

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: 21st Century Life Skills

Born On: August, 2015
Previous Revision: July, 2020
Current Revision: August, 2023
Board Approval: 8/28/23

COURSE DESCRIPTION: 21st Century Life Skills

Students will acquire skills necessary for living on their own after high school. Unit themes are: Home Life & Career Exploration/Preparation. Students will participate in a variety of experiences including techniques in nutritional planning, food preparation, basic clothing design and construction, as well as investigating the relationship dynamics of a family/community. Students will also explore budgeting, future careers, planning for an interview and enhancing communication skills. This semester course will utilize a variety of educational experiences, such as individual projects/portfolios, group work, and hands-on activities. Critical thinking skills will be strengthened through problem solving, conceptualizing and practical applications to real life situations. Connections are made among various disciplines by incorporating the Core Curriculum Content Standards from visual and performing arts, health and physical education, language arts literacy, mathematics, science, social studies and workplace readiness into the classroom.

Standard 9: Career Readiness, Life Literacies and Key Skills

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, Career Readiness, Life Literacies and Key Skills, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: Career Readiness, Life Literacies, and Key Skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Vision: To integrate Career Readiness, Life Literacies, and Key Skills across the 9-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. Seeks to attain skill and content mastery to achieve success in a chosen career path.

The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear

guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grade 12).

The Standards: Standard 9 is composed of the Career Ready Practices and **Standards 9.1, 9.2, 9.3, 9.4** which are outlined below:

The following content statements can be integrated into any of the adopted Family & Consumer Science strands:

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **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.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

- **9.2 Career Awareness, Exploration, and Preparation**

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.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **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.*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy

The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP)
- Financial Psychology (FP)
- Financial Institutions (FI)
- Planning and Budgeting (PB)
- Risk Management and Insurance (RMI)
- Economic and Government Influences (EGI)
- Career Awareness and Planning (CAP)
- Creativity and Innovation (CI)
- Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC)
- Global and Cultural Awareness (GCA)
- Information and Media Literacy (IML)
- Technology Literacy (TL)

Family & Consumer Science and Technology Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing standards in music are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

The following content statements can be integrated into any of the adopted Family & Consumer Strands strands:

8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming

- The characteristics and scope of technology.

- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The cultural, social, economic and political effects of technology.
- The effects of technology on the environment.
- The role of society in the development and use of technology.
- The influence of technology on history.
- The attributes of design.
- The applications of engineering design.
- The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Apply the design process.
- Use and maintain technological products and systems
- Assess the impact of products and systems
- Computational thinking and computer programming as tools used in design and engineering

Instructional resources are available to educators to teach Family & Consumer Science with students' diverse interests and needs in mind. The below lists represent current and prominent instructional resources that are referenced often in classrooms. Digital sources are hyperlinked.

Career Readiness Partner Council. (2014). What it Means to be Career Ready? https://cte.careertech.org/sites/default/files/CRPC_4pager.pdf

Advance CTE: State Leaders Connecting Learning to Work. (2014, June) The Common Career

Technical Core. <https://www.careertech.org/cctc>

Folkers, D. R. (2011, October). Setting a New Standard with a Common Career Technical Core. *Techniques*.

Partnership for 21st Century Skills. <http://www.p21.org/>

New Jersey Career Assistance: <https://portal.njcis.intocareers.org/>

National Career Clusters: <http://www.nj.gov/education/cte/career/>

[WIDA Standards 2012](#)

Assessments

The Career Ready Practices will develop on a continuum and utilize formative assessments. Students should be encouraged to self-reflect on their progress in the practices, and portfolios can be a strong vehicle for observing growth.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

9.1 Personal Financial Literacy

School districts are "responsible for assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the New Jersey Student Learning Standards, including civics, financial literacy, and all content areas not currently included in the statewide assessment program," as specified by N.J.A.C. 6A:8-3.1(a)3.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

9.2 Career Awareness, Exploration, and Preparation

Teachers are encouraged to develop both formative and summative assessments in the area of career awareness, exploration, and preparation.

1. What factors should be considered in planning for assessment?
 - Content mastery (which standards are being assessed)
 - Analysis of content
 - Skills development
 - Connections between and among essential learnings
 - Connections between the past, present, and the future
 - Interdisciplinary connections
 - Diversity in student learning styles and needs

- Opportunities for democratic participation

2. How are goals of instruction and assessment related?

- Are the goals for learning actually being assessed?
- To what degree are we asking students to extend learning?
- Can students transfer their learning to a new situation?
- Does the assessment reflect what is valued instructionally?
- Does the assessment benefit the learner by informing teaching practices?
- Does the assessment allow for a variety of learners to demonstrate their understanding?

3. What should you consider as you develop criteria for scoring?

- How many ways can students demonstrate they have learned the material?
- How will students be scored?
- How will the needs of a variety of learners be addressed with this assessment?
- Does the scoring tool reflect the learning goals?

4. What are the most constructive assessment designs and methods for music educators?

- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - (article)
- Performance Based Assessments Clearinghouse

4. What are the most constructive assessment designs and methods for FACS educators?

- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - ([article](#))

Differentiation/Modifications

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, Multilingual Learners,, Students with Disabilities, and Students at Risk of School Failure. FACS is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for music differentiation specific to four distinct student populations.

Teachers can differentiate

- Content: What we teach and how we give students access to the information and ideas that matter
- Process: How students come to understand and "own" the knowledge, understanding, and skills essential to a topic
- Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- Readiness: The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- Interest:- What a student enjoys learning about, thinking about, and doing

- Learning Style-: A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

The NJ Family & Consumer Science Framework contains an in depth overview for meeting the needs of diverse learners in Family & Consumer Science. Many of these content specific suggestions are classroom ready.

Gifted and Talented (content, process, product and learning environment)	Multilingual Learners	Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)	Students at Risk of School Failure
<p>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p>Sample Differentiation Strategies and Techniques that apply to FACS</p> <p>Acceleration:</p> <p>Acceleration can be achieved through the following:</p> <ul style="list-style-type: none"> ● flexible pacing 	<p>The purpose of adaptations is to reduce the complexity of the language, not the depth of the subject content. By lowering the language barrier and making the lessons as comprehensible as possible, the students’ ability to understand is increased. Two factors will influence the student’s ability: (1) the level of familiarity the student has with the content; and (2) the degree to which the content is given meaning through visuals such as pictures, charts, and diagrams. Nonlinguistic cues enable the student to comprehend the material and the teacher’s messages. The aim is to lower the language barrier by making the classroom communication simple, clear, and meaningful to the student. Students may sound “fluent” in a social setting but have difficulty with “academic” language. Students will go through stages of silence, then mimicking the language before using the language spontaneously.</p>	<p>Participation in and benefit from Family & Consumer Science: Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.</p> <p>Some adaptations may structure students’ learning in an explicit and systematic way, including presenting and organizing instruction. An example of</p>	<p>Districts are required to administer grade level benchmark and/or interim assessments in FACS. After each administration, districts should analyze the data to identify which students are at-risk in this content area.</p>

<ul style="list-style-type: none"> ● content acceleration ● early entrance to school ● multi-age classes ● compacting ● college coursework/portfolio 		<p>instructional adaptation may be placing greater emphasis on foundation skills.</p>	
	<p>Preparation for the Student</p> <ul style="list-style-type: none"> ● Work with an ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit. ● Have students retell in their own words before attempting the task. ● Allow bilingual teachers to reiterate key concepts in simple English or student’s language. <p>Preparing students for the lesson:</p> <ul style="list-style-type: none"> ● <i>Building Background Information</i> through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. ● <i>Simplifying Language for Presentation</i> by using speech that is appropriate to students’ language proficiency level. Avoid jargon and idiomatic speech. ● <i>Developing Content Area Vocabulary</i> through the use of 	<p>Classroom Organization: Students with disabilities may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p>Instructional Presentation: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional</p>	<p>Classroom Organization: Students at risk of failure may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p>Instructional Presentation: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed</p>

	<p>word walls and labeling classroom objects. Students encounter new academic vocabulary in music.</p> <ul style="list-style-type: none"> ● <i>Concept</i> <i>Development</i>-Students will be learning about instruments, rhythm, and many new concepts. ● <i>Giving Directions</i>-Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc. 	<p>Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p> <ul style="list-style-type: none"> · Dramatization · Props/manipulatives to relate to experience · Simulations · Games/puzzles to generalize information 	<p>interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p> <ul style="list-style-type: none"> ·Dramatization ·Props/manipulatives to relate to experience · Simulations · Games/puzzles to
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			<p>generalize information</p>
	<p>Prepare Instruction</p> <ul style="list-style-type: none"> ● Eliminate peripheral information. ● Translate abstract to concrete. ● Build background information with brainstorming, semantic webbing, and maps/graphics, photos, illustrations, and videos. ● Use KWL Charts ● Slowly expand the amount of material being learned. ● Maintain consistent classroom procedures/routines for prediction and comfort level. ● Share routine expectations. ● Assign buddies/peer tutors to assist with acclimation to the school environment. ● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. ● Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication. 	<p>Instructional Monitoring: Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos · Audio Tapes · Student Contracts 	<p>Instructional Monitoring: Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos

			<ul style="list-style-type: none"> · Audio Tapes · Student Contracts
	<p>Instructional Supports: Hands-on materials</p> <ul style="list-style-type: none"> ● bilingual dictionaries ● visual aids ● teacher made adaptations, outlines, study guides ● varied leveled texts of the same content <p>Teaching Strategies</p> <ul style="list-style-type: none"> ● Simplify vocabulary/sentence structure. ● Provide concrete examples with hands--on activities. ● Elaborate understanding using “think aloud” demonstrations ● Build associations/connections between the new and known. ● Use a variety when presenting materials. ● Summarize with visual and auditory materials. <p>Enhance Vocabulary</p> <ul style="list-style-type: none"> ● Start a picture dictionary or file. ● Pre Teach appropriate vocabulary. <ul style="list-style-type: none"> ● Label objects in room. 	<p>Student Motivation: Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <p>Student Response: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Life and Careers Curriculum Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> · Extended time 	<p>Student Motivation: Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <p>Student Response: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Life</p>

	<p>Sample Resources: Can Do Descriptors - https://www.wida.us/standards/CAN_DOs/</p> <p>Colorin Colorado - http://www.colorincolorado.org/educators/</p> <p>WIDA - https://www.wida.us/</p>	<ul style="list-style-type: none"> · Provide practice exercises · Interpret/Interpreter · Peer-teach · Provide choices to students <p>Sample Resources: EduTopia</p>	<p>& Careers Curriculum Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> · Extended time · Provide practice exercises · Interpret/Interpreter · Use preferred response mode (written, dictated, or oral) Response Formats · Peer-teach · Provide choices to students
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Pacing Guide

21st Century Life Skills	
Home Life - Unit 1 Nutrition and Culinary Arts	3 weeks
Home Life - Unit 2 Clothing	3 weeks
Home Life - Unit 3 Home Maintenance	3 weeks
Home Life - Unit 4 Family Life	3 weeks
Career Exploration and Preparation - Unit 1 Future Careers	2 weeks
Career Exploration and Preparation - Unit 2 Workplace Etiquette	2 weeks
Career Exploration and Preparation - Unit 3 Digital Footprint	2 weeks

COURSE DESCRIPTION: 21st Century Life Skills

Course Goal: How to act as a responsible and contributing citizen and employee in the 21st century

<p>21st Century Life Skills: Students will acquire skills necessary for living on their own after high school. Unit themes are: Home Life & Career Exploration/Preparation. Students will participate in a variety of experiences including techniques in nutritional planning, food preparation, basic clothing design and construction, as well as investigating the relationship dynamics of a family/community. Students will also explore budgeting, future careers, planning for an interview and enhancing communication skills. This semester course will utilize a variety of educational experiences, such as individual projects/portfolios, group work, and hands-on activities. Critical thinking skills will be strengthened through problem solving, conceptualizing and practical applications to real life situations. Connections are made among various disciplines by incorporating the Core Curriculum Content Standards from visual and performing arts, health and physical education, language arts literacy, mathematics, science, social studies and workplace readiness into the classroom.</p>					
Content/Topic: HOME LIFE	Key learning Items/ Learning Concepts:	Observable Proficiencies and Skills:	New Jersey Student Learning Standards (NJSLS):	Benchmark Performance and Assessments	Suggested Materials
<p>Unit I – Nutrition & Culinary Arts</p> <p>Content Statement: To gain an understanding of culinary techniques and meal planning as they relate to health and nutrition</p> <p>Essential Questions: How do we stay safe in the kitchen?</p> <p>Which aspects are included in a balanced meal?</p>	<ul style="list-style-type: none"> ● Kitchen safety and sanitation ● Food preparation (in the classroom) ● Reading a recipe ● Cooking Techniques ● Measuring ● Nutritious meal planning ● Reading a label ● Weekly meal planning & budgeting ● Tools/utensils/appliance use 	<p>Proficiencies:</p> <ul style="list-style-type: none"> ● Become familiar with safety and health procedures in the foods lab ● Gain knowledge about abbreviations and equivalents ● Acquire knowledge about cooking terminology, tools and techniques ● Become familiar with the parts of a recipe and the importance of following the recipe in a sequential order ● Become familiar with careers in the areas of culinary arts and nutrition <p>Skills:</p> <ul style="list-style-type: none"> ● Develop the skills necessary for proper measuring and cooking techniques 	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>	<ul style="list-style-type: none"> ● Recipe selection and preparation ● Video presentation (How To Video) ● Planning and preparation of a meal according to the goals of meal planning ● Quiz and assignments 	<p>Selection of primary sources <i>Suggestion(s):</i> ChooseMyPlate Textbooks, online resources</p>

How can we make better food choices based on nutrition and calories?		<ul style="list-style-type: none">• Gain skills necessary for successful food preparation• Plan and prepare meals utilizing choosemyplate.gov• Make healthy food choices based nutrition content• Demonstrate appropriate safety procedures for hands-on experiences.			
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Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
<p>Extension Activities</p> <p>Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.</p> <p>Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices.</p> <p>Use advanced supplementary / reading materials</p> <p>Use of authentic resources to promote a deeper understanding of culture.</p> <p>Provide opportunities for open-ended, self-directed activities</p> <p>Communication outside the language classroom for travel, study, work, and/or interviews with community members.</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create</p>	<p>Modifications for Classroom</p> <p>Multi-sensory approach</p> <p>Pair Visual Prompts with verbal presentation</p> <p>Provide repetition and practice</p> <p>Restate Directions (verbal or written)</p> <p>Model skills / techniques to be mastered</p> <p>Provide summary of text or study guides</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Use graphic organizers</p> <p>Highlight key vocabulary</p> <p>Extended time for assignment completion as needed</p> <p>Assess comprehension through demonstration such as gestures, drawing and retelling.</p> <p>Modified tests (orally)</p>	<p><i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Students may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>

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Unit II – Clothing	<ul style="list-style-type: none"> Clothing construction (in the classroom) 	<p>Proficiencies:</p> <ul style="list-style-type: none"> Become familiar with safety procedures in the clothing lab 	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>	<ul style="list-style-type: none"> Students practice basic machine operation on samples 	<p>Selection of primary sources <i>Suggestion(s):</i></p>

<p>Content Statement: To gain an understanding on purchasing clothing and garment care.</p> <p>Essential Questions: What tools or equipment are necessary to repair a garment?</p> <p>What skills are needed for proper clothing care?</p>	<ul style="list-style-type: none"> ● Caring for clothing garments ● Purchasing clothing 	<ul style="list-style-type: none"> ● Demonstrate an ability to follow proper laundry procedures and stain removal. ● Read a clothing care label. ● Demonstrate basic clothing mending skills. <p>Skills:</p> <ul style="list-style-type: none"> ● Identify basic sewing equipment ● Demonstrate proper use of the sewing machine – threading, mechanics and safe operation (if appropriate classroom setting is available). ● Construct a simple project utilizing machine and basic hand sewing skills ● Gain consumer skills for evaluation of ready made garments 		<ul style="list-style-type: none"> ● Construction of simple project ● Laundering Activity ● Quiz ● Assignments 	<p><i>internet</i></p>
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Unit III – Home Maintenance	<ul style="list-style-type: none"> • Home finances • Home products/ 	<p>Proficiencies:</p> <ul style="list-style-type: none"> • Maintaining a home (renting, purchasing) 	<p>Standard 9.1 Standard 9.2</p>	<ul style="list-style-type: none"> • Draw a basic floor plan to scale. 	<p>Selection of primary sources <i>Suggestion(s):</i></p>

<p>Content Statement: To gain an understanding of home maintenance related to finances, equipment and rooms in a home.</p> <p>Essential Question: What are the financial responsibilities of owning a home?</p> <p>Why is it important to budget your money?</p> <p>What is insurance?</p> <p>What are the elements and principles of design?</p>	<ul style="list-style-type: none"> equipment Design elements & principles 	<ul style="list-style-type: none"> Understanding risks/ basic insurance available How to use basic household equipment Analyze household expenses: initial, monthly, yearly Understand that people make financial choices that have costs, benefits, and consequences Understand how the Elements and Principles of Design are utilized in the planning of interior spaces. <p>Skills:</p> <ul style="list-style-type: none"> Design, implement, and critique a personal financial plan. Practice the safe use of tools and equipment. Ability to apply measurement skills Identify online resources for design elements. 	<p><u>Standard 9.3</u> <u>Standard 9.4</u></p>	<ul style="list-style-type: none"> Household equipment project Monthly Expense/ Budget Survey Presentation: Types of Insurance 	<p>Textbook, <u>Arrange a Room</u> <u>http://www.homestylor.com/designer</u></p> <p><u>Pinterest</u></p> <p><u>Zillow</u></p> <p><u>Geico</u></p>
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<p>Unit IV – Family Life</p>	<ul style="list-style-type: none"> Child development 	<p>Proficiencies:</p> <ul style="list-style-type: none"> Acquire knowledge about the five areas of child development 	<p>Standard 9.1 Standard 9.2 Standard 9.3</p>	<ul style="list-style-type: none"> Family Project Wants vs needs analysis 	<p>Selection of primary sources <i>Suggestion(s):</i></p>

<p>Content Statement: To gain an understanding of Family Life in the 21st century.</p> <p>Essential Questions:</p> <p>What are the characteristics of a well functioning family?</p> <p>What costs are associated with starting a family?</p> <p>How do children develop?</p> <p>What are the milestones and abilities of children?</p> <p>How does the structure of a family change throughout the family life cycle?</p>	<ul style="list-style-type: none"> • Understand the roles of a family including non-traditional • Learning about and exploring a community • Community involvement • Wants vs Needs • Family budgeting 	<ul style="list-style-type: none"> • Understand the developmental characteristics of the preschool child • Identify developmentally appropriate activities for different age groups of children? • Understand the roles and responsibilities within a family • Understand different types of family structures. <p>Skills:</p> <ul style="list-style-type: none"> • Explore the relationship among wants, needs, and resources. • Identify resources available through a community. • Identify costs associated with starting a family 	<p><u>Standard 9.4</u></p>	<ul style="list-style-type: none"> • Internet Research Project on Communities • Child development project • Family budgeting 	<p><i>Text, videos</i></p>
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Unit I – Future Careers	<ul style="list-style-type: none"> Career Awareness in these fields 	<p>Proficiencies:</p> <ul style="list-style-type: none"> Analyze personal values and abilities 	<p>Standard 9.1 Standard 9.2</p>		<p>Selection of primary sources <i>Suggestion(s):</i></p>

<p>Content Statement: To gain an understanding of career opportunities in the areas of culinary arts and nutrition, fashion design, fashion merchandising, interior design, child related careers as it pertains to personal skill set and goals.</p> <p>Essential Questions: How can we best prepare for our future careers? What life skills careers are available?</p>	<ul style="list-style-type: none"> • Resume • Cover Letter • Job Search including demographics and budgeting • Attire and Presentation 	<p>that influence career choices</p> <ul style="list-style-type: none"> • Become familiar with careers in the areas of culinary arts and nutrition, fashion design, fashion merchandising, interior design, child related careers • Analyze factors that can impact an individual's career. <p>Skills:</p> <ul style="list-style-type: none"> • Identify resources to access employment • Prepare a resume and cover letter • Develop interviewing skills • Identify job description, educational training and qualifications for various jobs and careers. • Practice goal setting and decision-making in areas relative to life skills. • Assess personal qualities that are needed to obtain and retain a job related to career clusters. • Identify career appropriate and functional attire. 	<p>Standard 9.3 Standard 9.4</p>	<ul style="list-style-type: none"> • Career Exploration Project • Mock Interview • Personal Pitch • Online Career Survey • Written resume 	<p>-Career Survey</p> <p>-Personality Profile (www.careers-internet.org)</p> <p>http://www.educationplanner.org/students/career-planning/find-careers/careers.shtml</p>
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Differentiation, Accommodations & Modifications:

<p>Gifted and Talented</p>	<p>Multilingual Learners</p>	<p>Students with Disabilities</p>	<p>Students at Risk of School Failure</p>
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Unit II – Workplace Etiquette Content Statement:	<ul style="list-style-type: none"> • Workplace interactions • Conflict/Resolution • Collaboration & Team building 	<p>Proficiencies:</p> <ul style="list-style-type: none"> • Identify the characteristics of an effective team • Understand conflict resolution strategies. 	<p>Standard 9.1 Standard 9.2 Standard 9.3 Standard 9.4</p>	<ul style="list-style-type: none"> • Mind tools survey • Role play scenario • Mock email correspondence 	Selection of primary sources <i>Suggestion(s):</i> Mind Tools Survey

<p>To gain an understanding of workplace etiquette.</p> <p>Essential Questions:</p> <p>Why is it important to work as a team?</p> <p>How can we develop appropriate social interactions?</p> <p>What is considered appropriate/professional attire?</p> <p>Why is it important to research potential places of employment?</p>	<ul style="list-style-type: none"> • Career Skills • Employability Characteristics • Exploring companies dress codes/policies 	<ul style="list-style-type: none"> • Understand the importance of a first impression • Learn about appropriate dress in a professional setting. <p>Skills:</p> <ul style="list-style-type: none"> • Communicate effectively in a variety of settings with a diverse group of people. • Demonstrate skills related to work ethic, integrity, diversity awareness, conflict-resolution, etc., • Develop positive social skills to interact with others. • Evaluate the following academic and career skills as they relate to home, school, community, and employment: communication, punctuality, time management, decision making, goal setting, teamwork, etc. 		<ul style="list-style-type: none"> • Internet research projects 	<p>Business Etiquette (Article)</p>
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Differentiation, Accommodations & Modifications:

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<p>Unit III – Digital Footprint</p> <p>Content Statement:</p>	<ul style="list-style-type: none"> Digital citizenship skills related to self image/identity, communication, privacy and security 	<p>Proficiencies:</p> <ul style="list-style-type: none"> Students will be able to analyze their own personal social media accounts. 	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>	<ul style="list-style-type: none"> Google yourself! Self Analysis Inquiry <i>Who am I?</i> Image 	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Google search</p>

<p>To gain an understanding of digital footprint.</p> <p>Essential Question:</p> <p>Why is it important to protect your identity in social media?</p> <p>How can information you post on the Internet affect your future opportunities?</p>	<ul style="list-style-type: none"> • How your online presence affects future employment/opportunities • What to post/not to post 	<ul style="list-style-type: none"> • Identify what personal information should remain private, and what is suitable to be shared publicly • Recognize & explain how one's digital footprint can impact him/her in the future with regard to college admissions and employability <p>Skills:</p> <ul style="list-style-type: none"> • Learn how to present an authentic and positive image. • Demonstrate good digital citizenship skills • Identify your digital reputation 		<p>Collage (or imovie "I Am" video)</p> <ul style="list-style-type: none"> • Digital Reputation Project • Projects - interview someone in Human Resources or a business owner on their policies 	<p>ISTE 2016 Student Standards</p>
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