

BUTLER SCHOOL DISTRICT

**Grades 9-12
Making it on Your Own Curriculum**

Authored by:
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Adapted from:
New Jersey Student Learning Standards
National Standards for Family and Consumer Sciences Education

Reviewed by:
Suzanne Greco, Humanities Supervisor
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COURSE OVERVIEW

In this course students will learn specific skills that will help them now and prepare them to live on their own away at college or in their future. Units of study include: basic income and budgeting skills, career pathways planning, getting a job including resume writing and interview skills, securing a place to live, basic skills for living at home including laundry and cooking/meal planning, and other essential skills.

GOALS

The goals of the course are to provide high school students with a comprehensive understanding of the opportunities which are available after high school. They will prepare for life after high school by understanding and practicing basic life skills necessary for them to transition into a young adult.

ASSESSMENT

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

SCOPE AND SEQUENCE ***(Pacing Guide)***

Unit of Study	Estimated Time
Unit 1: Goal Setting and Pathways after High School	5 weeks
Unit 2: Job Skills	5 weeks
Unit 3: Budgeting and Finances	4 weeks
Unit 4: Meal Planning, Household Basics, Etiquette & Community Citizenship	5 weeks

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and

classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

UNIT
Unit 1: Goal Setting and Career Pathways after High School
UNIT SUMMARY
In this unit, students will learn the importance of setting goals and understand the various standard pathways available after high school. They will investigate the processes involved in making one's way in this world upon graduation.
STANDARDS
<p><i>Career Readiness, Life Literacies, and Key Skills Standards</i></p> <p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
INTERDISCIPLINARY CONNECTIONS
<p><i>English Language Arts 11-12 Companion Standards</i></p> <p>RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
CAREER READINESS, LIFE LITERACIES, and KEY SKILLS
(See standards section above)
TECHNOLOGY STANDARDS

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint
 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ol style="list-style-type: none"> 1. There are many pathways students can follow after high school. 2. Career decisions/pathways depend on many factors 3. Self knowledge and research helps make informed choices 4. Students understand that utilizing life skills will lead to a healthy, productive and successful life. 5. Students understand that their personalities and interests combined with real world learning opportunities prepare them to make career choices that positively influence their lives. 6. Interests, aptitudes and values provide the foundation for career choices. 7. Self-awareness provides self-reflection and leads to communication of personal strengths and weaknesses. 	<ol style="list-style-type: none"> 1. How can a student's interests be developed into a career? 2. What options do students have after leaving high school? 3. How is competency of basic life skills connected to healthy growth in adolescence? 4. Why is self-reflection key for student's as they prepare to leave high school? 5. What does it mean to be "real world" ready for graduating high school students? 6. Who am I? 7. How can I use self-awareness to make appropriate career choices?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Evaluate different careers
- Develop plans and timetables for achieving career goals including costs (loans, education, debt)
- Career planning requires research, self awareness and diligence on the students part.
- Students learn that "careers" have many jobs with-in a specific field
- Modify personal plans to support current interests
- Identify transferable skills in career choices
- Design alternative career plans based on transferable skills.
- Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- Determine job entrance criteria used by employers in various fields

- Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

SUGGESTED ACTIVITIES

Week 1-2:

- Students take survey to determine career pathways that interest them
- Students will learn and hear about pathways after high school through guest speakers and videos.

Week 3

- Students will further investigate options upon graduation, by completing the “Which Pathway is for me”?
- Students will create a comparison checklist of the various options they can pursue upon completion of high school. The checklist will provide key steps of achieving each

Week 4-5

- The 16 Career Clusters Tool Kit Project- Students will be asked to investigate careers in conjunction with the NJ Department of Education’s support of the National Career Clusters Framework / CTE program.
- “Mock Career Fair” where students with peers on their learning of the career clusters

EVIDENCE OF LEARNING

Formative Assessments:

Exit Ticket
Homework Assignment
Class Poll
Topic Talks
Warm-Up
Current Events

Summative Assessment:

Self-Awareness Survey & Discussions
Guest Speaker Reflections
Comparison Pathway Chart- Where do I Go after High School and how do I get there
Pathway Investigation Project
Career Clusters Project- “Mock” Career Fair
On-Going Semester Independent Anchor Project

Benchmark Assessment:

Teacher-created benchmarks

Alternative Assessments:

Project
Presentations

INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Levelled Texts, and Supplemental Resources)

Websites:

<https://www.state.nj.us/highereducation/stateplan.shtml>

<https://www.nj.gov/education/cte/career/>

<https://studentaid.gov/h/understand-aid>

<https://www.state.nj.us/education/archive/sca/toolkit/pass3/07PASS.pdf>

<http://mappingyourfuture.org/guidetolife/>
<https://freedomhomeschooling.com/life-skills/>
<https://www.actuarialfoundation.org/building-your-future/>

Books:

How to Leave Your Parents Home and Live on Your Own: A Guide for Teenagers and Young Adults by Montgomery Stewart

What I Wish I Knew at 18: Life Lessons for the Road Ahead by Dennis Trittin and Arlyn Lawrence

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

UNIT

Unit 2: Job Skills

UNIT SUMMARY

In this unit, students will learn that whichever pathway they pursue after high school, it will eventually lead to a career. Although the pathway to a career will vary, all individuals will need job skills to secure the position they have prepared for. Regardless of a student's choices after high school they must be prepared to tackle the workforce with polished skills and a working understanding of how to navigate the interview process and land the perfect job. Additionally, this unit provides information on soft job skills necessary for employment.

STANDARDS

National Standards for Family and Consumer Sciences Education

- 1.2.2 Demonstrate job seeking and job keeping skills.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
- 1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
- 1.2.8 Demonstrate work ethics and professionalism.

INTERDISCIPLINARY CONNECTIONS

English Language Arts 11-12 Companion Standards

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

TECHNOLOGY STANDARDS

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

ENDURING UNDERSTANDINGS

- Skills are transferable between careers
- Knowing what employers are looking for in potential candidates will be an asset in the job market
- First impressions are lasting ones; interviewing process takes time and skill to master
- Crucial documents essential to the job seeking process should be acquired
- Communicating ideas effectively is essential to successful interactions.
- Working collaboratively is necessary for success in the workplace.
- Professionalism and work ethics are necessary for employment

ESSENTIAL QUESTIONS

- Do my job skills align with multiple careers and can I market myself to various roles within an organization?
- What are employers expectations?
- What is the importance of a good first impression and how to make one?
- How does a proficient resume and complete job application matter to an employer?
- How can good interview skills help me secure a job?
- How does communication help me interact with others?
- Why is it important to work collaboratively?
- How do my professionalism and work ethics affect my employment?
- How do I prepare for an interview?
- How am I able to be successful in the workplace?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- How to fill out job applications
- How to write a resume
- Resumes are “First Impressions”
- The interview process is key to landing the dream job
- “Thank Yous” should not be overlooked
- Skills for seeking and keeping jobs
- Apply communication skills in school, community and workplace settings
- Strategies for building teamwork skills in school, community and workplace settings.
- Analyze strategies to manage the effects of changing technologies in workplace settings.
- Demonstrate leadership skills and abilities in school, workplace and community settings.
- Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
- Demonstrate work ethics and professionalism.

SUGGESTED ACTIVITIES

Week 1:

- Students will learn vocabulary associated with the job market process and understand the concepts of first impressions in the workplace.

Week 2 & 3:

- Students will gather documents and prepare job application “checklist”
- Students will complete a “ Job Application”
- Students will sources a “complete working reference list”
- Students will review good vs. bad resumes through videos and examples- No Typos, Inappropriate email domains, visually appealing resumes get picked first-White Space vs. too crowded
- Students will create cover letters and student resumes
- Students will fill out “I was just hired” paperwork Mock I-9, Direct Deposit Paychecks and basic Tax Forms with teacher, video and guest speakers to aid the explanation process

Week 4 & 5:

- Students will prepare their “Elevator Speech” or “Shark Tank Pitch” Students will watch several video examples of how to create a concise effective pitch that grabs the attention of a prospective employer- Used as a networking technique
- Students will prepare research questions for potential employees
- Students will predict questions you may be asked on interviews
- Experience good vs. bad interviews through video examples
- Students will practice interviewing skills during Mock Interview
- Students will write basic “Thank You’s” that are specific to the interview

- Tracking experiences after high school “Practice the Idea a Resume is Living Document Idea”

EVIDENCE OF LEARNING

Formative Assessments:

Exit Ticket
Homework Assignment
Class Poll
Topic Talks
Warm-Up
Current Events

Summative Assessment:

Job Application
Properly filling out Post Hiring Forms
Reference List
Basic Cover Letters
Elevator Speech /Shark Tank Pitch Audio
Podcast or Screencastify
Resume Preparation
Research on Prospective Employers
Mock Interviews Peer Review

Benchmark Assessment:

Teacher-created benchmarks

Alternative Assessments:

Project
Presentations

INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Levelled Texts, and Supplemental Resources)

Websites

<https://www.thebalancecareers.com/student-resume-examples-and-templates-2063555>
<https://www.thebalancecareers.com/elevator-speech-examples-and-writing-tips-2061976>
<https://www.indeed.com/career-advice/interviewing/how-to-give-an-elevator-pitch-examples>
<https://freedomhomeschooling.com/life-skills/>

Books:

How to Leave Your Parents Home and Live on Your Own: A Guide for Teenagers and Young Adults by Montgomery Stewart

What I Wish I Knew at 18: Life Lessons for the Road Ahead by Dennis Trittin and Arlyn Lawrence

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

UNIT

Unit 3: Budgeting and Finances

UNIT SUMMARY

In this unit, students will learn the basics about creating a budget and learning how to manage basic finances. Students will focus on skills for living more financially independent. Additionally, the unit focuses on providing students a basic grasp of money management and personal spending patterns.

STANDARDS

Career Readiness, Life Literacies, and Key Skills Standards

9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.

9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.

9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.

9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.1.12.PB.1: Explain the difference between saving and investing.

9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences

9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.

9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances

INTERDISCIPLINARY CONNECTIONS

English Language Arts Grade 11-12 Companion Standards

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS	
(See standards section above)	
TECHNOLOGY STANDARDS	
8.1.12.D.4 Research and understand the positive and negative impact of one’s digital footprint 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ol style="list-style-type: none"> 1. Personal Budgeting; understanding what budgeting is and why it is important 2. Organized finances supports skills for living independently 3. A basic understanding of banking procedures is essential to living on your own. 	<ol style="list-style-type: none"> 1. What are some short term financial goals students can set? 2. What are some long term financial goals students can develop 3. Why is it important to plan for financial independence 4. How are commonly used banking services important?
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)	
<p><i>Students are learning to/that...</i></p> <ul style="list-style-type: none"> ● Basic budgeting is essential to independence ● There are many banking services young adults should investigate ● Properly filling out checks, endorsing a check and depositing monies are essential life skills ● Setting financial goals are important for young adults. ● Identify the purposes, advantages, and disadvantages of debt. ● Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt. ● Create a clear long-term financial plan to ensure its alignment with personal values. ● Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed. ● Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time. ● Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making. ● Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice. ● Explain the difference between saving and investing. 	

- Prioritize financial decisions by considering alternatives and possible consequences
- Design a personal budget that will help students reach long-term and short-term financial goals.
- Revise a budget to accommodate changing circumstances

SUGGESTED ACTIVITIES

Week 1:

- Students will learn about key terms and vocabulary of the personal finance world
- Students will begin to understand the “cost” of everyday living and determine priorities

Week 2-3

- Students will explore checking accounts vs. savings accounts by video explanations
- Students will explore electronic banking vs. traditional banking through guest speakers from local bank
- Student will practice hands-on check writing, practice endorsing checks, electronic deposits, and how to set up a direct deposit with an employer
- Students will explore online banking through virtual apps

Week 4

- Students will create a basic budget using “Google Sheets” by taking part in the “real world budget project based on the career they explored in prior units”

EVIDENCE OF LEARNING

Formative Assessments:

Class Poll
Warm-Up Exercises
Exit Ticket
Homework Assignment
Topic Talks
Current Events
Reflective Writings

Summative Assessment:

Hands-On Banking skills- Write Checks, Endorsements of checks, Deposit etc.
Google Sheet-Living on my Own with the money I have!
Interpreting Case Studies
Guest Speaker Reflections

Benchmark Assessment:

Teacher-created benchmarks

Alternative Assessments:

Project
Presentations

INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)

Websites

<https://www.clevelandfed.org/learningcenter/great-minds-think.aspx>
<https://bethkobliner.com/advocate/financial-literacy-home-economics/>
<https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/>
<https://www.remc.org/mitechkids/4th-grade/classroom-kids-bank-account/>
<https://www.actuarialfoundation.org/building-your-future/>
<https://freedomhomeschooling.com/life-skills/>

<https://www.ngpf.org/curriculum/>

Books:

How to Leave Your Parents Home and Live on Your Own: A Guide for Teenagers and Young Adults by Montgomery Stewart

What I Wish I Knew at 18: Life Lessons for the Road Ahead by Dennis Trittin and Arlyn Lawrence

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

UNIT

Unit 4: Meal Planning, Household Basics, Etiquette & Community Citizenship

UNIT SUMMARY

In this unit, students will learn that good health is essential for success as a student and worker. Eating right, exercising and finding ways to manage stress will improve health, appearance and attitude. Supporting this initiative are various ways to promote independent growth for young adults

STANDARDS

Career Readiness, Life Literacies, and Key Skills Standards

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

National Standards for Family and Consumer Sciences Education

1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.

8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.

10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about lodging, tourism, and recreation.

INTERDISCIPLINARY CONNECTIONS

Comprehensive Health and Physical Education Standards

2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.

2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

(See standards section above)

TECHNOLOGY STANDARDS

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

ENDURING UNDERSTANDINGS

1. Students will develop personal habits
2. Understand and apply skills for meal planning
3. Understand the importance of household tasks
4. It is healthier to eat to live rather than live to eat.
5. Most food advertisements include misleading or incomplete information which impacts the consumer's ability to make healthy choices.

ESSENTIAL QUESTIONS

1. Do I eat a well balanced diet?
2. How can I know what's in my food?
3. What are the key differences between filling and failing foods?
4. What influences the choices I make about meal planning
5. What is the connection between food and justice in my community and other
6. How do people make positive change in their communities?
7. What is good nutrition?

<ol style="list-style-type: none"> 6. Exercise is an essential part of a healthy lifestyle 7. I am a citizen of my community, not a tourist 8. All people deserve access to basic but essential human needs like healthy food, clean water, adequate housing, and a high quality education. 9. Students understand the importance of good manners and the ability to act appropriately in various environments. 	<ol style="list-style-type: none"> 8. What steps are needed to grocery shop and/or meal plan? 9. Why are good manners important?
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)	
<p><i>Students are learning to/that... .</i></p> <ul style="list-style-type: none"> ● Creating a food/grocery shopping list saves time and money ● Creating healthy economically responsible meals requires planning and coupon clipping ● Basic home care prepares students for their independent residences. ● Dining Out: A modern guide of how to navigate an age old skillset ● Active members of a community support the “ripple effect” and promote citizenship ● Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. ● Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. ● Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. ● Implement strategies and monitor progress in achieving a personal nutritional health plan. 	
SUGGESTED ACTIVITIES.	
<p><i>Week 1 & 2:</i></p> <p>Students will learn about effectively running basic operations of a household by food shopping with intent, couponing, healthy meal planning and more- Students will review shopping ads, cut coupons, purchase within a budget and comparison shop for the week</p> <ul style="list-style-type: none"> ● Students will discover managing their residences with a master list will create efficiency ● Students will practice cleaning 101- without harsh chemicals and create their own basic guide of essential tasks. Scheduled accountability supports “Making it on their own in a college dorm, apartment or any domestic situation. ● Students will take part in a Take 5 Potpourri Week : where they learn the impact of etiquette 101 beyond high school; by practicing basic restaurant skills, Learn how to Change a Tire, Build Bridges, Don't Burn Them, Lists have Lists, & Tie What and How do I do Laundry without turning everything pink? All of these real world topics will include videos, live demonstrations, hands-on application or scenario based discussions. 	

Week 3-5

- Students will learn about citizenship in their homes, schools, communities by participating in a month long student based project they manage based on teacher recommendation

EVIDENCE OF LEARNING

Formative Assessments:

Class Poll
Warm-Up Exercises
Exit Ticket
Homework Assignment
Topic Talks
Current Events
Reflective Writings
Group Discussions
Journal Entries
Teacher observations
Homework assignments
Vocabulary
Frequent Conferencing

Summative Assessment:

Shopping & Meal Planning Tips Project:
Cleaning 101 Written Plan Project
Take 5 Potpourri Reflections or Hands-On
Documentation Screencastify Videos
Tipping and Dining Out Practice Restaurant
Scenario
Community Service Project- Student driven
learning opportunity. - “the ripple effect”
Peer assessment and participation rubric of the
class project

Benchmark Assessment:

Teacher-created benchmarks

Alternative Assessments:

Project
Presentations

INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Levelled Texts, and Supplemental Resources)

Books:

How to Leave Your Parents Home and Live on Your Own: A Guide for Teenagers and Young Adults by Montgomery Stewart

What I Wish I Knew at 18: Life Lessons for the Road Ahead by Dennis Trittin and Arlyn Lawrence

Websites:

<https://www.thespruce.com/how-to-do-laundry-2146149>

<https://www.instructables.com/How-to-Do-Your-Laundry-in-College/>

[https://tide.com/en-us/how-to-wash-clothes/how-to-do-laundry/laundry-tips-for-college-student
s](https://tide.com/en-us/how-to-wash-clothes/how-to-do-laundry/laundry-tips-for-college-students)

<https://www.youtube.com/watch?v=246VAGzQokw>

<https://www.youtube.com/watch?v=PEDvzfaNX4k>

<https://tableagent.com/article/guide-to-tipping-at-restaurants/>
<https://whatscookingamerica.net/Menu/DiningEtiquetteGuide.htm>
<https://www.actuarialfoundation.org/building-your-future/>
<https://www.delivering-good.org/one-million-pairs/>
<https://www.teenlife.com/blogs/50-community-service-ideas-teen-volunteers>
<https://www.empowerorphans.org/mentorship>
http://ctaeir.org/Unit%20Plan/Foundation%20Skills/FS_9.5%20using%20good%20manners/FS_9.5_UNIT_PLAN%20Using%20Good%20Manners_KC.pdf

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

Appendix A

Special Education:

Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:

Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed
Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers