Unit 1: Your Development and Relationships

Content Area: **Applied Tech**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **10 days**
Status: **Published**

Standards

Standards

LA.L.11-12.2.B	Spell correctly.
LA.W.11-12	Writing
LA.RI.11-12	Reading Informational Text
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FCSE.9-12.1.1	Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
FCSE.9-12.1.2	Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community and workplace settings.
FCSE.9-12.1.3	Evaluate the reciprocal effects of individual and family participation in community and civic activities.
FCSE.9-12.6.1	Analyze the effects of family as a system on individuals and society.
FCSE.9-12.6.2	Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.
FCSE.9-12.7.2	Analyze factors in providing family and human services.
FCSE.9-12.7.4	Analyze the impact of conditions that could influence the well-being of individuals and families.
FCSE.9-12.12.1	Analyze principles of human growth and development across the life span.
FCSE.9-12.12.2	Analyze conditions that influence human growth and development.
FCSE.9-12.12.3	Analyze strategies that promote growth and development across the life span.
FCSE.9-12.13.1	Analyze functions and expectations of various types of relationships.
FCSE.9-12.13.2	Analyze personal needs and characteristics and their effects on interpersonal relationships.
FCSE.9-12.13.3	Demonstrate communication skills that contribute to positive relationships.
FCSE.9-12.13.4	Evaluate effective conflict prevention and management techniques.
FCSE.9-12.13.5	Demonstrate teamwork and leadership skills in the family, workplace, and community.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will:

- Identify how heredity and environment affect personality development
- Understand the differences between self-concept and self-esteem
- Identify physical, intellectual, emotional, and social changes that occur during adolescence
- Explain how physical, intellectual, emotional, and social changes that take place during adolescence help you achieve certain developmental tasks
- Explain how to be a responsible citizen in your local and global communities
- Identify the various functions served by the family
- Identify the different family types
- Describe how to improve relationships with parents/guardians and siblings
- Identify the stages of the family life cycle
- Identify the various crisis that can cause families to change and techniques to cope with them
- Describe how to strengthen friendships
- Identify the difference between negative and positive peer pressure
- Identify the various ways to handle negative peer pressure
- Demonstrate the various forms of verbal and non verbal communication
- Identify the difference between I-messages and You-messages

Concepts

Essential Questions

- How does heredity and environment affect personality development?
- What is the difference between self-concept and self-esteem?
- What are the physical, intellectual, emotional, and social changes that occur during adolescence?
- How do physical, intellectual, emotional, and social changes help you achieve certain developmental tasks?
- How can we be responsible citizens in our local and global communities?
- What are the various functions served by the family?
- What are the different family types?
- How can we improve relationships with parents/guardians and siblings?
- What are the stages of the family life cycle?
- What are the various crisis that can cause families to change and techniques to cope with them?
- How can we strengthen friendships?
- What is the difference between negative and positive peer pressure?
- What are the various ways to handle negative peer pressure?
- What are the various forms of verbal and non verbal communication?
- What is the difference between I-messages and You-messages?

Understandings

Students will understand that:

Critical Knowledge and Skills

Knowledge

Students will know:

- How heredity and environment affect personality development
- The differences between self-concept and self-esteem

- Physical, intellectual, emotional, and social changes that occur during adolescence
- How physical, intellectual, emotional, and social changes that take place during adolescence help you achieve certain developmental tasks
- How to be a responsible citizen in your local and global communities
- The various functions served by the family
- The different family types
- How to improve relationships with parents/guardians and siblings
- The stages of the family life cycle
- The various crisis that can cause families to change and techniques to cope with them
- How to strengthen friendships
- The difference between negative and positive peer pressure
- Various ways to handle negative peer pressure
- The various forms of verbal and non verbal communication
- The difference between I-messages and You-messages

Skills

Students will be able to:

- Explain how heredity and environment affect personality development
- Compare and contrast self-concept and self-esteem
- Describe physical, intellectual, emotional, and social changes that occur during adolescence
- Relate how physical, intellectual, emotional, and social changes that take place during adolescence help you achieve certain developmental tasks
- Demonstrate how to be a responsible citizen in your local and global communities
- Explain functions served by the family
- Describe different family types
- Relate techniques to help improve relationships with parents/guardians and siblings
- Identify stages of the family life cycle
- Describe crisis that can cause families to change and techniques to cope with them
- Describe how to strengthen friendships
- Differentiate between negative and positive peer pressure
- Demonstrate ways to handle negative peer pressure
- Compare and contrast various forms of verbal and non verbal communication
- Distinguish between I-messages and You-messages

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

School Summative Assessment Plan

Unit quiz

Hands on project

Primary Resources

Preparing for Life and Careers (7th edition) textbook by Louise A. Liddell and Yvonne S. Gentzler

Supplementary Resources

Preparing for Life and Careers workbook

Payday: A Personal Finance Simulation by Christine Bond Oakes

JA Finance Park student workbook

Technology Integration and Differentiated Instruction

Technology Integration

● **Google Products**

- o Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- o GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's laptop**

- o All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

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Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

Global Awareness:

- Environmental Studies
- Eco Friendly
- Diversity

English/Language Arts

- Grammar
- Reading
- Writing

Social Studies :

- Psychology
- Sociology

STEM

- Thinking and reasoning
- Collaboration
- Problem solving

- Decision making

Learning Plan / Pacing Guide

Day 1: Personal Development

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 2: Your Family and Friends

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 3: Developing Communication Skills

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 4: Understanding Your Family

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 5: Families Face Change

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 6: Developing Friendships

- Warm up/Do Now
- Vocabulary

- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 7: Peers and Peer Pressure

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 8: Communicating with Others

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 9: Avoiding Barriers to Good Communication

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 10: Assessment

- Quiz
- Review/Debrief

Unit 2: Managing Your Life

Content Area: **Applied Tech**
Course(s): **Generic Course**
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	Brainstorming can create new, innovative ideas.

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- Demonstrate the various forms of verbal and non verbal communication
- Identify the difference between I-messages and You-messages

Concepts

Essential Questions

- What is the difference between wants and needs?
- What values are most important?
- What is the difference between short term and long term goals?
- How do values and goals affect your standards?
- What are human and nonhuman resources?
- How you can develop your resources?
- What are the steps in the decision making process?
- What is the importance of accepting the consequences of your decisions?
- What are ways to manage time wisely?
- What are sources of income?
- What us the difference between fixed and flexible expenses?
- How can you create and follow a budget?
- How do you define and identify credit?
- How can we use credit wisely?
- What are some drawbacks and benefits of technology?
- How do we use technology responsibly?
- What are consumer rights and responsibilities?
- What are ways to conserve energy and resources?
- How do we use energy efficiently?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- The difference between wants and needs
- How to identify values that are most important
- Distinguish between short term and long term goals
- Explain how values and goals affect your standards

- Identify human and nonhuman resources
- Describe how you can develop your resources
- Describe the steps in the decision making process
- Discuss the importance of accepting the consequences of your decisions
- Identify ways to manage time wisely
- Determine ways to best manage your energy to reach your goals
- Identify sources of income
- Differentiate between fixed and flexible expenses
- Create and follow a budget
- Define and identify credit
- Explain how to use credit wisely
- Compare and contrast the drawbacks and benefits of technology
- Demonstrate how to use technology responsibly
- Describe consumer rights and responsibilities
- Apply ways to conserve energy and resources
- Explain how to use energy efficiently

Skills

Students will be able to:

- Differentiate between wants and needs
- Identify values that are most important
- Distinguish between short term and long term goals
- Explain how values and goals affect your standards
- Identify human and nonhuman resources
- Describe how you can develop your resources
- Describe the steps in the decision making process
- Discuss the importance of accepting the consequences of your decisions
- Identify ways to manage time wisely
- Determine ways to best manage your energy to reach your goals
- Identify sources of income
- Differentiate between fixed and flexible expenses
- Create and follow a budget
- Define and identify credit
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Technology Integration and Differentiated Instruction

Technology Integration

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All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

Global Awareness:

- Environmental Studies
- Eco Friendly
- Diversity

English/Language Arts

- Grammar
- Reading
- Writing

Finance/Math:

- Taxes
- Credit
- Budgeting

Social Studies :

- Psychology

- Sociology

STEM

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

Learning Plan / Pacing Guide

Day 1: Needs vs Wants

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 2: Values and Goals

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 3: Your Resources

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 4: Managing Time and Energy

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 5: Managing Money

- Warm up/Do Now
- Vocabulary
- Study Guide

- Workbook Activity - TBD
- Review/Debrief

Day 6: Managing Credit

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 7: Consumer Basics

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 8: Consumer Basics (cont)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 9: Environmental Responsibility

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 10: Assessment

- Quiz
- Review/Debrief

Unit 3: Managing Your Career

Content Area: **Applied Tech**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **15 days**
Status: **Published**

Standards

Standards

LA.L.11-12.2.B	Spell correctly.
LA.RI.11-12	Reading Informational Text
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PFL.9.1.12.CP.1	Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.
PFL.9.1.12.CP.2	Identify the advantages of maintaining a positive credit history.
PFL.9.1.12.CP.3	Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.
PFL.9.1.12.CP.4	Identify the skill sets needed to build and maintain a positive credit profile.
PFL.9.1.12.CP.5	Create a plan to improve and maintain an excellent credit rating.
PFL.9.1.12.CP.6	Explain the effect of debt on a person's net worth.
PFL.9.1.12.CP.7	Summarize factors that affect a particular credit scoring system.
PFL.9.1.12.CP.8	Identify different ways you can protect your credit.
PFL.9.1.12.CP.9	Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.
PFL.9.1.12.EG.1	Review the tax rates on different sources of income and on different types of products and services purchased.
PFL.9.1.12.EG.2	Explain why various forms of income are taxed differently.
PFL.9.1.12.FI.1	Identify ways to protect yourself from identify theft.
PFL.9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).
PFL.9.1.12.FI.4	Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).
PFL.9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
PFL.9.1.12.PB.1	Explain the difference between saving and investing.

PFL.9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.
PFL.9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.
PFL.9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.
PFL.9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.PB.6	Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.
PFL.9.1.12.RM.1	Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
PFL.9.1.12.RM.3	Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
PFL.9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.
PFL.9.1.12.CDM.2	Compare and contrast the advantages and disadvantages of various types of mortgages.
PFL.9.1.12.CDM.3	Determine ways to leverage debt beneficially.
PFL.9.1.12.CDM.4	Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
PFL.9.1.12.CDM.5	Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).
PFL.9.1.12.CDM.6	Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).
PFL.9.1.12.CDM.7	Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.
PFL.9.1.12.CDM.8	Compare and compute interest and compound interest and develop an amortization table using business tools.
PFL.9.1.12.CDM.9	Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.
PFL.9.1.12.CDM.10	Determine when credit counselling is necessary and evaluate the resources available to assist consumers who wish to use it.
PFL.9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
PFL.9.1.12.CFR.5	Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.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.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.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.
WRK.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 industry sectors.
WRK.9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
	Integration of Knowledge and Ideas

Transfer Goals and Career Ready Practices

Transfer Goals

Students will:

- Identify how heredity and environment affect personality development
- Understand the differences between self-concept and self-esteem
- Identify physical, intellectual, emotional, and social changes that occur during adolescence
- Explain how physical, intellectual, emotional, and social changes that take place during adolescence help you achieve certain developmental tasks
- Explain how to be a responsible citizen in your local and global communities
- Identify the various functions served by the family
- Identify the different family types
- Describe how to improve relationships with parents/guardians and siblings
- Identify the stages of the family life cycle
- Identify the various crisis that can cause families to change and techniques to cope with them
- Describe how to strengthen friendships
- Identify the difference between negative and positive peer pressure

- Identify the various ways to handle negative peer pressure
- Demonstrate the various forms of verbal and non verbal communication
- Identify the difference between I-messages and You-messages

Concepts

Essential Questions

- Why do people work?
- What is the difference between an occupation and a career?
- How does a career affect your lifestyle?
- What are the effects of personal life on work performance?
- How does work influences the family?
- How do interests, aptitude, and abilities help you choose a career?
- How do you search for a job?
- How do you interview for a job?
- What skills are needed for employment?
- What qualities and characteristics make up a good leader?
- What are the roles, responsibilities, and characteristics of effective team members?
- What are the qualities of a good leader?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- The difference between wants and needs
- How to identify values that are most important
- Distinguish between short term and long term goals
- Explain how values and goals affect your standards
- Identify human and nonhuman resources

- Describe how you can develop your resources
- Describe the steps in the decision making process
- Discuss the importance of accepting the consequences of your decisions
- Identify ways to manage time wisely
- Determine ways to best manage your energy to reach your goals
- Identify sources of income
- Differentiate between fixed and flexible expenses
- Create and follow a budget
- Define and identify credit
- Explain how to use credit wisely
- Compare and contrast the drawbacks and benefits of technology
- Demonstrate how to use technology responsibly
- Describe consumer rights and responsibilities
- Apply ways to conserve energy and resources
- Explain how to use energy efficiently

Skills

Students will be able to:

- Identify reason people work
- Distinguish between an occupation and a career
- Explain how a career could affect your lifestyle
- Summarize the effects of personal life on work performance
- Explain how work influences the family
- Describe how interests, aptitude, and abilities can help you choose a career
- Explain how to search for a job
- Demonstrate how to interview for a job
- Describe skills needed for employment
- List qualities and characteristics of a good leader
- Describe roles, responsibilities, and characteristics of effective team members
- Summarize the qualities of a good leader

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

School Summative Assessment Plan

Unit quiz

Hands on project

Primary Resources

Preparing for Life and Careers (7th edition) textbook by Louise A. Liddell and Yvonne S. Gentzler

Supplementary Resources

Preparing for Life and Careers workbook

Payday: A Personal Finance Simulation by Christine Bond Oakes

JA Finance Park student workbook

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

  - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

  - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials

are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections
Global Awareness:

- Environmental Studies
- Eco Friendly
- Diversity

English/Language Arts

- Grammar
- Reading
- Writing

Social Studies :

- Psychology
- Sociology

STEM

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

Learning Plan / Pacing Guide
Day 1: Reasons People Work

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 2: Balancing Family and Work

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 3: Your Resources

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 4: Researching Careers

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 5: Researching Careers (cont)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 6: Career Options

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 7: Applying for Jobs

- Warm up/Do Now
- Vocabulary
- Study Guide

- Workbook Activity - TBD
- Review/Debrief

Day 8: The Interview Process

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 9: Employability Skills

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 10: Leadership and Team Work

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 11: Being a Successful Employee

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 12: Project Based Learning: Career Project Day #1

- Payday: Career Search Chapter 1
- Review/Debrief

Day 13: Project Based Learning: Career Project Day #2

- Payday: Career Search Chapter 1
- Review/Debrief

Day 14: Project Based Learning: Career Project Day #3

- Payday: Income Taxes Chapter 8
- Review/Debrief

Day 15: Assessment

- Quiz
- Review/Debrief

Unit 4: Understanding Children and Parenting

Content Area: **Applied Tech**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **10 days**
Status: **Published**

Standards

Standards

LA.L.11-12.2.B	Spell correctly.
LA.RI.11-12	Reading Informational Text
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.4.2	Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.
FCSE.9-12.4.4	Demonstrate a safe and healthy learning environment for children, youth and adults.
FCSE.9-12.4.5	Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.
FCSE.9-12.6.1	Analyze the effects of family as a system on individuals and society.
FCSE.9-12.6.2	Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.
FCSE.9-12.15.1	Analyze roles and responsibilities of parenting.
FCSE.9-12.15.2	Evaluate parenting practices that maximize human growth and development.
FCSE.9-12.15.3	Evaluate external support systems that provide services for parents.
FCSE.9-12.15.4	Analyze physical and emotional factors related to beginning the parenting process.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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	Integration of Knowledge and Ideas

Transfer Goals and Career Ready Practices

Transfer Goals
Students will:

- Identify the four types of development
- Explain why early brain development is the most critical period in human development
- Identify the physical, intellectual, social, and emotional development of infants, toddlers, and preschoolers
- Identify the key guideline when caring for children
- Explain how to help children stay healthy and how to care for them when they are sick
- Identify ways to help meet the special needs of children with disabilities and gifted children
- Explain the responsibilities babysitters have to the parents and children for who they work
- Explain how to handle special child care concerns of babysitters
- Explain the reasons to choose parenting
- Identify the responsibilities of parenting
- Identify factors that influence social readiness for parenthood
- Identify the difference between child abuse and neglect and identify sources of help

Concepts

Essential Questions
- What the four types of development?

- Why is early brain development the most critical period in human development?
- What are the physical, intellectual, social, and emotional development of infants, toddlers, and preschoolers?
- What are the key guideline when caring for children?
- How do we help children stay healthy and how to care for them when they are sick?
- What are ways to help meet the special needs of children with disabilities and gifted children?
- What are the responsibilities babysitters have to the parents and children for who they work?
- How do we handle special child care concerns of babysitters?
- What are the reasons to choose parenting?
- What are the responsibilities of parenting?
- What are factors that influence social readiness for parenthood?
- What is the difference between child abuse and neglect and what are sources of help?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- The four types of development
- Why early brain development is the most critical period in human development
- The physical, intellectual, social, and emotional development of infants, toddlers, and preschoolers
- The key guideline when caring for children
- How to help children stay healthy and how to care for them when they are sick
- Ways to help meet the special needs of children with disabilities and gifted children
- The responsibilities babysitters have to the parents and children for who they work
- How to handle special child care concerns of babysitters
- The reasons to choose parenting
- The responsibilities of parenting
- Factors that influence social readiness for parenthood
- The difference between child abuse and neglect and identify sources of help

Skills

Students will be able to:

- Summarize the four types of development
- Explain why early brain development is the most critical period in human development
- Describe the physical, intellectual, social, and emotional development of infants, toddlers, and preschoolers
- Explain the key guideline when caring for children
- Describe how to help children stay healthy and how to care for them when they are sick
- Identify ways to help meet the special needs of children with disabilities and gifted children
- Explain the responsibilities babysitters have to the parents and children for who they work
- Describe how to handle special child care concerns of babysitters
- Explain the reasons to choose parenting
- Identify the responsibilities of parenting
- Identify factors that influence social readiness for parenthood
- Summarize the difference between child abuse and neglect and identify sources of help

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

School Summative Assessment Plan

Unit quiz

Hands on project

Primary Resources

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Supplementary Resources

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JA Finance Park student workbook

Technology Integration and Differentiated Instruction

Technology Integration

● **Google Products**

  o Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  o GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

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  o All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● **Additional Support Videos**

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online textbook from the teachers' login.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

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❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

Global Awareness:

- Environmental Studies
- Eco Friendly
- Diversity

English/Language Arts

- Grammar
- Reading
- Writing

Social Studies :

- Psychology
- Sociology

STEM

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

Learning Plan / Pacing Guide

Day 1: Child Growth and Development

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 2: Care Guidelines

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 3: Safety and Health Concerns

- Warm up/Do Now
- Vocabulary
- Study Guide

- Workbook Activity - TBD
- Review/Debrief

Day 4: Responsible Babysitting

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 5: Caring for Children

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 6: Caring for Children (Cont)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 7: Understanding Parent

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 8: The Parent-Child Relationship

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 9: The Parent-Child Relationship (cont)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 10: Assessment

- Quiz
- Review/Debrief

Unit 5: The Clothes You Wear

Content Area: **Applied Tech**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **15 days**
Status: **Published**

Standards

Standards

LA.L.11-12.2.B	Spell correctly.
LA.RI.11-12	Reading Informational Text
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.16.2	Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings.
FCSE.9-12.16.3	Demonstrate textiles, fashion, and apparel design skills.
FCSE.9-12.16.4	Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

Integration of Knowledge and Ideas

Transfer Goals and Career Ready Practices

Transfer Goals

Students will:

- Identify the elements and principles of design
- Explain how the elements and principles are used in design
- Identify styles, fashions, classics, and fads
- Describe how the information on labels and hang tags help consumers make clothing decisions
- Identify fibers as natural or manufactured
- Identify common sewing tools
- Explain how and when to use the different tools
- Apply how to use those tools
- Explain how to clean clothes properly based on care instructions
- Operate a washing machine and a dryer
- Explain how to sort, launder, and fold clothes
- Explain how to perform different sewing repairs
- Explain how to extend the life of an old garment by redesigning it

Concepts

Essential Questions

- What are the elements and principles of design?
- How are the elements and principles are used in design?
- How do we identify styles, fashions, classics, and fads?
- How does the information on labels and hang tags help consumers make clothing decisions?
- Why do we classify fibers as natural or manufactured?
- What are common sewing tools?
- How and when do we use the different tools?
- How do we clean clothes properly based on care instructions?
- How do we operate a washing machine and a dryer?
- How do we sort, launder, and fold clothes?
- How do we perform different sewing repairs?

- How can we extend the life of an old garment by redesigning it?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- The elements and principles of design
- How the elements and principles are used in design
- How to identify styles, fashions, classics, and fads
- How the information on labels and hang tags help consumers make clothing decisions
- How to classify fibers as natural or manufactured
- How to identify common sewing tools
- How and when to use the different tools
- How to use those tools
- How to clean clothes properly based on care instructions
- How to operate a washing machine and a dryer
- How to sort, launder, and fold clothes
- How to perform different sewing repairs
- How to extend the life of an old garment by redesigning it

Skills

Students will be able to:

- List the elements and principles of design
- Describe how the elements and principles are used in design
- Identify styles, fashions, classics, and fads
- Explain how the information on labels and hang tags help consumers make clothing decisions
- Classify fibers as natural or manufactured
- Identify common sewing tools
- Explain how and when to use the different tools
- Apply how to use those tools
- Determine how to clean clothes properly based on care instructions

- Operate a washing machine and a dryer
- Demonstrate how to sort, launder, and fold clothes
- Demonstrate how to perform different sewing repairs
- Demonstrate how to extend the life of an old garment by redesigning it

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

School Summative Assessment Plan

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Technology Integration

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Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

Global Awareness:

- Environmental Studies
- Eco Friendly
- Diversity

English/Language Arts

- Grammar
- Reading

- Writing

Math:

  - Sewing calculations

Social Studies :

  - Psychology
  - Sociology

STEM

  - Thinking and reasoning
  - Collaboration
  - Problem solving
  - Decision making

Learning Plan / Pacing Guide

Day 1: Clothing Design

  - Warm Up/Do Now
  - Vocabulary
  - Study Guide
  - Workbook Activity - TBD
  - Review/Debrief

Day 2: Your Wardrobe

  - Warm up/Do Now
  - Vocabulary
  - Study Guide
  - Workbook Activity - TBD
  - Review/Debrief

Day 3: Routine Clothing Care

  - Warm up/Do Now
  - Vocabulary
  - Study Guide
  - Workbook Activity - TBD
  - Review/Debrief

Day 4: Repairing, Redesigning, and Recycling Clothes

  - Warm up/Do Now
  - Vocabulary

- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 5: Fibers and Fabrics

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 6: Sewing Tools and Equipment

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 7: Planning Your Project

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 8: Sewing Skills

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 9: Sewing Skills (cont)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 10: Sewing Skills (Cont)

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD

- Review/Debrief

Day 11: Project Based Learning : Hand Sewing Project Day #1

- Create a Monster Project
- Review/Debrief

Day 12: Project Based Learning: Hand Sewing Project Day #2

- Create a Monster
- Review/Debrief

Day 13: Project Based Learning: Hand Sewing Project Day #3

- Create a Monster
- Review/Debrief

Day 14: Project Based Learning: Hand Sewing Project Day #4

- Create a Monster
- Review/Debrief

Day 15: Assessment

- Quiz
- Review/Debrief

Unit 6: Housing and Transportation

Content Area: **Applied Tech**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **15 days**
Status: **Published**

Standards

Standards

LA.L.11-12.2.B	Spell correctly.
LA.RI.11-12	Reading Informational Text
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PFL.9.1.12.PB.1	Explain the difference between saving and investing.
PFL.9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.
PFL.9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.
PFL.9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.
PFL.9.1.12.PB.6	Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.
FCSE.9-12.11.2	Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options.
FCSE.9-12.11.3	Apply residential and commercial interior design knowledge, skills and processes to meet specific design needs.
FCSE.9-12.11.4	Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.
FCSE.9-12.11.5	Analyze design and development of architecture, interiors, and furnishings through the ages.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or

	ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
	Integration of Knowledge and Ideas

Transfer Goals and Career Ready Practices

Transfer Goals

Students will:

- Identify how homes fulfill physical, emotional, and social needs
- Identify how housing needs change throughout the life span
- Identify examples of different types of housing
- Explain how to use the elements of principle and design to your personal space
- Identify examples of appropriate home decor products, furniture, and accessories
- Explain basic home maintenance
- Identify a cleaning schedule for yourself and your family
- Chose, organize, and use appropriate cleaning supplies for your home
- Identify ways to keep your home safe and prevent accidents
- Explain the history of transportation
- Identify current transportation costs
- Identify transportation needs
- Explain the process of financing a car
- Identify the expenses of owning a car
- Identify budget, needs, and wants for a car

Concepts

Essential Questions

- How do homes fulfill physical, emotional, and social needs?
- How do housing needs change throughout the life span?
- What are some examples of different types of housing?
- How can we apply the elements of principle and design to your personal space?
- What are some examples of appropriate home decor products, furniture, and accessories?
- What is basic home maintenance?
- How can we plan a cleaning schedule for yourself and your family?
- How do we chose, organize, and use appropriate cleaning supplies for your home?
- What are some ways to keep your home safe and prevent accidents?
- What is the history of transportation?
- How do you identify current transportation costs?
- How do you evaluate transportation needs?
- What is the process of financing a car?
- What are the expenses of owning a car?
- What is the process for determining budget, needs, and wants for a car?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- How homes fulfill physical, emotional, and social needs
- How housing needs change throughout the life span
- Examples of different types of housing
- The elements of principle and design to your personal space
- Examples of appropriate home decor products, furniture, and accessories
- Appropriate home maintenance
- To plan a cleaning schedule for yourself and your family
- How to help chose, organize, and use appropriate cleaning supplies for your home
- Ways to keep your home safe and prevent accidents
- The history of transportation
- How to identify current transportation costs
- How to evaluate transportation needs
- The process of financing a car
- The expenses of owning a car

- How to determine budget, needs, and wants for a car

Skills

Students will be able to:

- Explain how homes fulfill physical, emotional, and social needs
- Determine how housing needs change throughout the life span
- Give examples of different types of housing
- Apply the elements of principle and design to your personal space
- Give examples of appropriate home decor products, furniture, and accessories
- Describe home maintenance
- Plan a cleaning schedule for yourself and your family
- Help chose, organize, and use appropriate cleaning supplies for your home
- Explain ways to keep your home safe and prevent accidents
- Summarize the history of transportation
- Identify current transportation costs
- Evaluate transportation needs
- Explain the process of financing a car
- List the expenses of owning a car
- Determine budget, needs, and wants for a car

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

School Summative Assessment Plan

Unit quiz

Hands on project

Primary Resources

Preparing for Life and Careers (7th edition) textbook by Louise A. Liddell and Yvonne S. Gentzler

Supplementary Resources

Preparing for Life and Careers workbook

Payday: A Personal Finance Simulation by Christine Bond Oakes

JA Finance Park student workbook

Technology Integration and Differentiated Instruction

Technology Integration

● **Google Products**

  o Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  o GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's laptop**

  o All students within the West Deptford School District are given a computer, allowing for 21st

century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

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❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

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❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

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- Eco Friendly
- Diversity

English/Language Arts

- Grammar
- Reading
- Writing

Social Studies :

- Psychology
- Sociology

STEM

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

Learning Plan / Pacing Guide

Day 1: Homes Fulfill Needs

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 2: Designing Your Space

- Warm up/Do Now
- Vocabulary

- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 3: Designing Your Space (cont)

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 4: Keeping Your Home Clean and Safe

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 5: Project Based Learning : Apartment Project Day #1

- Payday: Chapter 5 Apartment
- Review/Debrief

Day 6: Project Based Learning: Apartment Project Day #2

- Payday: Chapter 5 Apartment
- Review/Debrief

Day 7: Project Based Learning: Apartment Project Day #3

- Payday: Chapter 5 Apartment
- Review/Debrief

Day 8: History of Transportation

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 9: Evaluating Transportation Needs

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 10: Buying Your First Car

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 11: Maintaining Your Car

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - TBD
- Review/Debrief

Day 12: Project Based Learning : Buying a Car Day #1

- Payday: Chapter 9 Vehicle
- Review/Debrief

Day 13: Project Based Learning: Buying a Car Day #2

- Payday: Chapter 9 Vehicle
- Review/Debrief

Day 14: Project Based Learning: Buying a Car Day #3

- Payday: Chapter 9 Vehicle
- Review/Debrief

Day 15: Project Based Learning: Buying a Car Day #4

- Payday: Chapter 9 Vehicle

- Review/Debrief