# Course Title – Community Based Training

## Implement start year – 2015-2016

Revision Committee Members, email, extension – Kate Allen, **Kallen@lrhsd.org**, X8370; Sandy Langan **Slangan@lrhsd.org**, X8612; Marc Rohm, **Mrohm@lrhsd.org**, X8996; Kathy Waldron, **Kwaldron@lrhsd.org**, X8890

Unit #3, topic – Community Exploration

## Transfer Goal – Students will be able to use their learning to independently navigate their community.

### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes (<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 NJCCC Standard(s), Strand(s)/CPI #</td>
<td>X Global Awareness</td>
</tr>
<tr>
<td>(<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</td>
<td>X Financial, Economic, Business and</td>
</tr>
<tr>
<td>Common Core Curriculum Standards for Math and English (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</td>
<td>- Entrepreneurial Literacy</td>
</tr>
<tr>
<td>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</td>
<td>X Civic Literacy</td>
</tr>
<tr>
<td>9.1.4.F.1 Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.</td>
<td>X Health Literacy</td>
</tr>
<tr>
<td>9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.</td>
<td>X Environmental Literacy</td>
</tr>
<tr>
<td>9.1.8.F.2 Explain how rules, laws, and safety practices protect individual rights in the global workplace.</td>
<td>21st Century Skills</td>
</tr>
<tr>
<td>9.2.4.A.4 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.</td>
<td>Learning and Innovation Skills:</td>
</tr>
</tbody>
</table>

- X Creativity and Innovation |
- X Critical Thinking and Problem Solving |
- X Communication and Collaboration |

Information, Media and Technology Skills: |

- X Information Literacy |
- X Media Literacy |
- X ICT (Information, Communications and Technology) Literacy |

Life and Career Skills: |

- X Flexibility and Adaptability |
- X Initiative and Self-Direction |
<table>
<thead>
<tr>
<th>9.2.12.A.7</th>
<th>Analyze different forms of currency, how currency is used to exchange goods and services, and how it can be transferred from one person's business to another.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.4.C.4</td>
<td>Determine the relationships among income, expenses, and interest.</td>
</tr>
<tr>
<td>9.2.8.D.1</td>
<td>Determine how saving contributes to financial well-being.</td>
</tr>
<tr>
<td>9.2.8.D.2</td>
<td>Differentiate among various saving tools and how to use them most effectively.</td>
</tr>
<tr>
<td>9.2.8.E.1</td>
<td>Prioritize personal wants and needs when making purchases.</td>
</tr>
<tr>
<td>9.3.4.A.2</td>
<td>Identify various life roles and civic and work-related activities in the school, home, and community.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:**

Students will understand that . . .

**EU 1**
recreational activities are a valuable resource in the community.

**EU 2**
purchasing goods and services plays a necessary part in everyday living.

**EU 3**
modes of transportation are an essential part of navigating a community.

**EU 4**
taking an active role in the community makes a good citizen.

**Essential Questions:**

**EU 1**
- What resources are available to find different recreational activities?
- Where can I locate free or inexpensive activities?
- How can I determine the best deal when paying for recreational activities?
- What are some ways to purchase tickets?

**EU 2**
- What are some items that you need to purchase in everyday life?
- Where can you buy food?
- What are services available in my community?
- How do you find the best services in your neighborhood?

**EU 3**
- What are some ways you can get to your desired location?
- What are some laws that you need to be aware of when traveling?

**EU 4**
- What are laws I have to follow in order to be a good citizen?
<table>
<thead>
<tr>
<th>EU 5</th>
<th>managing money correctly leads to financial security.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge:</strong></td>
<td>Students will know . . .</td>
</tr>
</tbody>
</table>
| **EU 1** | • steps to obtaining a library card.  
|          | • the importance of comparing services offered when selecting a membership. |
| **EU 2** | • to be prepared prior to shopping.  
|          | • effective ways to make purchases.  
|          | • proper etiquette for ordering at a restaurant.  
|          | • procedure for washing clothes at a laundromat. |
| **EU 3** | • laws governing pedestrians, public transportation, and motor vehicles.  
|          | • options available for transportation to a destination. |
| **EU 4** | • procedure for voting.  
|          | • applicable laws in their community.  
|          | • consequences of breaking the law. |
| **EU 5** | • methods of creating financial security.  
|          | • breakdown of a paycheck. |
| **Skills:** | Students will be able to . . . |
| **EU 1** | • obtain a membership for recreational activities.  
|          | • purchase a ticket.  
|          | • complete an application for a library card. |
| **EU 2** | • purchase food at a grocery store.  
|          | • order take out.  
|          | • use a vending machine.  
|          | • make purchases at retail store.  
|          | • eat at a restaurant.  
|          | • wash clothes at a laundromat.  
|          | • identify grooming services in the area. |
| **EU 3** | • demonstrate being a pedestrian.  
|          | • ride public transportation.  
|          | • determine best forms of transportation for individual situations. |
| **EU 4** | • vote.  
|          | • identify laws that pertain to them.  
|          | • list possible consequences for breaking certain laws. |
| **EU 5** | • identify parts of a paycheck.  
|          | • open a bank account. |
- services available at a bank.
- items included in a budget.

- create a budget and savings plan.

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** Each unit must have at least 1 Performance Task. Consider the GRASPS form.

-
Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Self-assessment roles in community
- Rubric on creating a budget
- Observation on following a map
- Staff and peer verbal feedback on field trips
- Role playing scenarios on ordering food

---

**Stage 3 – Learning Plan**

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Consider the WHERE TO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- List recreational options in the community (A)
- Use iPad to research contact information for services (A)
- Identify personal information needed to fill out an applications (A)
- Create a shopping list (A)
- Read a bus schedule (A)
- Tour various businesses, such as a fitness center, and inquire about membership (M)
- Purchase an admission at a bowling alley, skating rink, movie theatre, theatres, or sporting events (M)
- Create collage of activities to do around the community (M)
- Fill out a library application (M)
- Order groceries online (M)
- Calculate tax and tip on a restaurant check (M)
- Role playing making an emergency phone call (M)
- Complete a W2 form (M)
- Create a budget (M)
- Checking out a library book (T)
- Shop at a grocery store (T)
- Utilize public transportation (T)
- Use safety rules to take a walk (T)
- Vote in an election (T)
- Shop at a mall and stay within a budget (T)

Timeline: Unit 3 will be done throughout entire year.