grade 2

Civic Responsibility

Core Ideas	Performance Expectations
There are actions an individual can take to help make this world a better place.	• 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Financial Institutions

Core Ideas	Performance Expectations
Money comes in different values, forms, and uses.	9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

Financial Psychology

Core Ideas	Performance Expectations
There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.	9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
External factors can influence the items that an individual wants or needs.	• 9.1.2.FP.2: Differentiate between financial wants and needs. • 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Planning and Budgeting

Core Ideas	Performance Expectations
A budget is a plan that helps an individual obtain his/her financial goals.	9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
Saving money is a habit that can be developed.	9.1.2.PB.2: Explain why an individual would choose to save money.

9.2 Career Awareness, Exploration, Preparation and Training

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 2

Career Awareness and Planning

Core Ideas	Performance Expectations
Different types of jobs require different knowledge and skills.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Income is received from work in different ways including regular payments, tips, commissions, and benefits.	9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
There are benefits and drawbacks to being an entrepreneur.	• 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. • 9.1.2.CAP.4: List the potential rewards and risks to starting a business.

9.4 Life Literacies and Key Skills

9.4 Life Literacies and Key Skills by the End of Grade 2

Creativity and Innovation

Core Ideas	Performance Expectations

Brainstorming can create new, innovative ideas.	• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Critical Thinking and Problem-solving

Core Ideas	Performance Expectations
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	• 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Digital Citizenship

Core Ideas	Performance Expectations
Digital artifacts can be owned by individuals or organizations.	• 9.4.2.DC.1: Explain differences between ownership and sharing of information. • 9.4.2.DC.2: Explain the importance of respecting digital content of others.

Core Ideas	Performance Expectations
Individuals should practice safe behaviors when using the Internet.	• 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.	9.4.2.DC.5: Explain what a digital footprint is and how it is created.
Digital communities allow for social interactions that can result in positive or negative outcomes.	9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
Young people can have a positive impact on the natural world in the fight against climate change.	9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

Global and Cultural Awareness

Core Ideas	Performance Expectations
Individuals from different cultures may have different points of view and experiences.	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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Information and Media Literacy

Core Ideas	Performance Expectations
Digital tools and media resources provide access to vast stores of information that can be searched.	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
Digital tools can be used to display data in various ways.	9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

Core Ideas	Performance Expectations
A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.	9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
Information is shared or conveyed in a variety of formats and sources.	9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Technology Literacy

Core Ideas	Performance Expectations
Digital tools have a purpose.	• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. • 9.4.2.TL.5: Describe the difference between real and virtual experiences. • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
Collaboration can simplify the work an individual has to do and sometimes produce a better product.	9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Risk Management and Insurance

Core Ideas	Performance Expectations
There are ways to keep the things we value safely at home and other places.	9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.