

Course: *Pre-Vocational Skills*
Unit #1: *Habits of Wellness*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
 - 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
 - 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
 - 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
 - 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
 - 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
 - 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
 - **21st Century Life & Career Standards**
 - 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
 - All curriculum writers/revisionists need to include standards that apply to "Career Readiness, Life Literacies, and Key Skills". This should include a brief description of the standard and the standard number. Document

only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

○ **Interdisciplinary Content Standards**

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:354.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to establish good habits of wellness and hygiene that keep them healthy, prepared, and confident on the job.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

1. **maximize independence**
2. **advance and accomplish their personal, educational, and career goals**
3. **self-advocate in real-life situations**
4. **make sound decisions with confidence**
5. **positively contribute to society**

Enduring Understandings {use Arial 11 font}

Students will understand that. . .

EU 1

the way they present themselves will influence other people around them.

EU 2

maintaining health is essential to one's overall productivity.

EU 3

personal behavior can play a significant role in successful performance on the job.

EU 4

rules and regulations are a crucial part in maintaining a safe work environment.

Essential Questions {use Arial 11 font}

EU 1

- How does my hygiene affect my relationship with others?
- How do I select appropriate clothing to present myself in a positive manner?
- How do I maintain a professional appearance?

EU 2

- How can I incorporate healthy living in my daily routine?
- What coping strategies can I use to manage my daily stress?

EU 3

- How can I functionally communicate my needs on the job?
- What strategies can I use to maintain positive behavior?

EU 4

- What are common safety hazards on the job and how can they be prevented?
- How are following the rules and protocols of my employer important to my safety?

Knowledge

Students will know . . .

EU 1

- the steps to follow in order to maintain appropriate hygiene.
- suitable clothing attire that is appropriate for various job sites.

EU 2

- healthy eating habits.
- a variety of coping strategies.

EU3

- how to utilize their communication skills (i.e. device, voice, gestures, etc).
- criteria for success on the job.
- their job site responsibilities.

EU4

- rules of their job sites.
- the safe use of equipment on the job.
- which coworkers and supervisors can ensure their safety on the job.

Skills

Students will be able to . . .

EU 1

- identify steps to promote independence in personal care. maintain personal hygiene such as bathing, hair care, dental care, skin care, nail care, and shaving.
- choose proper seasonal clothing for specific jobs.

EU 2

- plan and prepare healthy meals.
- choose appropriate coping strategies.

EU3

- chose their appropriate communication skill.
- demonstrate their responsibilities.
- list their job responsibilities.

EU4

- identify common safety hazards.
- explain corrective action when presented with an unsafe situation.
- identify emergency escape routes.
- list rules to follow while performing their job.

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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**. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Completing daily grooming checklist. (A EU1)
- Identify appropriate seasonal work clothes for each job. (A EU1)
- List foods that are healthy and unhealthy. (A EU2)
- Create a graphic organizer identifying exercise by strength, flexibility and aerobic. (A EU2)
- Determine the number of adequate hours of sleep by using reliable web based resources. (A EU2)
- List common safety hazards. (A EU4)
- List rules for current job. (A EU3)
- Create a daily hygiene checklist. (M EU1)
- Demonstrate appropriate grooming habits. (M EU1)
- Prepare a balanced meal. (M EU2)
- Create a weekly exercise plan. (M EU2)
- Role playing handling stressful situations on the job. (M EU3)
- Brainstorm how adequate sleep reduces stress. (M EU2)
- Show escape route from current location using map. (M EU4)
- State why certain rules are in place for your current job. (M EU3)
- Create a hygiene checklist for a new work assignment. (T EU1)
- Create a seasonal wardrobe for various jobs. (T EU1)
- Locate a healthy packaged food item based on its nutrition label. (T EU2)
- Design an exercise routine to increase job specific performance. (T EU2)

- Develop and perform a personalized plan for alleviating stress. (T EU2)
- State corrective actions for various unsafe situations. (T EU4)

Pacing Guide

Unit 1 will be taught intermittently throughout the year.

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

Task Boxes

Laminated charts

Sign In/Sign Out Log

Grooming materials

Daily Warm Up

Visuals of good vs bad appearances

Data Sheets

Video Modeling

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.