



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: Adaptive Life Skills

Curriculum Development Timeline

School: TOIS

Course: Adaptive Life Skills

Department: Special Education

Board Approval	Supervisor	Notes
August 2024	Kelly McHale	New Course

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1-2	Importance of personal care and hygiene routines	21	Nutrition, food labels and healthy choices
3-4	Washing body parts and hair effectively	22- 23	Safe food storage/handling
5	Oral Hygiene	24	Identifying and handling kitchen tools safely
6-7	Washing body parts and hair effectively	25-26	Measuring, cutting and pouring ingredients
8	Organizing my items and my space	27-28	Following simple recipes
9-10	Keeping my space clean and hygienic	29-30	Functional and adaptive meal prep
Week	Marking Period 2	Week	Marking Period 4
11-12	Identifying and expressing emotions appropriately	31-32	Identifying and using community resources.
13-14	Friends and personal space.	33-34	Understanding community safety rules and emergency responses
15-16	Identifying levels of relationships and appropriate interactions	35-36	Using signage to navigate in our community
17-18	Approaching others and making friends	37-38	Personal safety and managing personal items in public

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19-20	Healthy vs Unhealthy relationships	39-40	Social skills and etiquette in the community
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Core Instructional & Supplemental Materials including various levels of Texts

- Healthy Relationships Curriculum
- DLM Essential Elements
- NJSLS for Comprehensive Health and Physical Education
- NJSLS for Mathematics
- NJSLS for English Language Arts
- NJSLS for Social Studies

Time Frame

40 Weeks

Topic

- Develop functional academic skills
- Foster independent living skills
- Promote social-emotional development
- Enhance communication and interpersonal skills
- Improve health and hygiene habits
- Encourage self-advocacy and decision-making
- Increase access to community resources
- Develop awareness and enhance personal safety

Alignment to Standards

Comprehensive Health & Physical Education:

Personal Growth and Development:

- 2.1.2.PGD.1: Personal hygiene and self-help skills promote healthy habits
- 2.1.2.PGD. 2: Develop an awareness of healthy habits and routines (e.g.daily practices, self checks and hygiene checklists).
- 2.1.8.PGD.3: Hygiene routines impact the health of oneself and others.

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Emotional Health:

- 2.1.5.EH.1: Identifying emotions, body language and facial expressions
- 2.1.5.EH.2: Identify approachable body language and behaviors
- 2.1.8.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.8.EH.5: Differentiate actions as being safe/ healthy or unsafe/ unhealthy

Social & Sexual Health:

- 2.1.5.SSH.1: Identify basic social skills.
- 2.1.5.SSH.2: Determine factors that contribute to building friendships
- 2.1.8.SSH.3: Discuss showing respect toward others and expecting respect
- 2.1.8.SSH.4: Determine healthy relationship behaviors

Community Health Services and Support

- 2.1.5.CHSS.1: Identify community professionals and how to access them
- 2.1.5.CHSS.1: Discuss emergencies and appropriate responses
- 2.1.8.CHSS.2: Determine where to access food, clothing, and basic needs
- 2.1.8.CHSS.2: Discuss and practice street crossing and parking lot safety
- 2.1.8.CHSS.4: Model social norms and common procedures in the community

Movement Skills and Concepts

- 2.2.8.MSC.1: Identify tools for personal care and meal preparation and how to access them
- 2.2.8.MSC.2: Discuss and demonstrate using tools effectively and accurately
- 2.2.8.MSC.5: Using modeling and examples for self assessment and adjusting physical execution of the task
- 2.2.8.MSC.5: Utilize modifications, strategies and adaptive tools to promote further independence in a tasks across environments

Nutrition

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

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Personal Safety

- 2.3.5.PS.4: Identify trusted adults in their lives
- 2.3.8.PS.2: Evaluate choices and problem solve for safety in the kitchen (e.g, sharps, burns, spills, poison, allergens)
- 2.3.8.PS.3: Recognize and demonstrate measures to prevent injuries at home, school, in the community (e.g., traffic safety, fall prevention,theft prevention, fire safety)
- 2.3.5. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, crosswalk, dont walk, poison symbol, allergens on food labels).
- 2.3.8.PS.6: Demonstrate how to communicate your personal boundary needs

Health Conditions, Diseases, and Medicine

- 2.3.8.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, frequent handwashing, appropriate dress for various weather conditions).

Career Readiness, Life Literacies, and Key Skills 9.2 Career Awareness, Exploration, Preparation.

- 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.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 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.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)

Dynamic Learning Maps: DLM Essential Elements:

Mathematics:

- M.EE.8.NS.2.b. Compare quantities represented as decimals in the real-world examples to the hundredths.
- M.EE.4.MD.2.b. Measure mass or volume using standard tools.

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- M.EE.5.NF.1 Identify models of Halves ($\frac{1}{2}$, $\frac{2}{2}$) and fourths ($\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$).
- M.EE.5.NF.2 2 Identify models of thirds ($\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{3}$) and tenths ($\frac{1}{10}$, $\frac{2}{10}$, $\frac{3}{10}$, $\frac{4}{10}$, $\frac{5}{10}$, $\frac{6}{10}$, $\frac{7}{10}$, $\frac{8}{10}$, $\frac{9}{10}$, $\frac{10}{10}$).

English Language Arts:

- ELA.EE.RL.8.4 Determine connotative meanings of words and phrases in a text
- ELA.EE.RI.8.2 Provide a summary of a familiar informational text

Science:

- EE.MS-PS1-2 Target Level: Interpret and analyze data on the properties (e.g., color, texture, odor, and state of matter) of substances before and after chemical changes have occurred (e.g., burning sugar or burning steel wool, rust, effervescent tablets).

Learning Objectives and Activities

Goals:

- Develop functional academic skills.
- Foster independent living skills.
- Promote social-emotional development.
- Enhance communication and interpersonal skills.
- Encourage self-advocacy and decision-making.

Activities:

- **Daily Living Skills and Self Care:** Understanding the importance of personal care.
 - *Activity:* Completing a daily hygiene routine chart with parent supervision.
 - *Activity:* Practice isolated skills for hair washing simulating scrubbing for 1-2 minutes, portion shampoo on hand, creating a lather in a bowl of water or sink.
 - *Activity:* Role play and video modeling of good/ bad personal hygiene in social situations and problem solve
 - *Activity:* Tooth brushing on a model to target all sides of the teeth and tongue. Practice toothbrushing on self in bathroom with guidance and self assessment
 - *Activity:* Building self awareness of personal hygiene strengths and needs using regular check ins with a full length mirror
 - *Activity:* Public vs Private game show (e.g.,public bathroom rules, popping pimples, checking underwear, clipping toenails, getting undressed)

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- **Activity:** Use a checklist to organize items in bags and desks. Divide into piles (Take home, Keep , To Do , Garbage, Personal items) and put it where it belong
- **Activity:** Model, simulate and practice effective cleaning skills such as wiping crumbs off counter, cleaning up spills, vacuuming floor, sweeping floor/ dust pan, spray and clean surfaces, scraping food off plate and dish washing.
- **Building Healthy Relationships:** Identifying emotions, self management strategies, coping, social skills for making friends and maintaining healthy relationships
 - **Activity:** Facial expressions and body language - Identify and match the face to the feeling.
 - **Activity:** Self regulation and calming exercises to maintain a calm and attentive state
 - **Activity:** Role play of personal space, practice navigation without bumping into each other in various situations (e.g., classroom, hallway, cafeteria line, walking through a doorway, carrying hot food items, on the bus, in the community, person on crutches)
 - **Activity:** Maintain personal space throughout group activities with visual boundaries as needed
 - **Activity:** Relationship scale, moving up and down based on how students respond to questions (e.g, Have they met your family?, Have you been in their house?, etc)
 - **Activity:** Role Play- approachable vs unapproachable behaviors. How to approach a friend with small talk.
 - **Activity:** Discussing and identifying inappropriate behavior in relationships (bullying vs bad mood, abuse vs mean comment, unsafe activity, inappropriate comments or touch)
- **Meal Preparation and Nutrition:** Basic cooking skills, understanding nutrition labels, safety and tool use in the kitchen
 - **Activity:** Categorizing foods in food pyramid- building a meal with pictures that meets all categories (protein, fruit/ veg, carb)
 - **Activity:** Food/ kitchen organization and identifying appropriate storage for temperature (Freezer, Refrigerator or Pantry)
 - **Activity:** Matching kitchen tool to label game show style and scavenger hunt for tools
 - **Activity:** Stations for cooking with non food items (e.g, spatula flipping bean bags, oven mit use, plastic egg cracking, cutting playdough with fork and knife, pouring and measuring dry ingredients, pouring and measuring wet ingredients)

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- *Activity:* Identify difference and practice tearing and using food wraps (foil, plastic wrap, parchment paper, wax paper)
- *Activity:* Knife safety/ sharps (safety knife sizes and uses, handling while walking, hand placement while cutting, handling while washing)
- *Activity:* Hot food and surface safety: (oven mit use, body positions by the stove, tong use, unplugging toaster, microwaving rules, hot stove tops, hot water splashes, grease splattering)
- *Activity:* Preparing a simple meal or snack with modified recipe template
- **Accessing Our Community for Basic Needs:** identifying understanding resources and professionals in our community and how to access them. Using safe practices while navigating the community.
 - *Activity:* Field trips to local community centers, libraries, or stores.
 - *Activity:* Understanding community safety rules and emergency procedures.
 - *Activity:* Practicing safety drills and learning how to ask for help.
 - *Activity:* Discuss and practice safe street crossing and parking lot rules
 - *Activity:* Practice shopping cart navigation around obstacles, pacing, spacing and safety rules
 - *Activity:* Identify grocery store signage to locate items on a shopping list
 - *Activity:* Practice grocery bag packing and checkout line etiquette
 - *Activity:* Use a wallet to organize money and credit cards . Review safe practices with money in public
 - *Activity:* Social norms for door holding, practice holding doors for one person, many people and saying thank you when it is done for you.
 - *Activity:* Identifying social norms and rules in different community settings (quiet in the library, give extra space in the hospital/ dr, don't touch someone else's food/drink at starbucks, stop and move over for police/ ambulances, watch out for children, given older people/ pregnant women the seat first.)
- **Healthy Relationship Curriculum:**
 - Step sheets
 - Visual cues
 - Video models
 - Parent training/ materials/assessments
 - Worksheets (paper and online)

Assessments

- Class participation and engagement in activities and discussions
- Completion of individual and group assignments
- Use of video modeling

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- Skill demonstrations and simulations
- Hygiene checklists and caregiver involvement
- Healthy Relationships Curriculum assessments
- Community based interventions

Interdisciplinary Connections

Functional Academics

- **Standards:**
 - NJSLs for Mathematics and English Language Arts
 - DLM Essential Elements for Mathematics and English Language Arts

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.

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- Evaluate a speaker's point of view, reasoning, and use of evidence and 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.

Career Readiness, Life Literacies, and Key Skills

Financial Psychology

- Not all financial information is accurate or truthful.
- An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial wellbeing.
- Marketing techniques are designed to encourage individuals to purchase items they may not need or want.

Financial Responsibilities

- The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

Planning and Budgeting

- There are specific steps associated with creating a budget.
- A budget aligned with an individual's financial goals can help prepare for life events.

Career Awareness and Planning

- Communication skills, presentation/hygiene and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
- Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

Critical Thinking and Problem Solving

- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
- Multiple solutions exist to solve a problem.

Digital Citizenship

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- Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.
- Digital tools have positively and negatively changed the way people interact socially.

Global and Cultural Awareness

- Culture and geography can shape an individual's experiences and perspectives.

Technology Literacy

- Different digital tools have different purposes.
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Technology Integration

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.

See Career Readiness, Life Literacy, and Key Skills standards above.

Career Education

Healthy Relationships Curriculum:

- Prepares students for their next stages in life by introducing and building upon transition programs.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

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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

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

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- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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