



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Special Education

COURSE: Transitional Life Skills

Curriculum Development Timeline

School: OTHS

Course: Transitional Life Skills - 18-21 Program

Department: Special Education

Board Approval	Supervisor	Notes
August 2023	Kelly McHale	New Course

Township of Ocean Pacing Guide

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Weeks	Personal Development and Self-Awareness	Weeks	Career Exploration
1-2	Develop effective communication and interpersonal skills	21	Identifying personal strengths, interests, and values
3-4	Enhancing self- advocacy skills	22-23	Explore various career paths and industries
5-6	Cultivate goal-setting and decision making	23-24	Develop job search strategies and interview skills
7-8	Time management and organization skills	25-26	Understand workplace etiquette and professionalism
9	Stress management and organization	27-28	Create a career plan
10	Developing a growth mindset	29-30	Set Realistic Goals
Weeks	Household Management and Independent Living	Weeks	Social-Emotional Well-being
11-12	Meal planning, grocery shopping, and cooking nutritious meals	31-32	Enhance emotional intelligence and self-regulation
13-14	Home maintenance and basic repairs	33-34	Build and maintain healthy relationships
15-16	Cleaning and organizing living spaces	35-36	Navigate social situations and conflict resolutions
17-18	Laundry and clothing care	37-38	Promote self-care and mental health awareness
19-20	Transportation and mobility skills	39-40	Understanding Social Media/Using Social Media Appropriately

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Core Instructional & Supplemental Materials including various levels of Texts

- Project Discovery
- Transition Planning Inventory
- Healthy Relationships and Autism
- Life Centered Career Education
- Life Skills Activities (2nd edition)
- Keeping It Real: The Support You Need for the Life You Want
- Surviving After High School

Time Frame

40 weeks

Topics:

- Personal Development and Self- Awareness
- Household Management and Independent Living
- Career Exploration
- Social-Emotional Well-Being

Alignment to Standards

Comprehensive Health & Physical Education:

Personal Growth and Development:

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

Emotional Health:

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Social & Sexual Health:

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- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

Community Health Services and Support

- 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Physical Fitness

- 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.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

Nutrition

- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits

Personal Safety

- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home,

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school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

- 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

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Health Conditions, Diseases, and Medicine

- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Learning Objectives and Activities

- Develop essential life skills for independent living
- Acquire practical skills for the workplace
- Enhance problem-solving and decision-making abilities
- Foster effective communication and interpersonal skills
- Promote self-advocacy and self-awareness
- Build financial literacy and money management skills
- Develop strategies for personal well-being and self-care
- [Health Relationships](#)
- [ELA Curriculum Folder \(18-21\)](#)
- [Math Activity Folder](#)
- [18-21 Life Skills](#)

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Assessments

- Class participation and engagement in activities and discussions
- Completion of individual and group assignments
- Skills demonstrations and simulations
- Self-reflection journals or portfolios
- Healthy Relationships program assessments

Interdisciplinary Connections

Math: Students will engage in learning experiences that will prepare them to understand finances.

ELA: Students require various experiences in ELA to acquire skills necessary to be productive and successful in the world.

Key Ideas and Details

- 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.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Comprehension and Collaboration

- 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.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and

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rhetoric. Presentation of Knowledge and Ideas

- 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.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Conventions of Standard English

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Observe hyphenation conventions. B. Spell correctly.

Career Readiness, Life Literacies, and Key Skills

Fiscal Responsibility

- To be fiscally responsible, an individual's finances should align with their values and goals.
- Biological behavioral biases, psychology and unconscious beliefs affect financial decision making.
- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

Financial Institutions

- There are ways to manage your accounts that provide you maximum benefits and protection.
- There are factors you can use to select financial institutions and professionals that are best suited for your needs.

Economic and Government Influence

- Tax rates vary based on your financial situation.
- There are different ways you can influence government policy to improve your financial situation.
- There are agencies, laws, and resources to protect you as a consumer.

Money Management

- Tax rates vary based on your financial situation.
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Career Awareness and Planning

- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- An individual's income and benefit needs and financial plan can change over time. • Incomes involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
- Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
- There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.

Critical Thinking and Problem Solving

- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Digital Citizenship

- Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
- Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.
- Cultivating online reputations for employers and academia requires separating private and professional digital identities.
- Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Global and Cultural Awareness

- Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Technology Literacy

- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

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Technology Integration

Impacts of Computing

- The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.

Interaction of Technology and Humans

- Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.
- Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Nature of Technology

- Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs.
- Technology, product, or system redesign can be more difficult than the original design.

Effects of Technology on the Natural World

- Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems.
- Impacts of technological systems on the environment need to be monitored and must inform decision-making.
- Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.

Career Education

Project Discovery/Job Site





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Modifications (ELL, Special Education, At-Risk Students)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

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