

Week	Marking Period 1	Week	Marking Period 3
1	Personal Information	19	
2		20	
3		21	Personal Finance
4		22	
5		23	
6	Self Awareness	24	
7		25	
8		26	Decision Making
9		27	
Week	Marking Period 2	Week	Marking Period 4
10		28	
11	Personal Care	29	
12		30	
13		31	Living Independently
14		32	
15		33	
16	Communication and Organizational Skills	34	
17		35	
18		36	Leisure time & Facing Changes

<b>Time Frame</b>	Weeks 1-5
<b>Topic</b>	
Unit One: Personal Information	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What is meant by personal information?</li> <li>• Why is it vital to know their personal information?</li> <li>• How does knowledge of personal information aid in everyday life?</li> <li>• How does knowledge of personal information lead to independence?</li> </ul>	
<b>Enduring Understandings</b>	
Students will know personal information and how to apply it in appropriate life situations.	
<b>Alignment to NJCCCS and CCS.ELA/MA</b>	
<b>9.1, 9.2, 9.3, 8.1, 2.1, 2.2, SL.11-12, SL.9-10, W.9-10, W.11-12, MA.9-12</b>	
<b>Key Concepts and Skills</b>	
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand the vocabulary relating to personal information.</li> <li>• Complete an ID card listing relevant personal information.</li> <li>• Use personal log-in information to access computer accounts.</li> <li>• Explain the importance of knowing personal information.</li> <li>• Identify how, when and why we use personal information.</li> <li>• Answer verbal questions about personal information.</li> <li>• Fill out applications and information forms with personal information.</li> </ul>	
<b>Learning Activities</b>	
<p>Introductory</p> <ul style="list-style-type: none"> <li>• Ice Breaker activities: Have students write three facts about themselves on a card. Teacher will read facts aloud and students will attempt to guess who each card belongs to.</li> </ul> <p>Grades 9 and 10 Focus: Technology</p> <ul style="list-style-type: none"> <li>• Complete a wallet ID card including name, address, phone number, emergency contact and necessary medical information to be carried in each students' wallet. (Microsoft Word)</li> <li>• Review "ICE" in cell phones/electronic devices to duplicate personal information.</li> <li>• Verify access to school email address</li> <li>• Use Power Point to prepare an autobiography.</li> </ul> <p>Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition</p> <ul style="list-style-type: none"> <li>• Review "ICE" in cell phones/electronic devices to duplicate personal information.</li> <li>• Verify access to school email address</li> <li>• Complete a folder with resume and letter of recommendation to be carried to job interviews</li> <li>• Complete a job application and mock interview.</li> <li>• Obtain official non-drivers ID from Motor Vehicles (if not licensed).</li> <li>• Activity 41/42 in "You're On Your Own" on Doctors and Dentists/Medical insurance.</li> <li>• Survey Brookdale on-line catalogue and application for possible continuing education</li> </ul>	

### Assessments

- Cooperative and independent learning experiences
- Classwork and homework
- Teacher Observation
- Rubric Assessment
- Quizzes and Tests

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

### Interdisciplinary Connections

- Reading and Language Arts
- Vocational Assessment
- Business Education
- Instructional Technology

### Technology Integration

- Email accounts
- Power Point
- Cell Phones/electronic devices
- Microsoft Word
- Internet application forms and catalogues
- DVD's

<b>Time Frame</b>	Weeks 6-10
<b>Topic</b>	
Unit Two: Self Awareness	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why is character important?</li> <li>• What are the qualities of good character and what qualities do I possess?</li> <li>• How does one demonstrate character in everyday life?</li> </ul>	
<b>Enduring Understandings</b>	
Student will understand the importance of good character and its role in everyday life.	
<b>Alignment to NJCCCS and CCS.ELA/MA</b>	
<b>9.1, 9.2, 9.3, 2.1,2.2,SL.11-12, SL.9-10, W.9-10, W.11-12, MA.9-12</b>	
<b>Key Concepts and Skills</b>	
Students will: <ul style="list-style-type: none"> <li>• Identify the six pillars of character: trust, respect, fairness, responsibility, caring and citizenship.</li> <li>• Identify how people demonstrate good character.</li> <li>• Complete self-evaluation of personal character traits.</li> <li>• Identify the importance of good character and reputation.</li> <li>• Identify opportunities in the school and community to practice character.</li> </ul>	
<b>Learning Activities</b>	
Introductory <ul style="list-style-type: none"> <li>• Use Student Handbook to read and discuss Six Pillars of Character.</li> <li>• Interview a parent or person whom they admire about the meaning of character.</li> </ul>	
Grade 9 and 10 Focus: Technology <ul style="list-style-type: none"> <li>• Activity on on-line etiquette and safety including social media</li> <li>• Continue Power Point booklet to include personal examples using the six Pillars of Character.</li> <li>• You Tube videos on Character and students create their own student formatted video</li> </ul>	
Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition <ul style="list-style-type: none"> <li>• Complete self-evaluation of strengths/weaknesses and create short and long term goals.</li> <li>• Relate the survey to possible career choices</li> <li>• Find opportunities to volunteer/work in our community</li> <li>• Role play situations involving friends and co-workers</li> <li>• Look at how media affects individuals</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Cooperative and independent learning experiences</li> <li>• Teacher Observation</li> <li>• Rubric Assessment</li> <li>• Class discussion and participation</li> <li>• Quizzes and Tests</li> </ul>	

<b>21<sup>st</sup> Century Skills</b>							
x	Creativity	x	Critical Thinking	x	Communication	xx	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"><li>• Reading and Language Arts</li><li>• Vocational Assessment</li><li>• Instructional Technology</li></ul>							
<b>Technology Integration</b>							
<ul style="list-style-type: none"><li>• Internet research</li><li>• On-line survey and interest inventory</li><li>• Web quests</li><li>• You Tube videos</li></ul>							

<b>Time Frame</b>	Weeks 11-15
<b>Topic</b>	
Unit Three: Personal care	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What is meant by good hygiene and how it is maintained?</li> <li>• Why is good hygiene important?</li> <li>• How does one maintain a healthy body?</li> <li>• Why is proper attire and appearance important?</li> </ul>	
<b>Enduring Understandings</b>	
Students will understand the process of good hygiene and its importance when interacting with others in school, the community and the workplace.	
<b>Alignment to NJCCCS and CCS.ELA/MA</b>	
<b>9.1, 9.2, 9.3, 2.1,2.2, SL.11-12, SL.9-10, W.9-10, W.11-12, MA.9-12</b>	
<b>Key Concepts and Skills</b>	
Students will: <ul style="list-style-type: none"> <li>• Identify and use personal care products.</li> <li>• Identify the importance of good nutrition and exercise in maintaining a healthy body.</li> <li>• Explain the importance of good hygiene and appearance</li> <li>• Identify signs and symptoms of common illnesses.</li> <li>• Identify the importance of using medications properly.</li> <li>• Identify and practice ways to properly care for clothing.</li> </ul>	
<b>Learning Activities</b>	
Introductory/Ongoing <ul style="list-style-type: none"> <li>• Define and discuss vocabulary related to hygiene and grooming</li> <li>• Visit school nurse/trainer for up-to-date height and weight measurements, to create personal daily health plan</li> <li>• Practice caring for clothing</li> </ul>	
Grade 9 and 10 Focus: Technology <ul style="list-style-type: none"> <li>• Create a collage of examples for good and poor grooming/appearance and identify problem</li> <li>• Research food pyramid and create a healthy diet plan and exercise program</li> <li>• Research “apps” on electronic devices to help create healthy diet plan and exercise program</li> </ul>	
Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition <ul style="list-style-type: none"> <li>• Use store circulars to complete a price comparison of common name brand and generic hygiene and remedy items</li> <li>• Compare costs of gym membership, community recreation programs and fitness equipment for home use.</li> <li>• Identify appropriate dress for different job types</li> <li>• Activity #34,53,69 in “You’re On Your Own”</li> <li>• Shop Online for appropriate seasonal and all occasion clothing</li> <li>• Read medicine labels and set up schedule for use as directed</li> </ul>	

- Practice basic first aid skills
- Activity #41 and 49 in “You’re On Your Own”
- Identify sources of help within the community for personal and medical problems and role play asking for assistance.
- Research Community Services for orientation on types of services provided

**Assessments**

- Cooperative and independent learning experiences
- Teacher Observation
- Rubric Assessment
- Class discussion and participation
- Quizzes and Tests

**21<sup>st</sup> Century Skills**

X	Creativity	X	Critical Thinking	X	Communication		Collaboration
X	Life & Career Skills	X	Information Literacy		Media Literacy		

**Interdisciplinary Connections**

- Reading and Language Arts
- Vocational Assessment
- Business Education
- Instructional Technology

**Technology Integration**

- Internet research
- You Tube videos

<b>Time Frame</b>	Weeks 16-20
<b>Topic</b>	
Unit Four: Communication and Organizational Skills	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• When do I need help and how will I access it?</li> <li>• What tools are available to help me?</li> <li>• How do I communicate the emotions appropriate to the situation?</li> <li>• How do I access information for specific needs?</li> </ul>	
<b>Enduring Understandings</b>	
Students must acquire the skills necessary to identify and communicate their needs effectively in a variety of life situations.	
<b>Alignment to NJCCCS and CCS.ELA/MA</b>	
<b>9.1, 9.2, 9.3, 2.1, 2.1, SL.9-10, W.9-10, W.11-12, MA.9-12</b>	
<b>Key Concepts and Skills</b>	
Students will: <ul style="list-style-type: none"> <li>• Identify and use appropriate forms of communication.</li> <li>• Use the phone correctly.</li> <li>• Schedule appointments needed.</li> <li>• Identify the importance of being reliable.</li> </ul>	
<b>Learning Activities</b>	
<p>Introductory</p> <ul style="list-style-type: none"> <li>• Role play and discuss situations requiring assistance.</li> <li>• Identify correct forms of communications; constructive and destructive communication</li> <li>• Accessing information per situation</li> </ul> <p>Grades 9 and 10 Focus: Technology</p> <ul style="list-style-type: none"> <li>• Practice sending emails</li> <li>• Use Microsoft Outlook calendar</li> <li>• Use cell phone(electronic device) calendar/dairy system</li> <li>• Use on-line phone book and directory assistance (yellow pages.com)</li> </ul> <p>Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition</p> <ul style="list-style-type: none"> <li>• Use internet and newspaper to locate part time job opportunities</li> <li>• Read schedules and timetables</li> <li>• Use phone to schedule appointments</li> <li>• Research how to obtain a certification of their choice (ie: contacting different resources by steps)</li> <li>• Identify times in life when assistance is needed and the types of assistance needed</li> <li>• Role play the process of identifying and seeking assistance</li> <li>• Use alarm clock, cell phone alarm and other types of alarms for self-monitoring</li> <li>• Role play multiple situations of constructive and destructive communication; how to avoid, how to properly handle and to choose to get or not get involved.</li> </ul>	



### Assessments

- Cooperative and independent learning experiences
- Classwork and homework
- Teacher Observation
- Checklists
- Rubric Assessment
- Quizzes and Tests

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication		Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

### Interdisciplinary Connections

- Reading and Language Arts
- Mathematics
- Business Education
- Instructional Technology

### Technology Integration

- Email accounts
- On-line phone book
- Websites for schedules and timetables
- Microsoft Outlook
- Cell phones
- DVDs

<b>Time Frame</b>	Weeks 21-25
<b>Topic</b>	
Unit Four: Personal Finance	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do I get money?</li> <li>• How do I spend my money wisely?</li> <li>• What sources are available to help manage my money?</li> </ul>	
<b>Enduring Understandings</b>	
Students must acquire an understanding of the value and role of money in their lives.	
<b>Alignment to NJCCCS and CCS.ELA/MA</b>	
<b>9.1, 9.2, 9.3, 8.1, 2.1, 2.2, SL.11-12, SL.9-10, W.9-10, W.11-12, MA.9-12</b>	
<b>Key Concepts and Skills</b>	
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify the ways to get money.</li> <li>• Fill out financial forms.</li> <li>• Discuss the benefits of a budget.</li> <li>• Identify fixed and flexible expenses.</li> <li>• Understand the consequences of good/poor spending choices.</li> <li>• Identify the services offered by banks.</li> </ul>	
<b>Learning Activities</b>	
<p>Introductory</p> <ul style="list-style-type: none"> <li>• Have students make a list of three items they wish they could purchase and how much they cost. Discuss how they will be able to get money for these items.</li> <li>• Use store circulars and advertisements to compare costs, shop on a budget, and count out purchase prices.</li> </ul> <p>Grades 9 and 10 Focus: Technology</p> <ul style="list-style-type: none"> <li>• Web quest and on-line games on money</li> <li>• YouTube video on how to use a Debit Card</li> <li>• Create monthly budget on Excel using utility bills as reference.</li> </ul> <p>Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition</p> <ul style="list-style-type: none"> <li>• Discuss saving and checking accounts</li> <li>• Complete bank deposit and withdrawal forms</li> <li>• Read and identify parts on a paycheck</li> <li>• Fill out applications for shoppers card and credit cards</li> <li>• Research on-line banking</li> <li>• Prepare personal monthly budget of expenses (Excel)</li> <li>• Activities #2-11 in “You’re On Your Own”</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Cooperative and independent learning experiences</li> <li>• Classwork and homework</li> </ul>	

- Teacher Observation
- Checklists
- Rubric Assessment
- Quizzes and Tests

**21<sup>st</sup> Century Skills**

	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

**Interdisciplinary Connections**

- Reading and Language Arts
- Mathematics
- Business Education
- Vocational Assessment

**Technology Integration**

- Internet research /shopping
- Excel
- On-line banking
- DVDs

<b>Time Frame</b>	Weeks 26-30
<b>Topic</b>	
Unit Four: Decision Making	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are values and how do they affect the choices I make?</li> <li>• How do values change in the different life stages of childhood, adolescence and adulthood?</li> <li>• How do I make good decisions?</li> <li>• Why is it important to make good decisions?</li> <li>• How do my decisions affect me and those around me?</li> </ul>	
<b>Enduring Understandings</b>	
Students will understand the decision making process and how personal choices affect everyday life.	
<b>Alignment to NJCCCS and CCS.ELA/MA</b>	
<b>9.1, 9.2, 9.3, 8.1, 2.1, 2.2, SL.11-12, SL.9-10, W.9-10, W.11-12, MA.9-12</b>	
<b>Key Concepts and Skills</b>	
Students will: <ul style="list-style-type: none"> <li>• Define and identify personal values.</li> <li>• Understand that values change as one matures.</li> <li>• Understand the choices we make are determined by what we value.</li> <li>• Identify the decisions which one must make in everyday life.</li> <li>• Identify and practice the steps of making good decisions.</li> <li>• Understand the consequences of good and bad decisions.</li> </ul>	
<b>Learning Activities</b>	
Introductory <ul style="list-style-type: none"> <li>• Define values and discuss the role they play in our lives.</li> <li>• Make a list of the decisions one must make every day at different stages of life: childhood, adolescence and adulthood.</li> </ul>	
Grade 9 and 10 Focus: Technology <ul style="list-style-type: none"> <li>• Complete on-line poster using Glogster (alternative: traditional poster using online clip art) showing the things they value today.</li> <li>• Research purchasing something of value that will have an effect on your life (pet) and create a diary and budget of daily activities and expenses.</li> <li>• Activity #57 (getting a pet) in “You’re On Your Own”</li> </ul>	
Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition <ul style="list-style-type: none"> <li>• Define needs and wants and make a list dividing their belongings into these categories</li> <li>• Study advertisements and how they affect our decisions and purchases.</li> <li>• Activity #24 and 36 (buying gifts) and #57 (getting a pet) in “You’re On Your Own”</li> <li>• Study the steps involved in making good decisions and the consequences</li> <li>• Role play the decision making process</li> <li>• Review school’s Naviance account for career counseling</li> </ul>	

<b>Assessments</b>						
<ul style="list-style-type: none"> <li>• Cooperative and independent learning experiences</li> <li>• Classwork and homework</li> <li>• Teacher Observation</li> <li>• Rubric Assessment</li> <li>• Quizzes and Tests</li> </ul>						
<b>21<sup>st</sup> Century Skills</b>						
x	Creativity	x	Critical Thinking	x	Communication	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy	
<b>Interdisciplinary Connections</b>						
<ul style="list-style-type: none"> <li>• Reading and Language Arts</li> <li>• Mathematics</li> <li>• Business Education</li> <li>• Vocational Assessment</li> <li>• Instructional technology</li> </ul>						
<b>Technology Integration</b>						
<ul style="list-style-type: none"> <li>• Internet research</li> <li>• Word/Excel</li> <li>• Web quests</li> </ul>						

<b>Time Frame</b>	Weeks 31-35
<b>Topic</b>	
Unit Four: Living Independently	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are my options in finding a place to live?</li> <li>• How do I take care of my living space?</li> <li>• How do I get around in my community?</li> <li>• How do I get along with the people I live with?</li> </ul>	
<b>Enduring Understandings</b>	
Students will identify living options and the importance of maintaining a clean living space.	
<b>Alignment to NJCCCS and CCS.ELA/MA</b>	
<b>9.1, 9.2, 9.3, 2.1, 2.2, SL.9-10, W.9-10, W.11-12, MA.9-12</b>	
<b>Key Concepts and Skills</b>	
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify housing options in the community.</li> <li>• Identify housing choices at state colleges.</li> <li>• List at least 15 routine chores necessary for maintaining a residence.</li> <li>• Identify cleaning products and equipment.</li> <li>• Identify and explain routine cleaning chores.</li> <li>• Identify transportation options within the community.</li> <li>• Identify conflict situations and ways to resolve conflicts in dealing with parents or roommates.</li> </ul>	
<b>Learning Activities</b>	
<p>Introductory</p> <ul style="list-style-type: none"> <li>• Identify different types of housing in our community</li> <li>• Identify transportation options in our community</li> </ul> <p>Grade 9 and 10 Focus: Technology</p> <ul style="list-style-type: none"> <li>• Floor plan your living space</li> <li>• Identify cleaning supplies and use in the home</li> <li>• Calculate through internet shopping weekly cost of average household groceries</li> </ul> <p>Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition</p> <ul style="list-style-type: none"> <li>• Use internet to locate job opportunities and salary</li> <li>• Pay household bills</li> <li>• Establish household budget</li> <li>• Complete lease agreement</li> <li>• Identify pros and cons of transportation options: schedules, costs, availability</li> <li>• Establish household schedule to avoid conflicts within household</li> <li>• Research local community college and state college tuitions</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Cooperative and independent learning experiences</li> <li>• Classwork and homework</li> <li>• Teacher Observation</li> <li>• Rubric Assessment</li> </ul>	

<ul style="list-style-type: none"> <li>Quizzes and Tests</li> </ul>						
<b>21<sup>st</sup> Century Skills</b>						
x	Creativity	x	Critical Thinking	x	Communication	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy	
<b>Interdisciplinary Connections</b>						
<ul style="list-style-type: none"> <li>Reading and Language Arts</li> <li>Mathematics</li> <li>Business Education</li> <li>Vocational Assessment</li> <li>Instructional Technology</li> </ul>						
<b>Technology Integration</b>						
<ul style="list-style-type: none"> <li>Internet Research</li> <li>Spreadsheet</li> <li>DVDs</li> </ul>						

<b>Time Frame</b>	Weeks 36-40						
<b>Topic</b>							
Unit Four: Leisure Time & Facing Changes							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What do I do with my leisure time?</li> <li>• How do I make and maintain friendships and relationships?</li> <li>• How do I cope with change?</li> </ul>							
<b>Enduring Understandings</b>							
Students will understand how to select age appropriate activities, friends and coping skills.							
<b>Alignment to NJCCCS and CCS.ELA/MA</b>							
<b>9.1, 9.2, 9.3, 2.1, 2.2, 2.4, SL.9-10, W.9-10, W.11-12, MA.9-12</b>							
<b>Key Concepts and Skills</b>							
Students will: <ul style="list-style-type: none"> <li>• Identify age appropriate leisure time activities.</li> <li>• Practice ways to initiate social conversation.</li> <li>• Identify proper social behaviors at school, community and home.</li> <li>• Identify emotions experienced and ways to cope in new situations.</li> </ul>							
<b>Learning Activities</b>							
Introductory/Ongoing <ul style="list-style-type: none"> <li>• Create plan for summer schedule; health and exercise plan, summer reading, leisure activities, and plans to meet with friends.</li> </ul> Grades 9 and 10 focus: Technology <ul style="list-style-type: none"> <li>• Keep personal calendar</li> <li>• Research different social activities available in school and community</li> </ul> Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition <ul style="list-style-type: none"> <li>• Price and plan budget for leisure activities</li> <li>• Research careers related to areas of interests</li> <li>• Research summer visits/tours to colleges/schools of interest</li> <li>• Develop list of appropriate topics of conversation and questions to engage conversation during summer activities</li> <li>• Role play appropriate social and workplace interactions.</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Classwork and homework</li> <li>• Teacher Observation</li> <li>• Checklists</li> <li>• Rubric Assessment</li> <li>• Quizzes and Tests</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
x	Creativity	x	Critical Thinking	x	Communication		Collaboration
x	Life & Career Skills		Information Literacy		Media Literacy		



**Interdisciplinary Connections**

- Reading and Language Arts
- Mathematics
- Business Education
- Instructional Technology

**Technology Integration**

- Internet Research
- DVDs