



# **Transition Core Curriculum Scope & Sequence**

# Setting Personal Goals: Scope and Sequence



## Pre-Course Assessment

### Unit 1: Introduction to Goal Setting

Lesson 1: What are Goals?

Lesson 2: Short and Long-Term Goals

Lesson 3: Goal Setting Process

Connect to Home: Conduct an Interview

### Unit 2: S.M.A.R.T. Goals

Lesson 1: Specific Goals

Lesson 2: Measurable Goals

Lesson 3: Achievable Goals

Lesson 4: Relevant Goals

Lesson 5: Timely Goals

Connect to Home: Write a Newspaper or News Story

### Unit 3: Reaching Goals

Lesson 1: Chunking Goals

Lesson 2: Persistence and Grit

Lesson 3: Setting Deadlines

Lesson 4: Measuring Progress

Connect to Home: Discuss Goals

### Unit 4: Goal Attainment

Lesson 1: Celebrating, Reflecting, and Evaluating

Lesson 2: Regrouping and Revising

Lesson 3: Action Planning

Lesson 4: Summative Assessment

Connect to Home: Share Your Action Plan

**Objective:** By the end of this course, students will be able to identify a goal and take actionable steps to reach their goal.

**Outcome:** By the end of this course, students will be able to identify a post-school S.M.A.R.T. goal and develop an action plan to reach that goal.

**Goal:** Students will build self-awareness and communication skills for post-school success.

**Time:** Students can work through the 16 lessons of this course at their own pace.

**Prerequisite:** TAGG or another transition assessment is strongly recommended.

**Common Core State Standards (CCSS):** RI.9-10.4, RI.9-10.7, SL.9-10.1, SL.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.10, L.9-10.1, L.9-10.4

**Texas Essential Knowledge and Skills (TEKS):** 110.31.(b)(1)(A), 110.31.(b)(9), 110.31.(b)(24)-(26), 110.31.(b)(12), 110.31.(b)(13), 110.31.(b)(17), 110.31.(b)(1)(B) and (E)

**Competencies:** Interpersonal skills, communication skills, self-determination

## Post-Course Assessment and Evaluation

# Building Self-Advocacy: Scope and Sequence



## Pre-Course Assessment

### Unit 1: Understanding Yourself

Lesson 1: Special Education

Lesson 2: How and Why Did I Get Here?

Lesson 3: Understanding Your IEP

Lesson 4: Identifying and Evaluating Accommodations and Supports

Connect to Home: Reflecting on the Special Education Process

### Unit 2: Why Advocate?

Lesson 1: Rights and Responsibilities

Lesson 2: Transition and Post-Secondary Goals

Lesson 3: Self-Efficacy

Lesson 4: Building Self-Confidence

Connect to Home: Goal-Setting for Transition Success

### Unit 3: Soliciting Support

Lesson 1: Identifying Personal Supports

Lesson 2: Identifying Organizational Supports

Lesson 3: Asking for and Refusing Assistance

Lesson 4: Summative Assessment

Connect to Home: Identifying Resources for Transition Success

## Post-Course Assessment and Evaluation

**Objective:** By the end of this course, students will be able to identify their own strengths and needs and use that knowledge to build the skills that lead to self-advocacy.

**Outcome:** By the end of this course, students will be able to role-play ways to advocate for themselves and will gain the skills they need to be able to ask for or decline help.

**Goal:** Students will build self-awareness, self-determination, and communication skills.

**Time:** Students can work through the 12 lessons of this course at their own pace.

**Prerequisite:** It is suggested that students have completed the TAGG Assessment and Ori's Identifying Personal Strengths course.

**Common Core State Standards (CCSS):** RI.9-10.7, SL.9-10.1, SL.9-10.2, W.9-10.10, R.9-10.4, L.9-10.4

**Texas Essential Knowledge and Skills (TEKS):** 110.31.(b)(9), 110.31.(b)(1)(B) and (E), 110.31.(b)(24)-(26), 110.31.(b)(12), 110.31.(b)(13)

**Competencies:** Self-awareness, social awareness, communication skills, and self-determination

# Cultivating Communication Skills: Scope and Sequence



## Pre-Course Assessment

### Unit 1: Speaking and Listening

Lesson 1: Greetings

Lessons 2A and B: Starting and Stopping Conversations

Lesson 3: Body Language

Lesson 4: Appropriate Topics

Lessons 5A and B: Telephone Skills

Lesson 6: Active Listening

Connect to Home: Calling for service or help

### Unit 2: Writing

Lesson 1: Formal Writing

Lesson 2: Informal Writing

Lesson 3A and B: Using Technology

Lesson 4: Summative Assessment

Connect to Home: Writing a Compliment or Complaint

## Post-Course Assessment and Evaluation

**Objective:** By the end of this course, students will be able to use appropriate communication skills to conduct social interactions at home, school, or in a community or work setting.

**Outcome:** By the end of this course, students will create and use scripts and role-play scenarios to guide their communication in real-life situations they will encounter in school, home, work, or in the community.

**Goal:** Students will build communication and interpersonal skills.

**Time:** Students can work through the 10 lessons of this course at their own pace.

**Prerequisite:** None

**Common Core State Standards (CCSS):** RI.9-10.4, SL.9-10.1, SL.9-10.2, SL.9-10.4, W.9-10.4, W.9-10.6, W.9-10.10, L.9-10.1

**Texas Essential Knowledge and Skills (TEKS):** 110.31.(b)(24)-(26), 110.31.(b)(12), 110.31.(b)(25), 110.31.(b)(23) (C)110.31.(b)(13)

**Competencies:** Communication skills, interpersonal skills

# Developing Self-Determination: Scope and Sequence



## Pre-Course Assessment

### Unit 1: Self-Determination

Lesson 1: What is Self-Determination?

Lesson 2: Motivation

Lesson 3: Having a Positive Attitude

Lesson 4: Finding a Mentor or Role Model

Connect to Home: Transition Planning, Part I

### Unit 2: Self-Awareness

Lesson 1: What is Self-Awareness?

Lesson 2: Identifying Strengths and Needs

Lesson 3: Understanding Interests and Preferences

Lesson 4: Overcoming Challenges

Connect to Home: Transition Planning, Part II

### Unit 3: Self-Advocacy

Lesson 1: What is Self-Advocacy?

Lesson 2: Goal Setting

Lesson 3: Taking Initiative and Being Assertive

Lesson 4: Accepting Consequences

Connect to Home: Transition Planning, Part III

**Objective:** By the end of this course, students will be able to identify their own interests, strengths, and challenges, and use that knowledge to build communication and self-advocacy skills that lead to self-determination.

**Outcome:** By the end of this course, students will be able to create an action plan that will improve their self-advocacy skills and help them show more self-determination.

**Goal:** Students will build self-determination, self-awareness, and communication skills.

**Time:** Students can work through the 16 lessons of this course at their own pace.

**Prerequisite:** The TAGG Assessment and the Ori courses, *Identifying Personal Strengths* and *Identifying and Overcoming Challenges*, are suggested.

**Common Core State Standards (CCSS):** RI.9-10.1, RI.9-10.4, RI.9-10.7, SL.9-10.1, SL.9-10.2, W.9-10.2, W.9-10.4, W.9-10.7, W.9-10.10

**Texas Essential Knowledge and Skills (TEKS):** 110.31.(b)(6), 110.31.(b)(1) (A), 110.31.(b).(9), 110.31.(b)(24)-(26), 110.31.(b)(12), 110.31.(b)(13)

**Competencies:** Self-awareness, self-determination, communication skills, self-advocacy

# Developing Self-Determination: Scope and Sequence



## Unit 4: Decision Making

Lesson 1: Making Decisions

Lesson 2: Assessing and Evaluating Results Lesson 3:

Persistence

Lesson 4: Summative Assessment

Connect to Home: Transition Planning, Part IV End of

Unit Wrap-Up and Reflection

## Post-Course Assessment and Evaluation



# Exploring Career Options: Scope and Sequence



## Pre-Course Assessment

### Unit 1: Researching Careers

Lesson 1: Career Interests

Lesson 2: Identifying Your Strengths

Lesson 3: Career Clusters, Part I

Lesson 4: Career Clusters, Part II

### Unit 2: Researching Companies and Examining Job Openings

Lesson 1: Identifying Companies and Openings

Lesson 2: Mentors and Informational Interviews

Lesson 3: Using Your School's Resources

Lesson 4: Using Your Community's Resources

### Unit 3: Types of Work Opportunities and How to Find Them

Lesson 1: Paid and Unpaid Internships

Lesson 2: Job Sampling and Job Shadowing

Lesson 3: Volunteering

Lesson 4: Full Time vs Part Time

### Unit 4: Applying for Job Opportunities

Lesson 1: Creating a Resume and Writing a Cover

Letter Lesson 2: Filling out a Job Application

Lesson 3: Asking for and Obtaining Personal References

Lesson 4: Interviewing Skills

**Objective:** By the end of this course, students will be able to identify their potential career paths, research opportunities and companies, and begin the job application process.

**Outcome:** By the end of this course, students will identify up to three career options and begin the application process.

**Goal:** You'll know the course is successful if students can identify a career interest and apply for an opportunity.

**Time:** Students can work through the 20 lessons of this course at their own pace.

**Prerequisite:** The TAGG Assessment and the Ori courses, *Identifying Personal Strengths* and *Identifying and Overcoming Challenges*, are suggested.

**Common Core State Standards (CCSS):** RI.9-10.1, RI.9-10.4, RI.9-10.7, SL.9-10.1, SL.9-10.2, W.9-10.10

**Texas Essential Knowledge and Skills (TEKS):** 110.31.(b)(6), 110.31.(b)(1)(A), 110.31.(b)(9), 110.31.(b)(9), 110.31.(b)(24)-(26), 110.31.(b)(12) 10.31.(b)(13)

**Competencies:** Transition, self-awareness, self-determination, communication skills, careers

# Exploring Career Options: Scope and Sequence



## Unit 5: Putting it all Together

Lesson 1: Creating a Career Poster

Lesson 2: Presenting Your Career Poster

Lesson 3: Reflecting on the Career Exploration Process

Lesson 4: Summative Assessment

## Post-Course Assessment and Evaluation



# Identifying and Overcoming Challenges: Scope and Sequence



## Pre-Course Assessment

### Unit 1: Identifying and Overcoming Challenges

Lesson 1: Identifying Challenges

Lesson 2: Understanding Assessment Results

Lesson 3: Overcoming Challenges, Part 1

Lesson 4: Overcoming Challenges, Part 2

Lesson 5: Overcoming Challenges, Part 3

Connect to Home: Conduct an Interview

### Unit 2: Writing About Overcoming Challenges

Lesson 1: Paragraph Writing

Lesson 2: Brainstorming

Lesson 3: Introductions and Topic Sentences

Lesson 4: Supporting Details

Lesson 5: Conclusions

Lesson 6: Write Your Paragraph

Connect to Home: Write a Newspaper or News Story

### Unit 3: Speaking About Overcoming Challenges

Lesson 1: Introduction to Public Speaking

Lesson 2: Body Language

Lesson 3: Verbal Communication

Lesson 4: Speech Writing and Presenting

Connect to Home: Practice Your Speech

**Objective:** By the end of this course, students will be able to identify their challenges and use strategies to help them overcome those challenges to improve post-school outcomes.

**Outcome:** By the end of this course, students will be able to identify their challenges and articulate one challenge they overcame in a written, verbal, or visual presentation.

**Goal:** Students will build self-awareness and communication skills.

**Time:** Students can work through the 19 lessons of this course at their own pace.

**Prerequisite:** TAGG or another transition assessment is strongly recommended.

**Common Core State Standards (CCSS):** RI.9-10.4, RI.9-10.7, SL.9-10.1, SL.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.10, L.9-10.1, L.9-10.4

**Texas Essential Knowledge and Skills (TEKS):** 110.31.(b)(1)(A), 110.31.(9), 110.31.(24)-(26), 110.31.(12), 110.31.(13), 110.31.(17), 110.31.(b)(1)(b)-(e)

**Competencies:** Self-awareness, communication skills, interpersonal skills

# Identifying and Overcoming Challenges: Scope and Sequence



## Unit 4: Active Listening

Lesson 1: Listening Skills

Lesson 2: Active and Passive Listening

Lesson 3 and 4: Summative Assessment

Connect to Home: Practice Active Listening at Home

## Post-Course Assessment and Evaluation



# Identifying Personal Strengths: Scope and Sequence



## Pre-Course Assessment

### Unit 1: Identifying Personal Strengths

Lesson 1: What are Strengths? What are Needs?

Lesson 2: Understanding Assessment Results

Lesson 3: Character Strengths, Part 1

Lesson 4: Character Strengths, Part 2

Lesson 5: Character Strengths, Part 3

Connect to Home: Conduct an Interview

### Unit 2: Writing About Personal Strengths

Lesson 1: Paragraph Writing

Lesson 2: Brainstorming

Lesson 3: Introductions and Topic Sentences

Lesson 4: Supporting Details

Lesson 5: Conclusions

Lesson 6: Write Your Paragraph

Connect to Home: Write a Newspaper or News Story

### Unit 3: Speaking About Personal Strengths

Lesson 1: Introduction to Public Speaking

Lesson 2: Body Language

Lesson 3: Verbal Communication

Lesson 4: Speech Writing

Connect to Home: Practice Your Speech

**Objective:** By the end of this course, students will be able to identify and articulate their personal strengths for post-school transition success.

**Outcome:** By the end of this course, students will be able to identify their own personal strengths and articulate them in a written, verbal, or visual presentation.

**Goal:** Students will build self-awareness and communication skills.

**Time:** Students can work through the 20 lessons of this course at their own pace.

**Prerequisite:** TAGG or another transition assessment is strongly recommended.

**Common Core State Standards (CCSS):** RI.9-10.4, RI.9-10.7, SL.9-10.1, SL.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.10, L.9-10.1, L.9-10.4

**Texas Essential Knowledge and Skills (TEKS):** 110.31.(b)(1)(A), 110.31.(9), 110.31.(24)-(26), 110.31.(12), 110.31.(13), 110.31.(17), 110.31.(b)(1)(b)-(e)

**Competencies:** Self-awareness, communication skills, interpersonal skills

# Identifying Personal Strengths: Scope and Sequence



## Unit 4: Active Listening

Lesson 1: Listening Skills

Lesson 2: Active and Passive Listening

Lesson 3: Listening Practice

Lesson 4: Summative Assessment, Part 1

Lesson 5: Summative Assessment, Part 2

Connect to Home: Practice Active Listening at Home

## Post-Course Assessment and Evaluation



# Interpersonal Skills: Scope and Sequence



## Pre-Course Assessment

### Unit 1: Communication Skills

Lesson 1: Clear Communication

Lesson 2: Giving and Receiving Feedback

Lesson 3: Body Language

Lesson 4: Self-Confidence and Positive Attitudes

Connect to Home: Resolving a Situation, Part 1

### Unit 2: Collaboration Skills

Lesson 1: Teamwork and Collaboration

Lesson 2: Showing Appreciation

Lesson 3: Problem Solving

Lesson 4: Conflict Resolution

Lesson 5: Work Ethic

Lesson 6: Summative Assessment

Connect to Home: Resolving a Situation, Part 2

## Post-Course Assessment and Evaluation

**Objective:** By the end of this course, students will be able to use interpersonal skills to successfully take part in activities with other people at home, school, and in the workplace.

**Outcome:** By the end of this course, students will role-play scenarios.

**Goal:** Students will build interpersonal skills in the domains of communication and collaboration.

**Time:** Students can work through the 10 lessons of this course at their own pace.

**Prerequisite:** None

**Common Core State Standards (CCSS):** RI.9-10.1, RI.9-10.4, SL.9-10.1, SL.9-10.6, W.9-10.4, W.9-10.6, W.9-10.10, L.9-10.1, L.9-10.4

**Texas Essential Knowledge and Skills (TEKS):** 110.31.(b)(1)(A), 110.31.(b)(1)(B) and (E), 110.31.(b)(6), 110.31.(b)(13), 110.31.(b)(17), 110.31.(b)(24)-(26)

**Competencies:** Interpersonal skills, communication skills, self-determination



# **Social Emotional Learning (Transition) Scope & Sequence**

# Scope and Sequence: Discovering Self-Awareness



## Pre-Course Assessment

### Unit 1: Identifying Emotions

Lesson 1: What is Social-Emotional Learning?

Lesson 2: What is Self-Awareness?

Lesson 3: Emotions: Optimism and Pessimism

Lesson 4: Identifying and Reacting to Emotions

End of Unit Wrap-Up and Reflection

### Unit 2: Recognizing Assets and Needs

Lesson 1: Identifying Assets

Lesson 2: Identifying Needs

Lesson 3: Connect to Emotions

Lesson 4: Self-Determination and Self-Efficacy

End of Unit Wrap-Up and Reflection

### Unit 3: Self-Perception

Lesson 1: What is Self-Perception?

Lesson 2: Self-Monitoring

Lesson 3: Connect to Emotions

Lesson 4: Appreciating Diversity

End of Unit Wrap-Up and Reflection

### Unit 4: Self-Confidence

Lesson 1: What is Self-Confidence?

Lesson 2: Growth Mindset and Resilience

Lesson 3: Connect to Emotions

Lesson 4: Self-Advocacy Role-Play

End of Unit Wrap-Up and Reflection

End of Course Wrap-Up and Reflection

## Post-Course Assessment and Evaluation

**Objective:** Students will build self-awareness by learning to identify their emotions and appropriate responses to these emotions to answer the **Essential Questions:** *What am I feeling? How do I know?*

**Outcome:** By the end of this course, students will be able to identify the emotions **optimism** and **pessimism** and work collaboratively to identify these and other emotions in role-play scenarios.

**Goal:** Students will build self-awareness skills by identifying and understanding emotions.

**Time:** Students can work through the 16 lessons of this course at their own pace.

**Prerequisite:** None.

**Competencies:** Self-awareness, communication skills, interpersonal skills

# Scope and Sequence: Building Social Awareness



## Pre-Course Assessment

### Unit 1: Perspective

Lesson 1: What is Perspective?

Lesson 2: Different Points of View

Lesson 3: Connect to Emotions

Lesson 4: Social Cues and Emotional Space

End of Unit Reflection and Assessment

### Unit 2: Expressing Concerns for Others

Lesson 1: What is Empathy?

Lesson 2: What is Sympathy?

Lesson 3: Connect to Emotions

Lesson 4: Good Sportsmanship and Manners

End of Unit Reflection and Assessment

### Unit 3: Appreciating Diversity

Lesson 1: What is Diversity?

Lesson 2: Different Types of Diversity

Lesson 3: Connect to Emotions

Lesson 4: Asking & Answering Appropriate Questions

End of Unit Reflection and Assessment

### Unit 4: Respect for Others

Lesson 1: How do you Show Respect for Others?

Lesson 2: Cultural Sensitivity & Having Difficult Conversations

Lesson 3: Connect to Emotions

Lesson 4: Summative Assessment

End of Unit Reflection and Assessment

End of Course Reflection and Assessment

**Objective:** Students will build social awareness skills by learning to identify their emotions and appropriate responses to these emotions to answer the **Essential Questions:** *What is someone else feeling? How do I know? How will I act as a result?*

**Outcome:** By the end of this course, students will learn how to develop skills and resources to facilitate their own social awareness.

**CCSS:** RI.9-10.1, RI.9-10.7, SL.9-10.1, SL.9-10.2, W.9-10.10

**TEKS:** 110.31.(b)(24)-(26), 110.31.(b)(9), 110.31.(b)(12), 110.31.(b)(6), 110.31.(b)(13)

**Goal:** Students will build social awareness skills by identifying and understanding emotions.

**Time:** Students can work through the 16 lessons of this course at their own pace.

**Prerequisite:** None.

**Competencies:** Awe, Compassion, and Love

## Post-Course Assessment and Evaluation



# Scope and Sequence: Developing Self-Management



## Pre-Course Assessment

### Unit 1: Self-Discipline

Lesson 1: What is Social-Emotional Learning?

Lesson 2: What is Self-Discipline?

Lesson 3: Connect to Emotions

Lesson 4: Saying Yes and No

End of Unit Reflection and Assessment

### Unit 2: Impulse Control

Lesson 1: What is Impulse Control?

Lesson 2: Self-Regulation

Lesson 3: Connect to Emotions

Lesson 4: Managing Interruptions

End of Unit Reflection and Assessment

### Unit 3: Self-Motivation

Lesson 1: What is Self-Motivation?

Lesson 2: Positive Attitudes

Lesson 3: Connect to Emotions

Lesson 4: Strengths and Interests

End of Unit Reflection and Assessment

### Unit 4: Goal Setting

Lesson 1: Setting Goals

Lesson 2: S.M.A.R.T Goals

Lesson 3: Connect to Emotions

Lesson 4: Persistence and Grit

End of Unit Reflection and Assessment

**Objective:** Students will build self-management skills by learning to identify the emotions of frustration and fear and determine appropriate responses to these emotions to answer the **Essential Questions:** *How do I keep my cool? How do I stay in control?*

**Outcome:** By the end of this course, students will learn how to develop skills and resources to facilitate their own self-management.

**CCSS:** RI.9-10.1, RI.9-10.7, SL.9-10.1, SL.9.10.2, W.9-10.10

**TEKS:** 110.31.(b)(24)-(26), 110.31.(b)(9), 110.31.(b)(12), 110.31.(b)(6), 110.31.(b)(13)

**Goal:** Students will build self-awareness skills by identifying and understanding emotions.

**Time:** Students can work through the 16 lessons of this course at their own pace.

**Prerequisite:** None.

**Competencies:** Frustration and fear

# Scope and Sequence: Developing Self-Management



## Unit 5: Organizational Skills

Lesson 1: What are Organizational Skills?

Lesson 2: Asking for Help

Lesson 3: Connect to Emotions

Lesson 4: Developing Resources

End of Unit Reflection and Assessment

## Unit 6: Stress Management

Lesson 1: What is Stress?

Lesson 2: Calming Strategies

Lesson 3: Connect to Emotions

Lesson 4: Summative Assessment

End of Unit Reflection and Assessment

End of Course Reflection

## Post-Course Assessment and Evaluation

# Scope and Sequence: Responsible Decision-Making



## Pre-Course Assessment

### Unit 1: The Decision-Making Process, Part 1

Lesson 1: The Decision-Making Process

Lesson 2: Identifying the Problem

Lesson 3: Connect to Emotions

Lesson 4: Gathering Information and Prioritizing

End of Unit Reflection and Assessment

### Unit 2: The Decision-Making Process, Part 2

Lesson 1: Understanding Choices and Options

Lesson 2: Making a Decision

Lesson 3: Connect to Emotions

Lesson 4: Implementing the Decision

End of Unit Reflection and Assessment

### Unit 3: Assessing and Evaluating

Lesson 1: Self-Monitoring and Follow Through

Lesson 2: Evaluating Results

Lesson 3: Connect to Emotions

Lesson 4: Persistence and Perseverance

End of Unit Reflection and Assessment

### Unit 4: Ethical Responsibilities

Lesson 1: Ethics, Values, and Morals

Lesson 2: Rules, Norms, and Manners

Lesson 3: Connect to Emotions

Lesson 4: Personal Safety and Health Concerns

End of Unit Reflection and Assessment

## Post-Course Assessment and Evaluation

**Objective:** Students will learn the process for making responsible decisions while also working to answer the **Essential Questions:** *How do I make decisions? How do I know if my decision was good?*

**Outcome:** By the end of this course, students will learn how to use a 7-step process to make a responsible decision.

**CCSS:** RI.9-10.1, RI.9-10.7, SL.9-10.1, SL.9-10.2, W.9-10.10

**TEKS:** 110.31.(b)(24)-(26), 110.31.(b)(9), 110.31.(b)(12), 110.31.(b)(6), 110.31.(b)(13)

**Goal:** Students will build their capacity for making decisions.

**Time:** Students can work through the 20 lessons of this course at their own pace.

**Prerequisite:** None.

**Competencies:** Caring, concern, and curiosity

# Scope and Sequence: Responsible Decision-Making



## Unit 5: Responding to Peer Pressure

Lesson 1: Peer Pressure

Lesson 2: Standing Up for Yourself and Others

Lesson 3: Connect to Emotions

Lesson 4: Summative Assessment

End of Unit Reflection and Assessment

## Post-Course Assessment and Evaluation

# Scope and Sequence: Growing Healthy Relationships



## Pre-Course Assessment

### Unit 1: Communication

Lesson 1: Speaking and Active Listening

Lesson 2: Writing

Lesson 3: Connect to Emotions

Lesson 4: Body Language

End of Unit Reflection and Assessment

### Unit 2: Relationship-Building

Lesson 1: Types of Relationships

Lesson 2: Managing Relationships

Lesson 3: Connect to Emotions

Lesson 4: Asking and Offering Help

End of Unit Reflection and Assessment

### Unit 3: Social Engagement

Lesson 1: Recognizing Unhealthy Relationships

Lesson 2: Harassment, Bullying, and Peer Pressure

Lesson 3: Connect to Emotions

Lesson 4: Managing Conflicts

End of Unit Reflection and Assessment

### Unit 4: Teamwork

Lesson 1: Collaboration

Lesson 2: Giving & Receiving Feedback & Compliments

Lesson 3: Connect to Emotions

Lesson 4: Summative Assessment

End of Unit Reflection and Assessment

End of Course Reflection and Assessment

## Post-Course Assessment and Evaluation

**Objective:** Students will build their ability to grow and maintain healthy relationships and learn to communicate effectively to answer the Essential Questions: How do we work together? What does it take to build relationships?

**Outcome:** By the end of this course, students will learn how to develop and maintain healthy relationships using communication skills.

**CCSS:** RI.9-10.1, RI.9-10.7, SL.9-10.1, SL.9-10.2, W.9-10.10

**TEKS:** 110.31.(b)(24)-(26), 110.31.(b)(9), 110.31.(b)(12), 110.31.(b)(6), 110.31.(b)(13)

**Goal:** Students will build communication and relationship skills.

**Time:** Students can work through the 16 lessons of this course at their own pace.

**Prerequisite:** None.

**Competencies:** Trust and Apprehension



# **Financial Literacy Scope & Sequence**

# Financial Literacy for Grades 9-12



## **Lesson 1: Working Hard for the Money: Career Options**

- Identify career options and education or training required for different careers
- Name sources of income
- Explain the relationship between income and taxes
- Demonstrate how to research and analyze different careers

## **Lesson 2: Designing Dreams: Financial Planning**

- Determine personal values and financial goals
- Determine personal financial decisions
- Create a financial plan
- Summarize the purpose of financial planning

## **Lesson 3: Can You Pay Your Bills?: Spending and Budgeting**

- Develop a plan for spending and saving
- Create a system for keeping financial records
- Identify personal income and expenses or system for cash flow management

## **Lesson 4: Boost Your Savings: The Importance of Saving**

- Describe how savings affects financial well-being
- Explain compound interest
- Identify and research savings products
- Explain how interest is computed on savings

## **Lesson 5: Bank Your Bucks: Choosing a Banking Partner**

- Analyze different financial institutions and conduct a comparative analysis of each institution
- Explain the key differences between checking and savings accounts
- Demonstrate how to control personal information
- Understand the benefits of using federally insured financial institutions



## **Lesson 6: Bread-and-Butter: Managing Your Paycheck**

- Decode and identify elements of a paycheck
- Discuss how taxes, personal exemptions, and deductions impact net pay
- Explain how to calculate gross and net income
- Discuss the IRS Form W-4

## **Lesson 7: Capacity, Character, Collateral, Capital: Credit**

- Define creditworthiness
- Evaluate positive and negative types of credit
- Explain credit factors and risks and how credit scores work
- Discuss how to maintain or increase credit score
- Explain how credit is damaged

## **Lesson 8: The Almighty Dollar?: Credit Cards**

- Identify how credit cards differ from debit cards
- Discuss different types of credit cards
- Summarize credit card key terms and conditions and consumer protection laws
- Evaluate credit card offers and explain how to manage a credit card
- Demonstrate how to compute the debt-to-limit ratio

## **Lesson 9: As Easy as Pi: Financial Ratios**

- Identify common financial ratios
- Demonstrate and explain how to calculate financial ratios
- Discuss how financial ratios impact financial decision making and creditworthiness

## **Lesson 10: Convertible or Clunker?: Automobile Purchase**

- Research and investigate secured and unsecured installment loans
- Calculate how much car to afford
- Evaluate long-term costs associated with buying a car, including insurance and maintenance
- Explain the difference between leasing and purchasing



# Financial Literacy for Grades 9-12



## **Lesson 11: Risky Business: Risk Management and Insurance**

- Identify common risks and strategies to reduce risk
- Explain the purpose and importance of various insurance types
- Recognize when insurance is needed and how to get it

## **Lesson 12: Halls of Knowledge: Financing College**

- Identify the costs of college
- Discuss student loan management
- Research and compare different college financial aid choices
- Discuss the earning potential of a degree in relationship to its cost

## **Lesson 13: The Policy of Personal Choice: Understanding the Economy**

- Understand how the economy impacts personal financial choices
- Summarize monetary and fiscal policy
- Understand inflation
- Understand economic cycles

## **Lesson 14: Increasing the Value of Your Money: Financial Markets and Investing**

- Understand how investing helps meet financial goals and build wealth over time
- Research and evaluate investment vehicles and resources
- Explain how investments are regulated
- Explain how investments can be impacted by economic and business cycles

## **Lesson 15: Road to Retirement: Retirement Planning**

- Explain how long-term retirement savings through investing builds wealth
- Identify differences in retirement planning strategies
- Create a retirement plan
- Understand Social Security benefits



## **Lesson 16: Crash Pad: Homeownership and Renting**

- Explain the responsibilities and expenses of renting versus owning
- Analyze renting versus homeownership
- Evaluate sound financial decision making for renting and owning property
- Discuss costs related to homeownership
- Discuss how homeownership can create wealth
- Understand the mortgage approval process

## **Lesson 17: Pocket Giving: Charitable Giving**

- Evaluate charitable giving
- Analyze monetary and nonmonetary forms of giving
- Create a spending plan to include giving
- Discuss tax deductions for giving

## **Lesson 18: Paving the Future: Estate Planning**

- Identify elements of an estate plan
- Evaluate how to title property
- Explain the importance of a will
- Understand the consequences of not having an estate plan

## **Lesson 19: Financial Sleuth: Financial Resources**

- Demonstrate how to find and use financial resources
- Differentiate between credible and dishonest financial resources
- Define and explain the role of a financial planner
- Understand federal and state consumer protection laws and self-regulatory organizations

## **Lesson 20: Protect Yourself: Consumer Protection**

- Explain identity theft
- Evaluate consumer rights and protection laws
- Demonstrate how to protect personal information



## **Lesson 21: Launching Your Dream:** **Entrepreneurship 1: Starting a Business**

- Identify and consider risks and rewards of entrepreneurship
- Evaluate business start-up practices
- Explain how entrepreneurship and innovation are a source of economic growth
- Identify the types of business organizations (sole proprietorship, corporations, LLC, and so on)

## **Lesson 22: Maintenance Mode:** **Entrepreneurship 2: Maintaining a Business**

- Understand and describe tax planning and reports
- Debate business management strategies
- Explain insurance choices for businesses

