

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Life Skills: Part 1 & Part II

Length of Course:	Full Year
Elective/Required:	Elective
Schools:	High Schools
Eligibility:	Special Education Students: Grades 9 -12+
Credit Value:	5 Credits
Date Approved:	October 20, 2020

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**Life Skills Curriculum
Part 1 and 2**

Teachers will assess each student’s life skills at least twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year using the Casey Life Skills- Youth II online assessment. Teachers will receive an email from the Transition Specialist to create a free account on Casey Life Skills, where the Youth II online assessment will be completed at least twice yearly for each student. The Transition Specialist will provide guidance on how to use the website, if needed.

Units may be repeated and/or modified in order to maintain and extend skill development and understanding. Instructional adjustments will vary depending on student population and individual needs.

<p>DAILY LIVING SKILLS</p> <p>PART 1 Food & Nutrition Home Cleanliness, Safety, and Repairs Computer & Internet Basics</p>	<p>SELF CARE SKILLS</p> <p>PART 1 Health Care Personal Hygiene Personal Safety Sexuality</p> <p>PART 2 Personal Benefits and Personal Records</p>	<p>RELATIONSHIPS & COMMUNICATION SKILLS</p> <p>PART 1 Personal Development Developing Relationships Communication with Others Cultural Competency</p>
<p>HOUSING & MONEY MANAGEMENT</p> <p>PART 1 Budgeting & Spending Plan Transportation</p> <p>PART 2 Housing Banking and Credit</p>	<p>WORK & STUDY SKILLS</p> <p>PART 1 Study Skills Time Management Personal Development</p> <p>PART 2 Income Tax Legal</p>	

Unit Title: Daily Living Skills - Food & Nutrition

Targeted Standards:

- 2.1 Personal and Mental Health
- 2.2 Physical wellness
- 9.1 Personal Financial Literacy

Unit Objectives/Conceptual Understandings: Students will be able to work in a kitchen, identify kitchen utensils and items, follow kitchen safety rules and follow a basic recipe. Students will be able to make healthy choices.

Essential Questions: What is located in the kitchen? What items are used when preparing food and cooking? What foods do you prepare at home? What does it mean to follow a recipe? How can you keep your kitchen safe and clean? How do you maintain a healthy diet?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. 2.2.12.N.2: Determine the relationship of nutrition and	The role of diet and nutrition for a healthy lifestyle.	Evaluate one’s diet for nutritional content	Identify three personal food choices and explain their nutritional content. Are they healthy or unhealthy? Why? Explain how personal food choices contribute to a healthy diet. Describe the importance of drinking water.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>physical activity to weight loss, gain, and maintenance.</p> <p>2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness.</p>			<p>Explain the need for moderation and balance when planning a healthy diet.</p> <p>Show respect for others’ opinions and cultural differences when identifying personal food choices.</p>	
<p>2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.</p> <p>2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.</p>	<p>How snacking affects diet</p>	<p>Know how “snacking” affects nutrition.</p>	<p>Explain the value of snacks.</p> <p>Tell the health and nutritional risks involved in snacking.</p> <p>Give three examples each of healthy and unhealthy snacks.</p> <p>Describe occasions when a snack is appropriate.</p>	
<p>2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.</p> <p>2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones,</p>	<p>Reading nutrition labels</p> <p>How nutrition relates to health.</p>	<p>Know how to read food labels for nutritional information.</p>	<p>Explain why it is important to read nutritional information on food packaging.</p> <p>Explain how to tell which ingredient is the largest in a food item.</p> <p>Identify a product’s serving size, calories, and fat grams.</p> <p>Compare the nutritional information posted on four similar food items offered by different brands.</p>	

<p>stimulants).</p> <p>9.1.8.PB.3: Explain how to create a budget that aligns with financial goals.</p> <p>9.4.12A.2: Demonstrate mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.</p>	<p>Menu Planning</p> <p>How to plan a balanced meal with given budget</p>	<p>Plan a simple nutritious meal with supervision.</p>	<p>Name resources available for meal planning (e.g., cookbooks, recipes on food packaging, favorite family recipes, recipes in magazines, and suggestions from cooking shows/Internet, local supermarkets).</p> <p>Tell how individual dietary needs and cultural preferences affect meal planning (e.g., vegetarian, food allergies). Plan a nutritious meal.</p>	
<p>9.2.12.B.1: Prioritize financial decisions by systematically considering alternatives and possible consequences.</p>	<p>Creating a shopping list</p> <p>How to create a shopping list based on need and add to the list when the need for additional items is identified.</p>	<p>Is able to plan a week of nutritious and economical meals with supervision.</p>	<p>Describe how culture affects planning a menu for one or for others.</p> <p>Create a shopping list specifying the items and quantity for a 7 day menu.</p> <p>Calculate the cost of a 7 day menu.</p> <p>Compare the costs of cooking and eating out.</p> <p>Purchase food for the week within one's budget</p>	
	<p>Grocery Shopping</p> <p>Create shopping lists based on price and inventory.</p>	<p>Knows and understands ways to grocery shop economically.</p>	<p>Explain the value of a shopping list.</p> <p>Create a shopping list based on inventory.</p>	

			<p>Explain the benefits of using coupons and buying store brands.</p> <p>Explain unit price information for two grocery items.</p> <p>Describe the advantages and disadvantages of buying in bulk.</p> <p>Explain when and where to shop for bargains (e.g., sales, specials, and discounts).</p>	
	<p>Food freshness</p> <p>List characteristics of perishable foods.</p>	<p>Knows how to evaluate grocery items for freshness, nutritional value, and economy.</p>	<p>Explain what an expiration date is, where it might be found on a package, and how it can be used when shopping for a week's meals.</p> <p>Describe the signs of spoilage in two or more foods.</p> <p>Tell three potential economic and nutritional benefits of purchasing produce at local farmers' markets.</p>	
	<p>Budget shopping</p> <p>How to create shopping lists following an established budget.</p>	<p>Knows how to grocery shop for a week within a budget.</p>	<p>Develop a shopping list for all household items needed for the week (e.g., food, cleaning supplies, paper goods).</p> <p>Explain one strategy to keep from going over budget when</p>	

	<p>How to shop independently by following a shopping list.</p>		<p>shopping (e.g., use a calculator to keep a running total as you shop).</p> <p>Demonstrate grocery shopping.</p> <p>Evaluate the grocery shopping experience.</p> <p>Grocery shop for a week without supervision.</p> <p>Evaluate the week's grocery shopping experience for staying in budget and meeting needs.</p>	
	<p>Meal Preparation</p> <p>How to safely use and maintain kitchen appliances.</p>	<p>Knows and understands the importance of maintaining kitchen equipment and appliances.</p>	<p>Describe how to store kitchen utensils in a safe and organized manner so they can be located and used efficiently and effectively.</p> <p>Describe how to use available appliances in a safe manner (e.g., oven, toaster, microwave, dishwasher).</p> <p>Describe how to keep kitchen appliances clean.</p> <p>Know who to call for appliance repairs and service.</p>	

			Keep a file of instruction booklets and warranties for kitchen appliances.
Use of kitchen equipment How to identify and use kitchen equipment appropriately.	Is able to use the available kitchen equipment to prepare and cook a simple meal or snack.		Demonstrate the correct use of all available utensils, pots, and pans when preparing a meal or snack with supervision, if needed. Demonstrate the appropriate and safe use of available kitchen appliances when preparing a meal or snack with supervision, if needed.
Kitchen cleanliness and hygiene	Knows and understands how to prepare food safely.		Describe why keeping all surfaces and one's hands clean throughout the cooking process are important. Describe how improper cooking and handling of food can cause physical illness. Describe safe ways to defrost and clean meats and vegetables. Demonstrate safe ways to prepare and cook meats and vegetables.
Recipe reading Understand vocabulary and abbreviations for recipe	Can read and follow a recipe with supervision if younger, without if older.		Translate abbreviations commonly used in recipes (e.g., tsp).

	<p>measurements</p> <p>Read or follow a picture based recipe to determine and gather the ingredients and supplies necessary to make the food dish.</p> <p>How to follow a recipe</p> <p>How to accurately measure ingredients</p> <p>How to vary recipes based on number of servings</p>		<p>Identify and use the proper utensils used for accurate measurements (e.g., cup, teaspoon).</p> <p>Interpret and demonstrate the meanings of terms and abbreviations for processes commonly used in recipes (e.g., baste, knead, whip, fold in, bake, broil, roast).</p> <p>Select the utensils and equipment needed to complete a recipe.</p> <p>Use a clock or timer when baking or cooking.</p> <p>Prepare food according to a recipe.</p> <p>Identify and measure the ingredients called for in a recipe.</p> <p>Analyze the recipe selected (e.g., ingredients required, length of time to prepare, level of difficulty).</p> <p>Describe possible ingredient substitutions (e.g., margarine vs. butter, sugar vs. artificial sweetener).</p>	
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			<p>Describe at least three tastes that spices add to recipes.</p> <p>Demonstrate how to change a recipe (e.g., increase or decrease servings based on number of people).</p>
<p>Meal planning</p> <p>How to prep for a meal</p>	<p>Is able to prepare a week of nutritious and economical meals with and without supervision.</p>	<p>Select the meals to be prepared each day.</p> <p>Identify ingredients, utensils, and equipment needed for each meal.</p> <p>Schedule meal prep so all items are ready at the same time.</p> <p>Prepare the meals using the ingredients, utensils, and equipment.</p>	
<p>Restaurant</p> <p>Demonstrate proper manners when dining in a restaurant.</p> <p>How to order from a menu.</p> <p>How to calculate a tip.</p>	<p>Is able to demonstrate appropriate dining behavior in a restaurant setting.</p>	<p>Demonstrate ordering from a menu.</p> <p>Exhibit good table manners.</p> <p>Describe appropriate dress and conversation for different dining experiences.</p> <p>Demonstrate appropriate ways to get the attention of wait staff.</p>	

	<p>Kitchen Cleanup and Food Storage</p>	<p>Can store leftovers and unused ingredients to avoid spoilage.</p>	<p>Calculate the tip.</p> <p>Explain how long stored foods can be kept.</p> <p>Explain which foods need to be refrigerated and why.</p> <p>Demonstrate how to prepare foods for refrigeration, freezing, and/or storage.</p>	
	<p>Kitchen clean up</p> <p>Identify and demonstrate appropriate cleaning procedures and appropriate waste disposal procedures</p>	<p>Can clean the kitchen after meal preparation with supervision if younger and without supervision if older.</p>	<p>Demonstrate the proper use of a dishwasher (if available).</p> <p>Demonstrate how to wash glasses, dishes, pots, pans and utensils by hand.</p> <p>Demonstrate proper disposal of food and food packaging, paying attention to current recycling requirements.</p> <p>Demonstrate how to clean all kitchen equipment and surfaces used in meal preparation.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule1.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Daily Living Skills - Home Cleanliness, Safety, and Repairs

Targeted State Standards:

- **9.1 Personal Financial Literacy**
- **9.2 Career Awareness, Exploration, Preparation, and Training**
- **RST: English Language Arts: Science and Technical Subjects**

Unit Objectives/Conceptual Understandings: Students will demonstrate an understanding of maintaining housing including: daily and weekly household routines, doing chores, household repairs and home safety.

Essential Questions: What does it mean “to take care of a home”? What are some of the responsibilities to maintain a home? How do I ensure that I am safe and remain safe in my home?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11-12.3. Follow precisely a complex multistep procedure when carrying out	Home Cleanliness How to complete tasks necessary to maintain a clean and organized living environment.	Know how to maintain a clean living space.	Identify several household chores and the person responsible for completing the task at home. Demonstrate proper storage of cleaning products. Demonstrate proper use of cleaning equipment and cleaning techniques.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>9.2.12.B.1: Prioritize financial decisions by systematically considering alternatives and possible consequences.</p> <p>9.2.12.B.6: Design and utilize a simulated budget to monitor progress of financial plans.</p>			<p>Demonstrate two ways to store personal items.</p> <p>Explain what causes sinks and toilets to clog and how to unclog them.</p> <p>Describe how to minimize roaches, mice and other pests.</p> <p>Demonstrate two ways to store personal items (toys, books, clothes, etc.)</p>	
<p>9.12.A.39: Identify response techniques to create a disaster and/or emergency response plan.</p>	<p>Cleaning routines</p> <p>How to establish and follow a cleaning routine.</p>	<p>Can develop and maintain household cleaning routine.</p>	<p>Explain the benefit of cleaning and changing linens regularly.</p> <p>Describe what needs to be cleaned on a daily, monthly and seasonal basis.</p> <p>Demonstrate household cleaning routine for two weeks (e.g., changing linens, dusting, sweeping, vacuuming, cleaning toilet).</p>	
	<p>Laundry</p> <p>Identify and demonstrate appropriate laundering procedures for different types of clothing.</p>	<p>How to care for clothing</p>	<p>Describe different methods for cleaning clothes (e.g., dry clean, hand wash, machine wash).</p> <p>Demonstrate how to fold and put away clean clothing</p> <p>Complete two loads of laundry.</p>	

			<p>Describe steps for machine washing (e.g., separating colors, pre-treating, application of detergent quantity, bleach, fabric softener, selection of water temperature and washing cycles).</p> <p>Demonstrate an understanding of the various dryer settings and when to use them.</p>	
	<p>Home Safety</p> <p>How to prevent and respond in case of in home emergencies or natural disasters.</p>	<p>Knows and understands the importance of home safety.</p>	<p>Fire Safety: Describe use and maintenance of a smoke and carbon monoxide detector and fire extinguisher. Explain three ways to prevent fires (e.g., avoid overuse of extension cords). Describe an emergency evacuation route in case of fire.</p> <p>Crime Prevention: Explain two ways to prevent breaking and entering in one's home.</p> <p>Natural Disasters: Explain two ways to prepare for natural disasters (e.g., hurricanes, floods, tornados, earthquakes, national alerts, snow emergencies).</p>	

			<p>Home Safety: Explain proper storage of hazardous household materials (e.g., cleaning materials, medicines, knives). Explain three strategies for child proofing a house (e.g., outlet plugs, cabinet locks, gates on stairways). Describe signs of possible household dangers (e.g., smelling gas, flooding).</p> <p>First Aid: Identify four items in a first aid kit/household emergency kit (e.g., band aids, disinfectant, flash light, batteries). Describe how to prevent poisoning.</p>	
	Which emergency resources are available in the community and how to access them.	Knows how to access community resources in case of emergency.	<p>Explain the function of different community resources (e.g., fire, police, ambulance and when they would be used).</p> <p>Evaluate three emergency situations and select the appropriate community resource.</p>	
	Home Repairs	Knows how to make simple home repairs.	<p>Demonstrate how to reset circuit breakers and/or replace fuses.</p> <p>Demonstrate how to use a plunger/unclog toilets.</p>	

			<p>Demonstrate safe and appropriate use of home tools.</p> <p>Explain the type of repairs for which the tenant is responsible.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule1.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Computer & Internet Basics

Targeted Standards:

- **8.1 Computer Science**
- **9.4 Life Literacies and Key Skills**

Unit Objectives/Conceptual Understandings: Students will be able to identify basic computer parts, use the internet to search for information, send email, open Microsoft Word and utilize it to type a document, enter data in Excel, and print. Students will be able to use various means of communication to promote employment success.

Essential Questions: What computer and phone skills are useful to promote employment success? What means of technology and communication of technology do you use daily? How can I use the telephone and technology safely?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.	How to complete computer and internet basics	Can use a computer.	Demonstrate turning a computer on and off.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning
9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.			Use the mouse to open an application	
	Learners will create and use Google docs and sheets	Can use a computer to complete homework assignments.	Can type on a keyboard	
			Explain when to use word processing, spreadsheet and presentation software	

<p>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.).</p>			<p>List different types of word processing, spreadsheet and presentation software</p> <p>Demonstrate the use of the application</p> <p>Demonstrate creating, saving, opening, retrieving and printing documents</p>	
<p>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).</p> <p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p>	<p>Search engines</p> <p>Learners will use search engines effectively.</p>	<p>Knows how to use the internet to locate resources.</p>	<p>Locate resources that provide internet access (e.g. library, school)</p> <p>Describe the functions of a search engine (e.g.) Yahoo, Google, MSN</p> <p>Use the search engine to find information with job search, postsecondary education, financial aid, and leisure time.</p>	
<p>8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.</p>	<p>Independent email use</p>	<p>Can safely set up a free email account.</p>	<p>Locate three websites that offer free email service (e.g. Gmail, Yahoo, MSN...)</p> <p>Select most appropriate service for age</p> <p>Safely and accurately complete email registration form</p>	

			Select an appropriate email username	
	Internet safety	Can practice personal safety on the internet.	<p>Explain what safe internet practice is</p> <p>Explain why safety on the internet is important</p> <p>Demonstrate three ways to practice personal safety online (e.g.)</p>	
	Cyber bullying	Knows how to address cyber bullying.	<p>Define cyberbullying</p> <p>Describe three ways to deal with cyber bullies</p>	
	<p>Personal information and the internet</p> <p>Learner will explain the dangers of posting personal or inappropriate information on the internet</p>	Can explain the danger of giving out personal information online.	<p>Describe purpose of popular social networking platforms (e.g. MySpace, Facebook, Bebo)</p> <p>Explain the function of a personal profile.</p> <p>Create a safe personal profile</p> <p>Explain three consequences of giving personal information</p> <p>Explain three potential consequences of posting inappropriate photos/language on your profile</p>	

	Online relationships	Knows the importance of safe practices in online relationships	<p>Describe the types of online relationships</p> <p>List three consequences of participating in online relationships</p> <p>List three ways to ensure personal safety in online relationships</p>	
	Social networks	Can use social networking platforms responsibly	Describe purpose of popular social networking platforms (e.g. MySpace, Facebook, Bebo)	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule2.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Self Care Skills - Health Care

Targeted Standards:

- **2.1 Personal and Mental Health**

Unit Objectives/Conceptual Understandings: Students will explore ways that general safety rules prevent injuries. Students will learn health-related terms necessary for interaction with health professionals, and be able to differentiate between major and minor health concerns. Students will learn about emergency medical treatments and basic first-aid techniques.

Essential Questions: How can you stay safe and healthy? What is the difference between a minor and major health concern? How to take care of minor injuries using first-aid techniques?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact 	<p>How to prevent illnesses.</p> <p>How to maintain good health.</p> <p>How to record and update medical information.</p>	<p>Knows how to stay healthy.</p>	<p>Identify three ways to prevent a cold or flu.</p> <p>Explain how to prevent contagious diseases like measles, mumps, and chicken pox through vaccination and/or avoiding contamination.</p> <p>Take care of self (e.g., gets enough sleep, protects eyes).</p>	<p>Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning</p>

<p>physical, social and emotional stages of early adulthood.</p> <p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <ul style="list-style-type: none"> • 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. • 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit 			<p>Explain the importance of washing our hands.</p> <p>Social Distancing, mask wearing</p> <p>Explain family health history.</p> <p>Describe personal medical history.</p> <p>Keep up to date medical records.</p> <p>Explain how regular exercise can make one feel better and look better.</p> <p>Demonstrates an exercise that can occur at least two to three times a week.</p>	
	<p>Basic self care/first aid procedures</p>	<p>Knows how to care for minor illness and simple injuries.</p>	<p>Describe symptoms of colds, flu, and other common health problems.</p> <p>Demonstrate how to use a thermometer.</p> <p>Select appropriate over-the-counter medications for pain, stomach upset, diarrhea, cold/allergy symptoms.</p>	

			<p>Explain how to treat cold and flu symptoms.</p> <p>Demonstrate treating simple injuries like cuts, burns, bites, stings, and splinters.</p> <p>Create a basic first aid kit.</p> <p>Explain what to do when a fever doesn't improve.</p>	
	<p>How to appropriately use and contact health professionals</p>	<p>Knows when and how to seek medical attention.</p>	<p>Explain what you would do if an illness has not responded to home remedies.</p> <p>Tell when you should go to the emergency room, a clinic, or to a doctor.</p> <p>Describe how to find a doctor and dentist (e.g., check yellow pages, check medical/dental societies, Health Insurance Company, family and friends).</p> <p>Demonstrate making and changing a medical/dental appointment.</p> <p>Explain what to do if someone ingests a poisonous substance.</p>	

	<p>Administration of medication</p>	<p>Knows and understands the importance of taking prescription drugs and over-the-counter medications as prescribed.</p>	<p>Explain the difference between prescription and over-the-counter medications.</p> <p>Interpret instructions provided on prescription drugs and over-the-counter medications, including dose frequency, contraindications, warnings, recommended storage (e.g., safety cap use) and possible side effects.</p> <p>Describe what happens when medication is used improperly.</p> <p>Explain the difference between generic and brand name medications.</p>	
	<p>Medical Insurance</p>	<p>Knows and understands the medical/ dental coverage available.</p>	<p>Describe types of medical insurance/coverage available (e.g. Medicaid, employer health plans, student health plans, personal health plans).</p> <p>Explain where and how to obtain one or more types of medical coverage.</p> <p>Identify the common terms used in medical insurance (e.g., HMO, co-pay,</p>	

			deductible, referral, pre-existing condition).
	Health Care Proxy	Knows how to execute a health care proxy.	<p>Define health care proxy.</p> <p>Explain the importance of having someone you trust to make health care treatment decisions if you are not able.</p> <p>Identify a trusted adult to be your proxy.</p> <p>Demonstrate how to make the health care proxy legal and what to do if they change their mind.</p>
	How to regulate emotional well being	Knows how to maintain good emotional health.	<p>Identify situations which may cause conflict between people and lead to stress.</p> <p>Identify sources of conflict or fear in a stressful situation.</p> <p>Identify three ways to reduce stress (e.g., exercise, deep breathing, simplify schedule)</p> <p>Select a strategy to reduce stress and maintain good emotional health (e.g., exercise, deep breathing, simplify schedule, journal).</p>

			<p>Describe the signs and symptoms of depression and other emotional health problems.</p> <p>Describe where to go in the community to obtain help with depression and other emotional health problems.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule2.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Self Care Skills - Personal Benefits and Personal Records (PART 2)

Targeted Standards:

- **2.2 Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- **9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit Objectives/Conceptual Understandings: Students will be able to demonstrate knowledge of service and community resources encountered in daily life; as well as learn to navigate the community appropriately as a member of society.

Essential Questions: What kinds of resources are available to me? Who do you contact for assistance? How do I go about applying for these resources?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.2.12.E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants,	Personal Signature	Write their personal signature.	Write and practice own signature	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning
	Benefits provided by government agencies	Knows how to access benefits, such as Social Security, Medicaid	Is made aware of the local benefits that are available to him/her. Assistance is provided to apply for benefits that he/she is eligible for.	
	Personal records	Know how to obtain copies of personal documents.	Identify where to go to get a birth certificate, social security	

<p>higher education grants, and loans).</p>		<p>Knows how to maintain personal documents and records.</p>	<p>card, photo ID, educational transcripts, passports, voter registration card, and working papers.</p> <p>Identify where to go to obtain medical history and records.</p> <p>Identify where to go to obtain immigration documentation (if applicable).</p> <p>Identify documentation necessary to cross U.S. borders.</p> <p>Identify the costs associated with obtaining these documents.</p> <p>Complete the forms required to obtain copies of these documents.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule2.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Self Care Skills - Personal Hygiene

Targeted Standards:

- 2.2 Physical Wellness
- 2.3 Safety

Unit Objectives/Conceptual Understandings: Students will learn about personal hygiene.

Essential Questions: Why is good hygiene important? How do I maintain good personal hygiene? What are the effects of not maintaining proper hygiene?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.2.12.B.1: Predict the short and long-term consequences of good and poor decision-making on oneself, friends, family, and others. 2.2.12.E.1: Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. 2.3.2.HCDM.1: Demonstrate personal habits and	How to maintain good personal hygiene	Knows and understands the importance of good hygiene.	Describe what “good hygiene” means. Explain how “poor hygiene” affects friendships, relationships with others and employment opportunities. Explain how hygiene affects one’s physical and emotional health.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.</p>				
<p>2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</p>	<p>How to complete daily hygiene practices</p>	<p>Can maintain good hygiene</p>	<p>Explain when and how to use hygiene products (e.g., toilet paper, soap, shampoo, brush, comb, tooth brush, tooth paste, floss, deodorant, sanitary napkins/tampons, shaving equipment).</p> <p>Explain the importance of cleaning one's hands after using the toilet.</p> <p>Wears clean clothes.</p> <p>Describe when makeup is appropriate and how to apply it if applicable.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule2.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Self Care Skills - Personal Safety

Targeted Standards:

- **2.1 Personal and Mental Health**
- **2.2 Physical Wellness**
- **2.3 Personal Safety**

Unit Objectives/Conceptual Understandings: Students will explore ways that general safety rules prevent injuries. Students will learn health-related terms necessary for interaction with health professionals, and be able to differentiate between major and minor health concerns. Students will learn about emergency medical treatments and basic first-aid techniques.

Essential Questions: How can you stay safe and healthy? What is the difference between a minor and major health concern? How to take care of minor injuries using first-aid techniques?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.D.1: Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults, and proper preventive strategies. 2.2.12.A.1: Employ skills for communicating with family, peers, and people with other backgrounds and cultures	Dealing with violence	Is able to find safe and supportive resources	Knows how to trust their instincts when feeling unsafe Knows how to access immediate help Has a safe place to stay in the event of an emergency	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>that may impact the health of oneself and others</p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p>				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule2.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Self Care Skills - Sexuality

Targeted Standards:

- **2.1 Personal and Mental Health**

Unit Objectives/Conceptual Understandings: Students will understand differences between female and male body parts. Students will understand sexual orientation and gender identity.

Essential Questions: What are the differences between male and female anatomy? What is sexual orientation? What is gender identity? What is stereotyping and discrimination based on sexual orientation?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.	Human anatomy	Knows and understands how male and female bodies change during puberty.	Identify male and female sexual anatomy. Explain the bodily changes that take place during puberty for both males and females.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning
2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).	Sexual understanding	Knows and understands the difference between sexuality and sex.	Definitions of “sex” (e.g., gender, intercourse). Explain myths and misconceptions about sex.	

<p>2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health)</p> <p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues</p> <p>2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</p>				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_SexSexuality.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Relationships & Communication Skills - Personal Development (PART 2)

Targeted Standards:

- **2.1 Personal and Mental Health**

Unit Objectives/Conceptual Understandings: Student will understand self-esteem, etiquette, and what it means to maintain responsible and respectful relationships,

Essential Questions: What are my strengths? What does it mean to respect myself and others in relationships?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).	How to develop positive self esteem	Knows and understands the concept of self-esteem.	Define the term “self-esteem.” Explain how self-esteem is related to self-awareness and self-image. Describe how self-esteem is affected by the willingness to try new things.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning
	Self understanding	Knows and understands one’s personal strengths and needs.	Describe three personal strengths and three needs.	

<p>2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimensions of health).</p> <p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</p>			<p>Recognize how one's strengths can be used to meet one's needs.</p>
	<p>How to appropriately treat others</p>	<p>Knows and understands the impact of caring, respectful, responsible, and honest behavior in relationships.</p>	<p>Define respect.</p> <p>Define in your own words caring, respectful, responsible, and honest behavior.</p> <p>Give examples of situations where caring, respectful, responsible, and honest behavior affect a relationship.</p> <p>Identify behaviors (in a movie, video, or role play) that are caring, respectful, responsible, and honest and behaviors that are not.</p>
	<p>Manners</p>	<p>Can demonstrate everyday etiquette.</p>	<p>Define everyday etiquette (opening doors for others, giving up a seat for someone, sending a thank you note, etc.) one in public.</p> <p>Give examples of appropriate words to show displeasure or excitement as an alternative to cursing.</p> <p>Describe the difference between gossip and sharing information.</p>

			<p>Describe at least five situations in which you would express thankfulness.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule2.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Relationships & Communication Skills - Developing Relationships

Targeted Standards:

- **2.1 Personal and Mental Health**

Unit Objectives/Conceptual Understandings: Students will understand there are different types of relationships and how to maintain healthy relationships.

Essential Questions: What are the different types of relationships? How do I start and maintain healthy relationships?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.	Types of relationships	Knows and understands the differences between various types of relationships.	Describe different types of relationships (e.g., family, friends, business, professional, marital, and dating). Recognize the value of maintaining more than one type of relationship.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning
2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and	Making friends	Knows how to start a new friendship.	Can define what a friend is. Describe ways that friends spend time together	

emotional stages of early adulthood.			<p>Can think of ways to invite a new friend to join in a group activity</p> <p>Invite a new friend to spend time together in a positive activity.</p>
	Maintaining relationships	Knows how to maintain healthy relationships.	<p>Identify three characteristics of healthy and unhealthy relationships.</p> <p>Describe two ways to manage an unhealthy relationship (e.g. clarify boundaries, seek counseling, seek legal help, end relationship).</p> <p>Role play a strategy for managing an unhealthy relationship (e.g. setting boundaries, getting counseling, ending a relationship)</p> <p>Describe two ways to improve a relationship with family, friends, mentors, co-workers, etc.</p> <p>Name at least one person you can confide in.</p>
	Community	Knows and understands the concept of “community.”	Define and give examples of different communities (e.g., cultural groups,

			<p>neighborhoods, school, faith-based).</p> <p>Identify three things that make one a part of a community (e.g., age, culture, interest, needs).</p> <p>Explain the benefits of participating in diverse/different communities. Describe the responsibilities associated with being part of a community.</p> <p>Tell why volunteerism is good for a community or neighborhood.</p>
	Cooperation	Knows and understands the importance of cooperation.	<p>Describe three situations where you've helped others.</p> <p>Describe how family members cooperate with each other.</p> <p>Explain how cooperating in the workplace is helpful.</p>
	Decision making	Knows and understands a process for making thoughtful decisions.	<p>Recognize the difference between impulsive and thoughtful decisions.</p> <p>Describe and explain the steps used in a thoughtful decision making process (e.g., identify</p>

			<p>goals and values involved, identify options, evaluate pros and cons, narrow unacceptable choices and select an option).</p> <p>Describe why it is important to gather information when you are not sure about a decision.</p>	
	<p>Responses in social settings</p>	<p>Can use a thoughtful decision making process in a social situation.</p>	<p>Describe a social situation that requires a decision (e.g., going to a party on a school night, what to do when the person who is driving starts drinking.</p> <p>Apply a thoughtful decision making process to a social situation</p> <p>Tell why some choices are good and some are bad.</p> <p>Tell what the consequences of the choices might be for yourself and others.</p> <p>Evaluate the outcome of the decision (e.g., how my choices affect others).</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule2.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Relationships & Communication Skills - Communication with Others

Targeted Standards:

- **2.1 Personal and Mental Health**

Unit Objectives/Conceptual Understandings: Students will know and understand how to effectively communicate with others.

Essential Questions: How do I effectively communicate with different people in my school, home, and community? How do I use technology to appropriately communicate with others?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.	Types of communication	Knows and understands the elements of communication.	Explain the difference between verbal and non-verbal communication. Describe three forms of non-verbal communication (e.g., body postures, gestures, eye contact, and facial expressions). State at least three ways different cultures may	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</p>			<p>influence communication styles.</p> <p>Identify two ways to give respectful feedback.</p> <p>Identify two ways to receive feedback (e.g. making eye contact, not interrupting a conversation).</p> <p>Describe how feedback helps and/or hinders communication.</p>	
<p>2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimensions of health).</p>	<p>Communication in relationships</p>	<p>Knows how to communicate with friends and family.</p>	<p>Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language, appropriate touching).</p> <p>Demonstrate giving and receiving feedback in two situations with family and friends.</p> <p>Demonstrate how a conversation can show tolerance for the opinions of others</p> <p>Demonstrate receiving compliments without feeling/acting embarrassed.</p>	

			<p>Demonstrate how to clearly present your ideas or how you are feeling to others.</p>	
	<p>School communication/behavior</p>	<p>Knows how to communicate in school settings.</p>	<p>Tell how to get the teacher's attention in the classroom effectively.</p> <p>Tell when it's okay to talk or not talk with others in class.</p> <p>Demonstrate using effective listening techniques to clarify instructions.</p> <p>Demonstrate asking effective questions to get help or to clarify information.</p> <p>Demonstrate giving and receiving feedback in two situations with school personnel.</p> <p>Demonstrate tolerance for the opinions of others.</p>	
	<p>Communication at work</p>	<p>Knows how to communicate in school or at work.</p>	<p>Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language).</p> <p>Demonstrate effective listening techniques to clarify instructions.</p>	

			<p>Demonstrate the ability to ask effective questions to obtain and/or clarify information.</p> <p>Demonstrate giving and receiving feedback in two work-related situations.</p> <p>Demonstrate tolerance for the opinions of others</p>	
	<p>Communication through technology</p>	<p>Knows how to use technology to communicate safely and effectively.</p>	<p>Demonstrate safe and appropriate telephone etiquette in home and work situations (e.g., how to answer, take messages, and convey information).</p> <p>Demonstrate safe and appropriate email etiquette in home and work situations.</p> <p>Demonstrate safe and appropriate use of social networking in home and work situations</p>	
	<p>Use of assertiveness in communication</p>	<p>Knows how and when to be assertive when communicating at home, school, and work.</p>	<p>Explain the differences between passive, aggressive, and assertive styles of communication.</p> <p>Describe how to communicate assertively in three situations.</p>	

			<p>Recognize that people have the right to express different opinions.</p>	
	<p>Anger management</p>	<p>Knows how to use anger management techniques.</p>	<p>Describe situations that may produce feelings of anger within oneself and others.</p> <p>Identify a positive message of anger.</p> <p>Describe the signs and feelings of anger within oneself and others.</p> <p>Describe two anger management techniques that could be used at home, school, or work.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule2.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Relationships & Communication Skills - Cultural Competency

Targeted Standards:

- **9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Unit Objectives/Conceptual Understandings: Students will understand that individuals have a cultural identity that is associated with various customs which lead to a diverse community.

Essential Questions: What is my cultural identity? How do I respect others' cultural identities?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Dealing with prejudice	Knows how to effectively respond to prejudice and discrimination.	Define racism, stereotyping, prejudice, and discrimination. Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and/or in the community.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning
	Personal culture	Knows and understands one's own cultural identity.	Define the terms culture, identity, race and ethnicity.	

			<p>Describe the customs associated with one’s culture (e.g., family structure, language, food, style of dress).</p> <p>Describe the contributions that one’s culture has made to society.</p> <p>Tell at least four ways culture has affected your identity, values, and beliefs.</p>	
	<p>Other cultures</p>	<p>Knows and understands different cultural groups.</p>	<p>Identify and describe the customs of three different cultural groups.</p> <p>Describe contributions made to society of at least two cultures.</p> <p>Tell how to show respect for the attitudes and beliefs of other cultural groups.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule2.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Housing and Money Management - Budgeting and Spending Plan

<p>Targeted Standards:</p> <ul style="list-style-type: none"> ● 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. ● 9.4 Life Literacies and Key Skill: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. <p>Unit Objectives/Conceptual Understandings: Students will demonstrate an understanding of money management, budgeting, saving, and purchasing.</p> <p>Essential Questions: What is a budget? How do I purchase items within a budget? How do I plan for savings?</p> <p>Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.</p>

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures</p> <p>9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among</p>	Prioritizing values	Knows and understands how one's values influence money decisions.	<p>Knows the difference between personal needs and wants.</p> <p>Identify personal values (e.g., it is more important to spend money on clothes than to save).</p> <p>Recognize the impact personal values have on money decisions.</p>	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.</p> <p>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.).</p>	<p>Charity</p>	<p>Knows and understands ways that people use money to help others.</p>	<p>Identify specific ways to contribute to others in need (e.g. giving food, clothing, cash, and donating one’s time).</p> <p>Recognize that it feels good to help others.</p> <p>Identify one cause to which one would contribute.</p>	
<p>9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.</p> <p>9.1.12.FP.2: Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.</p>	<p>Personal spending</p>	<p>Is able to keep track of a weekly allowance.</p>	<p>Keep an expense diary for a week to track all expenditures.</p> <p>Determine major areas of expenses (e.g., clothing, food, leisure activities) and what is necessary and what is unnecessary.</p> <p>Describe the consequences of making unnecessary purchases.</p> <p>Assess and modify spending habits.</p>	
<p>9.4.12A.2: Demonstrate mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.</p>	<p>Budget plan</p>	<p>Can develop a realistic spending plan for one month.</p>	<p>Explain the importance of planning one’s expenditures.</p> <p>Create a list of spending plan categories (e.g., food, clothes, leisure activities).</p>	

<p>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.).</p>			<p>Identify whether a category is fixed or flexible.</p> <p>Assess the current situation and allocate money to each category.</p>	
	<p>Ways to pay monthly bills.</p>	<p>Can develop a routine for paying monthly expenses.</p>	<p>Identify at least two strategies for paying bills (e.g., automatic deductions, envelope method, online payment).</p> <p>Describe the pros and cons of each strategy.</p> <p>Select a strategy for paying monthly bills.</p> <p>Recognize the consequences of not paying bills on time. Develop a system for storing receipts and other payment records (e.g., tax returns, warranties).</p> <p>Identify time frames for disposing of tax returns, receipts, and warranties.</p>	
	<p>Monthly budget plan</p>	<p>Can maintain a spending plan for one month.</p>	<p>Develop a monthly spending plan.</p> <p>Keep an expense diary for a month to track all expenditures.</p>	

			<p>Assess spending plans and make changes as needed.</p> <p>Describe the consequences of overspending.</p> <p>Describe how to avoid making unnecessary purchases (e.g., prepare and use shopping lists).</p> <p>Participate in leisure activities while staying in budget.</p> <p>Describe when, why, and to whom one would turn to ask for help with budgeting.</p>	
	<p>Financial assistance</p>	<p>Knows and understands where to find help if one experiences financial difficulty.</p>	<p>Identify two types of financial difficulty (e.g., bankruptcy, credit card debt, paying one's rent).</p> <p>Identify the short and long-term consequences associated with financial difficulties.</p> <p>Identify the community resources that assist people with financial problems.</p> <p>Explain the services and fees available from each resource.</p>	

	<p>Saving Money</p>	<p>Knows and understands ways to save money.</p>	<p>Describe two places to save money (e.g. piggy bank and savings account at a bank).</p> <p>Identify two strategies for saving (e.g. pay-yourself-first, automatic payroll deduction, percentage of one's income).</p> <p>Explain how a savings account provides interest on your money.</p>	
	<p>How to save money</p>	<p>Is able to develop a savings plan.</p>	<p>Establish a saving goal (e.g., long-term and short-term).</p> <p>Create a savings plan to achieve a goal (e.g., special savings account).</p>	
	<p>Bank accounts</p>	<p>Knows how to open and maintain a savings account.</p>	<p>Describe the different types of savings accounts.</p> <p>Explain the good and bad points of different types of savings accounts.</p> <p>List the types of personal identification needed to open an account.</p> <p>Open a savings account.</p> <p>Fill out deposit and withdrawal forms.</p>	

			<p>Read a bank statement.</p> <p>Balance register with statement monthly.</p>
Savings goals	Can achieve a short-term savings goal.		<p>Select and use one or more savings strategies.</p> <p>Assess the effectiveness of each saving strategy in reaching your savings goal.</p> <p>Tell how much money you have in savings.</p>
Long term savings plans	Can achieve a long-term savings goal to help in the transition to self-sufficiency/self-responsibility.		<p>Select and use one or more savings strategies.</p> <p>Assess the effectiveness of each saving strategy in reaching your savings goal. (i.e., can go to college, get housing, buy a car)</p> <p>Tell how much money you have in savings.</p>
Investing	Knows and understands simple investment strategies		<p>Describe at least 2 types of investments (e.g., stocks, bonds, mutual funds, property, etc.)</p> <p>Describe where one would go to make each type of investment.</p>

			<p>Explain common investment terms (e.g., assets, earnings per share, dividend yield, etc.)</p> <p>Explain the costs associated with investments (e.g., transaction fees, closing costs, account management fees, etc.)</p> <p>Explain the penalties for early withdrawal of monies in a retirement plan.</p> <p>Explain the opportunities to invest with an employer's retirement program.</p>
	Shopping	Knows how to make a purchase using cash.	<p>Calculate discounts (e.g., how much is a \$10 book after a 15% discount?).</p> <p>Count money correctly for the purchase.</p> <p>Count money received in change after purchase.</p>
	Store returns	Can make a return.	<p>Explain the appropriate procedure for returning an item.</p> <p>Return one item with supervision.</p>

			<p>Return one item without supervision.</p>	
	<p>Advertising and spending</p>	<p>Knows how advertising impacts spending decisions.</p>	<p>Identify three forms of advertising (e.g. TV, radio, magazines, Internet, newspaper).</p> <p>Describe two ways that advertising their age group through mail, credit cards, and television is a lure and often can be misleading or inaccurate.</p> <p>Identify three products and advertising campaigns that target youth.</p> <p>Identify advertising language and interpret the “fine print.”</p> <p>Explain telemarketing solicitation.</p>	
	<p>Price comparisons</p>	<p>Knows and understands the benefits of comparison shopping.</p>	<p>Explain what comparison shopping is and how it is done.</p> <p>Interpret product label information and explain how this information can be used to make purchasing decisions (e.g. food labels give</p>	

			<p>nutritional information, clothing labels give washing instructions).</p> <p>Describe differences between brand name and generic products.</p> <p>Distinguish between “fads” and necessities when purchasing products.</p>
	Shopping comparisons	Knows how to comparison shop for a big purchase (e.g., bicycle, computer, stereo, TV).	<p>Identify and prioritize the essential qualities of the item to be purchased (e.g., compare several bicycles).</p> <p>Collect information about the choices available on the market.</p> <p>Evaluate pros and cons of each choice.</p>
	Budget shopping	Knows and understands ways to shop on a budget.	<p>Describe two ways one’s shopping habits impact one’s spending plan.</p> <p>Identify three alternative shopping options (e.g., flea markets, department stores, newspaper ads, second hand shops, garage sales, mail order, Internet or online</p>

			<p>shopping, discount outlets, and lay-away).</p> <p>Explain when and how to look for sales (e.g., summer items go on sale after July 4th, white sales offer discounts on sheets and towels).</p> <p>Explain where to find and how to use coupons to save money.</p>	
	<p>Apply budget to shopping</p>	<p>Can shop economically for everyday items (e.g. personal care products, food, school supplies).</p>	<p>Find and use coupons.</p> <p>Interpret and use unit pricing information to select the best buy for one's budget.</p> <p>Interpret and use product label information to select the best buy.</p> <p>Compare prices on different brands to get the best price.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule4.pdf</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule1.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Housing and Money Management - Banking and Credit

Targeted Standards:

- **9.1 Personal Financial Literacy:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Unit Objectives/Conceptual Understandings: Students will understand financial institutions in the community, how to borrow money or take out loans, and how to open and maintain bank accounts (including online banking). Students will understand credit and how to maintain good credit.

Essential Questions: What type of accounts do I need to manage my finances? How do I manage these accounts responsibly? How do I open a credit card and use it responsibly?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.1.12.CP.1: Summarize how one’s credit history can affect finances, including loan terms, employment, and qualifying for loans. 9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.	Banking	Knows and understands the services provided by financial institutions.	Identify the financial institutions available in the community (e.g., banks, credit unions, savings and loans). Describe and compare the services available. Identify the financial institutions offering the best deals on fees and interest.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>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. •</p> <p>9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.</p>	<p>Alternatives to banking</p>	<p>Knows and understands ways other than banks for cashing checks and borrowing money.</p>	<p>Identify places in the community to cash checks (e.g., check cashing stores, grocery stores).</p> <p>Identify ways to borrow money (e.g., family, friends, pawn shops).</p> <p>Explain the pros and cons of using these ways to cash checks and borrow money.</p>	
<p>9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.</p>	<p>Savings accounts</p>	<p>Knows how to open and maintain a savings account.</p>	<p>Describe the different types of savings accounts.</p> <p>Explain the good and bad points of different types of savings accounts.</p> <p>List the types of personal identification needed to open an account.</p> <p>Open a savings account.</p> <p>Fill out deposit and withdrawal forms.</p> <p>Read a bank statement.</p> <p>Balance register with statement monthly.</p>	

	<p>Checking accounts</p>	<p>Knows how to open and maintain a checking account.</p>	<p>Describe the different types of checking accounts.</p> <p>Explain the benefits of the different types of checking accounts.</p> <p>List personal identification needed to open an account.</p> <p>Open a checking account.</p> <p>Write two checks.</p> <p>Maintain a check register through checkbook and/or on-line banking.</p> <p>Explain the consequences of writing checks with insufficient funds.</p> <p>Balance register with statement monthly.</p>	
	<p>Online banking</p>	<p>Knows how to manage money using online banking services.</p>	<p>Describe the electronic banking services available at a local bank.</p> <p>Explain the pros and cons of electronic banking (e.g., ATM, on-line services) and related fees.</p>	

			Demonstrate how to make deposits, pay bills, transfer funds, and monitor balance electronically.
	Loans	Knows and understands when and how to borrow money.	<p>Recognize when it is wise to borrow money.</p> <p>Describe the benefits, risks and responsibilities related to borrowing money from friends, family, and financial institutions.</p> <p>Calculate the effect of interest on a loan.</p>
	Loan application	Knows how to apply for a loan.	<p>Identify two or more situations in which loans may be necessary (e.g., education, car, house). Identify where to apply for a loan.</p> <p>Explain what information is necessary to complete a loan application.</p> <p>Complete one loan application with supervision.</p>
	Credit	Knows and understands the pros and cons of using credit.	Identify three advantages of using credit (e.g. provides cash in emergencies, allows

			<p>one to make purchases over the phone or Internet, is safer than carrying cash).</p> <p>Identify three disadvantages of using credit (e.g. can lead to debt, high cost of interest payments, can take years to repay, end up paying more than the original price)</p>	
	<p>Credit cards</p>	<p>Knows and understands how credit cards work.</p>	<p>Explain the differences between credit cards, charge cards, debit cards, and the related fees.</p> <p>Describe the good and bad points of each card.</p>	
	<p>Credit history</p>	<p>Knows and understands the importance of developing and maintaining a sound credit history and credit rating.</p>	<p>Explain what a “credit history” and a “credit rating or score” are and how they are related and tracked.</p> <p>Describe how to develop a good credit score.</p> <p>Describe how to find out about one’s credit score.</p> <p>Describe how your credit history impacts your ability to make major purchases (e.g., car, house).</p>	

		<p>Can identify at least one adult who can provide money management support</p>	<p>Identify at least one supportive adult who may wish to discuss upfront their comfort level in supplying financial assistance.</p> <p>Identify at least one supportive adult who can assist with sorting bills and managing a checkbook</p> <p>Identify at least one supportive adult who can assist the youth in understanding how to maintain and obtain credit, deciphering loan applications, and budgeting.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule1.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Housing and Money Management - Housing (PART 2)

Targeted Standards:

- **9.4 Life Literacies and Key Skills**

Unit Objectives/Enduring Understandings: Students will demonstrate an understanding of types of housing, housing resources, components of a lease, and tenant rights and responsibilities.

Essential Questions: What kind of home do you live in now? What are some other places you could live? How do you look for and apply for housing? What are your rights and responsibilities as a tenant?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
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).	How to Identify different types of housing available in the community.	Knows and understands the kinds of housing available in one's community.	Identify two types of housing options (e.g., apartments, rooms for rent, houses, mobile homes, public or low income housing). Compare each housing option against one's personal needs and financial resources.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

	<p>How to search for housing options.</p> <p>The meanings of related vocabulary terms.</p>	<p>Knows how to search for an apartment or other housing option.</p>	<p>Define the terms most commonly used in a housing search (e.g., lease, sublet, studio, security deposit, co-sign, tenant, landlord).</p> <p>Interpret information contained in housing advertisements.</p> <p>Describe two or more ways to search for housing (e.g., word of mouth, advertisements, bulletin board ads, drive around neighborhood, Internet, realtors).</p> <p>Identify resources available to help with housing search (e.g., local housing authority).</p> <p>Create a list of housing needs (e.g., close to a bus line, on the first floor, pets allowed).</p> <p>Compare two or more housing choices based on location, condition, costs, safety, accessibility to transportation, job, school, etc.</p> <p>Conduct a housing search</p>	
	<p>How to complete a housing application</p>	<p>Is able to apply for housing.</p>	<p>Explain questions and terms on the application form</p>	

			<p>Follow directions on the application.</p> <p>Identify two references for housing applications.</p> <p>Complete one application without supervision.</p> <p>Role play follow-up with landlord on status of application.</p>	
	<p>How to complete a rental agreement.</p>	<p>Knows how to complete a lease or rental agreement.</p>	<p>Define terms included in the lease (e.g., tenant, landlord, eviction).</p> <p>Interpret a lease agreement.</p> <p>Explain the consequences of breaking the terms of the lease.</p> <p>Explain the rights and responsibilities of both the landlord and tenant under a lease agreement.</p> <p>Explain the information needed to complete a rental agreement.</p> <p>Complete a lease or rental agreement correctly.</p>	

	<p>Sharing home</p>	<p>Knows and understands the pros and cons of shared living.</p>	<p>Identify two reasons why people share living arrangements.</p> <p>List at least four advantages and disadvantages of sharing living arrangements.</p> <p>Identify two traits of roommate compatibility.</p> <p>Identify at least two personal traits that might bother a roommate.</p> <p>Write an ad for “roommate wanted.”</p>	
	<p>Renting responsibilities</p>	<p>Knows and understands the legal rights of landlords and tenants.</p>	<p>Identify the rights and responsibilities of tenants.</p> <p>Identify the rights and responsibilities of landlords.</p> <p>Explain the laws related to eviction.</p>	
	<p>Housing assistance</p>	<p>Knows and understands what community resources are available to help with housing issues.</p>	<p>Identify two or more organizations that help with housing problems.</p> <p>Describe the types of assistance provided by these organizations.</p>	

			<p>Identify the community subsidized housing agency.</p>	
	<p>Moving process</p>	<p>Can develop a plan to move into one's own living arrangement.</p>	<p>Identify and calculate all start-up costs (e.g., application fee, security deposit, utility deposits, installation fees, first month's rent, furnishings/household items).</p> <p>Create a list of necessary items (e.g., furniture, kitchen equipment, towels and linens).</p> <p>Develop a realistic monthly budget for maintaining the living arrangement.</p> <p>Identify two personal resources or community agencies to help with the plan.</p> <p>Create a list of support services in your home community (e.g., medical, dental, emotional support).</p>	
	<p>Independent living</p>	<p>Can maintain one's own living arrangement.</p>	<p>Arrange for telephone and utilities service.</p> <p>Follow terms of the lease agreement.</p>	

			<p>Meet all financial obligations in a timely manner.</p> <p>Describe two behaviors of a respectful neighbor.</p> <p>Describe two ways to make your living arrangement safe (e.g., locks, smoke detector).</p>	
	<p>Home insurance</p>	<p>Knows and understands homeowner/renter's insurance.</p>	<p>Explain three benefits of having a homeowner/renter's insurance policy.</p> <p>Explain the different terms in a homeowner's/renter's insurance policy (e.g., rider, deductible, replacement value, waiting period, liability).</p> <p>Identify how to obtain a policy and the related costs.</p>	
	<p>Appropriate adult assistance and support.</p>	<p>Can identify at least one adult who can provide emergency housing support</p>	<p>Explain the value of having people in your personal support system that can help if you were at risk of homelessness.</p> <p>Identify the type of assistance available if you become homeless (e.g., couch to sleep on, occasional meal, laundry facilities, use of phone, place to receive messages, access to computer, etc.)</p>	

			<p>List at least one adult for each type of assistance identified.</p>	
	<p>Adult assistance</p>	<p>Can identify at least one adult who can provide housing support/assistance.</p>	<p>Explain the value of having people who can help with locating and furnishing a house.</p> <p>Identify the type of assistance that might be needed when house hunting (e.g., transportation to look at housing, inspecting the house, negotiating the rent, reviewing the lease, etc.).</p> <p>Name at least one person who can help with housing hunting.</p> <p>Identify the type of assistance that might be needed with moving into a new place (e.g., manpower, a truck, used furniture, household items, etc.)</p> <p>Name at least one adult to assist with moving into a new place.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule1.pdf</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule4.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Housing and Money Management - Transportation (PART 2)

Targeted Standards:

- **2.1 Wellness**

Unit Objectives/Enduring Understandings: Students will identify the various methods of transportation available to them (car, bus, train, plane) and will learn how to access those methods. Students will identify and demonstrate pedestrian safety, the meanings of traffic signs and symbols, and what to do if they witness an accident.

Essential Questions: What forms of transportation do you use for everyday travel? How will I get to work? Which is the most effective form of transportation for me?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.D.5: Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety.	Safety signs	Identify the purpose and demonstrate procedures for pedestrian safety signs.	<p>Students go on a field trip, identify various pedestrian street signs, and describe the significance of each sign.</p> <p>Students perform various pedestrian procedures and observe others as they do so.</p> <p>Police officers discuss and demonstrate procedures when using pedestrian signs, and</p>	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

			<p>emphasize potential consequences of disobedience.</p> <p>Parents or peers take the student for walks and have him or her point out signs and procedures and demonstrate his or her ability to comply with them.</p> <p>Students list on chalkboard the hazards to motorists and pedestrians.</p> <p>Students discuss the hypothetical situation of a community without traffic or safety rules.</p> <p>Students relate traffic or safety rules in the community to various rules and procedures in class or school.</p>	
	<p>Using public transportation</p>	<p>Is able to use public transportation where applicable.</p>	<p>Identify the types of public transportation available.</p> <p>Describe the costs of different forms of public transportation (e.g., daily, weekly vs. monthly discount tickets, cabs, bus, trains).</p>	

			<p>Read transportation schedules and maps.</p> <p>Demonstrate using at least one form of public transportation.</p>	
	<p>Modes of independent transportation</p>	<p>Can travel independently.</p>	<p>Demonstrate reading a map.</p> <p>Identify the types of transportation available.</p> <p>Describe the costs of different forms of transportation.</p> <p>Read transportation schedules and maps.</p> <p>Select the means of transportation from those available in your community.</p> <p>Explain how to travel safely for various methods of transportation, like biking or public and private transportation (e.g., wear a bike helmet, avoid hitchhiking).</p> <p>Demonstrate using one or more means of transportation to travel either within or out of your community (e.g., Amtrak, bus, airline).</p>	

			<p>Give directions to your home.</p>	
	<p>Drivers license process</p>	<p>Knows how to get a driver's license.</p>	<p>Explain the legal requirements for obtaining a driver's license in one's state.</p> <p>Identify the forms of identification necessary to apply for a driver's license.</p> <p>Describe the costs associated with obtaining a license.</p> <p>Explain where to go to apply for the license.</p> <p>Describe how to renew a license.</p>	
	<p>Financial responsibilities to owning a car</p>	<p>Knows and understands the costs associated with car ownership.</p>	<p>Describe the types of insurance needed for the type(s) of vehicles discussed and how to get them.</p> <p>Identify and calculate the costs of car ownership (e.g., registration, tabs, insurance, routine maintenance, safety inspections).</p> <p>Recognize the laws associated with car ownership (e.g., insurance requirements).</p>	

	<p>Car purchase</p>	<p>Knows how to buy a car.</p>	<p>Identify two or more places to find cars for sale (e.g., new/used car dealerships, newspapers, bulletin boards).</p> <p>Evaluate the pros and cons of each financing plan.</p> <p>Identify two or more places to get a car loan (e.g., “buy-here-pay-here car lots,” banks, credit unions).</p> <p>Identify the pros and cons of leasing vs. buying a new or used car.</p> <p>Evaluate your financial budget and determine the amount of money available for car purchase.</p> <p>Evaluate the pros and cons of three cars available using resources like Kelly Blue Book and Consumer Reports.</p> <p>Identify two ways to comparison shop for car insurance.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule4.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Work & Study Skills - Study Skills

Targeted Standards:

- **9.4 Life Literacies and Key Skills**

Unit Objectives/Conceptual Understandings: Students will learn study techniques to improve educational outcomes?

Essential Questions: Why is homework important? How do I use various study techniques to prepare for assessments?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Homework completion	Knows and understands why and how to do homework.	Tell why homework is helpful. Demonstrate how to write down a homework assignment. Outline a plan or list of ideas for accomplishing a given task. Describe the importance of checking work. Explain why it is important to get work done on time.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

	<p>Study skills and strategies</p>	<p>Is able to use one or more study techniques to prepare for an exam or presentation.</p>	<p>Identify your learning style (e.g., visual, auditory, kinesthetic).</p> <p>Describe two or more study techniques that work best for each learning style (e.g., flash cards, outlining, note taking).</p> <p>Demonstrate the successful use of a study technique when preparing for a test or presentation.</p>	
	<p>Academic support</p>	<p>Knows how to access resources to improve educational outcomes.</p>	<p>Name at least two resources in the community that provide tutoring, after school programs and test preparation courses, as well as the costs associated with them.</p> <p>Name at least three resources in educational settings (e.g., guidance counselors, advisors, student assistance, mentors, tutors).</p> <p>Explain how to access these community resources.</p>	
	<p>Using internet for academic support</p>	<p>Knows how to use the Internet to locate resources.</p>	<p>Locate resources that provide Internet access (e.g., library, community center, school).</p>	

			<p>Identify locations that provide free Wi-Fi.</p> <p>Describe the functions of a search engine (e.g., Google, Bing).</p> <p>Use a search engine or cell phone app to find information</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule3.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Work and Study Skills - Time Management

Targeted Standards:

- **9.4 Life Literacies and Key Skills**

Unit Objectives/Conceptual Understandings: Students will learn time management techniques and how to apply them to every day work, life, and school situations.

Essential Questions: What is time management? How do I apply time management techniques to complete tasks on time and in an organized and efficient manner?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
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).	Time management	Knows and understands the importance of time management.	Explain how the lack of time management affects a person’s work life and school life. Identify two personal situations where time management is necessary.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning
	Strategies for time management	Knows the tools and techniques associated with time management.	List three time management tools (e.g., calendar, alarm clock, watch, cell phone)	

			<p>List three time management techniques (e.g., make lists, prioritize tasks).</p>	
	<p>Apply time management strategy</p>	<p>Knows how to use at least one time management tool to get tasks turned in on time and to be on time.</p>	<p>Demonstrate how to use one time management tool to get to school or work on time.</p> <p>Demonstrate how to use one time management technique to get tasks turned in on time.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule3.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Work & Study Skills - Personal Development

Targeted Standards:

- **2.3 Safety**

Unit Objectives/Conceptual Understandings: Students will learn how to make decisions at home, work, and school. Students will learn how to effectively and respectfully communicate their needs at school and work. Students will learn how to navigate difficult situations and to receive constructive criticism.

Essential Questions: How do I make decisions and effectively solve problems that arise in my life? How do I approach others for assistance navigating difficult situations? How do I respond to criticism and assert myself when necessary?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).	Appropriately asking for help in school	Knows how to ask for help at school or work.	Describe two situations when it may be necessary to ask for help at school or work. Explain how choice of words, tone of voice, and body language can impact a request for help. Using the situation described, demonstrate asking for help	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

			using both positive and negative words, tone of voice, and body language.	
	Problem solving in school	Knows how to use a problem solving process to negotiate problems in a work or school situation.	<p>Identify a problem related to work. (e.g., you don't have a way to get to work, your work schedule conflicts with your school activities)</p> <p>Identify multiple solutions to the problem.</p> <p>Describe the criteria for selecting the best solution.</p> <p>Select a solution and tell why you selected it.</p> <p>Evaluate the solution after implementation.</p>	
	Accepting criticism	Knows how to receive criticism at school or work.	<p>Identify at least two benefits of criticism you may have received at work or at school.</p> <p>Identify the feelings that are often associated with criticism.</p> <p>Describe 4 strategies that can be used to accept criticism. (e.g., listen, delay reaction, agree when you can, explain what you have learned.)</p>	

			Demonstrate 4 strategies to accept criticism.	
	Appropriate assertive communication	Knows how and when to be assertive when communicating at, school and work.	<p>Explain the differences between passive, aggressive, and assertive styles of communication.</p> <p>Describe how to communicate assertively. Recognize that people have the right to express different opinions.</p> <p>Demonstrate assertive communication in three situations.</p>	
	Goal setting	Knows how to set measurable and achievable goals for a work or a study related goal.	<p>Describe a process for setting thoughtful goals.</p> <p>Follow the process to set two, measurable, time-specific goals.</p> <p>Describe the possible negative side-effects of a specific goal.</p> <p>Describe the positive side-effects of a specific goal.</p> <p>Break down goals one or more down into steps.</p>	

	<p>Decision making</p>	<p>Knows and understands a process for making thoughtful decisions at work and school</p>	<p>Recognize the difference between impulsive and thoughtful decisions.</p> <p>Describe and explain the steps used in a thoughtful decision making process (e.g., identify the goals and values involved, identify the options, evaluate the pros and cons, narrow unacceptable choices and select an option). Describe why it is important to gather information when not sure about a decision,</p>	
	<p>Decision making in school</p>	<p>Can use a thoughtful decision making process at work and school.</p>	<p>Describe a work situation that requires a decision (e.g., you are late for work, you see your co-worker make a mistake, you think of a better way to do something).</p> <p>Apply a thoughtful decision making process to a work situation Tell why some choices are good and some are bad.</p> <p>Tell what the consequences of the choices might be for yourself and others.</p>	

			Evaluate the outcome of the decision (e.g., how my choices affect others).	
	Working with others	Knows how to work cooperatively with others	<p>Explain the benefits of working cooperatively.</p> <p>Identify the skills needed to work cooperatively with others (e.g., listening, giving and receiving feedback, sharing resources, communicating ideas).</p> <p>Demonstrate using cooperative working skills(e.g., listening, giving and receiving feedback, sharing resources, communicating ideas).</p>	
	Identification of support personnel	Can identify at least one adult that who cares about how I am doing at school and/or work	<p>Explain the value of having someone provide school or work support</p> <p>Identify the type of support that might be needed (e.g., someone to share school or work successes with and to talk over school or work problems.)</p> <p>Name at least one adult who I can talk to about school or work</p>	

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule3.pdf

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

Instructional adjustments will vary depending on student population and individual needs.

Unit Title: Work & Study Skills - Income Tax (PART 2)

Targeted Standards:

- 9.1 Personal Financial Literacy
- 9.2 Career Awareness, Exploration, Preparation, and Training

Unit Objectives/Conceptual Understandings: Students will learn to read pay stubs, know and understand one’s responsibility for filing income taxes, and how to file taxes.

Essential Questions: What do the items on my pay stub mean? How do I use this information to pay my taxes?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.	Reading a pay stub	Know how to read a pay stub.	Explain the terms on a pay stub (e.g., gross pay, net pay). Describe the information on the pay stub (e.g., withholding tax, gross pay, net pay, FICA, health insurance).	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning
9.1.12.EG.2: Explain why various forms of income are taxed differently.	Income tax	Knows and understands one’s responsibility for filing income taxes.	Explain why people pay taxes. Explain that income earned whether paid in cash or by	

<p>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</p> <p>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on</p>			<p>check is taxable and must be reported.</p> <p>Identify all types of income tax required in one's locality (e.g. federal, state, city, county).</p> <p>Tell when and how often a person needs to file tax forms and make tax payments. Explain the consequences for failing to file timely tax forms and payments.</p>	
	<p>Filing taxes</p>	<p>Know how to file taxes.</p>	<p>Explain the documents and information required for filing taxes.</p> <p>Identify places where tax forms are available.</p> <p>Describe where in the community one can get help in completing tax returns.</p> <p>Compare the fees associated with different methods of tax preparation (e.g., paper, with software, by an accountant).</p> <p>Determine the best ways to have tax forms completed and filed (e.g., do it yourself, pay</p>	

			<p>for the service, find a free service, electronic filing).</p> <p>Describe the pros and cons of rapid refund.</p>	
	<p>Tax form completion</p>	<p>Can complete the appropriate tax form(s).</p>	<p>Identify the documents necessary for completing the tax form (local, state and federal).</p> <p>Explain the terms on the tax form.</p> <p>Complete the tax form with supervision.</p> <p>Complete the tax form without supervision.</p> <p>File the tax form.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule3.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit Title: Work & Study Skills - Legal (PART 2)

Targeted Standards:

- **9.2 Career Awareness, Exploration, Preparation and Training.** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Unit Objectives/Conceptual Understandings: Students will understand legal documents are necessary for employment. Students will know when and how to access legal resources. Students will understand the consequences of unlawful behaviors.

Essential Questions: What documents are needed to obtain employment? When would I need to obtain legal consultation and who do I contact? What laws are applicable to me to ensure I am maintaining lawful behavior?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
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. 9.2.12.CAP.9: Locate information on working papers, what is required to	Work documents	Knows how to obtain legal documents necessary to go to work.	Explain the two types of documents that are necessary to obtain employment. (e.g. (1) Driver’s license, or official photo ID card, or Native American tribal document (2) Social Security card, or original birth certificate, or Native American tribal document.)	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>obtain them, and who must who must sign them.</p>			<p>Describe how to obtain an official photo ID</p> <p>Describe how to obtain an original birth certificate</p> <p>Describe how to obtain an original Social Security card.</p>	
	<p>Legal assistance</p>	<p>Knows and understands when and how to access legal resources.</p>	<p>Identify at least two community resources dealing with legal issues (e.g., legal aid, Lawyers for Children, legal clinics).</p> <p>Describe two situations that require legal assistance.</p> <p>Describe whom to call and what to do if one is a victim of a crime.</p>	
	<p>Legal consequences</p>	<p>Knows and understands the legal consequences of unlawful behaviors.</p>	<p>Explain legal terms (e.g., felony, misdemeanor, civil action, bail).</p> <p>Name at least five unlawful behaviors.</p> <p>Compare and contrast unlawful behaviors by age, action, and potential consequences.</p>	

			<p>Describe what to do if ever questioned by the police or arrested.</p> <p>Tell what age it is legal to drink.</p> <p>Tell what age one can legally marry.</p> <p>Describe what forms need to be completed before marrying.</p> <p>Describe how long one must stay in school.</p> <p>State at least two reasons why it is important to thoroughly read and understand before signing legal documents.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule3.pdf</p> <p>http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule4.pdf</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p>	

Unit of Study: Leisure Skills and Sportsmanship

Targeted State Standards:

- **9.2 Career Awareness, Exploration, Preparation and Training.** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Unit Objectives/Enduring Understandings: Students will learn, understand, plan and demonstrate the importance of leisure in their lives, as well as sportsmanship during leisure activities.

Essential Questions: What is leisure and why is it important? What are some leisure activities you like to do in your free time? Where are leisure activities for a group? How do you plan for leisure? What is the difference between leisure and recreation?

Unit Assessment: Students will complete the Casey Life Skills Youth 11 Online assessment twice yearly as a pre-assessment in the beginning of the school year and again as a post-assessment at the end of the school year. Teacher generated formative and summative assessments will be utilized throughout the unit to determine student understanding and ability. Students will complete pre assessments and post assessments.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p>	Demonstrate the knowledge of the value of leisure and recreation	Identify what a leisure activity is.	<p>Students discuss how interest and abilities are a part of deciding favorite activities.</p> <p>Students list on chalkboard personal leisure activities.</p> <p>Students discuss differences between leisure and non-leisure activities.</p>	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>			<p>Students make a chart of leisure time activities.</p> <p>Students discuss why they have chosen particular activities.</p>	
	<p>Demonstrate knowledge of the value of leisure</p>	<p>Identify favorite recreational or leisure activity</p>	<p>Explore personal preferences for a variety of recreation and leisure activity options and make a list.</p> <p>Brainstorm with students' examples of leisure activities and list them on the board.</p> <p>Distinguish between leisure activities enjoyed by students and those they would like to explore.</p> <p>Identify activities that can be done individually and identify activities that can be shared with others.</p>	
	<p>Local Leisure Opportunities</p>	<p>Identify local opportunities for participating in group leisure activities.</p>	<p>Use the internet, brochures, pamphlets, etc. to research local recreation facilities and programs (Special Olympics, Alliance Center for Independence).</p> <p>Representatives of particular activities discuss the costs, time, and location</p>	

			considerations involved in an activity.
	Costs and Requirements of Leisure Activities	List costs, times, locations, and physical requirements of activities.	<p>Class lists on chalkboard the cost, location, and time factors involved in various forms of recreation.</p> <p>Class discusses the way in which cost, time, and location influence one's choice of activity.</p> <p>Students collect cost, time, and location factors in a notebook for future reference.</p>
	Individual Plan for Leisure Activities	Develop individual plans of leisure activities.	<p>Students plan a budget that incorporates recreational expenses.</p> <p>Determine the cost of participation in a specific recreational activity including whether a physical or some type of physician approval is needed for the sport or recreation choice.</p> <p>Determine the transportation to and from activities.</p> <p>Determine if the student is physically ready for the recreational activity and if he</p>

			<p>or she has enough money to participate in the activity.</p> <p>Students complete individual plans for a given period of time.</p> <p>Students can journal their plans and progress.</p> <p>Students choose a common recreational activity, research the cost and physical requirements of that activity, and report findings to the class. These findings from individual students can be summarized into a computer-based presentation and handouts can be made available to class members and families for their information.</p>	
	<p>Travel</p>	<p>Develop a travel plan</p>	<p>Students list on chalkboard the vacation sites available within the local area, in the event of limited time.</p> <p>Students discuss ways of breaking up blocks of time into smaller vacation periods.</p> <p>Students discuss what a vacation means to them.</p>	

			<p>Students get travel folders from vacation areas and compare prices. Students can utilize free vacation planning software to help organize vacation plans at: http://www.tripit.com/destinations/vacation-itinerary template.</p> <p>Students list on chalkboard all possible costs in a family vacation.</p> <p>Class discusses and lists on chalkboard expenditures when vacationing.</p> <p>Students estimate from mock financial information how much can be spent for a vacation.</p> <p>Students plan, from mock financial information, a vacation budget.</p> <p>Students construct a vacation and travel bulletin board with information received from vacation sites (e.g., websites, brochures, magazine pictures, travel posters, etc.).</p> <p>Students plan a mock vacation to a place where they could</p>	
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			pursue the activity of their choice (e.g., hiking, swimming, camping, fishing, historical visitations, etc.).	
	Qualities of good sportsmanship	Identify the qualities of good sports ethics (sportsmanship) that can be applied to high school level sports programs.	Students will explore examples of good sports ethics. Share times when they witnessed poor sportsmanship on televised sports games they attended and discuss the consequences that resulted because of the poor sportsmanship observed.	
	Displays good sportsmanship	Demonstrate good sportsmanship	Participates in “High 5” with the winning team following the game, refrains from talking badly, throwing equipment, kicking dirt or grass, or excessive celebration aimed at making the opponent feel bad, etc.	
Resources: Essential Materials, Supplementary Materials, Links to Best Practices http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule4.pdf			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Instructional adjustments will vary depending on student population and individual needs.	