



## State Curriculum Unit Content Descriptors

Content Area: Life Skills

Course Title: Life Skills

Grade Level: 7

Unit Plan 1 Social and Emotional Learning	Pacing Guide 10 days
Unit Plan 2 Arts Creativity and Problem Solving	Pacing Guide 5 days
Unit Plan 3 Business So You Want to be a Millionaire	Pacing Guide 5 days
Unit Plan 4 Health, Human Services and Education Help! I Need Somebody	Pacing Guide 10 days
Unit Plan 5 Building STEAM Sustainability for a Brighter Future	Pacing Guide 10 days

Date Created: Summer 2022

Revisions: Summer 2022

Board Approved: August 17, 2022



### Unit 1 Overview

Content Area: 21st Century Life Skills

Unit Title: Social and Emotional Learning: The Things They Carried

Target Course/Grade Level: 21st Century Life Skills / 7

Pacing Guide: 10 days - Integrated daily throughout the Marking Period

Unit Summary: This unit will focus on connecting with students through what is important to them and help them build the bridge to what is important locally and globally providing them with strategies for self-regulation, organization and preparing them with the skills needed for life. Teacher's will build a "Daily Check-In" into their daily routines with the goal of helping students develop good habits and emphasize the importance of mental health.

How to Make check-boxes in Sheets: To make daily checklists, meal plans, etc.  
Organizing your learning space  
Food Diary  
Meal Plan + Shopping List  
Social Media/Tech Addiction

#### Primary Interdisciplinary Connections:

NJSLS.ELA-LITERACY.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

NJSLS.ELA-LITERACY.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

NJSLS.ELA-LITERACY.W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.



NJSLS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[NJSLS.MATH.PRACTICE.MP1](#) Make sense of problems and persevere in solving them.

CSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

### **Companion Standards: Anchor Standards for Reading**

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

**NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **Progress Indicators Reading Science and Technical Subjects**

**RST.6-8.1.** Cite specific textual evidence to support analysis of science and technical texts.

**RST.6-8.2.** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**RST.6-8.7.** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**RST.6-8.8.** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

**RST.6-8.9.** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the



same topic.

**Anchor Standards for Writing**

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**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.

**NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**A.** Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

**B.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**C.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**D.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**E.** Establish and maintain a formal/academic style, approach, and form.

**F.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**WHST.6-8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST.6-8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

**WHST.6-8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and



following a standard format for citation.

21<sup>st</sup> Century Themes:

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

**Learning Targets**

9.4 Life Literacies and Key Skills

STRANDS: Creativity and Innovation, Critical Thinking and Problem Solving

CPI #	Cumulative Progress Indicator (CPI)
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.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
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).

Unit Essential Questions	Unit Enduring Understandings <i>Students will understand that...</i>
What is important to you? Why are objects important to us as human beings? How do we make connections with people? How do we connect with higher causes?	We are all human beings We have more in common than different We are in a safe learning environment where all voices can be heard



<p>Unit Objectives <i>Students will know...</i></p> <p>The engineering and design process How to identify the UN Sustainable Development Goals One another in a new way</p>	<p>Unit Objectives <i>Students will be able to...</i></p> <p>Use critical thinking and creativity to identify problems Engage in conversations and prioritize life choices Identify strategies to solve problems Connect their personal interests with local and global issues</p>
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<p><b>Unit 2 Overview</b></p>
<p>Content Area: 21st Century Life Skills</p>
<p>Unit Title: Arts: Creativity and Problem Solving</p>
<p>Target Course/Grade Level: 21st Century Life Skills / 6-7</p>
<p>Pacing Guide: 5 days</p>
<p>Unit Summary: Students will accept a design capstone challenge: <a href="#">Art and Society</a>, that requires thoughtfulness and creativity in both responding to a societal challenge as well as artistic expression in the response.</p>
<p>Primary Interdisciplinary Connections:</p> <p>NJSLS.ELA-LITERACY.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>NJSLS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><a href="#">NJSLS.ELA-LITERACY.W.7.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following</p>



a standard format for citation.

NJSLS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

NJSLS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[NJSLS.MATH.PRACTICE.MP1](#) Make sense of problems and persevere in solving them.

CSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

**Companion Standards:  
Anchor Standards for Reading**

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**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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**RST.6-8.9.** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

### **Anchor Standards for Writing**

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21<sup>st</sup> Century Themes:

CRP1. Act as a responsible and contributing citizen and employee.

### Learning Targets

9.3 Career & Technical Educations

STRAND: 21st Century Life and Careers Arts, A/V Technology & Communications Career Cluster

9.4 Life Literacies and Key Skills

STRAND: Creativity and Innovation & Critical Thinking and Problem Solving  
Arts Anchor Standards

CPI #	Cumulative Progress Indicator (CPI)
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet or mobile).
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
9.4.8.Cl.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.Cl.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
Arts Anchor Standard 2	Organizing and developing ideas.



Arts Anchor Standard 3	Refining and completing products.
Arts Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.
Arts Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

<p>Unit Essential Questions</p> <p>Where do artists get ideas for creation?          How do artists use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>	<p>Unit Enduring Understandings  <i>Students will understand that...</i></p> <p>The arts process is similar to the engineering and design process. Artists analyze, evaluate, refine and document their work to communicate meaning.          Artists use a variety of sources as inspiration and transform concepts and ideas into artistic expression.</p>
<p>Unit Objectives  <i>Students will know...</i></p> <p>Problem solving requires creativity          There are 5 art forms          High School North has an arts academy with three strands: Digital, fine and performing arts. All students are invited to apply in 8th grade.          Inspiration connecting to local and global issues can be found in the UN Sustainable Development Goals</p>	<p>Unit Objectives  <i>Students will be able to...</i></p> <p>Create an art piece aligned with a current issue to inspire hope.</p>

<b>Unit 3 Overview</b>
Content Area: 21st Century Life Skills
Unit Title: Business: So You Want to be a Millionaire



Target Course/Grade Level: 21st Century Life Skills /7

Pacing Guide: 5 days

Unit Summary: Students will take on the role of entrepreneurs and accept a business capstone challenge: So you want to be a Millionaire, that requires both profitability and sustainability in the built prototype of the competitive proposal. Student teams will pitch their (fake) \$100,000 idea using 21st Century Life and Careers skills in Business Management and Administration, Finance, Marketing, Hospitality and Tourism Career Clusters, as well as connect them with students in our High School Finance, Real Estate and Entrepreneurship Business Academies.

Restaurant Possible

Create Your Own Theme Park

#### Primary Interdisciplinary Connections:

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[NJSLs.ELA-LITERACY.W.7.7](#)

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**F.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

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21<sup>st</sup> Century Themes:

CRP1. Act as a responsible and contributing citizen and employee.

### Learning Targets



### 9.3 Career & Technical Educations

STRAND: 21st Century Life and Careers Business Management and Administration, Finance, Marketing, Hospitality and Tourism Career Cluster

### 9.4 Life Literacies and Key Skills

STRAND: Creativity and Innovation & Critical Thinking and Problem Solving

CPI #	Cumulative Progress Indicator (CPI)
9.2.12.C.1	Review career goals and determine steps necessary for attainment.

<p><b>Unit Essential Questions</b> These are the big ones...Why, How, Is there ever...</p> <ol style="list-style-type: none"> <li>1. What skills do you need to run a successful business?</li> <li>2. What role does marketing play in the success of a business?</li> <li>3. How can you measure the success of your business?</li> </ol>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <p>Students will understand the importance of planning and record keeping to the success of a business.</p> <p>Students will understand that failures can help us learn more about how to run a successful business</p> <p>Students will understand how managing a team of people can lead to well-run business.</p>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <p>Students will know how to use google sheets to keep financial records.</p> <p>Students will know how to write a mission statement for their business.</p> <p>Students will know what should be included in a proper business proposal.</p>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <p>Design a business concept and discuss their business in detail.</p> <p>Explain the important parts of a business proposal.</p>



**Unit 4 Overview**

Content Area: 21st Century Life Skills

Unit Title: Health, Human Services, and Education

Target Course/Grade Level: 7 Grade

Pacing Guide: 5 - 10 days

Unit Summary: Students will research public service careers that help educate their peers and community on local and global environmental and health issues.

TR Local Government

NJ State Park Marketing Project

Seek by iNaturalist Exploration

CNN 10 Discussions

#TRSafeReturn

Utensil Scavenger Hunt Safety

Procedural Food Recipe

**Primary Interdisciplinary Connections:**

NJSLS.ELA-LITERACY.W.7.6

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NJSLS.ELA-LITERACY.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

[NJSLS.ELA-LITERACY.W.7.8](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



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**RST.6-8.8.** Distinguish among facts, reasoned judgment based on research findings,



and speculation in a text.

**RST.6-8.9.** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

**Anchor Standards for Writing**

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21<sup>st</sup> Century Themes:

CRP1. Act as a responsible and contributing citizen and employee.

**Learning Targets**

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION  
 STRAND C: CAREER PREPARATION

CPI #	Cumulative Progress Indicator (CPI)
9.2.12.C.1	Review career goals and determine steps necessary for attainment.

<p><b>Unit Essential Questions</b>                  These are the big ones...Why, How, Is there ever...</p> <ol style="list-style-type: none"> <li>1. What health issues are apparent in our local and global communities?</li> <li>2. What environmental issues are apparent in our local and global communities?</li> <li>3. What jobs/careers are there that address these types of health and environmental issues?</li> <li>4. What modern technological developments help address health and environmental issues?</li> </ol>	<p><b>Unit Enduring Understandings</b>                  Students will understand that...</p> <ol style="list-style-type: none"> <li>1. They can explore/pursue a career that makes a difference in their local and global communities.</li> <li>2. Their actions can have small and large effects on their world.</li> <li>3. Technology can be used to address local/global health and environment issues.</li> </ol>
<p><b>Unit Objectives</b>                  Students will know...</p> <p><i>What facts and basic concepts should students know and be able to recall?</i></p> <ol style="list-style-type: none"> <li>1. How to research and identify health and environmental issues in their</li> </ol>	<p><b>Unit Objectives</b>                  Students will be able to...</p> <ol style="list-style-type: none"> <li>1. Discuss local and global health and environmental issues and ways in which we have tried to solve them.</li> <li>2. Develop ideas that use technology to solve these problems.</li> </ol>



communities.

2. What careers exist that help address these issues.

3. Identify careers that help address these issues.



### Unit 5 Overview

Content Area: 21st Century Life Skills

Unit Title: Building STEAM: Sustainability for a Brighter Future

Target Course/Grade Level: 7

Pacing Guide: 5-10 days

Unit Summary: Students will build an understanding of how Science and Technology can be associated with Bicycles and other Simple Machines.

#20 Introduction to Bicycles

#21 Types Of Bicycles Videos ( Video1 , Video2 , Video3 , Video4 )

#21 Types Of Bicycles Questions

#21 a Handle Bars -How they Work

#22 Parts of a Bike.

#23 How Gears on a Bike Work --Questions about Gears

#24 Create and decorate your own Bicycle

#25 Tire/Tube repair and replacement Pt1 and pt 2 BICYCLE UNIT TEST

#### Primary Interdisciplinary Connections:

NJSLS.ELA-LITERACY.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

NJSLS.ELA-LITERACY.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

[NJSLS.ELA-LITERACY.W.7.8](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

NJSLS.ELA-LITERACY.SL.7.5



Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[NJSL.S.MATH.PRACTICE.MP1](#) Make sense of problems and persevere in solving them.

CSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

**Companion Standards:  
Anchor Standards for Reading**

**NJLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

**NJLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**NJLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**NJLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Progress Indicators Reading Science and Technical Subjects**

**RST.6-8.1.** Cite specific textual evidence to support analysis of science and technical texts.

**RST.6-8.2.** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**RST.6-8.7.** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**RST.6-8.8.** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

**RST.6-8.9.** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.



### **Anchor Standards for Writing**

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**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.

**NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**A.** Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

**B.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**C.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**D.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**E.** Establish and maintain a formal/academic style, approach, and form.

**F.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**WHST.6-8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST.6-8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

**WHST.6-8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



21<sup>st</sup> Century Themes:  
CRP1. Act as a responsible and contributing citizen and employee.

### Learning Targets

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION  
STRAND C: CAREER PREPARATION

CPI #	Cumulative Progress Indicator (CPI)
9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.3.ST-ET.1	Use STEM concepts and processes to solve problems involving design and/or production.
9.3.ST-ET.3	Apply processes and concepts for the use of technological tools in STEM.
9.3.ST-SM.3	Analyze the impact that science and mathematics has on society.

<p><b>Unit Essential Questions</b> These are the big ones...Why, How, Is there ever?</p> <ol style="list-style-type: none"> <li>1. Why are there different types bicycles?</li> <li>2. What kinds of differences are there (engineering) in the way the bicycles are designed?</li> <li>3. The gears on a bike are similar to what other types of engineering?</li> <li>4. What modern technological developments have improved the varied uses of bicycles?</li> </ol>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i> What specifically do you want students to understand? What inferences should they make?</p> <ol style="list-style-type: none"> <li>1. They can identify shapes and modification to the structures of bicycles for various uses.</li> <li>2. How they could modify or fix their bike.</li> <li>3. How the increased technology of the world effects various engineering concepts and devices that rely on that technology.</li> <li>4. Changing or using gears can increase torque (or decrease) making travel easier based on roads/trails.</li> </ol>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. How to determine the function of the various parts of a bicycle.</li> <li>2. How to identify the proper usage of the various types of bicycles.</li> </ol>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. Discuss the engineering of various bicycles.</li> <li>2. To identify various technologies of bicycles.</li> <li>3. Fix and repair a flat tire/tube.</li> </ol>