

PLC Question #1: What do we want all students to know and be able to do?

Unit 1: Careers and Goals		Unit 2: Employability Skills		Unit 3: Educated Consumers	
Priority Standard(s) <ul style="list-style-type: none">Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.		Priority Standard(s) <ul style="list-style-type: none">FCS.CCLC.1 Students will integrate multiple life roles and responsibilities in family, work, and community settings.		Priority Standard(s) <ul style="list-style-type: none">	
Supporting Standard(s) <ul style="list-style-type: none">FCS.CCLC.1 Students will integrate multiple life roles and responsibilities in family, work, and community settings.		Supporting Standard(s) <ul style="list-style-type: none">Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.		Supporting Standard(s) <ul style="list-style-type: none">Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (prior skills/knowledge)	DOK Level	Students need to know (prior skills/knowledge)	DOK Level	Students need to know (prior skills/knowledge)	DOK Level
<ul style="list-style-type: none">3. Analyze practical reasoning components.4. Implement practical reasoning for responsible action in families, workplaces, and communities.		<ul style="list-style-type: none">FCS.CCLC.1.B: Demonstrate transferable and employability skills in family, school, community, and workplace settings.		<ul style="list-style-type: none">	
Students will learn (new content & skills)	DOK Level	Students will learn (new content & skills)	DOK Level	Students will learn (new content & skills)	DOK Level
<ul style="list-style-type: none">3.1 Differentiate types of knowledge needed for reasoned action: valued ends, goals, contextual factors, possible actions, and consequences.3.2 Analyze short-term and long-term consequences on self, family, culture/society, and global environment.3.6 Distinguish adequate from inadequate reasons.4.1 Synthesize information from a variety of sources that are judged to be reliable.4.3 Select goals or valued ends to resolve a particular concern.4.4 Establish standards for choosing responsible action to address a particular concern.4.6 Generate reasonable actions for reaching goals or valued ends.4.11 Design a plan for accomplishing a selected action.4.12 Implement and monitor a plan of action based on established standards and valued ends.		<ul style="list-style-type: none">FCS.CCLC.1.B.i.1: Investigate potential career choices to determine the knowledge, skills, and attitudes associated with each career.FCS.CCLC.1.B.i.2: Discuss job-seeking and job-keeping skills.FCS.CCLC.1.B.i.3: Discuss communication skills needed for working with diverse populationsFCS.CCLC.1.B.i.4: Describe teamwork and leadership skills in school and community, such as group work, volunteer work, etc.FCS.CCLC.1.B.i.5: Discuss future-ready strategies to shape, manage, and utilize change in workplace settings.		<ul style="list-style-type: none">	
Students will do (I can statements)	DOK Level	Students will do (I can statements)	DOK Level	Students will do (I can statements)	DOK Level
<ul style="list-style-type: none">		<ul style="list-style-type: none">		<ul style="list-style-type: none">	

Domain-specific Vocabulary	Domain-specific Vocabulary	Domain-specific Vocabulary
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Unit 4: Building Connections in Family and Community		Unit 5: Cooking for yourself		Unit 6: Clothing Care	
Priority Standard(s) •		Priority Standard(s) •		Priority Standard(s) •	
Supporting Standard(s) • Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.		Supporting Standard(s) • Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.		Supporting Standard(s) • Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (prior skills/knowledge)	DOK Level	Students need to know (prior skills/knowledge)	DOK Level	Students need to know (prior skills/knowledge)	DOK Level
•		•		•	
Students will learn (new content & skills)	DOK Level	Students will learn (new content & skills)	DOK Level	Students will learn (new content & skills)	DOK Level
•		•		•	
Students will do (I can statements)	DOK Level	Students will do (I can statements)	DOK Level	Students will do (I can statements)	DOK Level
•		•		•	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
•		•		•	

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Unit 7:		Unit 8:		Unit 9:	
Priority Standard(s) •		Priority Standard(s) •		Priority Standard(s) •	
Supporting Standard(s) •		Supporting Standard(s) •		Supporting Standard(s) •	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (prior skills/knowledge)	DOK Level	Students need to know (prior skills/knowledge)	DOK Level	Students need to know (prior skills/knowledge)	DOK Level
•		•		•	
Students will learn (new content & skills)	DOK Level	Students will learn (new content & skills)	DOK Level	Students will learn (new content & skills)	DOK Level
•		•		•	
Students will do (I can statements)	DOK Level	Students will do (I can statements)	DOK Level	Students will do (I can statements)	DOK Level
•		•		•	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
•		•		•	