

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Skill for Life

Course Number: 082300

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Skills for Life</p> <p>Understanding Yourself</p> <p>Chapters 1, 2, 3</p>	<p>Unit Summary: This unit will focus on personal development, interpersonal relationships, communication and leadership. It will discuss understanding yourself, your heredity, your environment, your character, your self-concept, your growth and development. Students will learn strategies for developing personal health. Students will develop an understanding of how to maintain a healthy mental state, stress factors, depression and related health risks and analyze when to get help. They will also develop interpersonal skills and will evaluate the communication process. Students will then determine the importance of communication in relationships, barriers to communication and communication in the workplace. Types of conflicts, causes of conflicts, and constructive methods for handling conflict will be examined and evaluated.</p>
<p>Grade Level(s) 9 - 12</p>	
<p>Essential Question(s)</p> <p>How can people benefit from the individual differences between them? Is it possible to change any of the traits that we have? How does heredity affect our self-concept and personality? How are values and standards inter-related? Relate how wants differ from needs. Explain why good health is important. Determine good grooming practices and relate it to self-esteem. What are the ways to cope with stress and the warning signs of depression? How do routine decisions affect our health? What is the difference between healthy and unhealthy risks? What factors contribute to a quality life? Why do we need supportive relationships in our lives? What are the roadblocks</p>	<p>Enduring Understanding(s)</p> <ul style="list-style-type: none"> - People are born with similar characteristics that make them alike such as ears, nose, hair and eyes. They are also born with a combination of physical and mental hereditary characteristics such as height, weight, eye and skin color and intellectual; potential that makes them different/unique from others. - Your inherited traits are influenced by your environment. As you grow older, you are gaining more control. - Part of learning about yourself understands how your own cultural heritage shapes your development. - Your personality results from a special blending of your heredity, environment, and cultural heritage. - Growth and development throughout life will be chronological, physical, emotional and social. - People's standards are related to their values. Their standards will be high for the items they value. Developing values and knowing your own standards and what you expect from life can help you understand yourself more fully. - Being in good health helps you to succeed at home, school and at work. It allows you to be more alert and learn, and be ready for the physical demands of the daily workplace. - Basic hygiene such as caring for your hair, teeth, and skin promote good health. Other people's impressions of you are influence by the way you look. Your appearance can also have a great impact on your self- image. - Learning to manage the stress in your life can help you become more mentally fit. - Keeping your health in mind will help you make decisions that promote

<p>to personal development?</p>	<p>wellness.</p> <ul style="list-style-type: none"> - Being fully aware of the risks that you are taking in life will enable you to protect your health and make your life more fulfilling. - Factors such as good health, the environment, emotional closeness, social ties, educational opportunities and satisfying work all contribute to quality of life. - As you strive to achieve the quality of life your desire, there will be roadblocks along the way. These may interfere with the quality of your life and temporary setbacks may occur. These can be overcome with hard work.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<ol style="list-style-type: none"> 1. Identify different types of growth and list ways to improve their self- concept 2. Identify and explain the short and long term effect of drugs on an individual as well as the community around them 3. Employ strategies to improve communication and listening skills including refusal, negotiation and assertiveness 	<ol style="list-style-type: none"> 1. WORK.9-12.9.1.12.B.1 2. HE.9-12.2.3.12.B.1 3. HE.9-12.2.2.12.A.1

Inter-Disciplinary Connections:

<p>Language Arts:</p> <p>LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [<i>Grade Level Standard</i>] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>LA.9-10.CCSS.ELA-Literacy.RST.9-10.2 - [<i>Grade Level Standard</i>] - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>LA.9-10.CCSS.ELA-Literacy.RST.9-10.3 - [<i>Grade Level Standard</i>] - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>LA.9-10.CCSS.ELA-Literacy.RST.9-10.4 - [<i>Grade Level Standard</i>] - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>LA.9-10.CCSS.ELA-Literacy.RST.9-10.7 - [<i>Grade Level Standard</i>] - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>LA.9-10.CCSS.ELA-Literacy.WHST.9-10.1e - Provide a concluding statement or section that follows from or</p>
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supports the argument presented.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.6 - [*Grade Level Standard*] - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.7 - [*Grade Level Standard*] - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Health and Physical Education

HE.9-12.2.1.12.A.1 - [*Cumulative Progress Indicator*] - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

HE.9-12.2.1.12.A.2 - [*Cumulative Progress Indicator*] - Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

HE.9-12.2.1.12.B.1 - [*Cumulative Progress Indicator*] - Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

HE.9-12.2.1.12.B.2 - [*Cumulative Progress Indicator*] - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

HE.9-12.2.1.12.C.1 - [*Cumulative Progress Indicator*] - Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.

Science

SCI.9-12.5.1.12 A.1 - [*Cumulative Progress Indicator*] - When making decisions, evaluate conclusions, weigh evidence, and recognize that arguments may not have equal merit.

Students will engage with the following text:

- Skills for Living Textbook
- Skills for Living Student Activity Guide
- Seven Habits of Highly Effective Teens
- Maslow's Hierarchy of Needs
- The Developing Child Textbook
- Take Charge - Textbook

Students will write:

- Students will complete writing assignments related to the specific chapter in the textbook.
- Students will analyze characters from a television show and write about how heredity and environment have influenced the personalities of the character{s} on the show.
- Students will write a short description on how they “Are Unique”.
- Students will complete a variety of statements with an answer of their own such as “Growing up is hard because.....”
- Students will write about the benefits of physical activity and discuss the positives and negatives of their own level of activity.
- Students will describe some of the things that cause them to have stress as a teen and some of the coping skills that teens use.
- Students will compare and contrast risky behaviors as seen on current television shows and discuss some of the consequences of their actions.
- Students will write and then discuss some of the ways that they can improve communication skills between family, friends, and classmates and on the job.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will engage in the following activities:

1. Individual and group chapter reading.
2. Cornell note taking
3. Oral discussion of chapter and class material.
4. Power point presentations
5. Role-playing activities
6. Videos pertaining to the information covered in the chapter.
7. Incorporate media/audio visual representation (You Tube, Discovery Education, etc.)
8. Use of guest speakers.
9. Demonstration of knowledge through the use of classroom games (Gestures, Simon Says)
10. Brainstorming.
11. Problem solving activities.
12. Projects- “A Healthier You”

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Quizzes:

Chapter 1-3 Vocabulary

Written Activities:

- Inherited Traits
- Character Traits
- A Look at Your Positives
- Values Inventory
- What Are Your Standards
- Physical Activities
- Stress and Your Health
- Health Risks
- Overcoming Roadblocks
- Listening and Speaking
- The Art of Conversation
- Body Language
- Communication Through Technology
- Communicating in Code
- Cyberbullying
- Resolving conflict

Video and Reflection Questions:

- Love is Not An Angry Thing
- Conflict Resolution
- Head to Toe

Analysis of Case Study:

1. Examining Self-Concept

Accommodations/Modifications:

1. Provide study guide before assessments
2. Provide teacher/student review before assessments.
3. Extended time if needed
4. Adjusted print size and bold print for written assessment if needed.
5. Review, repeat, clarify, and or reduce the amount of information given on the assessment.
6. Grammar and spellings errors taken into consideration in final scoring of assessment.
7. Provide written copies of any power point presentation.
8. Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.
9. Oral assessment if needed.
10. Provide samples of projects for students to use as a reference

Summative Assessments:

Tests:

1. Chapter tests (benchmarks)

Accommodations/Modifications:

1. Provide study guide before assessments
2. Provide teacher/student review before assessments.
3. Extended time if needed
4. Oral assessment if needed.
5. Adjusted print size and bold print for written assessment if needed.
6. Review, repeat, clarify, and or reduce the amount of information given on the assessment.
7. Grammar and spellings errors taken into consideration in final scoring of assessment.
8. Provide written copies of any power point presentation.
9. Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.
10. Provide samples of projects for students to use as a reference

Performance Assessments:

1. Bulletin board group project: Students will create a bulletin board on one of the topics discussed in chapters 1-3.
2. Poster: Types Of Development Students will illustrate, the 4 Types of Development. A definition of the type of Development must also be given. Written rubric will be provided.
3. Poster/Essay: Needs and Wants Students will illustrate 5-10 needs and wants that they have. They

will then explain their choices, in writing. Written rubric will be provided.

4. Power point - Students will create a power point highlighting the importance of being a “Healthier You”. Written rubric will be provided.

Accommodations/Modifications:

1. Provide study guide before assessments.
2. Provide teacher/student review before assessments.
3. Extended time if needed.
4. Oral or alternative assessment style if needed.
5. Adjusted print size and bold print for written assessment if needed.
5. Review, repeat, clarify, and or reduce the amount of information given on the assessment.
6. Grammar and spellings errors taken into consideration in final scoring of assessment.
7. Provide written copies of any power point presentation.
8. Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.
9. Provide written rubric for all projects and review accordingly.
10. Provide samples of projects for students to use as a reference.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT •

CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Skills For Life

Course Number: 082300

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Skills for Life</p> <p>Family and Community Relationships</p> <p>Chapters 4, 5, 6, 7, 10, 11</p>	<p>Unit Summary:</p> <p>This unit will focus on the definition of family, the roles of family members today, strengthening families, personal relationships, the consideration of future relationships, and being a team member at home, school, and in the community. Students will also explore the topic of building functional families, balancing family, school and work, and handling a family in crisis. After exploring relationships within the family, students will analyze various types of relationships; both positive and negative and examine ways to handle different decisions in life such as sexual pressures, dating, forming friendships, meeting new people, and harassment. Students will then move onto the topic of marriage and parenthood: its responsibilities, the decisions involved, influential factors and their challenges. The stages of childhood and the responsibilities of each will set the stage for the final section of this unit. The first five years of life will be explored; characteristics and needs of each of the ages, along with the characteristics of being a responsible caregiver. Child care options will conclude this unit.</p>
<p>Grade Level: 9-12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> -To what extent do outside influences shape the family? -How are roles determined in the family structure? -Is every family the same? -What can families do to provide a positive environment? -Can family members manage multiple roles? -What is a crisis? -How can a family deal with a crisis situation? -What makes a true friend? -How do you make friends? -How do you know if you are in love? -How do I get out of a negative relationship? -Am I ready for marriage? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - Families are affected by outside forces, both good and bad. Parents/caregivers try to take advantage of the positive influences to enhance the family's well-being. They also try, to the extent possible, to shield family members from negative influences. - Family roles can be assigned and some are chosen. Through their various roles and responsibilities, family members form an interactive unit. - The family unit provides for the physical, mental, social, emotional and spiritual well-being of its members. - There are many different structures within a society. From single parents to stepfamilies and extended families, family groups vary. Some may chose not to have children. - Family structures will change over time. Change brings new challenges to family members. - Through the use of effective communication, sharing time together, showing affection and appreciation for one another and problem solving, families can encourage each other to grow and to reach his or her full potential. - Work/school rewards and responsibilities should be balanced with those of personal and family life. - A crisis is an event or experience that greatly influences people's lives. What is a

<p>-What are some of the challenges that parenting brings? -How do children change from year to year? -Are all children alike? -Who should take care of my child if I can't?</p>	<p>crisis for one family may not be a crisis for another.</p> <ul style="list-style-type: none"> - Through communication and cooperation, families can gain the confidence needed to handle family challenges. - Relationships can affect a person's physical and emotional well-being. - Friends make successes more exciting and failures less painful. They are an important influence in your life. - Friendships are likely to develop between people who have common interests. - Love has many different meanings, but it involves caring more about your mate than yourself. - The first step in ending a negative relationship is separation and getting help. - Marriage does not guarantee you love, happiness, and security forever. It is a growing, changing relationship. - Deciding to be a parent may bring social, emotional, financial and physical challenges with it. - Children go through many changes as they grow and develop. Physical, intellectual, emotional and social development are different for all children. - A child may have many different caregivers in their lifetime, all of which are responsible for providing for the child's needs. These caregivers should be patient, enjoy children, flexible, consistent, alert, and set a good example for the child.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

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<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<ol style="list-style-type: none"> 1. 1. 1 Identify three advantages and three disadvantages of being a single parent. 2. Describe characteristics of various family structures. 3. List and discuss the steps in the decision making process. 4. Explore examples of a family crisis. 5. Explore examples of "good and bad" relationships. 	<ol style="list-style-type: none"> 1. HE.9-12.2.4.12.A.2 2. HE.9-12.2.4.12.A.2 3. HE.9-12.2.2.12.A.1 4. WORK.9-12.9.1.12.A.1 5. HE.9-12.2.2.12.B.1

Inter-Disciplinary Connections:

Language Arts

LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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exceptions defined in the text.

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Health and Physical Education

HE.9-12.2.1.12.A.1 - [*Cumulative Progress Indicator*] - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

HE.9-12.2.1.12.E.1 - [*Cumulative Progress Indicator*] - Predict the short- and long-term consequences of unresolved conflicts.

HE.9-12.2.1.12.E.3 - [*Cumulative Progress Indicator*] - Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

HE.9-12.2.2.12.A.1 - [*Cumulative Progress Indicator*] - Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

HE.9-12.2.2.12.A.2 - [*Cumulative Progress Indicator*] - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

HE.9-12.2.4.12.A.5 - [*Cumulative Progress Indicator*] - Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent)

HE.9-12.2.4.12.A.6 - [*Cumulative Progress Indicator*] - Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

HE.9-12.2.4.12.C.7 - [*Cumulative Progress Indicator*] - Analyze factors that affect the decision to become a parent

Students will engage with the following text:

- Skills for Living Textbook
- Skills for Living Student Activity Guide
- Seven Habits of Highly Effective Teens
- The Developing Child Textbook
- Take Charge - Textbook

Students will write:

- Students will complete writing assignments related to the specific chapter in the textbook.
- Students will reflect upon and then write about various topics covered in this unit such as family structure, crisis in the family, coping skills, relationships, and parenting.
- Students will compare and contrast the different lifestyles of people they know and what makes them successful/challenged.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

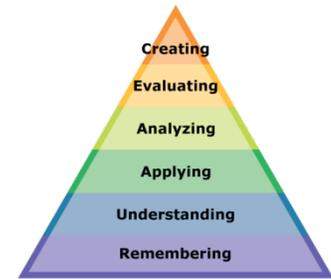
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will engage in the following activities:

1. Individual and group chapter reading.
2. Cornell note taking
3. Oral discussion of chapter and class material.
4. Power point presentations
5. Role-playing activities
6. Videos pertaining to the information covered in the chapter(s).
7. Incorporate media/audio visual representation (You Tube, Discovery Education, etc.)
8. Use of guest speakers.
9. Demonstration of knowledge through the use of classroom games (Gestures, Simon Says)
10. Brainstorming.
11. Problem solving activities.
12. Projects

**PART IV: EVIDENCE OF LEARNING
DEMONSTRATE THEIR
UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Quizzes

Written Activities:

- Family roles
- Analyzing Family Structures and Lifestyles
- Family Life Cycle
- Changing Lifestyles
- Functional/Dysfunctional Families
- Balancing Family and Work
- Family Crisis Pyramid
- Types of Relationships
- Dating Attitudes
- Developing Relationships
- Code of Behavior
- Preparing for Marriage: Cultural Differences
- Marital Success
- Youth Parenting: Risks and Challenges
- Pros and Cons of Parenting
- Development of Infants
- Signs of Growth
- Children's Meals and Snacks
- The Role of Guidance
- Child Care

Analysis of Case Study(s):

1. Family dealing with a loss.
2. Thinking about family roles
3. Exploring family structures
4. Scheduling work and family time
5. Showing appreciation
6. Family life and work
7. Abuse in the Family
8. Peer pressure
9. Positive and negative relationships
10. Code of Ethics

11. Marriage/Marital Success

12. Parenthood

Video and Reflection Questions:

- 1. Families Talk About Single Parenting**
- 2. Soul Surfer**
- 3. Conflict Resolution – You Can Solve It!**
- 4. Love Is Not An Angry Thing**
- 5. Bad Friendships**
- 6. Do You Want to Be a Parent?**
- 7. College Road Trip**
- 8. Look.....A Babysitter**
- 9. Safety First.....Babysitting**
- 10. Newborn Care**
- 11. Positive Discipline Volumes 1-3 Infant –Pre-school**

Accommodations/Modifications:

- 1. Provide study guide before assessments**
- 2. Provide teacher/student review before assessments.**
- 3. Extended time if needed**
- 4. Adjusted print size and bold print for written assessment if needed.**
- 1. Review, repeat, clarify, and or reduce the amount of information given on the assessment.**
- 2. Grammar and spellings errors taken into consideration in final scoring of assessment.**
- 3. Provide written copies of any power point presentation.**
- 4. Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.**
- 5. Oral assessment if needed.**
- 6. Provide samples of project/evaluation method for students to use as a reference.**

Summative Assessments:

Tests:

1. Chapter Tests

Accommodations/Modifications:

1. Provide study guide before assessments
2. Provide teacher/student review before assessments.
3. Extended time if needed
4. Adjusted print size and bold print for written assessment if needed.
5. Review, repeat, clarify, and or reduce the amount of information given on the assessment.
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9. Oral assessment if needed.
10. Provide samples of project/evaluation method for students to use as a reference.

Performance Assessments:

Projects:

1. Poster/Collage – Family Structures- choose pictures to illustrate the various structures and give a structure definition.
2. Create a Power Point – Getting Married. Students will create a power point highlighting 20 items involved in the wedding process. They will also need to furnish the price of the items. Written rubric provided.
3. Power Point or Poster --Toys for children – choose and justify toys for various age groups. Written rubric provided.
4. Poster – 20 items needed for a newborn. Include picture and price of item. Written rubric provided.

Accommodations/Modifications:

1. Provide study guide before assessments
2. Provide teacher/student review before assessments.
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4. Adjusted print size and bold print for written assessment if needed.
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10. Provide samples of project/evaluation method for students to use as a reference.

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Skills for Life

Course Number: 082300

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Skills For Life</p> <p>Managing in Today's World Unit</p> <p>Chapters 9, 17, 18, 19</p>	<p>Unit Summary:</p> <p>In this unit, students will learn about career planning and finding a job. Interest, aptitudes and abilities will be discussed and how each of them influences educational and career choices. Others topics in this unit include the actual job search process, success on the job, determining goals and utilizing your resources. Skills for incorporating the decision making process in their daily lives and learning how to manage time, energy and money will be discussed and implemented. Students will complete this unit by discovering the variety of financial services available to them, and how they operate. This unit concludes with the importance of making smart consumer decisions, the use of technology on consumers, and the world of consumer credit.</p>
<p>Grade Level(s): 9-12</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - Each job career and profession has a set of preparation requirements - An effective career plan is flexible and includes a variety of life experiences, skills, education and can save time, energy and money - Job openings can be found through a variety of sources. You must make an effort to find job openings that fit your qualifications. - Income affects spending decisions and lifestyle. - The first step in planning a career is to evaluate yourself. Then gather career information through different sources and explore the options that interest you. - Learning management skills will help you maintain control of your life. - Money in savings will be available for future spending and can be the most direct path to your long term goals. - Informed consumers are smart shoppers. The decision making process in many ways to make choices in the marketplace. - The ability to judge quality, use and care, and product warranties, combined with the right product and right price is an important part of the consumer buying decision. - As a consumer, you have the responsibility of evaluating advertisements.
<p>Essential Question(s):</p> <ul style="list-style-type: none"> -How do I decide what I want to be and how do I prepare for my future? -Why do I need a career plan? -How do I communicate my information to institutions and employers? -How do I start the job search process? -How will setting goals for myself help me in my future? - Why do I need to save money? -Should I purchase the first item I see on the shelf? -Should I always believe the advertisements that I see on television? 	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<ol style="list-style-type: none"> 1. Identify your resources, recognize their limits, and apply techniques to make the most of them. 2. Explain the importance of time management. 3. Write and endorse a check correctly. 4. Describe different types of insurance protection. 5. Evaluate options available when deciding where to shop. 6. Relate comparison shopping guidelines to your shopping decisions. 7. Analyze the impact that information technology has on the lives of consumers. 	<ol style="list-style-type: none"> 1. WORK.9-12.9.1.12.A.1 2. WORK.9-12.9.2.12.A.3 3. WORK.9-12.9.2.12.C.3 4. WORK.9-12.9.2.12.2 5. WORK.9-12.9.2.12.E.1 6. WORK.9-12.9.2.12.E.2 7. WORK.9-12.9.1.12.E.4

Inter-Disciplinary Connections:

Language Arts:

LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [*Grade Level Standard*] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LA.9-10.CCSS.ELA-Literacy.RST.9-10.2 - [*Grade Level Standard*] - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LA.9-10.CCSS.ELA-Literacy.RST.9-10.3 - [*Grade Level Standard*] - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

LA.9-10.CCSS.ELA-Literacy.RST.9-10.4 - [*Grade Level Standard*] - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

LA.9-10.CCSS.ELA-Literacy.RST.9-10.7 - [*Grade Level Standard*] - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.1e - Provide a concluding statement or section that follows from or supports the argument presented.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.6 - [*Grade Level Standard*] - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.7 - [*Grade Level Standard*] - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Students will engage with the following text:

- Skills for Living Textbook
- Skills for Living Student Activity Guide
- Seven Habits of Highly Effective Teens
- The Developing Child Textbook
- Take Charge - Textbook

Students will write:

- Students will complete writing assignments related to the specific chapter in the textbook.
- Students will reflect upon and then write about various topics covered in this unit such as their own career interests, how to look for a job in their area, what will make them successful on the job, evaluating their own decision making methods and they use their time, energy and money.
- Students balance and reconcile a check-book.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

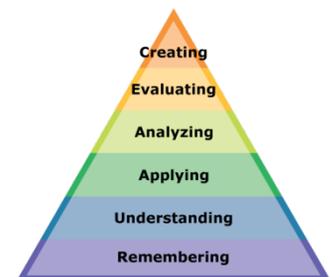
Students will engage in the following activities:

1. Individual and group chapter reading.
2. Cornell note taking
3. Oral discussion of chapter and class material.
4. Power point presentations
5. Role-playing activities
6. Videos pertaining to the information covered in the chapter(s).
7. Incorporate media/audio visual representation (You Tube, Discovery Education, etc.)
8. Use of guest speakers.
9. Demonstration of knowledge through the use of classroom games (Gestures, Simon Says)
10. Brainstorming.
11. Problem solving activities.
12. Projects
13. Computer lab

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

Quizzes:

Written Activities:

- Exploring Interests
- Influences on Career Choices
- Personal Fact Sheet
- Interviewing With Intelligence

- Interview Follow up Letter
- Job Success
- Targeting Goals and Resources
- Making Decision
- Time Plan
- Your Paycheck Stub
- Monthly Budget
- Financial Services
- Checking Accounts
- Savings Plans
- Big Budget Items
- Deciding Where to Shop
- Evaluating a High Tech Tool
- Types of Advertising
- Credit Contacts
- Consumer Protection Laws
- Naviance activities
- Employment Application

Video and Reflection Sheets

- The job Interview Simplified
- Who Would You Hire?
- Are You Ready to Live On Your Own?
- Getting Organized

Case Study:

Spend or Save??? Students will work together a determine if the people involved in the case study should spend or save their money based on the information provided.

Accommodations/Modifications:

1. Provide study guide before assessments
2. Provide teacher/student review before assessments.
3. Extended time if needed
4. Adjusted print size and bold print for written assessment if needed.
5. Review, repeat, clarify, and or reduce the amount of information given on the assessment.
6. Grammar and spellings errors taken into consideration in final scoring of assessment.

7. Provide written copies of any power point presentation.
8. Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.
9. Oral assessment if needed.
10. Provide samples of project/evaluation method for students to use as a reference.

Summative Assessments:

Tests:

1. Chapter Tests/ Benchmarks.

Accommodations/Modifications:

1. Provide study guide before assessments
2. Provide teacher/student review before assessments.
3. Extended time if needed
4. Adjusted print size and bold print for written assessment if needed.
5. Review, repeat, clarify, and or reduce the amount of information given on the assessment.
6. Grammar and spellings errors taken into consideration in final scoring of assessment.
7. Provide written copies of any power point presentation.
8. Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.
9. Oral assessment if needed.
10. Provide samples of project/evaluation method for students to use as a reference.

Performance Assessments:

1. Poster – Students will create and fill out a check correctly. Written rubric and directions provided.
2. Job Interview – Students will complete the job interview process. Written rubric and directions provided.
3. Paper- Career investigation project using Fergusons Career Center. Students will research a career of their choice and complete the activity sheet.
4. Poster – Times of My Life. Students will create a time line from now until 100 years of age. They will compose 20 goals that they would like to achieve during that time period, and create illustrations to signify the goals.

Accommodations/Modifications:

1. Provide study guide before assessments
2. Provide teacher/student review before assessments.
3. Extended time if needed
4. Adjusted print size and bold print for written assessment if needed.
5. Review, repeat, clarify, and or reduce the amount of information given on the assessment.
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7. Provide written copies of any power point presentation.
8. Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.
9. Oral assessment if needed.
10. Provide samples of project/evaluation method for students to use as a reference.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Skills For Life

Course Number: 082300

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Skills For Life Living On Your Own Chapters 12, 15, 16, 20, 23</p> <p>Grade Level(s): 9-12</p>	<p>Unit Summary: In the Living On Your Own unit, students will learn basic information in the areas of healthy eating, food buying, storage and preparation, serving food and eating out, choosing and caring for clothes and choosing a place to live. There will be hands on projects to accompany many of the topics covered in this unit.</p>
<p>Essential Question(s): How do I know what nutrients I need in my daily diet? How do my nutritional needs change over time? Where is the best place for me to do my food shopping? What do I do if I have leftover food? Is there a proper way to use kitchen equipment? What methods do I use to prepare my food? What is proper restaurant etiquette? What influences my clothing decisions? What clothes look best on me? Where do I look for a place to live? What kind of housing options are out there?</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - The body uses nutrients to help maintain and regulate body processes and promote growth. - All people need the same nutrients. However, the amounts needed vary from person to person. Needs change throughout the life cycle. - Consider factors such as grade, age, quality, appearance, form and preparation time when making food choices. - Choose style of meal service that suits your menu and the people you are serving. - Proper storage helps maintain the quality of foods you buy. - When in a restaurant, you should be as polite as if you were guest in someone's home. The same good table manners you use daily will make you comfortable in any restaurant. - Physical, psychological, social, and special needs all play a role in clothing selection. - Clothes can highlight your best features, as well as, draw attention to your problem areas. - After identifying your physical, social and psychological needs, evaluate how different types of housing met these needs. - Your income and the location of the housing will impact whether you rent or buy.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
<ol style="list-style-type: none"> 1. Describe how food choices are influenced by physical, emotional, social and cultural factors. 2. Plan a well-balanced diet based on the My Plate guidance system. 3. List factors to consider when buying food. 4. Describe cooking methods that can used when preparing on a variety of foods. 5. Demonstrate how to set a table. 6. Describe four types of meal service. 7. Explain how clothing meets different needs. 8. Identify the colors that look best on you. 9. Explain daily clothing care. 10. Discuss the factors to consider when choosing housing. 11. Give examples of what you need to know before you rent or buy housing. 	<ol style="list-style-type: none"> 1. HE.9-12.2.1.12.B.2 2. HE.9-12.2.1.12.B.3 3. WORK.9-12.9.1.12 B.4 4. HE.9-12.2.1.12.C.2 5. WORK.9-12.9.1.12 B.4 6. WORK.9-12.9.1.12 B.4 7. WORK.9-12.9.1.12 B.4 8. WORK.9-12.9.1.12 B.4 9. 9. WORK.9-12.9.2.12.1 10. WORK.9-2.9.2.12.E.1

Inter-Disciplinary Connections:

<p>Language Arts:</p> <p>LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>LA.9-10.CCSS.ELA-Literacy.RST.9-10.2 - [Grade Level Standard] - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>LA.9-10.CCSS.ELA-Literacy.RST.9-10.3 - [Grade Level Standard] - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>LA.9-10.CCSS.ELA-Literacy.RST.9-10.4 - [Grade Level Standard] - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>LA.9-10.CCSS.ELA-Literacy.RST.9-10.7 - [Grade Level Standard] - Translate quantitative or technical information</p>
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expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.1e - *Provide a concluding statement or section that follows from or supports the argument presented.*

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.2a - *Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.2f - *Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).*

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.6 - *[Grade Level Standard] - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.7 - *[Grade Level Standard] - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

Students will engage with the following text:

- Skills for Living Textbook
- Skills for Living Student Activity Guide
- The Developing Child Textbook
- Take Charge - Textbook
- Discovering Food and Nutrition Text
- Discovering Food and Nutrition Activity Guide

Students will write:

- Assignments related to the specific chapter in the textbook.
- A reflection upon various topics covered in this unit such as: influences on our daily eating habits, how to change how we eat and exercise, how to make meals more enjoyable, restaurant experiences, and how we determine the clothes that we purchase, what looks good on us and what type of home do we want to live in.



PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will engage in the following activities:

1. Individual and group chapter reading.
2. Cornell note taking
3. Oral discussion of chapter and class material.
4. Power point presentations
5. Role-playing activities
6. Videos pertaining to the information covered in the chapter(s).
7. Incorporate media/audio visual representation (You Tube, Discovery Education, etc.)
8. Use of guest speakers.
9. Demonstration of knowledge through the use of classroom games (Gestures, Simon Says)
10. Brainstorming.
11. Problem solving activities.
12. Projects
13. Written activity sheets
14. Cooking lab experiences
15. Computer lab

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Quizzes:

Chapters 12, 15, 16, 20, 23

Written Activities:

- Nutrient Sources
- Nutrient Functions
- My Plate

- **Menu Planning**
- **Buying, Storing and Preparing Protein Foods**
- **Buying, Storing and Preparing Fruits and Vegetables**
- **Safety In The Kitchen**
- **Serving Food**
- **Hosting A Meal**
- **Choosing Clothes**
- **Color As A Design Element**
- **Mixing and Matching Clothing**
- **Clothing Care Symbols**
- **Stain Removal**
- **Housing Needs**
- **Housing Alternatives**
- **Reading A Lease**
- **Renting versus Buying**

Video and Activity Sheet:

- **Which Fork Do I Use?**
- **Are We Done Yet?**
- **Housing Styles**
- **What Is A House?**
- **How Much Is Too Much?**
- **Food Labels**
- **My Plate**
- **When Food Is The Enemy**

Word Search/Crosswords:

- **Dwellings**
- **Food Storage**
- **Grain Products**
- **Fruits**
- **Restaurant Terms**
- **Let's Get Physical**
- **Step Up To Savings**
- **What's In The Kitchen**
- **Tips For Safer Cooking**
- **Do It Yourself**
- **Where Do You Live**
- **Name That Place**

Accommodations/Modifications:

1. Provide study guide before assessments
2. Provide teacher/student review before assessments.
3. Extended time if needed
4. Adjusted print size and bold print for written assessment if needed.
5. Review, repeat, clarify, and or reduce the amount of information given on the assessment.
6. Grammar and spellings errors taken into consideration in final scoring of assessment.
7. Provide written copies of any power point presentation.
8. Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.
9. Oral assessment if needed.
10. Provide samples of project/evaluation method for students to use as a reference.

Summative Assessments:

Tests:

1. Chapter 12- sections 1-4. Answer questions related to the importance of good nutrition, meeting energy needs and dealing with nutritional changes.
2. Chapter 15 – sections 1-4. Answer questions related to buying, storing and preparing a variety of foods.
3. Chapter 16 – sections 1-3. Answer questions related to serving food, making dining enjoyable and dining out.
4. Chapter 20 – sections 1-5. Answer questions related to choosing clothes that meet your needs and look good on you, planning your wardrobe shopping and caring for clothes.
5. Chapter 23 – sections 1-2. Answer questions related to housing options and renting/buying a home.

Accommodations/Modifications:

1. Provide study guide before assessments
2. Provide teacher/student review before assessments.
3. Extended time if needed.
4. Adjusted print size and bold print for written assessment if needed.
5. Review, repeat, clarify, and or reduce the amount of information given on the assessment.
6. Grammar and spellings errors taken into consideration in final scoring of assessment.

7. Provide written copies of any power point presentation.
8. Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.
9. Oral assessment if needed.
10. Provide samples of project/evaluation method for students to use as a reference.
11. Individual help during lab experience and in computer lab.

Performance Assessments:

- Lab experience - students will be assessed on their performance in the lab area. Rubric provided.
- My Plate- internet experience and poster project.
- Décor project- students will create a project using samples of items and colors, etc. that they would like to have in their space.

Accommodations/Modifications:

1. Provide study guide before assessments.
2. Provide teacher/student review before assessments.
3. Extended time if needed
4. Adjusted print size and bold print for written assessment if needed.
5. Review, repeat, clarify, and or reduce the amount of information given on the assessment.
6. Grammar and spellings errors taken into consideration in final evaluation.
7. Provide written copies of any power point presentation.
8. Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.
9. Oral assessment if needed.
10. Provide samples of project/evaluation method for students to use as a reference.