

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 - 40	Leisure Time & Facing Changes

Time Frame	Weeks 1-5
Topic	
Unit One: Personal Information	
Essential Questions	
<ul style="list-style-type: none"> • What is meant by personal information? • Why is it vital to know their personal information? • How does knowledge of personal information aid in everyday life? • How does knowledge of personal information lead to independence? 	
Enduring Understandings	
Students will know personal information and how to apply it in appropriate life situations.	
Alignment to NJCCCS and CCS.ELA/MA	
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	
Key Concepts and Skills	
<p>Students will:</p> <ul style="list-style-type: none"> • Understand the vocabulary relating to personal information. • Complete an ID card listing relevant personal information. • Use personal log-in information to access computer accounts. • Explain the importance of knowing personal information. • Identify how, when and why we use personal information. • Answer verbal questions about personal information. • Fill out applications and information forms with personal information. 	
Learning Activities	
<p>Introductory</p> <ul style="list-style-type: none"> • 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. This activity should be followed up in a week in alternate fashion allowing students to “pick a card” with a piece of information and again guessing who the person is, this time including the teacher. <p>Grades 9 and 10 Focus: Technology</p> <ul style="list-style-type: none"> • 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) • Review “ICE” in cell phones/electronic devices to duplicate personal information. • Verify access to school email address • Use Power Point to prepare an autobiography. • Changes & Choices text book (C&C) Ch’s: 1-3 <p>Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition</p> <ul style="list-style-type: none"> • Review “ICE” in cell phones/electronic devices to duplicate personal information. • Verify access to school email address • Complete a folder with resume and letter of recommendation to be carried to job interviews • Complete a job application and mock interview. • Obtain official non-drivers ID from Motor Vehicles (if not licensed). • Activity 41/42 in "You're On Your Own" on Doctors and Dentists/Medical insurance. • Survey Brookdale on-line catalogue and application for possible continuing education 	

Assessments

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

21st 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

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

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

Time Frame	Weeks 11-15
Topic	
Unit Three: Personal care	
Essential Questions	
<ul style="list-style-type: none"> • What is meant by good hygiene and how it is maintained? • Why is good hygiene important? • How does one maintain a healthy body? • Why is proper attire and appearance important? 	
Enduring Understandings	
Students will understand the process of good hygiene and its importance when interacting with others in school, the community and the workplace.	
Alignment to NJCCCS and CCS.ELA/MA	
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	
Key Concepts and Skills	
Students will: <ul style="list-style-type: none"> • Identify and use personal care products. • Identify the importance of good nutrition and exercise in maintaining a healthy body. • Explain the importance of good hygiene and appearance • Identify signs and symptoms of common illnesses. • Identify the importance of using medications properly. • Identify and practice ways to properly care for clothing. 	
Learning Activities	
Introductory/Ongoing <ul style="list-style-type: none"> • Define and discuss vocabulary related to hygiene and grooming • Visit school nurse/trainer for up-to-date height and weight measurements, to create personal daily health plan • Define and review of how to care for clothing 	
Grade 9 and 10 Focus: Technology <ul style="list-style-type: none"> • Create a collage of examples for good and poor grooming/appearance and identify problem • Research food pyramid and create a healthy diet plan and exercise program • Research “apps” on electronic devices to help create healthy diet plan and exercise program • Changes & Choices text book Ch’s: 19-20 	
Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition <ul style="list-style-type: none"> • Use store circulars to complete a price comparison of common name brand and generic hygiene and remedy items • Compare costs of gym membership, community recreation programs and fitness equipment for home use. • Identify appropriate dress for different job types • Activity #34,53,69 in “You’re On Your Own” • Shop Online for appropriate seasonal and all occasion clothing 	

- Read medicine labels and set up schedule for use as directed
- 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

21st 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

Time Frame	Weeks 16-20
Topic	
Unit Four: Communication and Organizational Skills	
Essential Questions	
<ul style="list-style-type: none"> • When do I need help and how will I access it? • What tools are available to help me? • How do I communicate the emotions appropriate to the situation? • How do I access information for specific needs? 	
Enduring Understandings	
Students must acquire the skills necessary to identify and communicate their needs effectively in a variety of life situations.	
Alignment to NJCCCS and CCS.ELA/MA	
9.1, 9.2, 9.3, 2.1, 2.1, SL.9-10, W.9-10, W.11-12, MA.9-12	
Key Concepts and Skills	
Students will: <ul style="list-style-type: none"> • Identify and use appropriate forms of communication. • Use the phone correctly. • Schedule appointments needed. • Identify the importance of being on time/reliable. 	
Learning Activities	
Introductory <ul style="list-style-type: none"> • Role play and discuss situations requiring assistance • Recognizing the differences between emergency and non-emergency situations • Accessing information per situation • Identify correct forms of communications; constructive and destructive communication 	
Grades 9 and 10 Focus: Technology <ul style="list-style-type: none"> • Practice sending emails • Use Microsoft Outlook calendar or other electronic calendar • Use cell phone(electronic device) calendar/dairy system • Use on-line phone book and directory assistance (yellow pages.com) • Changes & Choices text book Ch's: 7-8 	
Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition <ul style="list-style-type: none"> • Use internet and newspaper to locate part time job opportunities • Read schedules and timetables • Use phone to schedule appointments • Research how to obtain a certification of their choice (ie: contacting different resources by steps like scuba instruction or EMT) • Identify times in life when assistance is needed and the types of assistance needed • Role play the process of identifying and seeking assistance • Use alarm clock, cell phone alarm and other types of alarms for self-monitoring • 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. 	

Assessments

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

21st Century Skills

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

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

Time Frame	Weeks 21-25
Topic	
Unit Four: Personal Finance	
Essential Questions	
<ul style="list-style-type: none"> • How do I get money? • How do I spend my money wisely? • What sources are available to help manage my money? 	
Enduring Understandings	
Students must acquire an understanding of the value and role of money in their lives.	
Alignment to NJCCCS and CCS.ELA/MA	
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	
Key Concepts and Skills	
<p>Students will:</p> <ul style="list-style-type: none"> • Identify the ways to get money. • Fill out financial forms. • Discuss the benefits of a budget. • Identify fixed and flexible expenses. • Understand the consequences of good/poor spending choices. • Identify the services offered by banks. 	
Learning Activities	
<p>Introductory</p> <ul style="list-style-type: none"> • 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. • Use store circulars and advertisements to compare costs, shop on a budget, and count out purchase prices. <p>Grades 9 and 10 Focus: Technology</p> <ul style="list-style-type: none"> • Web quest and on-line games on money • Continue Power Point Autobiography • YouTube video on how to use a Debit Card • Create monthly budget on Excel using utility bills as reference. • Changes & Choices text book Ch's: 17-18 <p>Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition</p> <ul style="list-style-type: none"> • Discuss saving and checking accounts • Complete bank deposit and withdrawal forms • Read and identify parts on a paycheck • Fill out applications for shoppers card and credit cards • Research on-line banking • Prepare personal monthly budget of expenses (Excel) • Activities #2-11 in "You're On Your Own" 	

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

Time Frame	Weeks 26-30
Topic	
Unit Four: Decision Making and Career Counseling	
Essential Questions	
<ul style="list-style-type: none"> • What are values and how do they affect the choices I make? • How do values change in the different life stages of childhood, adolescence and adulthood? • How do I make good decisions? • Why is it important to make good decisions? • How do my decisions affect me and those around me? 	
Enduring Understandings	
Students will understand the decision making process and how personal choices affect everyday life.	
Alignment to NJCCCS and CCS.ELA/MA	
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	
Key Concepts and Skills	
Students will: <ul style="list-style-type: none"> • Define and identify personal values. • Understand that values change as one matures. • Understand the choices we make are determined by what we value. • Identify the decisions which one must make in everyday life. • Identify and practice the steps of making good decisions. • Understand the consequences of good and bad decisions. 	
Learning Activities	
Introductory <ul style="list-style-type: none"> • Define values and discuss the role they play in our lives. • Make a list of the decisions one must make every day at different stages of life: childhood, adolescence and adulthood. 	
Grade 9 and 10 Focus: Technology <ul style="list-style-type: none"> • Complete on-line poster using Glogster (alternative: traditional poster using online clip art) showing the things they value today following rubric. • 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. • Activity #57 (getting a pet) in “You’re On Your Own” • Changes & Choices text book Ch’s: 4-6 	
Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition <ul style="list-style-type: none"> • Define needs and wants and make a list dividing their belongings into these categories • Study advertisements and how they affect our decisions and purchases. • Activity #24 and 36 (buying gifts) and #57 (getting a pet) in “You’re On Your Own” • Study the steps involved in making good decisions and the consequences • Role play the decision making process • Review school’s Naviance account for career counseling 	

Assessments

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

21st Century Skills

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

Interdisciplinary Connections

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

Technology Integration

- Internet research
- Word/Excel
- Web quests
- On line Glogster/poster

Time Frame	Weeks 31-35
Topic	
Unit Four: Living Independently	
Essential Questions	
<ul style="list-style-type: none"> • What are my options in finding a place to live? • How do I take care of my living space? • How do I get around in my community? • How do I get along with the people I live with? 	
Enduring Understandings	
Students will identify living options and the importance of maintaining a clean living space.	
Alignment to NJCCCS and CCS.ELA/MA	
9.1, 9.2, 9.3, 2.1, 2.2, SL.9-10, W.9-10, W.11-12, MA.9-12	
Key Concepts and Skills	
<p>Students will:</p> <ul style="list-style-type: none"> • Identify housing options in the community. • Identify housing choices at state colleges. • List at least 15 routine chores necessary for maintaining a residence. • Identify cleaning products and equipment. • Identify and explain routine cleaning chores. • Identify transportation options within the community. • Identify conflict situations and ways to resolve conflicts in dealing with parents or roommates. 	
Learning Activities	
<p>Introductory</p> <ul style="list-style-type: none"> • Identify different types of housing in our community • Identify transportation options in our community <p>Grade 9 and 10 Focus: Technology</p> <ul style="list-style-type: none"> • Floor plan your living space • Identify cleaning supplies and use in the home • Calculate through internet shopping weekly cost of average household groceries • Changes & Choices text book Ch's: 16, 21 <p>Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition</p> <ul style="list-style-type: none"> • Use internet to locate job opportunities and salary • Pay household bills • Establish household budget • Complete lease agreement • Identify pros and cons of transportation options: schedules, costs, availability • Establish household schedule to avoid conflicts within household • Research local community college and state college tuitions 	
Assessments	
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation 	

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

Time Frame	Weeks 36-40						
Topic							
Unit Four: Leisure Time & Facing Changes							
Essential Questions							
<ul style="list-style-type: none"> • What do I do with my leisure time? • How do I make and maintain friendships and relationships? • How do I cope with change? 							
Enduring Understandings							
Students will understand how to select age appropriate activities, friends and coping skills.							
Alignment to NJCCCS and CCS.ELA/MA							
9.1, 9.2, 9.3, 2.1, 2.2, 2.4, SL.9-10, W.9-10, W.11-12,MA.9-12							
Key Concepts and Skills							
Students will: <ul style="list-style-type: none"> • Identify age appropriate leisure time activities. • Practice ways to initiate social conversation. • Identify proper social behaviors at school, community and home. • Identify emotions experienced and ways to cope in new situations. 							
Learning Activities							
Introductory/Ongoing <ul style="list-style-type: none"> • Create plan for summer schedule; health and exercise plan, summer reading, leisure activities, and plans to meet with friends. 							
Grades 9 and 10 focus: Technology <ul style="list-style-type: none"> • Keep personal calendar • Research different social activities available in school and community • Changes & Choices text book Ch's: 12-15 							
Grade 11 and Grade 12 Focus: Finance and Career, Self-Advocacy and Transition <ul style="list-style-type: none"> • Price and plan budget for leisure activities • Research careers related to areas of interests • Research summer visits/tours to colleges/schools of interest • Develop list of appropriate topics of conversation and questions to engage conversation during summer activities • Role play appropriate social and workplace interactions. 							
Assessments							
<ul style="list-style-type: none"> • Classwork and homework • Teacher Observation • Checklists • Rubric Assessment • Quizzes and Tests 							
21st 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

- Internet Research
- DVDs