

TOMS RIVER REGIONAL SCHOOLS

Share the Vision!



Content Area: Life Skills

Course Title: Life Skills 1

Grade Level: 6

Unit Plan 1 Safety	Pacing Guide 5 days and enriched each class period
Unit Plan 2 Service to Home/Family	Pacing Guide 5-15 days/integrated
Unit Plan 3 Service to School	Pacing Guide 5-15 days/integrated
Unit Plan 4 Service to Community	Pacing Guide 5-15 days/integrated
Unit Plan 5 Global Service Capstone	Pacing Guide 5-15 days/integrated

Original Adoption: September 2020

Revisions: Summer 2022

Board Approved: August 17, 2022

Unit 1 Overview	
Content Area: Life Skills 1	
Unit Title: Safety	
Target Course/Grade Level: 6	
Pacing Guide: 5 days	
Unit Summary: Students will learn safety procedures in the classroom.	
Students will understand the importance of safety. Students will understand the impact of accidents on themselves, their family, our school, and community.	
<p>21st Century Themes:</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.</p>	
Learning Targets	
Standard 9.3 Career & Technical Education (CTE) Content Area: 21st Century Life and Careers	

CPI #	Cumulative Progress Indicator (CPI)
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in

	a career
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.

Unit Essential Questions: Why is it important to be safe? What impact does safety have on our everyday lives?	Unit Enduring Understandings Students will understand the importance of safety and relevance of always leading with safety protocols and procedures
Unit Objectives <i>Students will know...</i> how to participate safely in classroom activities	Unit Objectives <i>Students will be able to...</i> Identify safety procedures and protocols Demonstrate safe behaviors in the classroom Transfer those safety skills across their lifetime experiences

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions Special Education:	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities 504:

<ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology

Curriculum development resources, Instructional Materials, Equipment needed

Teacher resources:

- Google Slides
- Teacher-made tests, worksheets, warm-ups, and quizzes
- Computer software to support unit
- Document camera
- Textbooks, videos, classroom posters, equipment and hands on experience.
- [rubric](#)
- Google Classroom

Suggested Activities:

- Students will design classroom safety protocols
 - Students will brainstorm possible dangers
 - Students form teams to develop safety protocols around those classroom dangers
 - Students will share the procedures and protocols for feedback from the group
 - Students will revise protocols from group feedback
 - Students will follow safety protocols and develop new ones on an ad-hoc basis throughout the marking period as appropriate to the class activities and introduction of new tools and materials
- Presentation of Safety Video
- Food Safety CDC
- Handwashing
- Ice breaker retro safety video:

- Funny Office Safety Training Retro Video! Hilarious!! 'You and Office Safety' - Safetycare free prev
- Online Safety
- 10 Internet Safety Tips for Kids - McGruff Safe Kids
- Kitchen Safety Faceoff Kitchen safety showdown
- Students will engage in several videos that discuss kitchen safety. Students will demonstrate knowledge by creating a safety education graphic project.
- Students will create a google slide explaining safety and cleanliness. Where applicable Students can present their slides.

Teacher Notes: Students devise safety rules. Each piece of equipment gets their own safety overview when it is introduced.

Unit 2 Overview
Content Area: Life Skills 1
Unit Title: Service to Home/Family
Target Course/Grade Level: Grade 6
Pacing Guide: 5-15 days
Unit Summary: Students will participate in activities that address needs within their own homes.
Primary Interdisciplinary Connections: NJSLS.ELA-LITERACY.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
21 st Century Themes: Career Exploration CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Learning Targets
9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION 9.3 – Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

CPI #	Cumulative Progress Indicator (CPI)
9.3.ST.1	Apply engineering skills in a project that requires project management, process control and quality assurance.
9.3.MN-QA.1	Evaluate production operations for product and process quality.
9.3.MN-QA.3	Coordinate work teams to create a product that meets quality assurance standards.

9.3.MN-QA.4	Employ project management processes using data and tools to deliver quality, value-added products.
9.3.MN-QA.5	Perform safety inspections and training to ensure a safe and healthy workplace.
9.3.MN-QA.6	Implement continuous improvement processes to maintain quality products.
9.3.MN-QA.7	Identify inspection processes that ensure products meet quality specifications.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
9.3.ST-SM.3	Analyze the impact that science and mathematics has on society.
RST.6-8.3.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks

Unit Essential Questions...Why is it important to work together with your family to maintain your home?	Unit Enduring Understandings Students will understand the significance of helping out around the house.
Unit Objectives <i>Students will know...</i> how to complete daily tasks around the house <ul style="list-style-type: none"> ● Dishes ● Laundry ● Meal Prep ● Family Relationships 	Unit Objectives <i>Students will be able to...</i> participate in daily household responsibilities.

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
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English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities
Special Education: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	504: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
Students at Risk of School Failure: <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources:

- Google Slides
- Teacher-made tests, worksheets, warm-ups, and quizzes
- Computer software to support unit
- Document camera
- Textbooks, videos, classroom posters, and hands on experience.
- Pins, needles, thread, scissors, fabric, patterns, markers.
- Google Classroom

Suggested Activities:

- Teacher demonstration of basic hand sewing stitches.
- Student completion of hand sewn project.
- www.pinterest.com
- www.youtube.com
- Weekly Checklist / Choice Board
- Students must complete a given number of tasks or choices by the end of the week.
- Ex. Do dishes, laundry, help siblings with hw, cook for family, community trash pickup, beach clean, etc.
- Choice Board Example
- National Dine in day December 3, 2020 will act as a model for activity in this quarterly class:
- Students plan a family meal and assign tasks for each family member to take part in setting up the meal.

Teacher Notes:

Unit 3 Overview	
Content Area: Life Skills 1	
Unit Title: Service to School	
Target Course/Grade Level: 6	
Pacing Guide: 5-15 days/integrated	
Unit Summary: Students will create and design activities that address the needs of their school and peers.	
<p>Primary Interdisciplinary Connections: NJSLS.ELA-LITERACY.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems</p>	
<p>21st Century Themes: Career Exploration</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
Learning Targets	
9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION	

CPI #	Cumulative Progress Indicator (CPI)
9.3.MN-QA.7	Identify inspection processes that ensure products meet quality specifications.
9.2, 9.3.ST.1	Apply engineering skills in a project that requires project management, process control and quality assurance.

9.3.MN-QA.1	Evaluate production operations for product and process quality.
9.3.MN-QA.2	Recommend and implement continuous improvement in manufacturing processes.
9.3.MN-QA.3	Coordinate work teams to create a product that meets quality assurance standards.
9.3.MN-QA.4	Employ project management processes using data and tools to deliver quality, value-added products.
9.3.MN-QA.5	Perform safety inspections and training to ensure a safe and healthy workplace.
9.3.MN-QA.6	Implement continuous improvement processes to maintain quality products.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
9.3.ST-SM.3	Analyze the impact that science and mathematics has on society.
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
RST.6-8.3.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

<p>Unit Essential Questions...</p> <p>Why is it important to work together with school leaders and peers?</p> <p>How can we better create learning environments?</p> <p>How do you decide what is important to focus on?</p>	<p>Unit Enduring Understandings</p> <p><i>Students will understand the...</i> significance of improving the school community and keeping it safe.</p>
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <p>how to complete tasks through the school:</p> <p>how to collaborate with peers and school leaders.</p>	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <p>Engage in activities throughout the school</p> <p>Collaborate with the school community</p> <p>Improve the school environment</p> <p>Support activities taking place throughout the building</p> <p>Acquire new skills in support of improving the learning environment</p>

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities
Special Education: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	504: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
Students at Risk of School Failure: <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources:

- Google slides
- Teacher-made tests, worksheets, warm-ups, and quizzes
- Computer software to support unit
- Document camera
- textbook, videos, classroom posters, and hands on experience.
- Google Classroom

Suggested Activities:

- Interactive Bulletin Boards
 - Bulletin boards work with guidance for topics
 - QR codes/interactive
- Opportunities to serve community
 - Students brainstorm ideas
 - Ideas collected from teachers and school leaders
 - Improvements based on feedback from the learning community
 - Simulate running the Cafeteria for a Week
 - Budget (How to increase sales)
 - Nutritional Meals
 - How to get kids to eat breakfast that normally done
 - How would you advertise?

Teacher Notes:

Unit 4 Overview	
Content Area: Life Skills 1	
Unit Title: Service to Community	
Target Course/Grade Level: 6	
Pacing Guide: 5-15 days/integrated	
Unit Summary: Students will learn about their local government and interact with local officials.	
Primary Interdisciplinary Connections: 9.3 – Career & Technical Education (CTE) Government & Public Administration 9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.	
21 st Century Themes: Career Exploration CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP12. Work productively in teams while using cultural global competence.	
Learning Targets	
9.3 – Career & Technical Education (CTE) Government & Public Administration	

CPI #	Cumulative Progress Indicator (CPI)
9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in

9.3.HU-PC.6	Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
9.3 .ST-SM.3	Analyze the impact that science and mathematics has on society.
9.3.12.AR-PR F.7	Describe how technology and technical support enhance performing arts productions.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Unit Essential Questions... Why is government important Why is it important to participate	Unit Enduring Understandings <i>Students will understand that...</i> Local issues have far reaching impact Local issues
Unit Objectives <i>Students will know</i> <ul style="list-style-type: none"> ● how and who to contact amongst their local representatives with specific issues. ● the importance of understanding local issues ● that there are a wide variety of local government departments and programs 	Unit Objectives <i>Students will be able to...</i> identify and contact their local officials write a persuasive letter Collaborate with peers to identify local issues aligned with the UN Sustainable Development Goals

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities
Special Education: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	504: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
Students at Risk of School Failure: <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources:

- textbook, videos, classroom posters, and hands on experience.
- Teacher-made tests, worksheets, warm-ups, and quizzes
- Computer software to support unit
- Document camera
- Google Slides
- Google Classroom

Suggested Activities

- Create Pillows for Themselves and Community
- Students will first create their own pillows and create 2-3 pillows for community (donate pillows by schools)
- Create Stuffed Animals to donate to local children's hospitals/animal shelters/homes in need, etc.
- Local, County, State Scavenger Hunt
- Students will become familiar with their local, county, and state gov.
- Complete scavenger hunt and write a letter to local officials about a community concern.
- Write a letter to a local congressman or local official.
- Students will learn about current issues: local, state, national.
- Teach students how to write a formal letter.
- How to write an email asking for something
- Student work page
- Students will write a letter about a local, state, national issue.
- Here are some folks:
- Laurie Huryk, Councilwoman
- Email Laurie Huryk
- Andykimforcongress.com U.S. Representative from New Jersey's 3rd congressional district. Please fill out this form if you're a group or organization looking to schedule a meeting or event with Andy or email scheduling@andykimforcongress.com.
- Judge Gluck
- Business Improvement District Downtown TR Mairin Bellack Executive Director info@downtowntomsriver.com
- Township Green Team, sbaumgartner@tomsrivertownship.com
- Township CAP (Community Art project), Marshall Kern marshallkern@gmail.com

Teacher Notes:

Unit 5 Overview
Content Area: Life Skills 1
Unit Title: Global Service Capstone
Target Course/Grade Level: 6
Pacing Guide: 5-15 days/integrated
Unit Summary: Students will explore the UN Sustainable Development Goals and develop an action plan, informational materials, and create prototypes that address these goals on a local and global level.
Primary Interdisciplinary Connections: UN Sustainable Development Goals 2015 The Sustainable Development Goals (SDGs) are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.
21 st Century Themes: Career Exploration CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP12. Work productively in teams while using cultural global competence.
Learning Targets
9.3 – Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

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9.3.HU-PC.6	Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends

9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
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NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Unit Essential Questions...How can our actions influence our community and the world?	Unit Enduring Understandings Students will understand the need for the Sustainable Development Goals and how addressing these goals can help change their community and their world.
Unit Objectives Students will know and understand the UN Sustainable Development Goals. Students will discover ways to act locally with global impact.	Unit Objectives Students will be able to identify and explain at least 3 of the UN Sustainable Development Goals Students will be able to identify examples of the UN Sustainable Development Goals in their Community Students will identify ways in which to address the UN Sustainable Development Goals in their community and their world.

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
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English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities
Special Education: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	504: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
Students at Risk of School Failure: <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources:

textbook, videos, classroom posters, and hands on experience.

www.youtube.com

Computer software to support unit

Document camera

Google Slides

Google Classroom

Suggested Activities:

Global - UN Sustainable Goals- find a goal to donate to through \$ earned by community service in school. THE 17 GOALS | Sustainable Development

- Project: Choose a UN Sustainable Goal and create Prototype, make website, create marketing

For example- donating to clean water in underdeveloped countries by selling brownies/cookies to teachers during “snack” time.

Goal 12: Research Sustainable Production Practices in Fashion

Goal 3 and The Corona Virus

170 UN sustainability actions you can do!

UN Student Resources / Activities

Teacher Notes: