

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
FAMILY & CONSUMER SCIENCES DEPARTMENT

LIVING ISSUES FOR EVERYONE
L.I.F.E

Grade Level: 9 -12

Credits: 2.5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

Course Philosophy

“When we talk about excellence in education, we must remember that our job is to prepare students for an excellent life, not just an excellent school year.” – Thomas Hoerr

Living Issues for Everyone (L.I.F.E.) prepares students with a framework for success by focusing on areas one experiences throughout a life time. The curriculum includes acquiring a healthy understanding of oneself and the role of the family as individuals striving towards independence. The students also study the reasons that healthy relationships build self esteem and promote positive life skills practiced on a daily basis. The students are given the necessary tools to manage their resources, and make wise financial decisions. As individuals pass through the life cycle, housing options change as well and students will learn valuable information about renting, buying, and decorating their own personal space. Dialogue and practical application about food, nutrition, and wellness will provide the student with enduring knowledge to make healthy food choices and optimum dietary decisions within budget constraints. The students will examine clothing and wardrobe as a means of self expression, and learn how to safely utilize equipment in a fashion laboratory. The carbon footprint left by a single person effects the consequences of the global environment. The curriculum offers students experience and insight on environmental issues, students can reduce their own personal impact on the environment and “go green.”

Course Description

The students will participate in class discussions about the development and improvement of personal growth, employ reflective journals for building self esteem, complete writing assignments on consumer issues, and create projects to explore the physical, intellectual, social, and emotional life stages. The curriculum is enhanced by guest speakers on fashion, nutrition, and wellness, along with research assignments on careers. Students will formulate guidelines to design and decorate living space and explore their own personal carbon footprint. The unit tests along with the midterm and final examinations are additional assessment tools utilized in this course.

Freehold Regional High School District
Curriculum Map

Living Issues for Everyone
L.I.F.E.

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.1.12 B.2, B4a,c-e,k 9.2.12 A.1-A.3; B.1,C,C.1-2; F.5	A healthy knowledge of self is necessary for the development of personal growth.	<p>What are the characteristics of personal development?</p> <p>What actions can be taken to promote positive personal growth?</p> <p>How can formulating goals increase personal development and character traits?</p> <p>How are beliefs and values influenced?</p> <p>Why is good communication a necessary ingredient in personal development?</p>	<p>Anticipatory set</p> <p>Exploratory questions</p> <p>Pretest</p>	<p>Do now</p> <p>Reflective journal</p> <p>Written assignments</p>	<p>Portfolios</p> <p>Mid term exam</p> <p>Final exam</p> <p>Project rubrics</p>
9.1.12 B.2, 3, 4c-e,k; 9.2.12 A.1-3; C.1-2; E.4,5,7; F.5	Healthy relationships build self esteem and promote positive skills to transfer into daily living.	<p>What are the qualities of a friend?</p> <p>How does communication affect relationships?</p> <p>Do workplace and personal relationships differ?</p>	<p>Survey</p>	<p>Oral presentations</p> <p>Quizzes/ Tests</p>	
9.1.12 B.2, 4.c-e,k; 9.2.12 A.1-A.4; C.1,C.2, D.1,3,5; F.5	An informed consumer has the necessary tools to make good choices and manage their resources in a positive manner.	<p>What is a consumer?</p> <p>What role does the media play in the consumer market place?</p> <p>Why is it important to plan and research purchases?</p> <p>What is financial fitness and a budget?</p>		<p>Research assignments</p> <p>Observations</p> <p>Role Play</p>	
9.1.12 B.2, 4.c,d,e,k 9.2.12 A.1-A.4; B.1, C.1, 2; F.5	Families are the basis of a healthy and successful society.	<p>How do families differ from one another?</p> <p>How do families meet the physical, intellectual, social, and emotional needs of it's members?</p> <p>What are the stages of the traditional life cycle?</p> <p>Why is good communication important for developing a strong family?</p> <p>How do technological advances affect the family?</p>			
9.1.12 B.2,3,4.c,d,e,i,k 9.2.12 A.1-3; C.1-2; E.4-6; F.1-5	Clothing is a means of self expression.	<p>What factors influence our clothing selection?</p> <p>What are the elements and principles of design?</p> <p>What is the importance of a wardrobe plan?</p> <p>How can knowledge of sewing skills extend a wardrobe?</p>			

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.1.12 B.2,3,4.c-e,i,k 9.2.12 A.1-3; C.1-2; E.4-6; F.1-5	Safety is essential in a laboratory.	Why is safety a concern in the fashion laboratory? How can accidents be prevented in the fashion laboratory?	Anticipatory set Exploratory questions	Do now Reflective journal	Portfolios Mid term exam Final exam
9.1.12 B.2 B.4c,d,e,k 9.2.12 A.1-3; C.1-2; E.1-4,6; F.5	Housing needs change as one passes through the life cycle.	What are basic housing needs? What are various types of housing? What are the pros and cons of renting vs. buying? What are the procedures for renting and/or buying housing? What is a floor plan? What are the elements and principles of design? How can personal housing areas be kept neat, clean, and in good repair? What are the costs involved in performing the tasks? How can home emergencies and accidents be prepared for and/or prevented?	Pretest Survey	Written assignments Oral presentations Quizzes/ Tests Research assignments Observations Role Play	Project rubrics
9.1.12 B.1-3; 4.c,d,e,j,k 9.2.12 A.1-3; C.1,2; D.1 9.2.12 E.1-E.4; 9.2.12 F.5	Career selection is one of the most important decisions of an individual's life.	Why is choosing a career one of the most important decision in one's life? Why is it necessary to evaluate ones skills, knowledge and qualities prior to selecting a career? What career opportunities will be available for the 21 st century employee?			
9.1.12 B.2, 4.c,d,e,i,k 9.2.12 A.1-3; C.1-2; E.4,5; F.1-5	Healthy eating habits contribute to wellness and disease prevention.	What is the Food Guide pyramid and how does it fit into the nutritional needs of individuals at the various stages of the life cycle? How do consumers make informed decisions about food choices? What does an individual need to know in order to plan and prepare a meal?			
9.1.12 B.2, 4.c,d,e,i,k 9.2.12 A.1-3; C.1-2; E.4,5;	Kitchen accidents are prevented by practicing safe and clean work habits.	What safety precautions should be taken in the kitchen? What is a food borne illness and how can it be prevented?			
9.1.12 B.2, 4.c,d,e,i,k 9.2.12 A.1-3; C.1-2; E.4,5; F.1-5	Small lifestyle changes implemented by individuals; together generate a positive impact on the global environment.	Whose responsibility is it to protect resources, deal with existing problems, and prevent future catastrophes? What are non renewable resources? Why do people need to be concerned about conservation? What does precycling involve? What are recycled-content products? How can individuals become actively involved in environmental protection efforts?			

**Freehold Regional High School District
Course Proficiencies and Pacing**

Living Issues for Everyone (L.I.F.E.)

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit # 1: Personal Development	<p>A healthy knowledge of self is necessary for the development of personal growth. Students will be able to:</p> <ul style="list-style-type: none"> • Describe the characteristics of personal development. • Formulate goals for personal growth. • Utilize communication skills necessary for personal development. 	3.5 weeks
Unit #2: Relationships	<p>Healthy relationships build self esteem and promote positive skills to transfer into daily living. Students will be able to:</p> <ul style="list-style-type: none"> • Identify the qualities of a strong friendship and discuss common problems in peer relationships. • Examine reasons for dating and remaining single. • Explain how effective communication skills are necessary for successful relationships. • Explain how workplace relationships differ from friendships. • Describe strategies to ensure a positive work environment. 	4 weeks
Unit #3: Consumerism	<p>An informed consumer has the necessary tools to make good choices and manage their resources in a positive manner. Students will be able to:</p> <ul style="list-style-type: none"> • Explain the role, rights, and responsibilities of a consumer. List consumer resources. • Outline the process of making a consumer complaint. • Identify ways to protect privacy and prevent identity theft. • Describe various types of advertisements and ways in which advertisement persuades consumers. • Identify the benefits of planning and researching purchases. • List and compare a variety of banking options. 	4 weeks
Unit #4: Ages and Stages	<p>Families are the basis of a healthy and successful society. Students will be able to:</p> <ul style="list-style-type: none"> • Explain how families differ. • Explore how families meet the physical, intellectual, social, and emotional needs of each family member. • Utilize positive communication and technological practices to strengthen the family. 	4 weeks
Unit #5: Fashion and Wardrobe	<p>Clothing is a means of self expression. Safety is essential in a laboratory. Students will be able to:</p> <ul style="list-style-type: none"> • Effectively combine the elements and principles of design to achieve harmony. • Develop a wardrobe inventory. • Identify ways to care for and extend a wardrobe. • Develop sewing skills utilizing the sewing machine and/or hand sewing techniques. • Create a wearable garment or fashion accessory. • Safely utilize the appropriate tools and equipment in the fashion laboratory. 	4 weeks
Unit #6: Careers	<p>Career selection is one of the most important decisions of an individual's life. Students will be able to:</p> <ul style="list-style-type: none"> • Examine reasons why people work. • Assess personal qualities that influence career choices. • Compare different types of employers. • Evaluate career options using information gathered from a variety of sources. • Develop a resume. • Create a timeline for a career goal. 	3.5 weeks

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #7: Housing Options	<p>Housing needs change as one passes through the life cycle. Students will be able to:</p> <ul style="list-style-type: none"> • Explore a variety of housing options. • Design a living space. • Formulate guidelines for home care and safety. 	4 weeks
Unit #8: Food, Nutrition And Wellness	<p>Healthy eating habits contribute to wellness and disease prevention. Kitchen accidents are prevented by practicing safe and clean work habits. Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the importance of wellness goals. • Compare and contrast healthy and non-healthy eating patterns. • Explain the Food Guide Pyramid and list its benefits. • Describe and explain the function of each nutrient. • Identify and explain the need for a modified diet. • Describe guidelines for preventing accidents and injuries in the kitchen. • Discuss the principles of safe food handling and storage in order to prevent food borne illnesses. 	4 weeks
Unit #9 : Carbon Footprints	<p>Small lifestyle changes implemented by individuals; together generate a positive impact on the global environment. Students will be able to:</p> <ul style="list-style-type: none"> • Identify emerging research and vocabulary on “greening.” • Formulate personal lifestyle changes to effectively decreasing personal carbon footprints. • Accept or reject that the notion of “going green” is essentially going back to basics. 	3 weeks

**Freehold Regional High School District
Living Issues for Everyone (L.I.F.E.)**

Unit # 1: Personal Development

Enduring Understanding: A healthy knowledge of self is necessary for the development of personal growth.

- Essential Questions:** What are the characteristics of personal development?
 What actions can be taken to promote positive personal growth?
 How can formulating goals increase personal development and character traits?
 How are beliefs and values influenced?
 Why is good communication a necessary ingredient in personal development?

Unit Goal: Students will assess their own strengths, values, goals, and communication skills to determine how these characteristics impact personal growth.

Duration of Unit: 3.5 weeks

NJCCCS: 9.1.12 B.2, B4a,c,d,e,k ; 9.2.12 A.1-3; B.1, C.1-2; F.5

Guiding/Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How are personalities formulated?	Define personality. Describe the aspects of personality.	Current textbook (Appendix A) Worksheets	Brainstorm a list of statements you made to friends or family recently commenting on their actions. Rewrite each negative message to make it more positive without making it untrue.	Tests/ quizzes Worksheets Chapter questions
What is the difference between self concept and self esteem?	Identify the building blocks of self esteem and self concept. Describe ways to build self esteem in others and yourself. Explore ways to make a difference in the lives of others.	Internet Community resources Videos Audio Visual equipment	Compile and share a list of compliments given and/or received during a 24 hour period. Discuss the impact compliments have on those who receive and/or give out compliments.	Video highlights Project assessments Journal assessment Mid Term Exam
How is a positive attitude developed?	Analyze tips for successfully developing a positive attitude. Identify confidence as a character trait. Explore factors and means to reach ones' potential.	Magazines Newspapers	Publish a want ad that begins: "Wanted: Confident Person." Describe what kind of person would be able to fill this job. Describe in writing personal strengths and weaknesses and formulate a plan to improve one personal weakness.	Final Exam
How are goals decided upon and attained?	Describe future goals and research ways to accomplish them. Examine the guidelines for decision making.		Create a list of personal goals including education, career, and relationships. Utilize the internet to research college programs for educational goals and The Occupational Handbook for career possibilities. Present finding to class. Decide upon an educational or career goal and complete a decision making chain on the same.	

Guiding/Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is the relationship between values and character?	Brainstorm examples of values. Distinguish between personal and universal values. Discuss how values impact character traits.	Current textbook (Appendix A) Worksheets Internet	Brainstorm a list of universal values, eliminate least important values. Develop a list of values most applicable to one's self.	Tests/ quizzes Worksheets Chapter questions
How are values acquired?	Examine how values are acquired. Discuss how values impact personal development.	Community resources Videos	Construct a chart describing how values are taught directly and indirectly through family, religion, culture, society, and the media.	Video highlights Project assessments
Why is it important to live according to personal standards?	Formulate guidelines for living by personal/individual values and standards.	Audio Visual equipment Magazines	Compose a variety of "Dear Abby" letters describing real life situations. Exchange letters and provide advice necessitating the use of personal values and standards.	Journal assessment Mid Term Exam
What is the difference between verbal and non verbal communication?	Distinguish between verbal and non verbal communication. Role play a variety of non verbal examples of communication.	Newspapers	Compile a file of non-verbal body language signs. Video tape role playing situations encompassing a specific number of examples. Complete chapter questions. Weekly student journal entry.	Final Exam
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods A wide variety of assessments and strategies complement the individual learning experience. 				

**Freehold Regional High School District
Living Issues for Everyone (L.I.F.E)**

Unit #2: Relationships

Enduring Understanding: Healthy relationships build self esteem and promote positive skills to transfer into daily living.

Essential Questions: What are the qualities of a friend?

How does communication affect relationships?

How do workplace and personal relationships differ?

Unit Goal: Students will develop effective communication skills to help build positive relationships in their personal life and workplace.

Duration of Unit: 4 weeks

NJCCCS: 9.1.12 B.2, B.3 9.1.12 B.4c,d,e,k 9.2.12 A.1-A.3 9.2.12 C, C.1-C2 9.2.12 E.4,E.5,E.7 9.2.12 F.5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What qualities do we look for in a friendship?	Discuss the importance of friendship and the qualities to look for in a friend.	Textbook Worksheets Internet Community resources	Compile a list of qualities one looks for in friendships. Compare and discuss student responses to different topics relating to friendship. Submit weekly student journal entry. Complete chapter questions.	Tests/ quizzes Worksheets Chapter questions
What is a clique?	Define clique. List reasons why cliques are dangerous.	Videos Audio visual equipment	List ways in which cliques can be dangerous. Guest speaker presentation. Complete chapter questions. Weekly student journal entry.	Video highlights Project assessments
What are the different forms of harassment and how can they be dangerous?	List and discuss the different types of harassment. Research peer related problems.	Magazines Newspapers	Create a public service video on a peer related problem discussed in class. Weekly student journal entry.	Journal assessment
What are the pros and cons of dating?	Discuss the factors that contribute to a person's choice to date or not to date. Identify safe dating practices.		Play the role of a parent and create a list of dating rules for a teenager. Create a brochure advising teens of dating responsibilities. Weekly student journal entry.	Mid Term Exam Final Exam
How does communication contribute to a strong relationship?	Explain the necessity of open communication in any relationship.		List ways in which communication is necessary in a relationship. Compare and discuss student responses to different topics relating to communication. Weekly student journal entry.	

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the benefits of a committed relationship?	Define commitment. Discuss the factors that affect a person's choice to be in a committed relationship. Determine how one selects a mate.	Current textbook (Appendix A) Worksheets Internet	List the qualities that you find important in a spouse. Research marital laws in the tri-state area. Weekly student journal entry.	Tests/ quizzes Worksheets Chapter questions
How are workplace relationships different from friendships?	Discuss the difference between workplace relationships and friendships. Identify federal and state laws protecting employee rights.	Community resources Videos Audio Visual equipment	Create a list of workplace etiquette rules. Research federal and state laws pertaining to workplace rights. Role play a variety of different workplace situations. Weekly student journal entry.	Video highlights Project assessments
Why is it important to be a team player in the workplace?	Describe strategies for getting along with coworkers and management.	Magazines Newspapers	Research job openings on the internet. Role play communication scenarios. Complete chapter questions. Weekly student journal entry.	Journal assessment Mid Term Exam Final Exam

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Living Issues for Everyone (L.I.F.E)**

Unit #3: Consumerism

Enduring Understandings: An informed consumer has the necessary tools to make good choices and manage their resources in a positive manner.

Essential Questions: What is a consumer?

What role do the media play in the consumer market place?

Why is it important to plan and research purchases?

What is financial fitness and a budget?

Unit Goal: Students will identify consumer rights, privileges and responsibilities which will help build confidence for making decisions in the global marketplace.

Duration of Unit: 4 weeks

NJCCCS: 9.1.12 B.2,4,c,d,e,k; 9.2.12 A.1-A.4; C.1,2; D.1,3,5; F.5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What role does a consumer play in the marketplace?	Explain the rights and responsibilities of a consumer. Discuss ways in which consumers can voice their opinion on customer dissatisfaction.	Current textbook (Appendix A) Worksheets	Research laws protecting consumers. Write a letter of complaint in response to a consumer problem. Weekly student journal entry.	Tests/ quizzes Worksheets
Why is it necessary to evaluate sources of information?	Evaluate a variety of internet sources for obtaining consumer information. Compare the differences between web and reference library sources available on the internet.	Internet Community resources	Create a checklist to evaluate an internet source for information. Research a topic of interest and evaluate the internet sources reliability. Weekly student journal entry.	Chapter questions Video highlights
What influences a consumer purchase?	Describe the various forms of advertising. Identify key strategies that advertisers use to entice the consumers.	Videos Audio Visual equipment	View a collection of advertisements and analyze the affect they have on consumers. Create an advertisement for a teen product. Weekly student journal entry.	Project assessments Journal assessment
What are the benefits of researching a purchase?	List avenues for researching products. Identify shopping options.	Magazines Newspapers	Brainstorm a list of reliable sources for researching consumer products. Conduct a comparison shopping experiment between an off price retail chain and an upscale department store. Weekly student journal entry.	Mid Term Exam Final Exam
Why is it necessary to have an overall understanding of the banking industry?	Explain the types of earnings and deductions found on a pay stub. Discuss the different types of bank accounts and the variety of ways to bank.		Interpret a bank statement. Write and endorse checks. Create a list of banking options and provide pros and cons for each option. Weekly student journal entry.	
What are the benefits of working with a budget?	Describe ways to formulate a budget. List the steps involved in adhering to a budget.		Develop a spending and budget plan to reach a goal. Weekly student journal entry.	
Suggestions on how to differentiate in this unit:				
<ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods • A wide variety of assessments and strategies complement the individual learning experience. 				

**Freehold Regional High School District
Living Issues for Everyone (L.I.F.E.)**

Unit #4: Ages and Stages

Enduring Understanding: Families are the basis of a healthy and successful society.

Essential Questions: How do families differ from one another?

How do families meet the physical, intellectual, social, and emotional needs of it's' members?

What are the stages of the traditional life cycle?

Why is good communication important for developing a strong family?

How do technological advances affect the family?

Unit Goal: Students will relate the process of the life cycle, to support the achievement of success and independence.

Duration of Unit: 4 weeks

NJCCCS: 9.1.12 B.2,4.c,d,e,k; 9.2.12 A.1-4; B.1; C.1,2; F.5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is the definition of a family?	Brainstorm definitions for family.	Current textbook (Appendix A)	Class discussion on the definitions of "family".	Tests/ quizzes
How is one family different from another family?	Compare and contrast the strengths, weakness, and challenges of a variety of family types.	Worksheets	Categorize current television shows as examples of nuclear, blended, extended, modified extended, and single parent families.	Worksheets
What is the function of the family?	Describe ways family members meet the physical, intellectual, social, and emotional needs of fellow members. Examine the potential influences of birth order.	Internet Community resources Videos	Select a tradition or event that is important in ones own family. Create a power point presentation describing how it fulfills physical, intellectual, and/or social emotional needs. Present same to class. Research and assess the characteristics of birth order.	Chapter questions Video highlights
What is the Family Life Cycle?	Describe the various stages of the life cycle.	Audio Visual equipment	Create a family tree. Label the birth and/or death date of each member. Plan and present an event appropriate for a particular age, i.e. birthday party for a young child, a retirement party for an older adult.	Project assessments Journal assessment
What are the adjustments and challenges family members face during each stage?	Examine the roles of family members as they progress through each cycle Determine methods to provide for the physical, intellectual, social, and emotional needs during various life stages. Formulate techniques to strengthen the family unit.	Magazines Newspapers	Group/Cooperative Work - compile information on the adjustments and challenges families face during one of the five family life stages. Brainstorm ideas for helping families successfully adapt and meet the challenges. Role play and present each stage to the class. Discuss how families are strengthened through respect, communication, trust, emotional support, sharing, and support systems. Create a personal improvement plan for strengthening your own family. Identify three actions to achieve the "pip."	Mid-Term Exam Final Exam

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does communication affect the family?	<p>Compare and contrast positive and negative communication and the effects of each on family members.</p> <p>Formulate methods to improve communication among family members.</p>	<p>Textbooks</p> <p>Worksheets</p> <p>Internet</p> <p>Community resources</p>	<p>Create a list of short, negative, daily life conversations that might occur between family members and role play each. Then, reframe statements into a positive message utilizing a positive tone of voice. Evaluate the impact of each communication method upon the family members.</p> <p>Take a personal challenge and record opportunities that positive communication skills were utilized rather than negative. Share with the class.</p>	<p>Tests/ quizzes</p> <p>Worksheets</p> <p>Chapter questions</p> <p>Video highlights</p>
How have advances in technology influenced the family?	Describe ways technology has altered the family and the roles of its members.	<p>Videos</p> <p>Audio Visual equipment</p> <p>Magazines</p> <p>Newspapers</p>	<p>Brainstorm technology that is available to families today that was not available to families 5, 10, or 25 years ago. Discuss the impact of technology on today's family.</p> <p>Consider technologies of the future and discuss how future families might differ from families of today.</p> <p>Complete chapter questions.</p> <p>Weekly student journal entry.</p>	<p>Project assessments</p> <p>Journal assessment</p> <p>Mid-term Exam</p> <p>Final Exam</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods A wide variety of assessments and strategies complement the individual learning experience. 				

**Freehold Regional High School District
Living Issues for Everyone (L.I.F.E)**

Unit #5: Fashion and Wardrobe

Enduring Understandings: Clothing is a means of self expression.
Safety is essential in a laboratory.

Essential Questions: What factors influence our clothing selection?
What are the elements and principles of design?
What is the importance of a wardrobe plan?
How can knowledge of sewing skills extend a wardrobe?
Why is safety a concern in the fashion laboratory?
How can accidents be prevented in the fashion laboratory?

Unit Goal: Students will develop necessary skills such as careful planning, purchasing, and care of garments, in order to be effective consumers.

Duration of Unit: 4 weeks

NJCCCS: 9.1.12 B.2,3, 4.c,d,e,i,k; 9.2.12 A.1-3; C.1.,2; E.4-6; F.1-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What influences our clothing choices?	Interpret appropriate dress for specific roles and occasions. Identify ways in which to expand your wardrobe. Analyze the influences on clothing selection.	Current textbook (Appendix A) Worksheets Internet	Generate a list of appropriate clothing for a variety of different occasions and activities. Redesign an existing garment or fashion accessory to create a new look. Submit weekly journal entries.	Tests/ quizzes Worksheets Chapter questions
What are the elements and principles of design?	Describe the elements and principles of design. Explain the color wheel and its use in the fashion industry.	Community resources Videos	Create a display using a variety of different pictures of garments and explain the use of the elements and principals of design. Create a collage depicting outfits that are examples of the different color schemes.	Video highlights Project assessments
What is a wardrobe and what are its components?	Describe how to care for a variety of different clothing articles. Explain the importance of a wardrobe and planning accordingly.	Audio Visual equipment Magazines	Complete a personal wardrobe inventory. Plan a complete wardrobe for a vacation getaway.	Journal assessment
What tools and equipment are needed in creating home products and wearable apparel?	Identify basic sewing equipment and tools. Give guidelines for selecting a pattern and fabric. Demonstrate basic skills for constructing and repairing clothing.	Newspapers	Teacher demonstration of sewing machine and equipment. PowerPoint presentation on deciphering pattern envelopes and appropriate textile selection. Create a basic pillow and drawstring pajama pant or short.	Mid Term Exam Final Exam Project assessments
What safety precautions should be taken when working with sewing tools and equipment?	Demonstrate safe practices in the fashion laboratory when utilizing tools and equipment.		Review Safety rules worksheet.	Safety test

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Living Issues for Everyone (L.I.F.E)**

Unit #6: Careers

Enduring Understandings: Career selection is one of the most important decisions of an individual's life.

Essential Questions: Why is choosing a career one of the most important decision in one's life?
Why is it necessary to evaluate ones skills, knowledge and qualities prior to selecting a career?
What career opportunities will be available for the 21st century employee?

Unit Goal: Students will create careful planning, researching and mapping of employment opportunities which are necessary for career achievement and success.

Duration of Unit: 3.5 weeks

NJCCCS: 9.1.12 B,B.1-B.3 9.1.12 B.4.c,d,e,j,k 9.2.12 A.1-A.3 9.2.12 C,C.1,C.2 9.2.12 D.1 9.2.12 E.1-E.4 9.2.12 F.5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are some of the more popular careers of today?	Examine a variety of different career opportunities. Analyze changes affecting the workplace. Propose ways to develop skills needed in the workplace.	Current textbook (Appendix A) Worksheets Internet	Research projected high demand career fields for the next twenty years. Discuss local and global influences affecting the job market. Submit Weekly journal entry.	Tests/ quizzes Worksheets Chapter questions Video highlights
What skills are needed in the various different career fields?	Describe the components of a career plan. Propose strategies for a successful job interview.	Community resources Videos	Create a time line for a selected career goal. Role play an interview for a selected career.	Project assessments Journal assessment
How does an individual make themselves stand out from other job applicants?	Conduct a job search and demonstrate how to complete a job application. Prepare documents needed to apply for a job. Identify strategies to follow up on an interview.	Audio Visual equipment Magazines Newspapers	Complete a job application for a selected career. Develop a resume for a selected career. Write a thank you letter to your interviewer.	Mid Term Exam Final Exam Project assessments

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Living Issues for Everyone (L.I.F.E.)**

Unit #7: Housing Options

Enduring Understandings: Housing needs change as one passes through the life cycle.

Essential Questions: What are basic housing needs?

What are various types of housing?

What are the pros and cons of renting vs. buying?

What are the procedures for renting and/or buying housing?

What is a floor plan?

What are the elements and principles of design?

How can personal housing areas be kept neat, clean, and in good repair? What are the costs involved in performing the tasks?

How can home emergencies and accidents be prepared for and/or prevented?

Unit Goal: Students will design a living space and formulate guidelines for home care and safety.

Duration of Unit: 4 weeks

NJCCCS: 9.1.12 B.2,4c,d,e,k; 9.2.12 A.1-3; C.1,2; E.1-4,6; F.5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
In what way does housing meet basic needs?	Describe the distinct needs that housing provides. Compile a variety of housing options.	Current textbook (Appendix A) Worksheets	Brainstorm the needs individuals rely on housing to provide. Survey the local town for a variety of housing options including apartments, condos, single family, adult communities, assisted living, and nursing homes.	Tests/ quizzes Worksheets Chapter questions
Why does housing needs change over time?	Brainstorm life experiences that may require a housing change.	Internet Community resources	Generate a classroom timeline depicting housing changes over the life span.	Video highlights
What are the advantages and disadvantages of renting as a housing option and buying as a housing option?	Compare and contrast renting/buying a variety of housing, including apartments, condos, townhouses, and single family homes. Compile a "To Do" list to begin the renting/buying process including needs, wants, location, and price range.	Videos Audio Visual equipment Magazines Newspapers	Create posters displaying the pros and cons of renting vs. purchasing a variety of housing types.	Project assessments Journal assessment Mid Term Exam
How does one begin the process of renting/buying?	Discuss the importance of good credit. Examine the financial considerations of renting/buying. Identify a variety of vocabulary words pertaining to renting/buying including down payment, escrow, closing costs, security. Utilize the decision making chain to ascertain a personal housing determination.		Formulate a "dream" list of personal wants in housing. Repeat with a "needs" list. Compare the two. Assess and discuss purchasing power based on good and bad credit. Define real estate vocabulary terms. Develop a decision making chain based on a variety of housing scenarios. Present to class.	Final Exam

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Why is it important to diagram a floor plan?	<p>Construct a floor plan to scale.</p> <p>Create furniture templates.</p> <p>Utilize the floor plan to arrange furniture while considering traffic patterns.</p> <p>Organize space by purpose.</p>	<p>Textbooks</p> <p>Worksheets</p> <p>Internet</p> <p>Community resources</p>	<p>Produce a drawing of a floor plan by sketching the classroom or a room at home. Measure and convert the floor plan into a scale drawing.</p> <p>Create a variety of furniture templates to scale. Construct a floor plan for an area specific to function.</p> <p>Demonstrate a variety of necessary considerations, including furniture placement and traffic flow.</p>	<p>Tests/ quizzes</p> <p>Worksheets</p> <p>Chapter questions</p> <p>Video highlights</p>
What are the 5 elements and 6 principles of design?	<p>Utilize examples to identify space, line, form, texture, and color.</p> <p>Illustrate examples to explain proportion, balance, rhythm, emphasis, unity, and variety.</p> <p>Determine and evaluate the effect that can be created by each element and principle of design.</p>	<p>Videos</p> <p>Audio visual equipment</p> <p>Magazines</p> <p>Newspapers</p>	<p>Define vocabulary words relating to the elements of design. Incorporate examples for each term.</p> <p>Produce and display a presentation board to combine the elements and principles of design into the previously created floor plan.</p>	<p>Project assessments</p> <p>Journal assessment</p> <p>Mid Term Exam</p>
How can personal housing areas be kept neat, clean, and in good repair? What are the costs involved in performing the tasks?	<p>Identify the advantages of a neat and tidy home.</p> <p>Compare and contrast seasonal tasks and annual tasks necessary for the upkeep of a home.</p> <p>Describe chores that must be completed on the outside of the house.</p> <p>Describe ways household members might divide cleaning tasks.</p> <p>Determine the basic items and costs involved for cleaning and up keeping a home.</p>		<p>Brainstorm daily, weekly, monthly, and yearly good practices for keeping inside and outside areas clean and in good condition.</p> <p>Create a workable chore list for household members.</p> <p>Create and tally a shopping list to purchase the necessary cleaning products and equipment for inside the home and outside maintenance.</p>	<p>Final Exam</p> <p>Project assessments</p>
What is the purpose of preventive maintenance on a home?	<p>Brainstorm ways to “listen” to the sounds of a home.</p> <p>Describe maintenance tasks that can be performed on an as-needed basis.</p>		<p>Discuss with present household members examples of “listening” to the sounds of the home.</p>	
What types of accidents occurring around the home are preventable?	<p>Describe situations that may include falls, cuts, poisonings, shocks, burns, and fires.</p> <p>Examine ways and means of preventing accidents and emergencies from happening.</p>		<p>Design posters demonstrating a variety of safety concerns found in and around the home. Include possible methods of prevention for each situation.</p> <p>Complete chapter questions.</p> <p>Weekly student journal entry.</p>	

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Living Issues for Everyone (L.I.F.E)**

Unit #8: Food, Nutrition and Wellness

Enduring Understandings: Healthy eating habits contribute to wellness and disease prevention.

Kitchen accidents are prevented by practicing safe and clean work habits.

Essential Questions: What is the Food Guide pyramid and how does it fit into the nutritional needs of individuals at the various stages of the life cycle?

How do consumers make informed decisions about food choices?

What does an individual need to know in order to plan and prepare a meal?

What safety precautions should be taken in the kitchen?

What is a food borne illness and how can it be prevented?

Unit Goal: Students will consider the principles of healthy lifestyle choices and how they promote wellness.

Duration of Unit: 4 weeks

NJCCCS: 9.1.12 B.2, 4.c,d,e,i,k; 9.2.12 A.1-3; C.1,2; E.4,5; F.1-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What does wellness mean?	Discuss what it means to be physically well. Identify unhealthy eating patterns. List lifestyle approaches that promote health and wellness.	Textbooks Worksheets Internet	Compare and contrast a variety of lifestyle habits. Research a variety of unhealthy eating patterns. Submit weekly journal entries.	Tests/ quizzes Worksheets Chapter questions
What is the food guide pyramid and its overall purpose?	Outline the food groups and discuss the importance of each. Evaluate ones daily intake according to the food guide pyramid. Explain the dietary guidelines and how to incorporate them into our daily lives.	Community resources Videos Audio Visual equipment	Create a list of foods that fit into each of the food groups. Prepare an individual plan utilizing the mypyramid.gov website. Create a brochure outlining the dietary guidelines.	Video highlights Project assessments Journal assessment
What are nutrients and why do we need them?	Describe the functions of the six classes of nutrients. Compare nutrient needs at different life stages.	Magazines Newspapers	Create a collage of a variety of food items depicting each of the classes of nutrients. Research the specific nutritional needs of children, teens, young adults, middle-aged adults, older adults, pregnant women, and nursing mothers and present findings to the class.	Mid Term Exam Final Exam Project assessments
How can meal planning be beneficial?	Explain the benefits of eating regular meals. Identify factors to consider for successful meal planning.		Devise a list of the healthful benefits of planning meals in advance. Plan a well balanced meal to incorporate each of the food groups.	
How can reading food labels benefit consumers?	Read and interpret nutritional facts panels found on food products.		Develop a new food product with a food label depicting all nutritional information.	

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What type of safety practices should be followed in the kitchen?	<p>Describe how kitchens are equipped and organized.</p> <p>Give guidelines for preventing accidents and injuries in the kitchen.</p> <p>Identify ways to prevent food borne illnesses.</p>	<p>Textbooks</p> <p>Worksheets</p> <p>Internet</p> <p>Community resources</p>	<p>Brainstorm a list of kitchen tools and equipment and discuss the uses for each.</p> <p>Prepare a list of safety rules that everyone should follow in the kitchen.</p> <p>Research a food borne illness and identify ways to prevent them.</p>	
How is food preparation a necessary life skill?	<p>Describe the methods for measuring, cutting and mixing ingredients.</p> <p>Read and interpret a recipe.</p> <p>Explain the necessary procedures for preparing a variety of different foods.</p>	<p>Videos</p> <p>Audio Visual equipment</p> <p>Magazines</p> <p>Newspapers</p>	<p>Demonstrate how to measure liquid, dry and solid ingredients.</p> <p>Analyze recipes and make recommendations to lower the fat, and halving and doubling the recipe.</p> <p>Prepare a variety of different foods from each of the different food groups.</p>	

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Living Issues for Everyone (L.I.F.E.)**

Unit #9: Carbon Footprints

Enduring Understanding: Small lifestyle changes implemented by individuals; together generate a positive impact on the global environment.

Essential Questions: Whose responsibility is it to protect resources, deal with existing problems, and prevent future catastrophes?

What are non renewable resources?

Why do people need to be concerned about conservation?

What does precycling involve?

What are recycled-content products?

How can individuals become actively involved in environmental protection efforts?

Unit Goal: Students will formulate personal lifestyle changes to generate a positive impact on the global environment.

Duration of Unit: 3 weeks

NJCCCS: 9.1.12 B.2, 4,c-e,k; 9.2.12 A.1-3; B.3; C.1,2; D.2; F.5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is the role of government on the local, state, and national levels regarding conservation?	Identify conservation efforts on the local level available to the community . Examine conservation programs that are the responsibility of state government. Investigate existing programs run by public utilities, industry, and national environmental organizations.	Current textbook (Appendix A) Worksheets Internet Community resources	Discuss opportunities provided by local municipalities for individuals and household to conserve, recycle, or protect the environment. Explore web sits where state and federal government departments or agencies provide information to help citizens protect the environment. Research a variety of well known conservation/environmental organizations.	Tests/ quizzes Worksheets Chapter questions Video highlights
What is meant by renewable and nonrenewable resources?	Categorize renewable and nonrenewable resources.	Videos Audio visual equipment	Investigate the strategy to use renewable resources instead of nonrenewable resources. Create posters on a variety of methods, including wind farms.	Project assessments
Why should people be concerned with the increase of pollution? How can conservation reduce pollution?	Examine the cause and effect of air pollution, water pollution, and land pollution. Compare and contrast basic conservation measures.	Magazines Newspapers	Research and then create a vehicle of communication on air, water, or land pollution. Include information on how industry, cars, agriculture, and human activities release pollutants. Provide suggestions for reducing pollution in each area of concern.	Journal assessment Mid Term Exam
What is precycling? How can individuals precycle?	Define the term precycling. Compare and contrast the impact of precycling on the environment.		Brainstorm examples of precycling. Design brochures to suggest ways to reduce waste including cloth bags vs. plastic bags, and buying from bulk containers rather than prepackaged items.	Final Exam Project assessments
What are recycled – content products?	Define the term recycled-content products. Identify the symbol used on recycled-content products.		Research web-sites for examples of recycled-content products. Search for products at local stores for the symbol of 3 arrows inside a circle, determining that a product is made at least partly of recycled materials.	

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What can individuals do to help protect the environment?	Determine methods that individuals and/or groups can utilize to change behaviors and increase conservation.	Current textbook (Appendix A) Worksheets Internet Community resources Videos Audio visual equipment Magazines Newspapers	Formulate a plan to increase recycling as an individual and a family member. Organize a recycling project of some nature. Create kitchen magnets to remind families to recycle. Brainstorm ideas for individuals to increase conservation by behavior modification. Select 1 and follow it as a personal challenge . Complete chapter questions. Submit weekly journal entries.	
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods • A wide variety of assessments and strategies complement the individual learning experience. 				