

# **PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT**

**Pascack Hills High School, Montvale, NJ  
Pascack Valley High School, Hillsdale, NJ**

**Course Name: 21st CENTURY LIFE SKILLS**

Born on: August, 2020  
Previous Revision: June, 2023  
Current Revision: June, 2026  
Board Approval: 8/24/26

**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 career 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.*

**Differentiation, Accommodations & Modifications:**

| Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Multilingual Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students with Disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students at Risk of School Failure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>Provide opportunities to investigate a topic of personal interest related to Family and Consumer Sciences through research, presentations, or product development.</p> <p>Encourage students to analyze current industry trends, emerging technologies, sustainability practices, nutrition research, or consumer issues using credible sources.</p> <p>Assign leadership roles during labs, collaborative projects, peer mentoring, demonstrations, or classroom management activities.</p> <p>Provide enrichment tasks that require deeper analysis, innovation, entrepreneurship, or real-world applications.</p> <p>Challenge students to solve</p> | <p>Work with an ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit.</p> <p>Have students retell in their own words before attempting the task.</p> <p>Allow bilingual teachers to reiterate key concepts in simple English or student's language.</p> <p>Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.</p> <p>Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.</p> <p>Developing Content Area Vocabulary through the use of word walls and labeling classroom objects.</p> <p>Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that</p> | <p><b>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</b></p> <p><b>Classroom Organization:</b><br/>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>Preview materials to increase interest</p> <p>Use organizing tools</p> <p>Highlight key ideas</p> | <p>Preferential seating to be determined by the student and teacher</p> <p>Provide oral reminders and monitor student work during independent work</p> <p>Small group instruction<br/>Maintain a consistent routine/schedule</p> <p>Flexible grouping</p> <p>Provide student exemplars to communicate expectations</p> <p>Provide immediate feedback when applicable<br/>Provide opportunities for repetition and practice</p> <p>Teacher modeling of skills/techniques to be mastered</p> <p>Extended time to complete assignments</p> |

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| <p>authentic problems involving budgeting, nutrition planning, sustainability, food insecurity, product design, or family resource management.</p> <p>Utilize advanced digital tools for research, design, data analysis, budgeting, multimedia presentations, or culinary planning.</p> <p>Permit students to establish personal learning goals and timelines for long-term projects.</p> | <p>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> <p>Use KWL Charts</p> <p>Slowly expand the amount of material being learned.</p> <p>Maintain consistent classroom procedures/routines for prediction and comfort level.</p> <p>Assign buddies/peer tutors to assist with acclimation to the school environment.</p> <p>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.</p> <p>Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.</p> <p>Use of bilingual dictionaries</p> <p>Use of visual aids (teacher made adaptations, outlines, study guides)</p> | <p>Use questioning techniques to elicit prior knowledge</p> <p>Repeat and clarify directions</p> <p>Segment techniques and task analysis</p> <p>Props/manipulatives to relate to experience</p> <p>Simulations</p> <p>Games/puzzles to generalize information</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>Provide copy of class notes</p> |
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|  |  | <p>Students may request to use a computer to complete assignments</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> |  |
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***PACING GUIDE:***

| <b>21st Century Life Skills</b>                                 |                               |
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| Home Life - Unit 1 Nutrition and Culinary Arts                  | 4 weeks<br>(209 minutes/week) |
| Home Life - Unit 2 Hand Sewing                                  | 3 weeks<br>(209 minutes/week) |
| Home Life - Unit 3 Interior Design                              | 3 weeks<br>(209 minutes/week) |
| Home Life - Unit 4 Child Development                            | 3 weeks<br>(209 minutes/week) |
| Career Exploration and Preparation - Unit 1 Future Careers      | 2 weeks<br>(209 minutes/week) |
| Career Exploration and Preparation - Unit 2 Workplace Etiquette | 2 weeks<br>(209 minutes/week) |
| Career Exploration and Preparation - Unit 3 Digital Footprint   | 2 weeks<br>(209 minutes/week) |

| Unit Title: Nutrition and Culinary Arts                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                               |
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| Content/Topic                                                                                                                                                                                                                                                                                                    | Observable Proficiencies and Skills (objectives)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Suggested Learning Activities                                                                                                                                                                                                                                                                                                                        | NJSLS                                                                                                                                                                                                                                                                                                                                                                                                   | Benchmark Performance and Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Suggested Materials and Resources                                             |
| <p><b>Content Statement:</b><br/>To gain an understanding of culinary techniques and meal planning as they relate to health and nutrition</p> <p><b>Essential Question:</b><br/>How can I keep myself and others safe while working in the kitchen?<br/>Why is kitchen safety important when preparing food?</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Become familiar with safety and health procedures in the foods lab</li> <li>Gain knowledge about abbreviations and equivalents</li> <li>Acquire knowledge about cooking terminology, tools and techniques</li> <li>Become familiar with the parts of a recipe and the importance of following the recipe in a sequential order</li> <li>Become familiar with careers in the areas of culinary arts and nutrition</li> <li>Demonstrate appropriate safety procedures for hands-on experiences</li> </ul> | <ul style="list-style-type: none"> <li>Kitchen safety and sanitation</li> <li>Food preparation (in the classroom)</li> <li>Reading a recipe</li> <li>Cooking Techniques</li> <li>Measuring</li> <li>Nutritious meal planning</li> <li>Reading a label</li> <li>Weekly meal planning &amp; budgeting</li> <li>Tools/utensils/appliance use</li> </ul> | <p>9.3.12.AG-FD.1<br/>9.3.12.AG-FD.2<br/>9.3.12.AG-FD.3<br/>9.4.12.CI.1<br/>9.4.12.CT.1</p> <p><b>Interdisciplinary Connections:</b></p> <p>Mathematics:<br/>Apply measurement conversions, fractions, ratios, and budgeting skills when preparing recipes and planning meals.</p> <p>Science:<br/>Examine nutrition, digestion, food safety, bacteria growth, and chemical changes during cooking.</p> | <p><b>Formative</b><br/>Complete a kitchen safety checklist by identifying safe and unsafe practices shown in pictures.<br/>Participate in a classroom discussion about common kitchen hazards and explain how to prevent them.<br/>Demonstrate proper handwashing and safe use of basic kitchen tools.<br/>Sort picture cards into "Safe" and "Unsafe" kitchen behaviors and justify the choices.<br/>Complete a short quiz on kitchen safety rules and emergency procedures.<br/>Observe a teacher demonstration and identify correct and incorrect safety practices.<br/>Participate in a kitchen safety scavenger hunt</p> | <p>Textbooks, online resources<br/>Laptops, online cooking demonstrations</p> |

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|  |  |  |  | <p>to locate safety equipment and identify potential hazards.</p> <p>Write an exit ticket answering the question: <i>What is one kitchen safety rule you learned today, and why is it important?</i></p> <p><b>Summative:</b><br/>Demonstrate proper handwashing and personal hygiene practices.<br/>Safely use basic kitchen tools and equipment while preparing a simple food item.<br/>Follow food safety and sanitation procedures throughout the activity.<br/>Clean and sanitize the work area and properly store equipment after use.</p> <p><b>Benchmark:</b><br/>Students will demonstrate their understanding of kitchen safety by completing a hands-on kitchen safety assessment.</p> |  |
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| Unit Title: Hand Sewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                             |
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| Content/Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Observable Proficiencies and Skills (objectives)                                                                                                                                                                                                                                                                                                                                                         | Suggested Learning Activities                                                                                                                                                                                                                                                                                                                     | NJSLS                                                                                                                                                                                                                                                                                                                                                                                          | Benchmark Performance and Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Suggested Materials and Resources                                                                                                                           |
| <p><b>Content Statement:</b><br/>To gain an understanding on identifying basic sewing tools and materials. Demonstrate safe handling of needles, scissors, and pins. Thread and knot a needle independently. Perform essential hand stitches. Read simple sewing patterns and instructions. Construct functional sewing projects. Repair and embellish fabric items using hand-sewing techniques.</p> <p><b>Essential Question:</b><br/>What tools or equipment are necessary to repair a garment?</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand sewing tools and their uses.</li> <li>Practice sewing safety.</li> <li>Learn fabric types and basic terminology.</li> <li>Tool identification game</li> <li>Fabric exploration and classification</li> <li>Stitch booklet</li> <li>Create a stitch booklet card</li> <li>Community service activity</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate safe handling of needles, scissors, and pins.</li> <li>Thread and knot a needle independently.</li> <li>Perform essential hand stitches.</li> <li>Cut out patterns for a community service project.</li> <li>Follow instructions on construction of the different types of patterns</li> </ul> | <p>9.4.12.CI.1<br/>9.4.12.CI.3<br/>9.4.12.CT.1<br/>9.4.12.CT.2<br/>9.4.12.TL.3</p> <p><b>Interdisciplinary Connections:</b></p> <p>Social Studies:<br/>Explore the historical and cultural significance of textiles, clothing, and fashion traditions around the world.</p> <p>Mathematics:<br/>Use measurement, geometry, and spatial reasoning when reading patterns and cutting fabric.</p> | <p><b>Formative:</b><br/>Observe students demonstrating correct needle threading, knot tying, and safe needle handling. Use a skills checklist to monitor students' ability to perform basic stitches (e.g., running stitch, backstitch, whip stitch). Have students practice stitches on a fabric sample and receive teacher feedback before beginning a project. Use an exit ticket asking students to describe one stitch they learned and explain when it would be used.</p> <p><b>Summative:</b><br/>Demonstrates safe and responsible use of sewing tools.</p> | <p>Selection of primary sources:<br/><a href="https://www.redtedart.com/category/sewing/">https://www.redtedart.com/category/sewing/</a></p> <p>Laptops</p> |

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|  |  |  |  | <p>Uses correct hand-stitching techniques.<br/>Produces neat, secure, and consistent stitches.<br/>Completes the project according to directions.<br/>Demonstrates craftsmanship and attention to detail.<br/>Explains the purpose of the stitches used and evaluates personal performance in a brief reflection.</p> <p><b>Benchmark:</b><br/>Students create a final hand-sewn product demonstrating mastery of the skills learned in the unit.</p> |  |
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| Unit Title: Interior Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Content/Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Observable Proficiencies and Skills (objectives)                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Suggested Learning Activities                                                                                                                                                                                                                                                                           | NJSLS                                                                                                                                                                                                                                      | Benchmark Performance and Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Suggested Materials and Resources                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Content Statement:</b><br/>Understand how colors can create mood and illusion. Understand primary, secondary and tertiary colors. Develop the ability to mix paint and create the colors on the color wheel. Understand the value and intensity of color. Create tints and shades of one color. Identify and create a monochromatic, analogous, complementary, split complementary and triadic color scheme. Understand how to change the size and shape of a room with color.</p> <p><b>Essential Question:</b><br/>How do the principles</p> | <p><b>Students will be able to:</b><br/>Color and answer questions. Read a chapter in HOMES on color.</p> <p>Teacher lecture on the color wheel.</p> <p>Mix paints and create a color wheel using watercolor.</p> <p>Mix and create tints and shades of one color using watercolor.</p> <p>Observe pictures the teacher presents of different color schemes. Students locate pictures of three different color schemes. Students create a pp presentation on using a particular color scheme.</p> | <ul style="list-style-type: none"> <li>Complete a activities with samples of:</li> <li>wallpaper</li> <li>carpet</li> <li>fabrics</li> <li>Practice the safe use of tools and equipment.</li> <li>Ability to apply measurement skills</li> <li>Identify online resources for design elements</li> </ul> | <p>9.4.12.CI.1<br/>9.4.12.CI.3<br/>9.4.12.CT.1<br/>9.4.12.CT.2</p> <p><b>Interdisciplinary Connections:</b></p> <p>Visual Arts:<br/>Apply elements and principles of design, color theory, balance, and aesthetics in interior spaces.</p> | <p><b>Formative:</b><br/>Label a blank color wheel with primary, secondary, and tertiary colors. Match color scheme names (complementary, analogous, monochromatic, triadic, and split-complementary) with examples. Create a color wheel using colored pencils, paint, or digital tools. Identify the color scheme used in photographs of interior spaces and explain the choice. Complete a short quiz on color theory vocabulary and color relationships. Participate in a class discussion explaining how different color schemes affect the mood of a room.</p> | <p>Selection of primary sources<br/><i>Suggestion(s):</i><br/><a href="http://www.homestyl.com/designer">Arrange a Room</a><br/><a href="http://www.homestyl.com/designer">http://www.homestyl.com/designer</a><br/><a href="#">Pinterest</a><br/><a href="#">Homestyl.com</a><br/><a href="#">Benjamin Moore color planning</a><br/>Video "Color"<br/>Textbook<br/>Watercolor<br/>Magazines<br/>Poster Board<br/>Textbook,</p> |

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| of color theory help designers create balanced and visually appealing interiors?<br>How can color communicate personality, culture, and purpose in interior design? |  |  |  | <p><b>Summative:</b><br/>Correctly identifies and applies the selected color scheme. Demonstrates understanding of the color wheel and color relationships. Selects colors that support the room's purpose and desired atmosphere. Clearly explains design decisions using appropriate color theory vocabulary.</p> <p><b>Benchmark:</b><br/>Produces a neat, organized, and creative design presentation.</p> <p><b>Alternative Assessment:</b><br/>Create a color board or digital mood board that includes paint colors, furniture, flooring, fabrics, lighting, and accessories.</p> |  |
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| Unit Title: Child Development                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                  |
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| Content/Topic                                                                                                                                                                                                                                                                                                                                                                             | Observable Proficiencies and Skills (objectives)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | NJSLS                                                                                                                                                                                                                                                                                                                                                                            | Benchmark Performance and Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Suggested Materials and Resources                                                                                |
| <p><b>Content Statement:</b><br/>Acquire knowledge about the 5 areas of child development: Social, Intellectual, Emotional, Large Muscle and Fine Muscle. Students will explore the developmental characteristics of the preschool child in each area.</p> <p><b>Essential Question:</b><br/>What factors influence a child's physical, cognitive, social, and emotional development?</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the stages of play a child goes through and at about what age it occurs</li> <li>Understand the value of play in the total development of a child</li> <li>Understand the importance of outdoor play and the ability to explore/ create</li> <li>Gain knowledge about Jean Piaget and his first stages of intellectual development</li> <li>Explain how caregivers can apply Piaget's concepts through developmentally appropriate activities</li> </ul> | <p>Teacher lecture and discussion about the 5 areas of child development</p> <ul style="list-style-type: none"> <li>Small group research project/ presentation on one of the 5 areas of child development</li> <li>Fact sheet handout on the developmental characteristics of the 3, 4, and 5 year old child, and activities for enhancing the development in the preschool</li> <li>Survey the preschool and identify equipment and supplies that develop each area</li> <li>Google search - define the stages of play</li> <li>The teacher led a discussion related to the importance of play.</li> </ul> | <p>9.4.12.CI.3<br/>9.4.12.CT.1<br/>9.4.12.CT.2<br/>9.4.12.CT.3</p> <p><b>Interdisciplinary Connections:</b></p> <p>Science:<br/>Examine human growth, brain development, and factors influencing physical and cognitive development.</p> <p>English Language Arts:<br/>Conduct research, read informational texts, and present findings related to child development topics.</p> | <p><b>Formative:</b><br/>Observe and analyze short video clips of children and identify examples of developmental growth. Exit tickets responding to prompts such as:</p> <ul style="list-style-type: none"> <li>What is one developmental milestone for a preschool-aged child?</li> <li>How can the environment influence a child's development?</li> <li>Why do children develop at different rates?</li> </ul> <p><b>Summative</b><br/>Demonstrates understanding of multiple areas of development (physical, cognitive, social, emotional).</p> | <p>Online resources<br/>Text book: The Developing Child<br/><a href="#">Utah Educational Network Youtube</a></p> |

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|  | <ul style="list-style-type: none"><li>• incorporate their knowledge of classification, seriation, and conservation</li></ul> | <ul style="list-style-type: none"><li>• Watch youtube video</li><li>• Students will create a game for preschoolers</li><li>• Students will observe the preschool class</li></ul> |  | <b>Benchmark:</b><br>Students will create and present a preschool activity or game that supports one or more areas of child development and explain how the activity promotes age-appropriate learning and growth. |  |
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**Unit Title: Career Exploration and Preparation-Future Careers**

| <b>Content/Topic</b>                                                                                                                                                                                                                                                                                                                                                                                   | <b>Observable Proficiencies and Skills (objectives)</b>                                                                                                                                                                                                              | <b>Suggested Learning Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>NJSLS</b>                                                                                                                                                                                                                                                                                                                                     | <b>Benchmark Performance and Assessments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Suggested Materials and Resources</b>                                                                                                                                                                                                                                                                                             |
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| <p><b>Content Statement:</b><br/>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><b>Essential Question:</b><br/>How can we best prepare for our future careers?</p> <p>What life skills careers are available?</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Career Awareness in these fields</li> <li>• Resume</li> <li>• Cover Letter</li> <li>• Job Search including demographics and budgeting</li> <li>• Attire and Presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Identify resources to access employment</li> <li>• Prepare a resume and cover letter</li> <li>• Develop interviewing skills</li> <li>• Identify job description, educational training and qualifications for various jobs and careers.</li> <li>• Practice goal setting and decision-making in areas relative to life skills.</li> <li>• Assess personal qualities that are needed to obtain and retain a job related to career clusters.</li> </ul> | <p>9.2.12.CAP.4<br/>9.2.12.CAP.5<br/>9.4.12.CI.2<br/>9.4.12.CI.3</p> <p><b>Interdisciplinary Connections:</b></p> <p>English Language Arts:<br/>Develop resumes, cover letters, and professional communication skills.</p> <p>Technology:<br/>Use digital tools and online career resources to research occupations and create career plans.</p> | <p><b>Formative Assessments:</b><br/>Complete a career interest inventory and reflect on which career pathway best matches personal interests and skills.</p> <p>Research one career in Interior Design, Child Development, or Fashion Design and complete a career profile that includes:</p> <p>Match careers with their job descriptions, required skills, and workplaces.</p> <p>Participate in small-group discussions about the advantages and challenges of each career field.</p> | <p>Selection of primary sources<br/><i>Suggestion(s):</i><br/><a href="http://www.careers-interne.t.org">www.careers-interne.t.org</a><br/><a href="https://www.educationplanner.org/students/self-assessments">https://www.educationplanner.org/students/self-assessments</a></p> <p>-Career Survey</p> <p>-Personality Profile</p> |

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|  |  | <ul style="list-style-type: none"><li>Identify career appropriate and functional attire.</li></ul> |  | <p>Complete an exit ticket responding to one of the following prompts:</p> <ul style="list-style-type: none"><li>Which career interests you most and why?</li><li>What skills are needed to be successful in your chosen career?</li><li>What education or training is required for this career?</li></ul> <p><b>Summative:</b></p> <p>Describe the career and its primary job responsibilities.</p> <p>Explain the education, training, certifications, or degrees required.</p> <p>Identify the knowledge, skills, and personal qualities needed for success.</p> <p>Research the career outlook, salary range, and employment opportunities.</p> <p>Explain why the career is of interest and how it aligns with personal</p> |  |
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|  |  |  |  | <p>interests, skills, and goals.</p> <p><b>Benchmark:</b><br/>Develop a personal career pathway plan that outlines the steps needed to prepare for the chosen profession.</p> |  |
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**Unit Title: Career Exploration and Preparation- Workplace Etiquette**

| Content/Topic                                                                                                                                                                                                                                                                                                     | Observable Proficiencies and Skills (objectives)                                                                                                                                                                                                                                                                           | Suggested Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | NJSLS                                                                                                                                                                                                                                                                                                                                            | Benchmark Performance and Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Suggested Materials and Resources                                                                              |
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| <p><b>Content Statement:</b><br/>To gain an understanding of workplace etiquette.</p> <p><b>Essential Question:</b><br/>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> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the characteristics of an effective team</li> <li>Understand conflict resolution strategies.</li> <li>Understand the importance of a first impression</li> <li>Learn about appropriate dress in a professional setting.</li> </ul> | <ul style="list-style-type: none"> <li>Communicate effectively in a variety of settings with a diverse group of people.</li> <li>Demonstrate skills related to work ethic, integrity, diversity awareness, conflict-resolution, etc.,</li> <li>Develop positive social skills to interact with others.</li> <li>Evaluate the following academic and career skills as they relate to home, school, community, and employment: communication, punctuality, time management, decision making,</li> </ul> | <p>9.2.12.CAP.2<br/>9.2.12.CAP.4<br/>9.2.12.CAP.5</p> <p><b>Interdisciplinary Connections:</b></p> <p>English Language Arts: Practice professional speaking, listening, writing, and interpersonal communication skills.</p> <p>Social Studies: Examine workplace expectations, diversity, ethics, and citizenship in professional settings.</p> | <p><b>Formative:</b><br/>Complete a workplace etiquette checklist identifying appropriate and inappropriate workplace behaviors.</p> <p>Write a reflection describing three workplace etiquette skills that employers value and explain why they are important.</p> <p>Participate in a class discussion about workplace expectations and identify behaviors that contribute to a positive work environment.</p> <p><b>Summative:</b><br/>Demonstrate professional communication (verbal and nonverbal).</p> | <p>Selection of primary sources<br/><i>Suggestion(s):</i><br/><a href="#">Business Etiquette (Article)</a></p> |

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|  |  | goal setting,<br>teamwork, etc. |  | <p>Exhibit appropriate workplace behaviors, including punctuality, respect, responsibility, teamwork, and problem-solving.</p> <p>Respond appropriately to common workplace scenarios, such as handling conflict, receiving feedback, or assisting customers.</p> <p>Dress appropriately for the assigned workplace or interview scenario.</p> <p><b>Benchmark:</b><br/>Complete a written reflection describing the importance of workplace etiquette and identifying personal strengths and areas for growth.</p> |  |
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| Unit Title: Career Exploration and Preparation - Digital Footprint                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                  |
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| Content/Topic                                                                                                                                                                                                                                                                 | Observable Proficiencies and Skills (objectives)                                                                                                                                                                                                                                                                                                                                                                                     | Suggested Learning Activities                                                                                                                                                                                                                                | NJSLS                                                                                                                                                                                                                              | Benchmark Performance and Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Suggested Materials and Resources                                                                                                |
| <p><b>Content Statement:</b><br/>To gain an understanding of digital footprint.</p> <p><b>Essential Question:</b><br/>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> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Students will be able to analyze their own personal social media accounts.</li> <li>Identify what personal information should remain private, and what is suitable to be shared publicly</li> <li>Recognize &amp; explain how one's digital footprint can impact him/her in the future with regard to college admissions and employability</li> </ul> | <ul style="list-style-type: none"> <li>Digital citizenship skills related to self image/identity, communication, privacy and security</li> <li>How your online presence affects future employment/opportunities</li> <li>What to post/not to post</li> </ul> | <p>9.4.12.DC.1<br/>9.4.12.DC.4<br/>9.4.12.DC.6<br/>9.4.12.DC.7</p> <p><b>Interdisciplinary Connections:</b></p> <p>Technology:<br/>Analyze digital citizenship, online privacy, cybersecurity, and responsible technology use.</p> | <p><b>Formative:</b><br/>Analyze sample social media profiles and identify posts that could positively or negatively affect employment opportunities. Complete an exit ticket responding to one of the following prompts:</p> <ul style="list-style-type: none"> <li>Why is a positive digital footprint important when applying for a job?</li> <li>What is one change you could make to improve your online presence?</li> <li>How can your digital footprint affect future education or career opportunities?</li> </ul> <p><b>Summative:</b><br/>Explain what a digital footprint is and how it can affect employment</p> | <p>Selection of primary sources<br/><i>Suggestion(s):</i></p> <p>Google search</p> <p><a href="#">Utah Education Network</a></p> |

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|  |  |  |  | <p>and educational opportunities.<br/>Evaluate a sample social media profile or personal online presence and identify ways to improve professionalism.</p> <p>Present findings through a slideshow, digital portfolio, poster, brochure, or oral presentation.</p> <p><b>Benchmark:</b><br/>Develop a personal action plan with at least five strategies for building and maintaining a positive digital footprint.</p> <p><b>Alternative Assessment:</b><br/>Students will evaluate their current digital footprint and develop a professional online presence. They will create a digital portfolio that highlights their academic achievements, extracurricular activities, career</p> |  |
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