

Course Title – Community Based Training

Implement start year – 2015-2016

Revision Committee Members, email, extension – Kate Allen, Kallen@lrhsd.org, X8370; Sandy Langan Slangan@lrhsd.org, X8612; Marc Rohm, Mrohm@lrhsd.org, X8996; Kathy Waldron, Kwaldron@lrhsd.org, X8890

Unit #3, topic – Community Exploration

Transfer Goal – Students will be able to use their learning to independently navigate their community.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.4.F.1 Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.

9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

9.1.8.F.2 Explain how rules, laws, and safety practices protect individual rights in the global workplace.

9.2.4.A.4 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction

<p>9.2.12.A.7 Analyze different forms of currency, how currency is used to exchange goods and services, and how it can be transferred from one person's business to another.</p> <p>9.2.4.C.4 Determine the relationships among income, expenses, and interest.</p> <p>9.2.8.D.1 Determine how saving contributes to financial well-being.</p> <p>9.2.8.D.2 Differentiate among various saving tools and how to use them most effectively.</p> <p>9.2.8.E.1 Prioritize personal wants and needs when making purchases.</p> <p>9.3.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p>	<p><u>X</u> Social and Cross-Cultural Skills <u>X</u> Productivity and Accountability <u>X</u> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> recreational activities are a valuable resource in the community.</p> <p><i>EU 2</i> purchasing goods and services plays a necessary part in everyday living.</p> <p><i>EU 3</i> modes of transportation are an essential part of navigating a community.</p> <p><i>EU 4</i> taking an active role in the community makes a good citizen.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What resources are available to find different recreational activities? • Where can I locate free or inexpensive activities? • How can I determine the best deal when paying for recreational activities? • What are some ways to purchase tickets? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What are some items that you need to purchase in everyday life? • Where can you buy food? • What are services available in my community? • How do you find the best services in your neighborhood? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What are some ways you can get to your desired location? • What are some laws that you need to be aware of when traveling? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • What are laws I have to follow in order to be a good citizen?

<p>EU 5 managing money correctly leads to financial security.</p>	<ul style="list-style-type: none"> • What are consequences for not following laws? • What volunteer opportunities are available in my area? • Why is it important to vote? <p>EU 5</p> <ul style="list-style-type: none"> • How do you feel when you are financially secure? • How do you read your paycheck? • How do I determine which bank to use? • What services are available at a bank? • How do I create a budget?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • steps to obtaining a library card. • the importance of comparing services offered when selecting a membership. <p>EU 2</p> <ul style="list-style-type: none"> • to be prepared prior to shopping. • effective ways to make purchases. • proper etiquette for ordering at a restaurant. • procedure for washing clothes at a laundromat. <p>EU 3</p> <ul style="list-style-type: none"> • laws governing pedestrians, public transportation, and motor vehicles. • options available for transportation to a destination. <p>EU 4</p> <ul style="list-style-type: none"> • procedure for voting. • applicable laws in their community. • consequences of breaking the law. <p>EU 5</p> <ul style="list-style-type: none"> • methods of creating financial security. • breakdown of a paycheck. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • obtain a membership for recreational activities. • purchase a ticket. • complete an application for a library card. <p>EU 2</p> <ul style="list-style-type: none"> • purchase food at a grocery store. • order take out. • use a vending machine. • make purchases at retail store. • eat at a restaurant. • wash clothes at a laundromat. • identify grooming services in the area. <p>EU 3</p> <ul style="list-style-type: none"> • demonstrate being a pedestrian. • ride public transportation. • determine best forms of transportation for individual situations. <p>EU 4</p> <ul style="list-style-type: none"> • vote. • identify laws that pertain to them. • list possible consequences for breaking certain laws. <p>EU 5</p> <ul style="list-style-type: none"> • identify parts of a paycheck. • open a bank account.

- services available at a bank.
- items included in a budget.

- create a budget and savings plan.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

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Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Self-assessment roles in community
- Rubric on creating a budget
- Observation on following a map
- Staff and peer verbal feedback on field trips
- Role playing scenarios on ordering food

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- List recreational options in the community (A)
- Use iPad to research contact information for services (A)
- Identify personal information needed to fill out an applications (A)
- Create a shopping list (A)
- Read a bus schedule (A)
- Tour various businesses, such as a fitness center, and inquire about membership (M)
- Purchase an admission at a bowling alley, skating rink, movie theatre, theatres, or sporting events (M)
- Create collage of activities to do around the community (M)
- Fill out a library application (M)
- Order groceries online (M)
- Calculate tax and tip on a restaurant check (M)
- Role playing making an emergency phone call (M)
- Complete a W2 form (M)
- Create a budget (M)
- Checking out a library book (T)
- Shop at a grocery store (T)
- Utilize public transportation (T)
- Use safety rules to take a walk (T)
- Vote in an election (T)
- Shop at a mall and stay within a budget (T)

Timeline: Unit 3 will be done throughout entire year.