

### Adult Roles Bundle 1

<b>Essential Outcome:</b> Students utilize the decision-making and management process.			
<b>Standards &amp; Indicators:</b> 2.4, 4.1			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	(What the students should be learning) 1. Students will be able to make decisions using the decision-making process. 2. Students will practice the management process in the classroom assignments.	<b>Processes</b>	(The actions the students will perform) <ul style="list-style-type: none"><li>• Read case studies</li><li>• Follow the decision-making process to make a decision using the case studies</li><li>• Read the text</li><li>• Discuss with class</li><li>• Evaluate your decisions</li></ul>
<b>Organizing Ideas</b>	(The Concepts taught) <ul style="list-style-type: none"><li>• Decision making</li><li>• Management process</li></ul>		
<b>Details</b>	(Activities or actions –write, use, identify) <ul style="list-style-type: none"><li>• Use the decision-making process to make a decision</li><li>• Use the management process to manage day to day assignments</li></ul>	<b>Skills</b>	(Applied knowledge the student will execute) <ul style="list-style-type: none"><li>• Reading</li><li>• Decision making</li><li>• Discussion</li><li>• Assessment</li></ul>
<b>Vocabulary</b>	(Words <u>essential</u> to this bundle) Management, decision, emulation, decision-making progress, routine, habit, resources, evaluate, goals, alternatives		
<b>Quarter 1: 6 days (one semester class)</b>			
<b>Resources</b>	(What materials do you use?)  Textbook, workbook, Internet, computer, case studies	<b>Activities</b>	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"><li>• Read the text</li><li>• Use “learning to use the decision-making process” from the teachers resource binder</li><li>• Discuss overheads</li><li>• Complete book cover for students autobiography</li></ul>

## Adult Roles Bundle 2

<b>Essential Outcome:</b> Students understand human development, including personality and relationships.			
<b>Standards &amp; Indicators:</b> 3.2, 3.3			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	<b>(What the students should be learning)</b> 1. Students will be able to recognize characteristics and traits that form personality. 2. Students will identify the stages of human development. 3. Students will outline characteristics of positive relationships. 4. Students will identify how to get out of a negative relationship.	<b>Processes</b>	<b>(The actions the students will perform)</b> <ul style="list-style-type: none"><li>• Read text</li><li>• Discuss vocabulary</li><li>• Identify positive relationship characteristics</li><li>• Identify negative relationship characteristic</li><li>• View videos</li><li>• Guest speaker - bullying</li></ul>
<b>Organizing Ideas</b>	<b>(The Concepts taught)</b> <ul style="list-style-type: none"><li>• Relationships</li><li>• Stages of development</li><li>• Personality development</li></ul>		
<b>Details</b>	<b>(Activities or actions –write, use, identify)</b> <ul style="list-style-type: none"><li>• Identify the components of a negative relationship</li><li>• Identify the components of a positive relationship</li></ul>	<b>Skills</b>	<b>(Applied knowledge the student will execute)</b> <ul style="list-style-type: none"><li>• Recognize cultural likes and differences</li><li>• Accept and respect others and themselves</li><li>• Know tactics to remove themselves from negative relationships</li><li>• Practice positive relationships</li></ul>
<b>Vocabulary</b>	<b>(Words essential to this bundle)</b> Heredity, cultural heritage, ethnic group, personality, character, self-concept, self-esteem, maturity, goals, personal priorities, wants, needs, visionary goals, sexual harassment		
<b>Quarter 1: 2 weeks (one semester class)</b>			
<b>Resources</b>	<b>(What materials do you use?)</b>  Text, workbook, computer, videos: Everybody’s Ethnic., Date Rape, Sexual Harassment, and American Wedding	<b>Activities</b>	<b>(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title)</b> <ul style="list-style-type: none"><li>• Complete a family tree</li><li>• Class discussion</li><li>• Video: Date Rape</li><li>• Video: American Wedding</li><li>• Video: Sexual Harassment</li><li>• Participate with guest speaker on bullying test</li></ul>

### Adult Roles Bundle 3

<b>Essential Outcome:</b> Students understand the family structure and the changes that occur over a lifetime including care of children and the elderly.			
<b>Standards &amp; Indicators:</b> 2.3			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	(What the students should be learning) 1. Students will be able to identify the stages of the family life cycle. 2. Students will recognize the various family structures in society.	<b>Processes</b>	(The actions the students will perform) <ul style="list-style-type: none"><li>• Read text</li><li>• Discuss vocabulary</li><li>• Identify stages of the life cycle</li><li>• Know family structures</li><li>• View videos</li></ul>
<b>Organizing Ideas</b>	(The Concepts taught)  Family Life Cycle		
<b>Details</b>	(Activities or actions –write, use, identify) <ul style="list-style-type: none"><li>• Identify the stages of the family life cycle</li><li>• Recognize changes in families and how they relate to society</li></ul>	<b>Skills</b>	(Applied knowledge the student will execute) <ul style="list-style-type: none"><li>• Know life cycle stage</li><li>• Identify the effects of family structure on society and society on the family</li><li>• Project-elderly care</li></ul>
<b>Vocabulary</b>	(Words essential to this bundle) Family life cycle, society, infant, toddler, school age, beginning stage, middle stage, launching stage, empty nest, retirement stage, adolescent, single family, adoptive family, nuclear family, blended family, extended family		
<b>Quarter 2: 2 weeks (one semester class)</b>			
<b>Resources</b>	(What materials do you use?)  Text, computer, Internet, periodicals, videos, class discussion	<b>Activities</b>	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"><li>• Read the text</li><li>• Class discussion</li><li>• Videos</li><li>• Class project-poster of family structure</li><li>• Research paper</li><li>• Assessment</li></ul>

### Adult Roles Bundle 4

<b>Essential Outcome:</b> Students develop an understanding of the diversity of people and an acceptance of individuals.			
<b>Standards &amp; Indicators:</b> 1.3			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	(What the students should be learning) 1. Students will identify cultural differences and similarities.	<b>Processes</b>	(The actions the students will perform) <ul style="list-style-type: none"><li>• View video “ Everybody’s Ethnic”</li><li>• Read text</li><li>• Complete workbook pages that apply</li><li>• Guest speakers-diversity</li></ul>
<b>Organizing Ideas</b>	(The Concepts taught) Cultural diversity and personal traits		
<b>Details</b>	(Activities or actions –write, use, identify) <ul style="list-style-type: none"><li>• Identify differences in individuals</li><li>• Identify similarities in individuals</li></ul>	<b>Skills</b>	(Applied knowledge the student will execute) <ul style="list-style-type: none"><li>• Read text and articles from periodicals</li><li>• Use internet to do research</li><li>• Identify personal heritage</li></ul>
<b>Vocabulary</b>	(Words <u>essential</u> to this bundle) Culture, Ethnic, heritage, family tree, traits, heredity, synonyms, antonyms		
<b>Quarter 1: 1 week (one semester class)</b>			
<b>Resources</b>	(What materials do you use?)  Text, workbook, computer, periodicals, project materials, Internet	<b>Activities</b>	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"><li>• Understanding your traits</li><li>• Character traits</li><li>• A look at your positives</li><li>• Assessment</li><li>• Project-poster</li></ul>

## Adult Roles Bundle 5

<b>Essential Outcome:</b> Students create a budget, balance a checkbook, and identify insurance and credit needs throughout life.			
<b>Standards &amp; Indicators:</b> 5.3, 5.4, 5.5, 5.6			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	<b>(What the students should be learning)</b> <ol style="list-style-type: none"> <li>Students will keep a checkbook.</li> <li>Students will create a budget.</li> <li>Students will practice using credit.</li> <li>Students will identify and explain the various types of insurances.</li> </ol>	<b>Processes</b>	<b>(The actions the students will perform)</b> <ul style="list-style-type: none"> <li>Read text</li> <li>Guest speaker-Money matters</li> <li>Videos: Insurance, Credit, Money management, financial institutions,</li> <li>Budget worksheet</li> <li>Financial services worksheet</li> <li>Savings plans worksheet</li> <li>Financial literacy game</li> <li>Checkbooks</li> <li>Balance sheets</li> <li>Credit application</li> </ul>
<b>Organizing Ideas</b>	<b>(The Concepts taught)</b>  Financial literacy, money management		
<b>Details</b>	<b>(Activities or actions –write, use, identify)</b> <ul style="list-style-type: none"> <li>Identify financial needs throughout the lifecycle</li> <li>Use a check book</li> <li>Create a budget</li> <li>Explain how to use credit</li> <li>Identify various types of insurance</li> </ul>	<b>Skills</b>	<b>(Applied knowledge the student will execute)</b> <ul style="list-style-type: none"> <li>Reading</li> <li>Listening to guest speaker and interacting</li> <li>Internet use</li> <li>Computer skills</li> <li>Math skills</li> <li>Decision making</li> </ul>
<b>Vocabulary</b>	<b>(Words <u>essential</u> to this bundle)</b> Management, resource, nonhuman resources, human resources, implement, dovetail, budget, fixed expenses, flexible expenses, certified check, cashier's check, endorse, overdraft, bank statement, liquidity, certificate of deposit, securities, stock, dividend, bond, mutual fund, portfolio, estate, will, policy, policy holder, premium beneficiary, cash value, loan value, deductible co-insurance, co-payment, HMO, PPO		

**Quarter 2: 4 weeks (one semester class)**

<b>Resources</b>	<b>(What materials do you use?)</b>	<b>Activities</b>	<b>(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title)</b>
	Text, workbook, internet, banking supplies, videos, guest speakers		<ul style="list-style-type: none"><li>• Read the text</li><li>• Listen and participate with guest speaker</li><li>• View videos on: credit, banking, money management, financial institutions, insurance</li><li>• Participate in simulation of keeping a checkbook</li><li>• Complete worksheets on: insurance, credit, banking</li><li>• Assessment</li></ul>

## Adult Roles Bundle 6

<b>Essential Outcome:</b> Students understand what is needed to select and care for a home.			
<b>Standards &amp; Indicators:</b> 4.1			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	<b>(What the students should be learning)</b> 1. Students will be able to read a lease. 2. Students will be able to identify various types of housing available. 3. Students will explain what is needed to care for a home.	<b>Processes</b>	<b>(The actions the students will perform)</b> <ul style="list-style-type: none"><li>Read text</li><li>Describe how housing meets physical and psychological needs</li><li>List different types of housing</li></ul>
<b>Organizing Ideas</b>	<b>(The Concepts taught)</b> Selection and Home Care		
<b>Details</b>	<b>(Activities or actions –write, use, identify)</b> <ul style="list-style-type: none"><li>Identify housing options</li><li>List home care items and use</li><li>Understand a lease</li></ul>	<b>Skills</b>	<b>(Applied knowledge the student will execute)</b> <ul style="list-style-type: none"><li>Identify factors that affect trends in housing</li><li>Discuss factors to consider in home selection</li><li>Identify advantages of renting or buying</li><li>Read a lease</li></ul>
<b>Vocabulary</b>	<b>(Words <u>essential</u> to this bundle)</b> Home, housing, single-family house, attached house, freestanding house, custom house, tract house, manufactured house, mobile home multifamily dwelling cooperative, condominium, rent, lease, sublease, security deposit, eviction mortgage, floor coverings, lighting, traffic pattern, scale floor plan, cleaning agents, cleaning schedule, circuit breaker, solar energy, wattage		
<b>Quarter 2: three and one half weeks</b>			
<b>Resources</b>	<b>(What materials do you use?)</b>  Text, workbook, Internet, banking supplies, videos, guest speakers, local real estate booklets	<b>Activities</b>	<b>(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title)</b> <ul style="list-style-type: none"><li>Read chapter 23</li><li>Complete worksheets: Housing Needs, Housing Alternatives, Budgeting for housing, Reading a lease, renting versus Buying, Applying Design to your home,</li><li>View videos: Homeless to Harvard, Inspecting a Home before You Buy, Creating a Healthy Home</li><li>Research housing trends and market</li><li>Use local real estate guides to complete project</li><li>Assessment</li></ul>

## Adult Roles Bundle 7

<b>Essential Outcome:</b> Students understand how to select and prepare nutritious foods.			
<b>Standards &amp; Indicators:</b> 4.1			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	<b>(What the students should be learning)</b> 1. Students will be able to select and prepare nutritious foods. 2. Students will identify nutrition needs throughout the life cycle.	<b>Processes</b>	<b>(The actions the students will perform)</b> <ul style="list-style-type: none"><li>• Read chapter</li><li>• Explain the importance of choosing nutritious foods</li><li>• Identify good food sources</li><li>• Plan a well balanced diet</li><li>• Describe dietary needs of people of different stages of life</li><li>• Develop healthy weight loss and weight gain procedures</li></ul>
<b>Organizing Ideas</b>	<b>(The Concepts taught)</b>  Nutrition throughout the lifecycle		
<b>Details</b>	<b>(Activities or actions –write, use, identify)</b> <ul style="list-style-type: none"><li>• Identify the importance of choosing nutritious foods</li><li>• Describe how the body uses foods</li><li>• Outline guidelines for healthy weight loss and gain</li></ul>	<b>Skills</b>	<b>(Applied knowledge the student will execute)</b> <ul style="list-style-type: none"><li>• Reading</li><li>• Computer use</li><li>• Class discussion</li><li>• Lab practice</li></ul>
<b>Vocabulary</b>	<b>(Words <u>essential</u> to this bundle)</b> Nutrient, nutrition, carbohydrate, protein, amino acid, fat, saturated fat, unsaturated fat, cholesterol, mineral, vitamin, fortified, enriched, RDA, Dietary Guidelines, vegetarian diet, dehydration, calorie, basal metabolism, body mass index, overweight, obese, underweight, anorexia nervosa, bulimia		
<b>Quarter 2: 1.5 weeks (one semester class)</b>			
<b>Resources</b>	<b>(What materials do you use?)</b>  Text, workbook, internet, kitchen equipment, videos, guest speakers	<b>Activities</b>	<b>(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title)</b> <ul style="list-style-type: none"><li>• Read text</li><li>• Complete worksheets: Healthful Eating, Nutrient Sources, Nutrient Functions, using My Plate, Menu Planning, Analyzing a dDet</li><li>• View videos: Super Size Me, Dying to be Thin</li><li>• Demo nutritious snacks</li><li>• Assessment</li></ul>



## Adult Roles Bundle 8

<b>Essential Outcome:</b> Students understand how to select, care for and repair clothing.			
<b>Standards &amp; Indicators:</b> 4.1			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	(What the students should be learning) 1. Students will be able to select clothing for family needs throughout the life cycle.	<b>Processes</b>	(The actions the students will perform) <ul style="list-style-type: none"> <li>• Read text</li> <li>• View videos</li> <li>• List ways clothing meets needs</li> <li>• Choose clothing appropriate for specific occasions</li> <li>• Apply the elements of design and the principles of design to clothing selection</li> <li>• Create a wardrobe inventory</li> <li>• Evaluate the quality of clothing construction</li> <li>• Explain clothing care procedures</li> </ul>
<b>Organizing Ideas</b>	(The Concepts taught) Clothing needs, selection, and care		
<b>Details</b>	(Activities or actions –write, use, identify) <ul style="list-style-type: none"> <li>• Explain how clothing meets physical and psychological needs</li> <li>• Apply the elements and principles of design to clothing selection</li> </ul>	<b>Skills</b>	(Applied knowledge the student will execute) <ul style="list-style-type: none"> <li>• Reading</li> <li>• Decision making</li> <li>• Using laundry and clothing care techniques</li> <li>• Identify hand sewing tools and their uses</li> <li>• Sewing on a button</li> </ul>
<b>Vocabulary</b>	(Words <u>essential</u> to this bundle) Uniform, dress code, modesty, status, conformity, individuality, elements of design, hue, value, intensity, color wheel, primary colors, secondary colors, intermediate colors, neutrals, line, texture, from, principles of design, balance, proportion, rhythm, emphasis, wardrobe, accessory, fashion, style, classic, fad, label, hangtag, ironing, pressing, dry cleaning		
<b>Resources</b>	(What materials do you use?)  Text, workbook, Internet, laundry supplies, hand-sewing tools, color bibs	<b>Activities</b>	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> <li>• Read text</li> <li>• Complete worksheet pages: Choosing and Caring for Clothes, Color as a Design Element, Clothing Design, Clothing Inventory, Stain Removal</li> <li>• Stain Removal lab</li> </ul>

			<ul style="list-style-type: none"><li>• Demonstrate pressing and ironing</li><li>• Identify care symbols</li><li>• Reading of hang tags and labels</li><li>• Use color bibs to choose colors best for you</li><li>• Sew on a button</li><li>• Assessment</li></ul>
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