

**Course Name/Number: Adult Living 500**  
**Grade Level: 9th-12th**

**Curriculum Map**

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Tech nology	Unit Reflection
<p><b>Name: Cooking</b>  <b>Quarter: 1, 2, 3 &amp; 4</b>  <b>Length (days): 4 days per recipe done throughout the school year about twice a month.</b></p>	<p><b>-How to find a recipe online.</b></p> <p><b>-What is required for this recipe.</b></p> <p><b>-Proper grocery store etiquette.</b></p> <p><b>-Community outings.</b></p>	<p><b>Social/Emotional Learning Standards</b></p> <p>2C.4a. Evaluate the effects of requesting support from and providing support to others.</p> <p>3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</p> <p>2C.5a. Evaluate the application</p>	<p><b>Formative: Participation in recipe research, grocery list creation as well as overall behavior in grocery store.</b></p> <p><b>Summative: Creating of recipe.</b></p>	<p><b>Group work: creating recipe, grocery list and recipe.</b></p> <p><b>Individual work: Completing recipe, critiquing recipe and sharing recipe with staff. (communicating what the recipe is made off)</b></p>	<p><b>Chromebooks</b></p>	

		<p>of communication and social skills in daily interactions with peers, teachers, and families.</p> <p>2C.5b. Plan, implement, and evaluate participation in a group project.</p>				
<p><b>Name: Career Project</b>  <b>Quarter: 1</b>  <b>Length (days): 7</b></p>	<p><b>-What do you want to be when you grow up.</b></p> <p><b>-How can you achieve this goal.</b></p>	<p><b>Social/Emotional Learning Standards</b></p> <p>2C.4a. Evaluate the effects of requesting support from and providing support to others.</p> <p>3B.5a. Analyze how present</p>	<p><b>Formative: Informal observation through class participation.</b></p> <p><b>Completed outline of essential questions.</b></p> <p><b>Summative: Completed project through rubric grading.</b></p>	<p><b>Career exploration.</b></p>	<p><b>Chromebooks and teacher created outline.</b></p>	

decision making affects college and career choices.

3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.

1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.

1C.5a. Set a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement.

<p><b>Name: Lifestyle Project</b>  <b>Quarter: 1</b>  <b>Length (Days): 14</b></p>	<p><b>-Where/how do you want to live as you grow older.</b>  <b>-How can you achieve these goals.</b></p> <p><b>-What will your bills/responsibilities be when you live on your own.</b></p>	<p><b>Social/Emotional Learning Standards</b></p> <p>3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</p> <p>3B.5a. Analyze how present decision making affects college and career choices.</p> <p>1C.5a. Set a postsecondary goal with action steps, timeframes, and criteria for</p>	<p><b>Formative: Completed outline of what kind of bills/responsibilities you will have.</b></p> <p><b>Summative: Completed budget sheet with career salary as well as bills/responsibilities listed.</b></p>	<p><b>How to make and follow a budget through utility provider websites.</b></p>	<p><b>Chromebooks, teacher directed lecture, websites for establishing estimate of bills (comed, nicor, water and groceries).</b></p>	
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		evaluating achievement.				
<b>Name: Building a resume</b> <b>Quarter: 2</b> <b>Length (Days): 9</b>	<b>-Resume importance.</b>  <b>-What is a resume used for.</b>	<b>Social/Emotional Learning Standards</b>  3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.  3B.5a. Analyze how present decision making affects college and career choices.	<b>Formative:</b> <b>First draft resume teacher provided outline.</b> <b>Informal observation of participation.</b>  <b>Summative:</b> <b>completed resume using a template on google docs.</b>	<b>Teacher lecture, chromebooks, outline as well as completed resume examples. (Including my own resume.)</b>	<b>Chromebooks, resume examples, completed outlines.</b>	
<b>Name: Job Applications and Job interviews</b> <b>Quarter: 2</b> <b>Length (Days): 7</b>	<b>-How to fill out a job application.</b>  <b>-What kind of questions will be asked at a job interview.</b>	1C.5a. Set a postsecondary goal with action steps, timeframes, and criteria for	<b>Formative:</b> <b>Mock job application completion, participation, and turn in blank</b>	<b>Teacher lecture, teacher lead example</b>	<b>Chromebooks</b>	

	<p><b>-How to answer job interview questions.</b></p>	<p>evaluating achievement.</p> <p>2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p>	<p><b>applications found online.</b></p> <p><b>Summative: 1 completed job application</b></p>			
<p><b>Name: Transportation Quarter: 2 Length (Days): 19</b></p>	<p><b>-How to get to work.</b></p> <p><b>-How much does a car cost.</b></p> <p><b>-How to pay for a car.</b></p>	<p><b>Social/Emotional Learning Standards</b></p> <p>1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.</p> <p>2C.4a. Evaluate the effects of requesting support from and providing</p>	<p><b>Formative: Completed outline with car information, participation and completed handout on car insurance.</b></p> <p><b>Summative: Completed budget including car payment or other transportation options such as bus, walking or taxi.</b></p>	<p>Teacher lecture, YouTube video “Buying and saving for a car”, outline describing car and price.</p>	<p>Chromebook, teacher provided handouts and access to carmax website.</p>	

		support to others.				
<b>Name: Housing Project</b> <b>Quarter: 3rd</b> <b>Length (Days): 6</b>	<b>-Where do you want to live.</b>  <b>-What kind of housing would you like to have.</b>  <b>-How will you pay for your home.</b>	1C.5a. Set a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement.  1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	<b>Formative:</b> <b>Student participation while researching houses.</b>  <b>Summative:</b> <b>Student completed outline including 1 house, 1 apartment and 1 townhome in the town of their choosing.</b>	<b>Teacher lecture; teacher guided lesson on how to use websites such as zillow.com.</b>		
<b>Name: School Connect Module 1 Creating a Supportive Learning Community</b> <b>Quarter: 1, 2, 3 &amp; 4</b> <b>Length (Days): about 2 days per lesson (20 lessons) 40 days.</b>	<b>-Creating First impressions</b>  <b>-Celebrating and building community</b>  <b>-Taking effective notes</b>  <b>-Collaborating effectively</b>	2C.4a. Evaluate the effects of requesting support from and providing support to others.  3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	<b>Formative:</b> student completed outlines/lecture notes, participation and POD.  <b>Summative:</b> Section quizzes	<b>Teacher lecture and videos.</b>	<b>School Connect online program</b>	

**-Improving  
memory skills**

**-Valuing an  
education**

3B.5a. Analyze how present decision making affects college and career choices.

2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.

3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.

1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.

2C.5b. Plan, implement, and evaluate participation in a group project.

1C.5a. Set a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement.

**Name: School Connect  
Module 2 Developing**

**-Be aware of our  
emotions**

2C.4a. Evaluate the effects of requesting support from and

Formative:  
student

School Connect  
online program



<p><b>Self-Awareness and Self-Management</b>  <b>Quarter: 1, 2, 3 &amp; 4</b>  <b>Length (Days): about 2 days per (20 lessons) 40 days</b></p>	<p><b>-Coping with stress</b></p> <p><b>-Defusing anger</b></p> <p><b>-Setting life goals</b></p> <p><b>-Exploring career options</b></p> <p><b>-Fighting off victimitis</b></p> <p><b>-Taking full responsibility</b></p> <p><b>-Building true happiness</b></p> <p><b>-Envisioning your future</b></p>	<p>providing support to others.</p> <p>3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</p> <p>3B.5a. Analyze how present decision making affects college and career choices.</p> <p>2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p> <p>3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.</p> <p>1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.</p> <p>2C.5b. Plan, implement, and evaluate participation in a group project.</p>	<p>completed outlines/lecture notes, participation and POD.</p> <p>Summative: Section quizzes</p>			
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		1C.5a. Set a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement.				
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