



ESL
SCIENCE
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MATHEMATICS
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WORLD LANGUAGES
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TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English Language Arts

Course: Life Skills English

Grade Level: 9 - 12

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

ACKNOWLEDGMENTS

James Fisher, Program Supervisor for Special Education

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Carly Romeo

Dr. Aleya Shoieb, Superintendent

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Life Skills English
Grades 9-12

Date of Board Adoption:
August 24, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM
LIFE SKILLS ENGLISH 9-12

PACING GUIDE

Unit	Title	Pacing
1	Everyday Reading & Writing	20 weeks
2	Job/Career Readiness	10 weeks
3	Family/Housing Identification/Comprehension	5 weeks
4	Doctors/Medication Identification/Comprehension	5 weeks

Curriculum Key

Content that encompasses **English Language Arts (ELA) = PURPLE**

Content that encompasses **Career Ready Practices (CRP) = RED**

Content that encompasses **Daily Living Skills (DLS) = GREEN**

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● 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. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● 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.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● 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. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● 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.

- 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.

- 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.

UNIT OVERVIEW

Content Area: Life Skills English

Unit Title: Everyday Reading and Writing

Target Course/Grade Level: Reading & Writing in everyday life/Grade 9-12

Unit Summary: The students will gain a practical understanding of reading and writing skills needed in everyday life. Students will use a variety of methods to extend their reading comprehension, grammar skills, and writing skills. They will use independent, leveled reading text as well as practice their skills using newspapers, instructions, schedules, emails, menus, and weather reports. Students will practice vocabulary skills, proofreading skills, and comprehension skills.

Approximate Length of Unit: 20 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Reading (NJSLA.R): Text complexity and the growth of comprehension

The Reading anchor standards place equal emphasis on the sophistication of what students read and the skill with which they read. NJSLA.R defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level.

NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

- RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections and Standards:

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models
- 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

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

- RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Unit Understandings:

Students will understand that...

- Reading comprehension is important in everyday life.(ELA)(DLS)(CRP)
- Reading and writing are skills needed to be an active member of society.(ELA)(DLS)(CRP)
- The various styles of writing and how to determine the style of writing needed for set assignments.(ELA)

Unit Essential Questions:

- Why is it important to understand information that we read?(ELA)
- How do styles of writing differ based on the material (ex. menu vs. letter)(ELA)(DLS)
- What is the subject and predicate?(ELA)
- What are adjectives?(ELA)
- What makes a sentence detailed?(ELA)
- What makes a sentence complete?(ELA)
- What are the characteristics of characters in a set novel?(ELA)

Knowledge and Skills:

Students will know...

- How to write complete sentences(ELA)
- How to read menus, letters, schedules, newspapers, and instructions(ELA)(DLS)(CRP)
- How to answer reading comprehension questions(ELA)
- How to write letters and emails(ELA)(DLS)(CRP)

Students will be able to...

- Write using complete sentences(ELA)
- Answer comprehension questions(ELA)
- Identify and define vocabulary related to reading material(ELA)

EVIDENCE OF LEARNING

Assessment

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

- End of unit tests
- Quizzes
- Trips
- Teacher made materials
- Projects
- Open Discussions
- Modeling

Learning Activities:

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

- Hands on Activities and Experiences
- Interactions with peers and adults
- Interviewing
- Testing
- Oral Presentations

RESOURCES

Teacher Resources:

- Teacher made materials
- Leveled Reading Books
- Edmark Functional Words/Reading
- Readworks
- Descriptive Writing - Saddleback Publishing-Inc.
- Grammar and Usage: English in Context - Saddleback Publishing-Inc.
- Writing: English in Context- Saddleback Publishing-Inc.
- Capitalization and Punctuation: English in Context- Saddleback Publishing-Inc.
- Freckle

Equipment Needed:

- Computer
- Internet

UNIT OVERVIEW

Content Area: Life Skills English

Unit Title: Job/Career Readiness

Target Course/Grade Level: Job & Career Readiness/Grade 9-12

Unit Summary: The students will work to develop workplace knowledge via vocabulary, reading and comprehending job descriptions, reading and filling out applications, and practicing interviewing skills. Students will practice these skills and continuously be exposed to updated vocabulary that pertains to various jobs and work skills. Through CBI, students will explore current positions and postings, as well as demonstrate their understanding of workplace readiness.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Reading (NJSLA.R): Text complexity and the growth of comprehension

The Reading anchor standards place equal emphasis on the sophistication of what students read and the skill with which they read. NJSLA.R defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Career Readiness, Life Literacies, and Key Skills:

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations..
- 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers
- 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

Interdisciplinary Connections and Standards:

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models
- 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

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

- RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Unit Understandings:

Students will understand that...

- Effective communication in the workplace can be delivered both written and verbal and that information should be accurately understood.(ELA)(DLS)(CRP)
- Active listening is key to understanding instructions, feedback, and important information(ELA)(DLS)(CRP)
- Workplace knowledge evolves and is crucial to keep up to date on new ideas and vocabulary.(ELA)(DLS)(CRP)

Unit Essential Questions:

- What is an interview?(ELA)(DLS)(CRP)
- What is an application?(ELA)(DLS)(CRP)
- What is a job description and why is it important?(ELA)(DLS)(CRP)
- What are the key industry-specific terms?(ELA)(DLS)(CRP)
- What are technical terms and acronyms commonly used?(ELA)(DLS)(CRP)
- How can I actively seek opportunities to learn and grow?(ELA)(DLS)(CRP)
- How can I improve my written and verbal communication skills to convey my ideas clearly?(ELA)(DLS)(CRP)

Knowledge and Skills:

Students will know...

- How to fill out an application(ELA)(DLS)(CRP)
- Skills needed for an interview(ELA)(DLS)(CRP)
- Vocabulary connected with various jobs/careers(ELA)(DLS)(CRP)
- How to communicate in the workplace(ELA)(DLS)(CRP)

Students will be able to...

- Understand what is being asked on applications(ELA)(DLS)(CRP)
- Understand how to communicate effectively(ELA)(DLS)(CRP)
- Identify vocabulary and connect them to acronyms when applicable(ELA)(DLS)(CRP)

EVIDENCE OF LEARNING

Assessment:

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

- End of unit tests
- Quizzes
- Trips
- Teacher made materials
- Projects
- Open Discussions
- Modeling

Learning Activities:

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

- Hands on Activities and Experiences
- Interactions with peers and adults
- Interviewing
- Testing
- Oral Presentations

RESOURCES

Teacher Resources:

- Teacher made materials
- Leveled Reading Books
- Edmark Functional Words/Reading
- Readworks
- Independent Living Words - Remedia Publication
- Freckle

Equipment Needed:

- Computer
- Internet

UNIT OVERVIEW

Content Area: Life Skills English

Unit Title: Family/Housing Identification/Comprehension

Target Course/Grade Level: Family/Housing-Grade 9-12

Unit Summary: The students will learn about family responsibilities and housing. This unit will cover vocabulary pertaining to the family as well as the household. The focus will be on understanding responsibilities and exploring various living options. Students will use this time to practice reading comprehension using leasing agreements, rental agreements, and housing agreements. This skill will be built upon over 4 years and simplified to meet the needs of students while exposing them to the material to work on living independently.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Reading (NJSLA.R): Text complexity and the growth of comprehension

The Reading anchor standards place equal emphasis on the sophistication of what students read and the skill with which they read. NJSLA.R defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medical, education) and examples of these requirements.
- 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

Interdisciplinary Connections and Standards:

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models
- 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 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).

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

- RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Unit Understandings:

Students will understand that...

- Familiarizing yourself with essential housing vocabulary related to but not limited to renting, owning property, lease agreements, security deposit, utilities, mortgage and maintenance.(ELA)(DLS)
- There is an importance of fulfilling family responsibilities and understanding what responsibilities are.(ELA)(DLS)
- Reading and writing help a household and family run smoothly.(ELA)(DLS)
- Basic understanding and communication is needed to have a successful household through role playing scenarios.(ELA)(DLS)
- There are specific materials and tools used to clean/fix items in the household(ELA)(DLS)
- Housing-related safety terms like smoke detectors, extinguishers, & deadbolts(ELA)(DLS)(CRP)

Unit Essential Questions:

- What is an agreement?(ELA)(DLS)(CRP)
- Why are agreements important?(ELA)(DLS)(CRP)
- What is the difference between living options?(ELA)(DLS)
- What are basic needs of running a household?(ELA)(DLS)
- How to handle situations that arise?(ELA)(DLS)
- What are my responsibilities as head of household/tenet/member of household?(ELA)(DLS)
- What do I use to clean windows?(ELA)(DLS)
- What do I use to clean different surfaces?(ELA)(DLS)
- What is a smoke detector, carbon monoxide, & deadbolts?(ELA)(DLS)
- How do I keep myself safe while living alone?(ELA)(DLS)

Knowledge and Skills:

Students will know...

- The importance of a contract(ELA)(DLS)(CRP)
- What is needed to manage a household(ELA)(DLS)
- The difference between living options(ELA)(DLS)
- Appropriate living options(ELA)(DLS)
- How to handle situations that arise using effective communication(ELA)(DLS)(CRP)
- How to complete chores around the household using different products(ELA)(DLS)
- The importance of housing safety(ELA)(DLS)

Students will be able to...

- Read, comprehend, and complete a contract/agreement(ELA)(DLS)(CRP)
- Role play scenarios they could encounter while living alone/living with others(ELA)(DLS)
- Identify the difference between living options(ELA)(DLS)
- Define terms used in the house (appliances, cleaning products, etc)(ELA)(DLS)

EVIDENCE OF LEARNING

Assessment:

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

- End of unit tests
- Quizzes
- Trips
- Teacher made materials
- Projects
- Open Discussions
- Modeling

Learning Activities:

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

- Hands on Activities and Experiences
- Interactions with peers and adults
- Interviewing
- Testing
- Oral Presentations

RESOURCES

Teacher Resources:

- Teacher made materials
- Leveled Reading Books
- Edmark Functional Words/Reading
- Readworks
- Independent Living Words - Remedia Publication
- Freckle

Equipment Needed:

- Computer
- Internet

UNIT OVERVIEW

Content Area: Life Skills English

Unit Title: Doctor/Dentist/Medication Identification/Comprehension

Target Course/Grade Level: Doctor/Dentist/Medication Comprehension Grade 9-12

Unit Summary: In this unit students will focus on vocabulary related to the medical field. Students will learn how to read prescription bottles/packages and understand what medications are for. They will be able to differentiate between over the counter and prescription. Students will learn how to read and fill out paperwork related to the medical field and practice making appointments. Students will gain exposure to insurance information through the process and read and comprehend pamphlets attained via a doctors office.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

Career Readiness, Life Literacies, and Key Skills:

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medical, education) and examples of these requirements.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

Interdisciplinary Connections and Standards:

8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

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).

2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

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

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Unit Understandings:

Students will understand that...

- There is set terminology used in the medical field related to the body, illnesses, symptoms, and treatment.(ELA)(DLS)
- There are instructions for each medication and understand the importance of dosages and timing.(ELA)(DLS)
- Reading and understanding information presented on medical documents is essential for proper care and safety.(ELA)(DLS)

- Some illnesses and injuries can be cared for at home with over the counter treatment, but will learn when it is appropriate to seek medical measures.(ELA)(DLS)

Unit Essential Questions:

- What are prescriptions?(ELA)(DLS)
- What are over the counter medications?(ELA)(DLS)
- How do I know when to see a doctor/dentist?(ELA)(DLS)
- How do I make an appointment?(ELA)(DLS)
- What is health insurance?(ELA)(DLS)
- What information do I need to provide when seeing a doctor/dentist?(ELA)(DLS)
- What is a dose?(ELA)(DLS)
- Can I go to the doctor/dentist alone?(ELA)(DLS)
- What are scripts?(ELA)(DLS)

Knowledge and Skills:

Students will know...

- The difference between over the counter medication and prescription medication(ELA)(DLS)
- What type of doctor/dentist to see for various illnesses/injuries(ELA)(DLS)
- How to complete patient forms(ELA)(DLS)
- How to read directions for medication and understand dosage(ELA)(DLS)

Students will be able to...

- Complete medical forms(ELA)(DLS)
- Make appointments for doctors/dentist(ELA)(DLS)
- Identify when to seek medical attention (ELA)(DLS)
- Identify which over the counter medication to use for treatments(ELA)(DLS)

EVIDENCE OF LEARNING

Assessment:

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

- End of unit tests
- Quizzes
- Trips
- Teacher made materials
- Projects
- Open Discussions
- Modeling
- Scenario Role Playing

Learning Activities:

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

- Hands on Activities and Experiences
- Interactions with peers and adults
- Interviewing
- Testing
- Oral Presentations
- Role Playing

<i>RESOURCES</i>

Teacher Resources:

- Teacher made materials
- Leveled Reading Books
- Edmark Functional Words/Reading
- Readworks
- Independent Living Words - Remedia Publication
- Freckle

Equipment Needed:

- Computer
- Internet