

# Cover Page - Curriculum Based Instruction

Content Area: **Business**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **1 Year**  
Status: **Awaiting Review**

## **Course Overview**

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Community Based Instruction is direct, planned, and continuous instruction for high school students looking to learn more about employment and job skills. Community environments are visited repeatedly in order to provide instruction for target skills and classroom instruction reinforces what was learned in the field. Community Based Instruction is incorporated with the belief that every student, regardless of the severity of his or her disabilities, is capable of living, working, and recreating in the community. Instruction is divided into four domains: domestic, vocational, community, and recreational & leisure. Domestic instruction includes the areas of self care, self-esteem, decision making, home care, cooking, meal planning, and budgeting. Vocational instruction includes developing employability skills, learning the process of the job search, and how to be a successful team member once employed. Community instruction allows students to learn about their own community at a more robust level, focusing on public offices, transportation, public parks, and local places of business which will be important when transitioning from student to young adult. Finally, Recreation & Leisure teaches students to locate public recreation options in their community, prioritize and organize leisure time activities as part of a daily schedule, and explore interests in local organizations.

## **Course Name, Length, Date of Revision and Curriculum Writer**

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Community Based Instruction

One Academic Year

Eric Hall & Caileigh Fazzini

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# CBI Unit 1 - Vocation

Content Area: **Business**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **8 weeks**  
Status: **Awaiting Review**

## Summary of the Unit

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In this unit, students will learn about vocations, the process of getting a job, and what it takes to keep a job. While learning about vocations, students will focus on the characteristics of a job and what pre-requisites might be required. While studying the process of getting a job, students will become familiar with the job application process, resumes, cover letters, and references. While learning about what it takes to keep a job, students will delve into topics associated with social skills, how to ask for help, customer service, and overall communication skills.

## Enduring Understandings

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- Employment can not only bring you monetary gain, but also improves your ability to interact with the world.
- Once employed, there are hard and soft skills that must be learned and practiced.
- There are specific guidelines for successfully navigating a job search.

## Essential Questions

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- How do I successfully find a job?
- How do I "ace" the job interview?
- What supporting documents should I prepare to increase my chances of being hired?
- Once employed, what are the most important skills to practice in order to stay employed?
- What are my legal rights as an employee of a company/business?
- What do I do when I am having a difficult time at my place of employment?

## Summative Assessment and/or Summative Criteria

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- Job Application Quiz/Project
- Mock Interviews & Reflections
- Unit 1 Project

## Resources

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Textbook - Succeeding In The World Of Work, 7th Edition. Glencoe-Mcgraw Hill

Textbook - Working Version 4E. South-Western Cengage Learning

- Job Application Websites (indeed, Careerbuilder, etc)
- Tax Forms
- Sample Paystubs
- Conflicts On The Job Scenerio Cards

## Unit Plan

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Topic/Selection	Objective	Activities	Assessments
Introduction to Vocational Skills - (2 weeks)	SWBAT define the words vocation, job, job search.  SWBAT name the top five jobs in the country	Guided Notes	Introduction to Vocational Skills Quiz
Job Exploration (2 weeks)	SWBAT determines the necessary steps to begin a job search.  SW create a resume which reflects their personal qualities and professional experiences.	Essential Vocabulary for Job Exploration  Brainstorming how to begin a job search  Using NJCAN or Naviance Career Cluster Finder to determine different vocations	Job Exploration Quiz  Career Profile Project  Community Employee Project

	<p>SW evaluate various career exploration tools found on the Internet.</p> <p>SW apply knowledge learned from career exploration tools to create a Career Profile Project</p>	<p>appropriate for students.</p> <p>Complete a Career Profile Project where students will research a career they are interested in.</p>	
<p>The Job Application &amp; References (2 weeks)</p>	<p>SWBAT identify the necessary information to be gathered when completing a job application</p> <p>SW practice applying for jobs online and on paper.</p> <p>SW become aware of what their weekly availability to work is and how they communicate this on a job application.</p> <p>SWBAT comprehend what makes a good choice for a reference.</p>	<p>Reviewing personal information to have on hand when applying for a job.</p> <p>Completing mock job applications.</p> <p>Comparing/Contrasting different job application requirements</p> <p>References Project - Students will either practice having a family member write them a reference letter - or students role play writing a reference letter for another person.</p>	<p>Filling Out A Job Application Test or Project</p>

<p>The Interview (2 weeks)</p>	<p>SWBAT recognize appropriate grooming patterns for people seeking jobs.</p> <p>SWBAT recognize appropriate attire when preparing for a job interview.</p> <p>SWBAT identify common interview questions asked in different jobs.</p> <p>SWBAT emulate being an interviewer by partaking in a mock job interview.</p> <p>SWBAT emulate what it is like to be an interviewee by partaking in a mock job interview.</p>	<p>Guided Notes on grooming patterns and job etiquette</p> <p>Mock Job Interviews from employer perspective and employee perspective</p>	<p>Mock Job Interview Project</p>
<p>You're Hired (1 week)</p>	<p>SWBAT fill out a W4 tax document and understand that it affects the amount of taxes that will be taken out each pay period.</p>	<p>Fill out a fake W4 form</p>	<p>How Much Will be Taken Out Quiz</p>
<p>Keeping The Job (2 weeks)</p>	<p>SWBAT practice various conflict resolution methods to deal with on the job conflicts.</p> <p>SWBAT recognize positive behaviors which an employer will be looking for from an employee.</p>	<p>Social Emotional Skill Review - Conflict Management</p> <p>Cognitive Behavioral Therapy strategies that can help in the workplace.</p>	<p>Open Notes Quiz</p>

	<p>SWBAT recognize negative behaviors which an employer may have to correct.</p> <p>SW practice how to apply constructive criticism that is given to them from an employer.</p>		
<p>The Paycheck (1 week)</p>	<p>SWBAT define information printed on a pay stub (deductions, FICA, Health Insurance, etc.)</p>	<p>Review pay stubs and line item deductions</p>	<p>Parts Of A Paycheck Quiz</p>
<p>Leaving A Job (1 week)</p>	<p>SW brainstorm various reasons for why people will leave a job which are reasonable and customary.</p> <p>SWBAT identify appropriate tactics to use with employers when terminating employment.</p>	<p>Guided notes on why people leave jobs</p> <p>Make a list of acceptable reasons for leaving a job vs unacceptable reasons to leave a job.</p>	<p>True or False quiz - what is an acceptable reason to leave a job?</p>

## Standards

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WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
WRK.9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
WRK.9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

- Students identified as benefiting from audio support will be given as deemed appropriate
- Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and assistance.
- Collaborative activities will include high/low grouping to provide peer support.
- Higher-level students will be expected to identify subtle meanings as well as read more independently
- Research topics will include a range of rigor levels.
- Expectations for all assessments will vary based on student ability.
- Differentiated assessment rubrics will be used in evaluating students.

## **Suggested Technological Innovations/Use**

- Effective use of digital tools which assist in gathering and managing information
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, IXL, Blooket, Gimkit...etc...
- Further develop critical research skills by finding credible sources.
- Use of peer editing tools by sharing documents on Google Drive.

## **Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

- Students understand the obligations and responsibilities of being a member of a community/workplace.
- Students take regular action to contribute to their personal financial well-being.
- Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations, and the environment.
- Students will regularly think of ideas that solve problems in new and different ways.
- Students will consider unconventional ideas and suggestions as solutions to take or problems, and they will discern which ideas and suggestions will add the greatest value.
- Students will recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

# CBI Unit 2 - Domestic

Content Area: **Business**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **6-8 weeks**  
Status: **Awaiting Review**

## Summary of the Unit

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This unit will focus on strategies and tools needed to make a successful transition from student to young adult. Topics will focus on Life Literacies, Cooking, Nutrition, & Safety, Household Management, and Money Management. Successful attainment of Life Literacies refers to developing a strong self-concept; with literacies divided into three categories - Self Awareness, Relationships, and Learning Styles. Next, students will learn about kitchen tools, kitchen safety, and nutrition. Next, Household Management will be dissected, with a focus on successful independent living. Students will learn to organize domestic tasks into a schedule, how to properly clean surfaces, and how to navigate having roommates or sharing space in a residential location. Finally, Money Management will be explored. Students will learn how to choose a bank that fits their needs, how to create a budget, and what kinds of bills can be expected in the early years of adulthood.

## Enduring Understandings

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- A well-developed self-concept will assist in making better decisions as a young adult
- Cooking is an activity that can be organized to fit individual needs and learning styles
- Keeping a sanitary cooking environment is paramount to the safety of yourself and those around you.
- Positive relationships allow you to further develop as a successful young adult
- Learning style is unique to an individual.
- Keeping a budget is essential to financial literacy

## Essential Questions

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- What changes when you become an adult?
- What is a life literacy, and how can it contribute to your self-concept?
- When cooking, what are necessary safety measures that have to be followed?
- How do you get started with personal banking?
- How do you prioritize house chores and responsibilities?
- What are common utensils used in the kitchen?
- What is a budget?



## Summative Assessment and/or Summative Criteria

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Teacher will provide a variety of assessment measures including, but not limited to, role play, paper/pencil assessment, and group activities.

## Resources

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Textbook - Succeeding In The World Of Work, 7th Edition. Glencoe-Mcgraw Hill

Textbook - Working Version 4E. South-Western Cengage Learning

[Budgeting Worsheets](#)

[Grocery List Templates](#)

See Resources Folder for all other resources

## Unit Plan

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Topic/Selection	Objective	Activities	Assessments
Introduction To Unit (1-2 weeks) What is domesticity? What are the branches of domestic development?	SWBAT recite and identify the four branches of domestic development (Life Literacies, Cooking/Kitchen Safety, Household Management, and Money Management)	Guided Notes  Brainstorming on the four branches	Which Branch is Easiest To Develop? Assignment
Life Literacies- beliefs and practices that will positively influence your self-concept. (3-4 weeks)	SWBAT define the term life literacy and determine the benefits of developing life literacies  SWBAT differentiate between the types of life literacies: <ul style="list-style-type: none"><li>Relationships</li></ul>	Guided Notes - Life Literacies  Relationships Word Problems Activity  Student Created Brochure	Create A Life Literacies Lesson Project  What Is My Learning Style Project

	<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Learning Style</li> </ul> <p>SWBAT differentiate between types of relationships that are common in life and those that change as you enter young adulthood.</p> <p>SWBAT apply decision making skills to various issues that could present themselves as a young adult.</p> <p>SWBAT recite the four different learning styles and identify which is most similar to themselves.</p>	<p>Self Assessment</p>	
<p>Food &amp; Kitchen Safety (3-4 weeks)</p>	<p>SW utilize proper cooking tools.</p> <p>SW know how and when to use the right cooking tool in the proper situation.</p> <p>SWBAT recognize prerequisite</p>	<p>Supermarket Scavenger Hunt (virtual or in person)</p> <p>Kitchen Tool Matching PDF's</p> <p>Guided Notes - Food expiration, foods that must be put in the fridge/freezer.</p> <p>Categorize a shopping list into perishable and nonperishable lists</p>	<p>Final Project - Food &amp; Kitchen Safety - Cooking Assignment</p> <p>Teacher Created Quiz - Food/Kitchen Safety</p>

	<p>skills for kitchen safety (e.g. sanitary rules, use of a fire extinguisher, fire prevention etc.) and cooking (e.g. names and function of commonly used kitchen tools.</p> <p>SW role play, mock situations, observations, real-life situations, and use verbal and nonverbal communication</p>	<p>Field trip to supermarket - observe perishable aisle items and take note of expiration dates</p>	
<p>Household Management (3-4 weeks)</p>	<p>SWBAT complete a weekly schedule for cleaning</p> <p>SWBAT differentiate between different types of cleaning products</p> <p>SWBAT compose a grocery list that is organized by food type</p>	<p>Blank Calendar WS - Cleaning Schedule</p> <p>Name That Cleaning Product WS</p> <p>Virtual or In Person Field Trip to identify products used to clean the house</p>	<p>A How-To Presentation on how to manage a household</p> <p>Teacher Created Quiz - Cleaning Schedule and Meal Planning.</p>

	<p>SWBAT create a meal planner for 1 week</p> <p>SWBAT troubleshoot possible roommate conflicts that could arise relating to house chores</p> <p>SWBAT troubleshoot possible roommate conflicts that could arise relating to differences in personality and</p> <p>SWBAT recite the most common bills that a household receives on a monthly basis</p>	<p>Meal Planning WS</p> <p>Guided Notes - Living With Roommates</p> <p>Guided Notes - What Bills Should You Expect Each Month</p>	
<p>Money Management (3-4 weeks)</p>	<p>SWBAT differentiate between a checking and savings account and recognize essential information needed to open an account.</p> <p>SWBAT recognize what makes one savings account more favorable than another and research which banks offer savings accounts.</p> <p>SWBAT identify necessary categories to create a budget</p> <p>SW simulate following a monthly budget</p>	<p>Research interest rates at different banks</p> <p>Create a spreadsheet/slideshow which differentiates different types of savings accounts and interest rates.</p> <p>Sample Budget Worksheets</p> <p>Create a Budget Worksheets</p> <p>Pay Stub Guided Notes</p>	<p>Budget Simulation</p> <p>Teacher Created Quiz - Budgets and Understanding Pay Stubs</p>

	SWBAT identify standard deductions from a paycheck and how this will affect a monthly budget.		
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## Standards

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PFL.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.
PFL.9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).
PFL.9.1.12.FI.4	Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future colleg and career opportunities.  Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

## Suggested Modifications for Special Education, ELL and Gifted Students

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- Students identified as benefiting from audio support will be given as deemed appropriate
- Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and assistance.
- Collaborative activities will include high/low grouping to provide peer support.
- Higher-level students will be expected to identify subtle meanings as well as read more independently
- Research topics will include a range of rigor levels.
- Expectations for all assessments will vary based on student ability.

- Differentiated assessment rubrics will be used in evaluating students.

### **Suggested Technological Innovations/Use**

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- Effective use of digital tools which assist in gathering and managing information
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, IXL, Blooket, Gimkit...etc...
- Further develop critical research skills by finding credible sources.
- Use of peer editing tools by sharing documents on Google Drive.

### **Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

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- Students understand the obligations and responsibilities of being a member of a community/workplace.
- Students take regular action to contribute to their personal financial well-being.
- Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations, and the environment.
- Students will regularly think of ideas that solve problems in new and different ways.
- Students will consider unconventional ideas and suggestions as solutions to take or problems, and they will discern which ideas and suggestions will add the greatest value.
- Students will recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

## **CBI Unit 3-Community**

Content Area: **Business**  
Course(s):  
Time Period: **3rd Marking Period**  
Length: **6-8 weeks**  
Status: **Not Published**

### **Summary of the Unit**

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Community living emphasizes teaching students how to navigate their local environment, covering aspects such as shopping, financial management, making healthy decisions, and navigating the community.

## **Enduring Understandings**

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In this unit, students will understand the history of their community, recognize community leaders, acquire knowledge of public transportation and identify specific places and their purpose for making a community work

## **Summative Assessment and/or Summative Criteria**

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The teacher will provide a variety of assessments during the course of the year. The assessments may include, but are not limited to, group work projects, role playing scenarios, letter writing, etc.

## **Essential Questions**

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- How do we communicate with local businesses?
- How does a community run effectively?
- What is Community Based Instruction?
- What local businesses are in our area?
- Why is Community Based Instruction important?

## **Resoures**

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Textbook - Succeeding In The World Of Work, 7th Edition. Glencoe-Mcgraw Hill

Textbook - Working Version 4E. South-Western Cengage Learning

- <http://project10.info/DPage.php?ID=158>
- <https://boggscenterregistration.rwjms.rutgers.edu/index.php/event/training>
- <https://drive.google.com/drive/folders/17vEUOh09cTlme6uVt53nTEAopiXqR6CQ?usp=sharing>
- <https://www.aiu3.net/Page/2205>
- <https://www.nj.gov/education/specialed/programs/CBI.shtml>

## **Unit Plan**

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
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<p>Introduction to CBI (1-2 weeks)</p>	<p>SWBAT.....</p>		
	<p>define community based instruction</p>		
	<p>differentiate between a field trip and CBI</p>	<p>Google Meet with future employer</p>	<p>Question and answers for future employer</p>
	<p>recite the schedule for a student who has been placed into a CBI class</p>	<p>Journaling</p>	<p><a href="#">Final Journal</a></p>
	<p>make a list of job sites that will be used in the Sayreville community.</p>	<p>Venn Diagram</p>	<p><a href="#">Venn Diagram</a></p>
	<p>Improving your community</p>	<p>Weekly scheduling</p>	<p><a href="#">Schedule worksheet</a></p>
	<p>recite the expectations of a job journal</p>	<p>Map of Sayreville community business</p>	<p><a href="#">Map out local businesses</a></p>
		<p>Community Mapping</p>	<p><a href="#">Mapping Activity</a></p>



<p>Community</p> <p>1 week</p>	<p>SWBAT...</p> <p>define the word community</p> <p>understand the history of Sayreville</p> <p>identify places in their community and their purpose</p> <p>identify people in the community and their impact</p> <p>CBI reflections</p>	<p>Differences between communities- rural, city, suburban</p> <p>Project about the history of Sayreville</p> <p>ABC Chart</p> <p>Letter writing to heads of departments (recreation, water, tax, mayor, recycling)</p> <p>\</p>	<p><a href="#">Community differences</a></p> <p><a href="#">Communities Diorama Project</a></p> <p><a href="#">History of Sayreville</a></p> <p><a href="#">ABC of Sayreville</a></p> <p><a href="#">Letter Checklist</a></p> <p><a href="#">Sayreville Website</a></p> <p><a href="#">Reflections Assessments</a></p>
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Transportation(3 weeks)	Understading Bus Routes	Bus Routes	<a href="#">Bus Route Questionairre</a>
	Problem Solving on Public Transportation	Problem Solving Lecture	<a href="#">Problem Solving PowerPoint</a>
	Reading maps	Map Activity	<a href="#">Reading a Map</a> <a href="#">Map Skills</a>
	Reading Bus Schedules	How to Read a bus schedule	<a href="#">Reading a Bus Schedule</a>
	Understanding NJ Transit Bus	Navigating the NJ Transit Bus Website	<a href="#">NJ Transit Bus</a>
	Understanding NJ Transit Train	Navigating the NJ Transit Train Website	<a href="#">NJ Transit Train</a>
	Understanding the Ferry	Navigating the NY Waterway Website	<a href="#">NY Waterway</a>
	Understanding Fares, Discounts and Services	Navigating Access Link, Reduced Fair and Services	<a href="#">Access Link</a> <a href="#">Reduced Fair</a>
	Rideshare Apps	Comparing apps (uber, Lyft, Gett)	Venn Diagrams, comparison charts, etc
NJTIP	Lessons with Jeff Dennis from NJTIP	<a href="#">NJ TIP</a>	

<p>Community Services (SS, Medical, Dental, legal, library)</p> <p>(1 week)</p>	<p>Understanding Social Security</p> <p>Understanding Insurance</p> <p>Determining available services at the library</p>	<p>Worksheets/research/lectures</p> <p>Lecture and discussion</p> <p>Speak with a librarian</p>	<p><a href="#">Social Security Explained</a></p> <p><a href="#">Educator Toolkit</a></p> <p><a href="#">Playing an Insurance Game</a></p> <p><a href="#">Q &amp; A for librarian</a></p>
<p>Shopping</p> <p>(10 days)</p>	<p>Compose a shopping list for different items</p> <p>Distinguishing where to find sales for different stores</p> <p>Coupons</p> <p>Understanding taxes on goods</p>	<p>Where can you buy?</p> <p>Reading a circular</p> <p>Finding coupons</p> <p>Sales Tax Worksheets</p>	<p>Comparison chart on where to buy groceries, clothes, cleaning supplies, household items, entertainment items, etc</p> <p><a href="#">Shop Rite</a></p> <p><a href="#">Sales Tax Calculator</a></p> <p><a href="#">Original Price</a></p> <p><a href="#">Sales Tax WS</a></p> <p><a href="#">Sales Tax PS</a></p> <p><a href="#">Sales Tax Discount</a></p>
<p>Dining out</p>	<p>Budgeting</p> <p>Tipping</p> <p>How to order</p>	<p>Reading a menu, determining prices, tax and tip.</p> <p>How to you know how much to tip?</p> <p>Role Playing</p>	<p>Various restaurant menus</p> <p><a href="#">Tip Worksheet</a></p> <p><a href="#">Tip Worksheet 2</a></p> <p><a href="#">Role Playing</a></p>

## **Standards**

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- 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
- 9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
- 9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences
- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business
- 9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.
- 9.3.12.FN.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
- 9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Re-teaching and review
- Allotted time for activities and responses
- Graphic organizers
- Extra time
- As needed, modify lessons to fit each student's IEP.
- Tiered levels of instruction in order to reach all students
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, drag & drop,)
- Activities/ lessons can be presented in a variety of formats (e.g. worksheets, computer-based programs, & technology applications)

## **Suggested Technological Innovations/Use**

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- Use of NJ Transit website
- Access link
- Google Maps
- Google Calendar
- Instructional videos on different forms of transportation

## **Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

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Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 21st Century Life and Career Skills: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. 9.3 21st Century Life and Career Skills: 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.

## **CBI Unit 4- Leisure and Recreation**

Content Area: **Business**  
Course(s):  
Time Period: **4th Marking Period**  
Length: **6-8 weeks**  
Status: **Not Published**

### **Summary of the Unit**

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The focus of this unit is to learn how to locate public recreation options, organize personal leisure time and participate in social events in the local community. Students will explore interests in their community as well as build lasting relationships with peers, neighbors, and other community members that can last after graduation.

### **Enduring Understanding**

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In this unit, students will understand how to locate public recreation jobs, opportunities, and local social events in their community. Students will understand how to act appropriately in different social situations that may arise in their community.

### **Summative Assessment and/or Summative Criteria**

The teacher will present real-life situations for all students to display their understanding of leisure time and community activities. Each student will need to determine important activities, hobbies, and different ways to spend their free time. They will need to schedule these activities and learn how to behave during each of them. Each student will have their own assessment based on their strengths and weakness to challenge them but also set them up for success.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

- Re-teaching and review
- Allotted time for activities and responses
- Graphic organizers
- Extra time
- As needed, modify lessons to fit each student's IEP.
- Tiered levels of instruction in order to reach all students
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, drag & drop,)
- Activities/ lessons can be presented in a variety of formats (e.g. worksheets, computer-based programs, & technology applications)

### **Suggested Technological Innovations/Use**

Social Media

- Google Calendar
- Instructional videos on different forms of transportation
- Creating schedules

## **Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

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9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 21st Century Life and Career Skills: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. 9.3 21st Century Life and Career Skills: 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.

## **Essential Questions**

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- How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?
- How do we know how to make good decisions?
- What are the elements that build a strong friendship?
- What is community and what are the individual's responsibilities to the community as well as the community's responsibilities to the individual?
- What is the relationship between decisions and consequences?
- What is the relationship between freedom and responsibility?

## **Resources**

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<https://drive.google.com/drive/folders/17vEUOh09cTIme6uVt53nTEAopiXqR6CQ?usp=sharing>

- <http://project10.info/DPage.php?ID=158>
- <https://boggscenreregistration.rwjms.rutgers.edu/index.php/event/training>
- <https://www.aiu3.net/Page/2205>
- <https://www.nj.gov/education/specialed/programs/CBI.shtml>
- <https://www.sayreville.com/>

## **Unit Plan**

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Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Leisure time, hobbies and community activities  (3 days)	Students will understand that leisure time are activities that may reflect the student's interests.	<ul style="list-style-type: none"> <li>-Self-Assessment on likes and dislikes with hobbies.</li> <li>-Explore new hobbies for future planning.</li> <li>-Role playing, mock situations, observations, real-life situations, and verbal and nonverbal communication</li> </ul>	<p>Select preferred leisure activities.</p> <p><a href="#">Identify new leisure activities.</a></p> <p><a href="#">Identify different leisure activities</a></p> <p>Categorize leisure activities by preference.</p> <p>Match leisure activities in different settings.</p> <p>Generalize skill to various settings.</p>
Scheduling your Leisure time	<p>Students will know how to create a leisure schedule.</p> <p>Students will know leisure activities that reflect the student's interests.</p>	<ul style="list-style-type: none"> <li>-Scheduling work, school, and activities.</li> <li>-Breakdown which activities each person wants to do weekly.</li> <li>-Role playing, mock situations, observations, real-life situations, and verbal and nonverbal communication</li> </ul>	<p><a href="#">Discuss how to plan for your week</a></p> <p><a href="#">Develop a leisure schedule.</a></p> <p>Generalize skill to various settings.</p>
Safety and Appropriate Leisure Time	Students will know how to behave appropriately and safely during community and leisure activities	<p>Students learn appropriate behaviors during different activities.</p> <p>Students will learn how to act safely during different leisure activities.</p> <p>Role playing, mock situations, observations, real-life situations, and verbal and nonverbal communication</p>	<p><a href="#">Role Playing</a></p> <p><a href="#">Community</a></p> <p><a href="#">Community Roles</a></p> <p><a href="#">Community and Me</a></p>



Recreation and Leisure in our community	Students will learn how to find different community events through the use of the Borough website and local businesses	<ul style="list-style-type: none"> <li>-Discuss where to find community events</li> <li>-Organize a list of websites to utilize</li> <li>-Sign up for e-mail blasts</li> <li>-Network with people who can find local events</li> </ul>	<a href="#">Sayreville Recreation</a> Social Media
Health and Fitness	Students will understand the importance of nutrition and fitness to live a healthy lifestyle.	<ul style="list-style-type: none"> <li>- Discuss a fitness plan to create a healthier lifestyle</li> <li>-Visit a local gym to learn about the equipment</li> <li>- Talk with a trainer to come up with a fitness and nutrition plan</li> </ul>	<a href="#">Health Plan</a> <a href="#">Food Diary</a>
Mental Health Awareness	Students will be able to discuss mental health awareness and utilize techniques to overcome personal problems	<ul style="list-style-type: none"> <li>-Discuss different areas of mental health that may effect high school students</li> <li>-Research areas to help those suffering with mental health</li> <li>-Create techniques to help cope in different scenarios</li> </ul>	<a href="#">Mindset Check In</a> <a href="#">Mental Health Scavenger Hunt</a> <a href="#">Create a stress ball</a> <a href="#">What is Mental Health</a> <a href="#">Mental Health Mythbusters</a>

## Standards

- 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
- 9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.
- 9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task