

Course Title – Living Skills	
Implement start year – 2018-2019	
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Unit # 1, topic – Personal Growth and Development	
Transfer Goal – Students will be able to independently use their learning to present themselves positively in all aspects of life.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <ul style="list-style-type: none"> • 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. • 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others • 9.2.12.C.1 Review career goals and determine steps necessary for attainment. • 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. 	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/>_X_ Global Awareness</p> <p><input type="checkbox"/>_ Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input type="checkbox"/>_ Civic Literacy</p> <p><input checked="" type="checkbox"/>_X_ Health Literacy</p> <p><input type="checkbox"/>_ Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/>_X_ Creativity and Innovation</p> <p><input checked="" type="checkbox"/>_X_ Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/>_X_ Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input type="checkbox"/>_ Information Literacy</p> <p><input type="checkbox"/>_ Media Literacy</p> <p><input type="checkbox"/>_ ICT (Information, Communications and Technology) Literacy</p>

	<p><i>Life and Career Skills:</i> <input type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • It is important to physically present themselves in a positive manner. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Emotions have value and may help to move an individuals' life forward in positive directions. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Individuals have a responsibility to positively impact others through social interactions and relationships. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Having good manners and etiquette can positively impact everyday living. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can you make sure you look and feel your best to positively present yourself? • Why is it important to make a good first impression? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How can techniques help you to cope with daily stressors? • How can you create a positive self-image? • How can your emotions lead you in a positive direction? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What responsibilities do you have in maintaining a positive relationship? • How can your social interactions impact others? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How can manners impact your life? • How can proper etiquette help you succeed in life?

Knowledge:

Students will know . . .

EU 1

- Steps to follow in order to maintain proper hygiene.
- What makes a good first impression.

EU 2

- Strategies to cope with daily stressors.
- Their strengths and weaknesses.
- Ways in which emotions play a crucial role in an individual's well being.

EU 3

- The impact relationships can have on everyday living.
- Ways in which positive social interactions play a crucial role in individuals' lives.

EU 4

- How proper manners should be used in a variety of settings.
- How to act appropriately in various settings.

Skills:

Students will be able to . . .

EU 1

- Establish a daily hygiene routine.
- Identify ways to keep their bodies clean.
- Identify what is necessary to make a good first impression.

EU 2

- Identify stressors and ways to react appropriately.
- Compensate for their weaknesses.
- Promote their strengths to enhance everyday living.
- Identify emotions that promote a positive effect.

EU 3

- Establish and maintain positive relationships with coworkers, friends, and family.
- Identify appropriate and inappropriate social interactions.

EU 4

- Demonstrate appropriate manners in various settings.
- Display proper etiquette techniques.

Stage 2 – Assessment Evidence

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

- Teacher devised tests and worksheets
- Observation Checklists
- Writing Prompts
- Situational Role Play Scenarios
- Classroom discussion

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO 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.*

- Make a chart with pictures of people with good/bad hygiene (A)
- Complete a daily hygiene checklist (A,M)
- Create a hygiene checklist for various social interactions (M)
- Display appropriate grooming habits (T)
- Create a list of possible stressors (A)
- Create a list of ways to relax (A)
- Create a poster of your strengths (M)
- Complete a vocational inventory identifying strengths and weaknesses (M)
- Develop and perform a plan to alleviate stress (T)
- Match potential job opportunities to your strengths (T)
- List types of relationships (A)
- Role play initiating and ending conversations (M)
- Create a Venn diagram comparing social interactions (M)
- Create a relationship recipe highlighting characteristics you find important in a friendship (M)
- Publish a Friends Wanted ad to reach out to friends in your classroom (M)
- Establish a circle of support to identify who you can go to for help and encouragement (T)
- List appropriate compliments for a peer, teacher, or boss (A,M)
- Role play giving and receiving compliments (M,T)
- Role play appropriate etiquette techniques (M,T)
- Role play proper table manners in the school cafeteria, classroom, and on community based experiences (M,T)
- Demonstrate practical application of these skills through various community based experiences, including but not limited to restaurants, retail/grocery stores, municipal services, and mall. (T)

- Meet with pen pals in a social setting and demonstrate appropriate social skills and etiquette (T)

