

CURRICULUM

FOR

LIFE SKILLS

GRADES 7 & 8

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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Dr. Tiffany Beer, Director of Curriculum and Instruction
James Fisher, Program Supervisor of Special Education/Gifted and Talented

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Subject/Course Title:
Life Skills
Grades 7 & 8

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RAHWAY PUBLIC SCHOOLS CURRICULUM

Life Skills - Grade 7-8

Pacing Guide

Unit	Title	Pacing
1	Interpersonal Skills: Conversation Skills, Social Skills, & Building and Maintaining Healthy Relationships	6 weeks
2	Personal Development: Conversation, Citizenship, Decision Making, Self-Understanding/Self-Esteem, Respect for self and others	6 weeks
3	Community Access Skills: Leisure Activities, Orientation, Mobility, and Travel	6 weeks
4	Home Management Skills: Meal Preparation, Grocery Shopping, Housekeeping, Laundry and Clothing Care	6 weeks
5	Self-Management Skills: Healthy Living & Nutrition, Personal Hygiene and Grooming	6 weeks
6	Safety Skills: Physical Safety, Personal Safety, First Aid, and Telephone Skills	6 weeks
7	Money Management Skills: Budgeting, Planning and Purchasing	4 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.

- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM TEMPLATE

UNIT OVERVIEW

Content Area: Life Skills

Unit Title: Unit 1- Interpersonal Skills: Conversation Skills, Social Skills, & Building and Maintaining Healthy Relationships.

Target Course/Grade Level: Life Skills, Grades 7 & 8

Unit Summary: This unit will provide students with a broad range of interpersonal and social skills necessary to interact effectively with others and promote the development and maintenance of healthy relationships. Students will have opportunities to practice effective communication skills that are essential in the development of their independent functioning skills, their social relationships and their contributions to their community.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

2020 Career Readiness, Life Literacies, and Key Skills:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

• 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

• 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections and Standards:

L.7.5.B : Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

7.NS.A.1.a : Describe situations in which opposite quantities combine.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Unit Understandings:

Students will understand that...

- The foundations for many other skills are built on strong interpersonal skills since these are relevant to our personal relationships, social affairs and professional lives. Without good interpersonal skills it is often more difficult to develop other important life skills.
- Interpersonal skills provide a bridge between behaviors in the classroom, the community and ultimately in the workplace.
- Social relationships, friendships, and school community are integral to living a rich and full life, to maintaining a job, and to being a productive member of society.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Unit Essential Questions:

- What do effective conversation skills include?
- What do effective social skills include?
- How are friendships initiated and maintained?

Knowledge and Skills:

Students will know.....

- How to hold a conversation with another person / people.
- How to utilize effective social skills to build and maintain healthy relationships

Students will be able to ...

Develop Conversational Skills

- Attend to another person
- Make/respond to verbal/gestural greetings/farewells
- Take turns in a conversation
- Listen during conversation without interrupting
- Make/maintain eye contact during conversation
- Maintain appropriate social distance when speaking to others
- Use appropriate language/volume/speed/tone
- Introduce self to others
- Initiate conversation
- Maintain dialogue
- Share experiences/events
- Ask meaningful questions when engaged in conversation

Develop Social Skills

- Understand facial cues (e.g., smiles, disappointment, sadness, approval)
- Express emotions by appropriate facial expression
- Use manners: please, thank you, and you're welcome
- Remain quiet while others are speaking
- Ask for clarification when further explanation is needed
- Request help as it pertains to a particular task
- Demonstrate listening and responding skills
- Participate cooperatively in group activities
- Participate in class discussions
- Initiate interaction with others
- Give/accept help from others when needed
- Demonstrate ability to follow directions/instructions
- Adapt to changes in routine/ environment
- Demonstrate knowledge of personal interests and abilities
- Demonstrate self-advocacy
- Set and reach personal goals

Building and Maintaining Healthy Relationships

- Engage in socially appropriate behaviors
- Identify the qualities of a friend
- Identify ways personal behavior affects others
- Identify ways that peers are alike and different
- Identify ways to make and maintain friendships
- Develop strategies to resist peer pressure
- Choose alternatives to resolve conflicts
- Display consideration of others

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?
 Student progress must be evaluated in all content areas. The report of progress in Life Skills should be based on the following criteria:

- Class Participation
- Class Work
- Homework
- Quizzes/Tests
- Student Portfolios
- Alternate Forms of Evaluation: i.e. checklist and teacher comments
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Diversification of presentation techniques and materials within the course will allow for the individual differences of students and enable each to progress at his/her own level. Many instructional activities are functional in nature

and are linked to learning that will promote generalization of knowledge and skills in a variety of settings. Learning experiences will include small group and whole group instruction, peer instruction, games, social scripting, role plays, rote practice, field trips, and hands-on learning experiences.

RESOURCES

Teacher Resources:

- Title of Product or Materials: Author/Publisher or Manufacturer
- Survival Vocabulary, Saddleback Educational Publishing
- Real-Life Math, Scholastic Inc.
- Real-Life Reading, Scholastic Inc.
- Real-World Reading 1, PCI Education
- Real-World Reading 2, PCI Education
- Real World Reading Comprehension Carson-Dellosa Publishing Company, Inc.
- Ready-to-Use Social Skills Lessons & Activities Ruth Weltmann Begun, editor, with The Center for Applied Research in Education
- Social Skills Resource File Attainment Company Inc.
- Home Cooking: Toward Independence in Cooking Attainment Company Inc.
- Looking Good: Toward Independence in Grooming Attainment Company Inc.
- Life Skills: Exercise, Remedial Publications, Inc.
- Life Skills: Ads & Coupons, Remedial Publications, Inc.
- Life Skills: Labels & Packages, Remedial Publications, Inc.
- Life Skills: Grooming, Remedial Publications, Inc.
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- Supermarket Language: A Survival Vocabulary, Globe Fearon Educational Publisher
- Entertainment Language: A Survival Vocabulary, Globe Fearon Educational Publisher

Equipment Needed:

- Computers
- Money
- Textbooks / Workbooks
- Epson Smart Board
- Videos/DVD's/player
- Games
- Overhead Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM TEMPLATE

UNIT OVERVIEW

Content Area: Life Skills

Unit Title: Unit 2- Personal Development: Conversation, Citizenship, Decision Making, Self-Understanding, Self-Esteem, and Respect for self and others

Target Course/Grade Level: Life Skills, Grades 7 & 8

Unit Summary: This unit will provide students with an understanding of ways to keep the Earth clean, understand the responsibility of being a citizen of the community, and demonstrate good decision making skills, positive self-esteem, and respect for yourself and others.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

2020 Career Readiness, Life Literacies, and Key Skills:

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

Interdisciplinary Connections and Standards:

4.NF.B.4.C. : Solve word problems involving multiplication of a fraction by a whole number.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (K-2-ETS1-1)

Unit Understandings:

Students will understand that...

- Students will learn their words and actions have an effect on other people.
- Students will choose to treat others with respect
- Students will learn effective ways to work together in cooperative groups.
- Students will develop positive decision-making skills.
- Students will understand how attitude and behavior affect the well-being of self and others
- take responsible actions to create safe and healthy environments

Unit Essential Questions

- How do we demonstrate self-respect for self and others?
- What qualifies as good decision making?

Knowledge and Skills

Students will know...

- How rules and laws created by community, state, and national governments protect the rights of people.
- The importance of following these rules and the consequences for not following the rules.
- How to help resolve conflicts.
- Good decision- making

Students will be able to ...

Citizenship

- Demonstrate appropriate citizen rights and responsibilities
- Explain how people live together in families/homes/communities
- Give the name of his/her community
- Give the name of his/her country
- Give his/her address
- Explain how all communities are not alike
- Find various areas in the neighborhood and school by looking at a map
- Identify that the world is made up of land and water
- Recognize that there are other countries in the world
- Give the name of the planet earth
- Demonstrate knowledge of associating emergency/health needs with appropriate services (e.g., fire = fire department, medical=family clinic, toothache=dentist)

- Demonstrate knowledge of associated needs or wishes with appropriate services (e.g., job=employment agencies; leisure = city park/recreation center/theatres,)
- Communicate necessary information when requesting a need or wish for a community service (e.g., name, service requested, address, phone number)
- Demonstrate an understanding of what 'voting' means
- Understand the voting process
- Identify ways people can improve the community through volunteerism

Decision Making

- Recognize a problem
- Anticipate consequences
- Develop/evaluate alternatives
- Locate/utilize sources of assistance

Self-understanding Self-esteem

- List and describe strengths
- List and describe weaknesses
- Accept limitations and imperfections
- Express uniqueness and individuality
- Recognize positive feedback (i.e., verbal and nonverbal)
- Develop strategies to cope with rejection and disapproval
- Express unfavorable opinions
- Identify people to count on and trust
- Make positive statements towards self and others

Demonstrating Respect for Self and Others

- Display tolerance (e.g., refrain from physical aggression to self or others, tantrums)
 - Maintain composure when faced with failure, problems, or disappointments
 - Tell about some of the rules set down by the authority in the classroom, school, and home
 - Demonstrate an understanding that you should treat others as you would like to be treated
 - Assume appointed classroom duties
 - Assist in the development of classroom rules
 - State school rules and identify the basic responsibilities of a school citizen
 - State examples of rules within the community (e.g., keep community clean, fire protection, no vandalism) •
- Accept responsibility for his or her actions
- Recognize authority figures and follow appropriate societal rules (e.g., RCMP, principal, reverend)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

Student progress must be evaluated in all content areas. The report of progress in Life Skills should be based on the following criteria:

- Class Participation
- Class Work
- Homework
- Quizzes/Tests
- Student Portfolios
- Alternate Forms of Evaluation: i.e. checklist and teacher comments
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Diversification of presentation techniques and materials within the course will allow for the individual differences of students and enable each to progress at his/her own level. Many instructional activities are functional in nature and are linked to learning that will promote generalization of knowledge and skills in a variety of settings. Learning experiences will include small group and whole group instruction, peer instruction, games, social scripting, role plays, rote practice, field trips, and hands-on learning experiences.

RESOURCES

Teacher Resources:

- Title of Product or Materials: Author/Publisher or Manufacturer
- Survival Vocabulary, Saddleback Educational Publishing
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- Real-Life Reading, Scholastic Inc.
- Real-World Reading 1, PCI Education
- Real-World Reading 2, PCI Education
- Real World Reading Comprehension, Carson-Dellosa Publishing Company, Inc.
- Ready-to-Use Social Skills Lessons & Activities Ruth Weltmann Begun, editor, with The Center for Applied Research in Education
- Social Skills Resource, File Attainment Company Inc.
- Home Cooking: Toward Independence in Cooking Attainment Company Inc.
- Looking Good: Toward Independence in Grooming Attainment Company Inc.
- Life Skills: Exercise, Remedial Publications, Inc.
- Life Skills: Ads & Coupons, Remedial Publications, Inc.
- Life Skills: Labels & Packages, Remedial Publications, Inc.
- Life Skills: Grooming Remedial, Publications, Inc.
- Life Skills: Catalogs & Mail Order, Remedial Publications, Inc.
- Basic Skills: Business Communication, Remedial Publications, Inc.
- Emergency Services: A Survival Vocabulary, Globe Fearon Educational Publisher

- Drugstore Language: A Survival Vocabulary, Globe Fearon Educational Publisher
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- Entertainment Language: A Survival Vocabulary, Globe Fearon Educational Publisher

Equipment Needed:

- Computers
- Textbooks / Workbooks
- Epson Smart Board
- Videos/DVD's/player
- Games
- Overhead Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM TEMPLATE

UNIT OVERVIEW

Content Area: Life Skills

Unit Title: Unit 3- Community Access Skills: Leisure Activities, Orientation, Mobility, and Travel

Target Course/Grade Level: Life Skills, Grades 7 & 8

Unit Summary: This unit will provide students with an opportunity to make independent efforts to improve the quality of their lives through leisure pursuits and to facilitate participation in a wide range of recreation and leisure activities.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

2020 Career Readiness, Life Literacies, and Key Skills:

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

• 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

Interdisciplinary Connections and Standards:

SL.7.1.C : Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1.D : Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects

Unit Understandings:

Students will understand that...

- How to tolerate different situations in the community
- Demonstrate self-protection strategies in the community
- Demonstrate courteous, appropriate behavior when traveling in the community

Unit Essential Questions:

- What are some key traffic signs that you would come across when traveling in the community? On major roads?
- How would you participate in a leisurely activity that is going on in your community?

Knowledge and Skills:

Students will know.....

- How to engage in leisurely activities, both indoor and outdoor.
- How to utilize different modes of transportation throughout their community and state

Students will be able to ...

Leisure Activities

- Differentiate between leisure and work time both in the school and home settings
- Identifies community leisure/recreation opportunities/resources (i.e. individual and group activities)
- Develop a list of recreational activities of interest
- Determine the cost, time, and location of recreational activities of interest
- Participates in a variety of community/leisure activities
- Develop a weekly schedule of leisure/recreation opportunities/activities
- Operate recreational appliances for entertainment and information
- Identify various hobbies and describe how hobbies can be developed
- Identify activities appropriate to the different seasons of the year
- Use proper etiquette and sportsmanship

Orientation, Mobility and Travel

- Understands how to tolerate different situations in the community (i.e. tolerates change in routine, functions appropriately in a variety of settings and situations)
- Demonstrates self-protection strategies in the community (i.e. knowledge of safe areas to be in, how to carry money safely, stranger safety)
- Demonstrates common traffic/safety rules (i.e. community walks - fire station, police station, survival signs, games, bingo and worksheets, flashcards, mini signs, block and car play signs)
- Responds appropriately when lost (i.e. name, address, phone number)
- Uses appropriate communication skills to ask for directions or assistance
- Uses a map to get to desired locations
- Follow directions to arrive at a destination
- Cross a street and intersection safely
- Demonstrate use of a crosswalk
- Understand simple traffic signs (i.e., walk, do not walk)
- Identify modes of transportation for moving people from place to place
- Follow a train/ bus schedule
- Locate entrances/exits/restrooms in public buildings

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Class Participation
- Class Work
- Homework
- Quizzes/Tests
- Student Portfolios
- Teacher Observation
- Alternate Forms of Evaluation: i.e. checklist and teacher comments
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Diversification of presentation techniques and materials within the course will allow for the individual differences of students and enable each to progress at his/her own level. Many instructional activities are functional in nature and are linked to learning that will promote generalization of knowledge and skills in a variety of settings. Learning experiences will include small group and whole group instruction, peer instruction, games, social scripting, role plays, rote practice, field trips, and hands-on learning experiences.

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- Supermarket Language: A Survival Vocabulary, Globe Fearon Educational Publisher
- Entertainment Language: A Survival Vocabulary, Globe Fearon Educational Publisher

Equipment Needed:

- Computers
- Money • Textbooks / Workbooks
- Epson Smart Board
- Videos/DVD's/player
- Games
- Overhead Projector
- Menus
- Train schedules
- Telephone

RAHWAY PUBLIC SCHOOLS CURRICULUM TEMPLATE

UNIT OVERVIEW

Content Area: Life Skills

Unit Title: Unit 4- Home Management Skills: Meal Preparation, Grocery Shopping, Housekeeping, Laundry and Clothing Care

Target Course/Grade Level: Life Skills, Grades 7 & 8

Unit Summary: This unit will provide students with a broad range of knowledge and independent living skills necessary to become self-sufficient and contributing members of society. Being able to take care of one's needs not only enhances independence but, in the process of learning these skills, it can provide many opportunities for an individual to enhance self-esteem, improve self-confidence, and exercise self-determination.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

2020 Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences

9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members

Interdisciplinary Connections and Standards:

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

8.1.12.AP.2: Create generalized computational solutions using collections instead of repeatedly using simple variables.

Unit Understandings:

Students will understand that...

- Promoting independence continues throughout life.
- Proper eating can help reduce health risks
- Choosing a balanced variety of nutritious foods contributes to wellness.
- Developing self-help skills and personal hygiene skills promotes healthy habits.

Unit Essential Questions:

- What are the benefits of a nutritionally balanced meal?
- What is the importance's of making a grocery list and sticking to it when shopping?
- What are the benefits of good housekeeping?
- Why is it important to know how and take care of your clothing/laundry?

Knowledge and Skills:

Students will know.....

- How to live a healthy life style
- The benefits of nutritious meals and preparing them
- How to maintain a clean house and self

Students will be able to ...

Meal Preparation

- Identify/plan well-balanced meals
- Select a nutritionally balanced meal (i.e., home and restaurant)
- Identify the materials and ingredients necessary to prepare various meals
- Estimates cost of planned meals
- Understands common cooking terms
- Identify basic utensils used in the kitchen
- Identify basic appliances used in the kitchen
- Observe the function of basic kitchen appliances, tools, and utensils
- Use simple electric appliances (toaster, microwave, etc.)
- Engage in safe practices in the kitchen
- Identify and sort food items that are refrigerated
- Identify and sort food items that are non-refrigerated
- Demonstrates skill in common food preparation tasks (i.e. peeling/washing produce, cutting, mashing, stirring, pouring, scraping, flipping, heat safety)
- Identify different units of measurement (liquid, dry, linear, weight, etc.)
- Demonstrates proper use of measurement tools (cups, spoons)
- Experiment with simple measurements
- Wash hands prior to handling food
- Participate in preparing foods
- Clean food prior to eating
- Prepare cold foods and drinks

- Set the table
- Use pot holders or oven mitts when serving hot foods
- Clear a table before and after eating
- Scrape plates and put in garbage
- Store leftovers properly
- Wash and dry dishes by hand or dishwasher
- Prepare a bagged lunch

Grocery Shopping

- Make a shopping list before going grocery shopping
- Locate various items within departments
- Use shopping cart
- Shop for items
- Identify salesperson
- Request assistance from store employee as needed
- Wait/use checkout lines
- Pay for item prior to leaving store
- Keep the receipt of item purchased
- Exhibit appropriate behavior in stores

Housekeeping

- Empty garbage
- Change garbage bag
- Dispose of recyclable materials in proper place
- Sweep floor
- Mop floor
- Wash, rinse, and dry dishes
- Make bed
- Pick up personal items
- Use common household cleaning products

Laundry and Clothing Care

- Distinguish between dirty and clean clothing
- Put dirty clothes in hamper
- Sort the clothing for washing
- Demonstrate safe and proper use of cleaning supplies for clothes
- Use a washing machine and dryer
- Fold clean clothes
- Put clean clothes in drawer
- Hang clean clothes in closet

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?
 Student progress must be evaluated in all content areas. The report of progress in Life Skills should be based on the following criteria:

- Class Participation
- Class Work
- Homework
- Quizzes/Test
- Student Portfolios
- Alternate Forms of Evaluation: i.e. checklist and teacher comments
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Diversification of presentation techniques and materials within the course will allow for the individual differences of students and enable each to progress at his/her own level. Many instructional activities are functional in nature and are linked to learning that will promote generalization of knowledge and skills in a variety of settings. Learning experiences will include small group and whole group instruction, peer instruction, games, social scripting, role plays, rote practice, field trips, and hands-on learning experiences.

RESOURCES

Teacher Resources:

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- Entertainment Language: A Survival Vocabulary, Globe Fearon Educational Publisher

Equipment Needed:

- Computers
- Money
- Textbooks / Workbooks
- Epson Smart Board
- Videos/DVD's/player
- Games
- Overhead Projector
- Menus
- Train schedules
- Telephone

RAHWAY PUBLIC SCHOOLS CURRICULUM TEMPLATE

UNIT OVERVIEW

Content Area: Life Skills

Unit Title: Unit 5- Self-Management Skills: Healthy Living & Nutrition, Personal Hygiene and Grooming

Target Course/Grade Level: Life Skills, Grades 7 & 8

Unit Summary: This unit will provide students with a broad range of knowledge and independent living skills necessary to become self-sufficient and contributing members of society. Being able to take care of one's needs not only enhances independence but, in the process of learning these skills, it can provide many opportunities for an individual to enhance self-esteem, improve self-confidence, and exercise self-determination. In this unit, Self-Management Skills in the areas of Healthy Living and Nutrition, Personal Hygiene, and Grooming will be addressed.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

2020 Career Readiness, Life Literacies, and Key Skills:

9.1.5.RMI.1: Identify risks that individuals and households face.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).

Interdisciplinary Connections and Standards:

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Unit Understandings:

Students will understand that ...

- Gaining independence at home, at school, in the community and/or in the workplace is central to the development of self-reliance, confidence and daily functioning in society.
- Independence provides opportunities to interact and participate in daily activities that would otherwise be limited.
- Promoting independence continues throughout life.

- Proper eating and physical activity can reduce health risks.
- The dimensions of wellness are interrelated and impact overall personal well-being.
- Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.
- Choosing a balanced variety of nutritious foods contributes to wellness.
- Developing self-help skills and personal hygiene skills promotes healthy habits.

Unit Essential Questions:

- What are the benefits of exercise and physical activity?
- What are the benefits of good health practices?
- What are the principles of good nutrition?
- Why is it important to maintain healthy habits?
- What are proper grooming techniques?
- What is the importance of dressing appropriately for the weather?

Knowledge and Skills:

Students will know.....

- The benefits of healthy living and nutrition
- How to live a healthy lifestyle
- How to maintain their personal hygiene
- How to perform self-grooming skills and maintain a well-kept appearance
- How to dress appropriately for different seasons

Students will be able to ...

Health Living /Nutrition

- Understand that being healthy means eating properly and exercising
- Classify foods into the appropriate categories of the food guide
- Identify a well-balanced meal consisting of items from the four basic food groups
- Identify the importance of liquid/water intake

Personal Hygiene

- Identify proper products for hygiene and where to obtain them
- Care for oral hygiene (brush teeth, use dental floss, use mouthwash)
- Sneeze/cough appropriately
- Blow/wipe nose appropriately
- Bathe/shower appropriately
- Wash and dry hands (after eating, after toileting, etc.)
- Shampoo, condition and rinse hair
- Use deodorant
- Soap a washcloth
- Wash face
- Dry face
- Follow menstrual hygiene routine
- Identify washroom signs (i.e. male/female)
- Care for toileting needs independently

Grooming

- Keep nails trimmed and clean

- Perform hair care (comb, brush, and style hair)
- Identify the function of articles of clothing
- Choose clothing appropriate to given situation, weather and/or activity
- Select clothing that is clean, matches and/or “goes together”

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Student progress must be evaluated in all content areas. The report of progress in Life Skills should be based on the following criteria:

- Class Participation
- Class Work
- Homework
- Quizzes/Tests
- Student Portfolios
- Alternate Forms of Evaluation: i.e. checklist and teacher comments
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Diversification of presentation techniques and materials within the course will allow for the individual differences of students and enable each to progress at his/her own level. Many instructional activities are functional in nature and are linked to learning that will promote generalization of knowledge and skills in a variety of settings. Learning experiences will include small group and whole group instruction, peer instruction, games, social scripting, role plays, rote practice, field trips, and hands-on learning experiences.

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Equipment Needed:

- Computers
- Textbooks / Workbooks
- Epson Smart Board
- Videos/DVD's/player
- Games
- Overhead Projector
- Menus

RAHWAY PUBLIC SCHOOLS CURRICULUM TEMPLATE

UNIT OVERVIEW

Content Area: Life Skills

Unit Title: Unit 6- Safety Skills: Physical Safety, Personal Safety, First Aid, and Telephone Skills.

Target Course/Grade Level: Life Skills, Grades 7 & 8

Unit Summary: This unit will provide students with a broad range of knowledge and independent living skills necessary to become self-sufficient and contributing members of society. Being able to take care of one's needs not only enhances independence but, in the process of learning these skills, it can provide many opportunities for an individual to enhance self-esteem, improve self-confidence, and exercise self-determination. In this unit, Safety Skills in the areas of Physical Safety, Personal Safety, First Aid and Telephone Skills will be addressed. Understanding and engaging in safe practices at home, in school and in the community is necessary for independent living.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

2020 Career Readiness, Life Literacies, and Key Skills:

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

Interdisciplinary Connections and Standards:

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and

Technical Subjects:

6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

Unit Understandings:

Students will understand that...

- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of medical and/or health problems.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Applying first-aid procedures can minimize injury and save lives.
- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.

Unit Essential Questions:

- How do I ensure my physical and personal safety?
- How do I respond to various emergency situations?
- What are common safety practices at home, at school and in the community?

Knowledge and Skills:

Students will know.....

- How to recognize and apply personal safety strategies at home, at school and in the community to reduce the number of injuries to self and others.
- How to locate and secure assistance from health professionals in the home, at school, and in the community to assist in addressing health emergencies.
- How to apply basic first-aid procedures to minimize injury and save lives
- How to demonstrate common safety practices

Students will be able to ...

Physical Safety

- Recognize need for physical safety
- Follow the routine for fire/drill at school
- Identify common dangers to self
- Identify common dangers to others

- Identify common dangers in the environment
- Follow pedestrian safety rules
- Follow playground safety rules
- Follow safety practices associated with physical activities (e.g., riding bike, swimming, skating)
- Recognize hazardous labels and dangerous household materials
- Identify common emergency situations and the appropriate actions
- Demonstrate common safety practices

Personal Safety

- Recognize need for personal safety
- Avoid dangerous places/situations
- Identify persons responsible for safety in the community
- Demonstrate actions to take in the event of an emergency
- Demonstrate ability to get assistance
- Demonstrate stranger safety
- Demonstrate how to handle money safely
- Communicate name, address and/or telephone number when requiring assistance
- Follow a safety procedure when lost
- Recognize good touch vs. bad touch
- Distinguish between a friend and friendly stranger
- Follow stranger safety rules
- Follow safety practices associated with the Internet
- Recognize household dangers
- Demonstrate ability to handle household emergencies
- Demonstrate fire safety
- Plan how to handle adverse weather/nature related events
- Demonstrate ability to call 911 for an emergency

First Aid

- Recognize when first aid treatment is required
- Describe symptoms to an adult
- Ask for help
- Clean a simple scrape, cut, etc.
- Put on a band-aid
- Take temperature with thermometer
- Take medication with supervision
- Identify first aid kit and its contents
- Follow an emergency plan

Telephone Skills

- Make a telephone call
- Answer telephone
- Terminate telephone conversation
- Recite own telephone number
- Relay simple telephone messages
- Make an emergency telephone call
- Identify emergency telephone list
- Display appropriate telephone etiquette

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

Student progress must be evaluated in all content areas. The report of progress in Life Skills should be based on the following criteria:

- Class Participation
- Class Work
- Homework
- Quizzes/Tests
- Student Portfolios
- Alternate Forms of Evaluation: i.e. checklist and teacher comments
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Diversification of presentation techniques and materials within the course will allow for the individual differences of students and enable each to progress at his/her own level. Many instructional activities are functional in nature and are linked to learning that will promote generalization of knowledge and skills in a variety of settings. Learning experiences will include small group and whole group instruction, peer instruction, games, social scripting, role plays, rote practice, field trips, and hands-on learning experiences.

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Equipment Needed:

- Computers
- Textbooks / Workbooks
- Epson Smart Board
- Videos/DVD's/player
- Games
- Overhead Projector
- Menus
- First Aid kit
- Telephone

RAHWAY PUBLIC SCHOOLS CURRICULUM TEMPLATE

UNIT OVERVIEW

Content Area: Life Skills

Unit Title: Unit 7 - Money Management Skills: Budgeting, Planning and Purchasing.

Target Course/Grade Level: Life Skills, Grades 7 & 8

Unit Summary: This unit will provide students with a broad range of knowledge and independent living skills necessary to effectively manage money. Money is an integral part of everyday life. Learning to use money in meeting basic needs is an important step towards independence. In this unit, Money Management Skills including Budgeting, Planning and Purchasing will be addressed. The transfer of these independent living skills to everyday functioning is vital in order to become a self-sufficient and contributing member of society.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

2020 Career Readiness, Life Literacies, and Key Skills:

9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.5.FP.2: Identify the elements of being a good steward of money.

9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

Interdisciplinary Connections and Standards:

2.MD.C.8. : Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

4.MD.A.2. : Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Unit Understandings:

Students will understand that...

- Gaining independence at home, at school, in the community and/or in the workplace is central to the development of self-reliance, confidence and daily functioning in society.
- Independence provides opportunities to interact and participate in daily activities that would otherwise be limited.
- Promoting independence continues throughout life.
- Money management involves setting financial goals.
- Money management is reliant on developing and maintaining personal budgets.
- Consumer protection includes providing information about the range of products and services and about consumer resources, rights, and responsibilities.
- The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.

Unit Essential Questions:

- Why is it important to save and budget your money?
- How do I develop a budget?
- How do I develop a shopping list?
- How do I shop for items in a store?
- How do I compare different products and make decisions that suit my needs?
- What etiquette and social skills are necessary when shopping?

Knowledge and Skills:

Students will know.....

- How to budget money for future purchases
- How to be a smart consumer
- How to make purchases

Students will be able to ...

Budgeting and Planning

- Identify amount of money for purchase
- Estimate amount of money required for purchase
- Save money to make a specific purchase • Participate in discussion on when to use money
- Prepare a simple budget for a period (week, month, etc.)

Purchasing

- Recognize the need to have money for purchasing items
- Recognize that items in a store have different values
- Identify different coins and bills
- Make choices about a purchase
- Ask store clerk for assistance

- Locate the check out
- Identify cashier
- Place items on counter
- Give money to cashier
- Accept change and/or receipt
- Take purchased items
- Use manners when making a purchase
- Use vending machine to make a purchase

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Student progress must be evaluated in all content areas. The report of progress in Life Skills should be based on the following criteria:

- Class Participation
- Class Work
- Homework
- Quizzes/Tests
- Student Portfolios
- Alternate Forms of Evaluation: i.e. checklist and teacher comments
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Diversification of presentation techniques and materials within the course will allow for the individual differences of students and enable each to progress at his/her own level. Many instructional activities are functional in nature and are linked to learning that will promote generalization of knowledge and skills in a variety of settings. Learning experiences will include small group and whole group instruction, peer instruction, games, social scripting, role plays, rote practice, field trips, and hands-on learning experiences.

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- Menus
- Cash Register