



ESL
SCIENCE
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HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Special Education

Course: Independent Living

Grade Level: 7 -12

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

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James Fisher, Program Supervisor: Special Education

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Carly Romeo

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Subject/Course Title:
Independent Living
7-12

Date of Board Adoption:
August 26, 2025

RAHWAY PUBLIC SCHOOLS CURRICULUM

Independent Living: 7-12

PACING GUIDE

Unit	Title	Pacing
1	Effective Communication: Speaking and Listening	6 weeks
2	Technology	6 weeks
3	Money: Earning, Spending, and Saving	8 weeks
4	Food, Cooking, and Nutrition	8 weeks
5	Personal Hygiene, Grooming, and Cleaning	6 weeks
6	Transportation and Commuting	6 weeks

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. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. 	<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. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information.

- 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.

- 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: Independent Living

Unit Title: Unit 1 - Effective Communication: Speaking and Listening

Target Course/Grade Level: Independent Living, Grades 7-12

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

NJ Student Learning Standards:

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.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 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.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

Interdisciplinary Connections and Standards:

- SL.PE.7.1 / SL.PE.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.II.7.2 / SL.II.8.2: Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
- SL.ES.7.3 / SL.ES.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.PI.7.4 / SL.PI.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.7.5 / SL.UM.8.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6 / SL.AS.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SL.PE.9–10.1: Initiate and participate effectively in a range of collaborative discussions with peers on 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 formats and media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source.

SL.ES.9–10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.9–10.4: Present information, findings, and supporting evidence clearly, concisely, and logically, ensuring the content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Grades 11–12

SL.PE.11–12.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.II.11–12.2: Integrate multiple sources of information presented in diverse formats and media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source.

SL.ES.11–12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4: Present information, findings, and supporting evidence clearly, concisely, and logically, ensuring the content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.11–12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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.
- High quality communication skills are necessary for building relationships.
- Comprehension of speech is a vital part of conversation in a professional and personal setting.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency,
- Effective communication is equal parts speaking and listening.

Unit Essential Questions:

- What do effective conversation skills include?
- What forms of communication are appropriate for work and school?
- What do effective social skills include?
- What makes a good listener?
- How are friendships initiated and maintained?
- What are appropriate pieces of information to share with others?

Knowledge and Skills:

Students will know...

- How to hold a conversation with another person / people.
- Communicate wants and needs to appropriate parties.
- Understand and follow directions effectively.
- How to interpret body language and gestures.

Students will be able to...

- Develop Conversational Skills
- 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
- Understand facial cues (e.g., smiles, disappointment, sadness, approval)
- Express emotions by appropriate facial expression
- Use manners: please, thank you, and you're welcome
- Ask for clarification when further explanation is needed Request help as it pertains to a task
- Demonstrate listening and responding skills
- Participate cooperatively in group activities Participate in class discussions
- Give/accept help from others when needed
- Demonstrate ability to follow directions/instructions
- 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”?

- Class Participation
- Class Work
- Group Projects
- Homework
- Quizzes/Tests
- Student Portfolios
- Graded Conversations
- [Unit Assessment](#)
- [Unit Rubric](#)

Learning Activities:

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

- Diversifying presentations and interactive lectures should allow for individual education plans to be effectively used as a part of construction. Differentiation within instruction will occur during instructional activities that are largely relating to improving student's functional intelligence. These varied instructional activities will center around common conversations that occur and are vital towards our students achieving the end goal of independent living. These instructional activities will include but are not limited to; small group instruction, whole group instruction, peer instruction, games, social scripting, role playing, rote practice, field trips, and other hands-on learning experiences.

RESOURCES

Teacher Resources:

- Real-Life Math, Scholastic Inc. Real-Life Reading, Scholastic Inc.
- Real-World Reading 1, PCI Education
- Real-World Reading 2, PCI Education
- Life Skills Publications
- Social Skills Resource File Attainment Company Inc.

Equipment Needed:

- Computers
- Textbooks/Workbooks/Worksheets

- Videos/Interactive Board

UNIT OVERVIEW

Content Area: Independent Living

Unit Title: Unit 2- Technology

Target Course/Grade Level: Independent Living, Grades 7-12

Unit Summary: This unit highlights the necessity of being well-versed in the use of technology in the 21st century. Some topics to be covered throughout this unit include using chrome books and smartphones to find directions to a location, directions on how to prepare simple foods, how to call or text family members, and use technology as an aide for communication in everyday life.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 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).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 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.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Interdisciplinary Connections and Standards:

- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- 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.

Unit Understandings:

Students will understand that...

- Technology can be used to boost productivity.
- Technology can be used to enhance communication abilities.
- Different technological devices work differently.
- Certain technological devices may be better suited for accomplishing one particular task over another.
- Too much technology use can be a hindrance, and establishing a balance is critical.

Unit Essential Questions:

- How can I use technology effectively?
- When is it appropriate to use my technological device?
- How can I use technology to improve my daily life?
- What limits should I set for myself on using technology?

Knowledge and Skills:

Students will know...

- When an appropriate time to use technology is.
- What apps or websites are most useful for their immediate future.
- How technology can be used to make transportation easier.
- How technology can be used to make cooking and obtaining meals easier.
- What an inappropriate amount of time is to spend on a technological device.
- How to use technological devices to facilitate financial transactions.

Students will be able to...

- Use their technological device to communicate via e-mail.
- Use a technological device to video chat.
- Use a technological device to find directions to a location
- Use a technological device to facilitate a financial transaction.
- Use a technological device to apply for a job.
- Use a technological device to find a recipe.
- Determine when an appropriate time to use technology is.
- Determine when they have used technology too much recreationally.

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
- Alternate Forms of Evaluation: i.e. checklist, technology demonstration, and teacher comments
- [Unit Assessment](#)
- [Rubric](#)

Learning Activities:

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

- As a part of this unit, technological devices are required. The ideal technological device is a district-owned Chromebook. These Chromebooks can be used to complete all of the necessary tasks required of students in order to be fluent in a functional level of technology in the 21st century. The activities to be completed include but are not limited to; e-mail demonstrations, video chatting demonstrations, small research projects related to functional aspects of independent living, small-group instruction, and whole-group instruction. Due to the

individualistic nature of this unit, with all students being assigned their own technological device, student instruction can be better catered to in a one-on-one format.

RESOURCES

Teacher Resources:

- Laptop
- Menus
- Recipes (from books and online searches)

Equipment Needed:

- Computers
- Textbooks/Workbooks/Worksheets
- Videos/Interactive Board

UNIT OVERVIEW

Content Area: Independent Living

Unit Title: Unit 3 - Money: Earning, Spending, Saving

Target Course/Grade Level: Independent Living, Grades 7-12

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 earning, spending, budgeting, and saving 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: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences
- 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).
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

Interdisciplinary Connections and Standards:

- 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.
- 6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

Unit Understandings:

Students will understand that...

- Financial literacy is a critical aspect of independent living.
- Financial responsibility is a critical aspect of building a career and obtaining the goal of retirement.
- The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions. Money management is reliant on developing and maintaining personal budgets.
- A checking account is necessary to deposit or cash checks without penalty.
- A savings account can be used to build interest over time.

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 access an online bank account
- How to be a smart consumer
- How to make purchases in person or online

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.) Deposit a check with a bank teller
- 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
- 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”?

- Class Participation
- Class Work
- Quizzes/Tests
- Student Portfolios
- Alternate Forms of Evaluation: i.e. checklist and teacher comments
- Scripted role play opportunities
- [Unit Assessment](#)
- [Rubric](#)

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:

- Money management interactive software
- BoomCards
- Life Skills Publications

Equipment Needed:

- Computers
- Textbooks
- Videos/Interactive Board
- Games
- Overhead Projector
- Menus /Cash Register

UNIT OVERVIEW

Content Area: Independent Living

Unit Title: Unit 4 - Food, Cooking, and Nutrition

Target Course/Grade Level: Independent Living, Grades 7-12

Unit Summary: This unit will provide students with a broad range of knowledge and independent living skills necessary to become self-sufficient relating to food, cooking, and nutrition. These skills will enhance students' abilities relating to culinary skills and independent living skills relating to food and shopping for food. In addition to this nutrition and the nutrition value of different types of foods will be discussed and made clear to students. Overall, through the learning of these topics' students will enhance self-esteem, self-reliance, and general independent living skills.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions
- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.3: Explain how to create a budget that aligns with financial goals.
- 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

Interdisciplinary Connections and Standards:

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.12.PGD.1: Analyze strategies to develop health-enhancing behaviors and avoid risky behaviors.
- 2.2.12.N.1: Compare and contrast the nutritional information on similar food products in order to make informed choices.
- 2.3.8.PS.1: Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

Unit Understandings:

Students will understand that...

- Proper eating can help reduce health risk
- Choosing a balanced variety of nutritious foods contributes to wellness.
- Proper nutrition can contribute positively to personal hygiene, and the cleanliness of one's home.
- Food and shopping for food are critical aspects of independent living and maintaining a budget.

Unit Essential Questions:

- What are the benefits of a nutritionally balanced meal?
- What are the benefits of cooking at home?
- What are the benefits of getting takeout from a restaurant?
- How do my choices to cook in or take out affect my budget?
- How can my food choices benefit my health?

Knowledge and Skills:

Students will know...

- How to live a healthy lifestyle
- The benefits of nutritious meals and preparing them
- When and how to spend money to obtain food
- What foods contain what nutritional benefits

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

EVIDENCE OF LEARNING

Assessment:

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

- Class Participation
- Class Work
- Homework
- Cooking/meal prep projects
- Quizzes/Test

- Student Portfolios
- Alternate Forms of Evaluation: i.e. roleplay activities, teacher observation, checklist
- [Unit Assessment](#)
- [Rubric](#)

Learning Activities:

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

- Throughout this unit the emphasis will be placed on student interactions with peers and professionals relating to food. Learning experiences will include but are not limited to; small group and whole group instruction, peer instruction, games, social scripting, role plays, rote practice, field trips, and hands-on learning experiences. Most learning activities will take place surrounding interpersonal activities and in conjunction with peers.

RESOURCES

Teacher Resources:

- Supermarket Language: A Survival Vocabulary, Globe Fearon Educational Publisher
- Cookbook
- Pinterest recipes Shoprite circular
- Life Skills: Ads & Coupons, Remedial Publications, Inc.
- 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

Equipment Needed:

- Computers
- Money
- Textbooks / Workbooks
- Interactive Board
- Videos
- Games
- Menus
- Train schedules

UNIT OVERVIEW

Content Area: Independent Living

Unit Title: Unit 5 - Personal Hygiene, Grooming, and Cleaning

Target Course/Grade Level: Independent Living, Grades 7-12

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 the different facets of personal hygiene, self-grooming, self-care, and household cleaning will be covered. Understanding and engaging in safe and clean practices at home, in school and in the community is necessary for independent living.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 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:

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.12.PGD.1: Analyze strategies to develop health-enhancing behaviors and avoid risky behaviors.
- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
- 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.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

Unit Understandings:

Students will understand that...

- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of medical and/or health problems.
- Developing self-help skills and personal hygiene skills promotes healthy habits.
- The dimensions of wellness are interrelated and impact overall personal well-being and hygiene.
- Personal hygiene and self-care are critical aspects of independent living.
- A clean home environment is conducive to a healthy and efficient lifestyle.
- Personal grooming is just as important as keeping one's own home clean.

Unit Essential Questions:

- Why is it important to maintain healthy habits?
- What are proper grooming techniques?
- What is the importance of dressing appropriately for the weather?
- What materials are used to clean (name varies areas and rooms)?
- How does personal hygiene impact the way others view me and why is it important?

Knowledge and Skills:

Students will know...

- How to execute simple tasks relating to personal hygiene.
- When is appropriate to perform personal hygiene related tasks.
- How to perform simple tasks relating to household cleaning.
- When and where it is appropriate to perform simple tasks related to household cleaning.

Students will be able to...

Personal Hygiene

- Brush their teeth.
- Use mouthwash. Apply deodorant. Clip fingernails
- Identify proper products for hygiene and where to obtain them
- Blow/wipe nose appropriately
- Bathe/shower appropriately
- Wash and dry hands (after eating, after toileting, etc.)
- Shampoo, condition and rinse hair
- Follow menstrual hygiene routine
- Identify washroom signs (i.e. male/female)
- Care for toileting needs independently

Household Cleaning

- 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”?

- Class Participation
- Class Work
- Group Projects
- Quizzes/Tests
- Student Portfolios
- Graded Conversations
- [Unit Assessment](#)
- [Rubric](#)

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:

- Life Skills: Grooming, Remedial Publications, Inc.
- Life Skills: Catalogs & Mail Order, Remedial Publications, Inc.
- Basic Skills: Business Communication, Remedial Publications, Inc.
- Oral hygiene products
- Personal hygiene products
- Household cleaning products

Equipment Needed:

- Computers
- Textbooks/Workbooks/Worksheets
- Videos/Interactive Board
- Kitchen/Washer/Dryer

UNIT OVERVIEW

Content Area: Independent Living

Unit Title: Unit 6 - Transportation and Commuting

Target Course/Grade Level: Independent Living, Grades 7-12

Unit Summary: This unit primarily focuses on the twenty-first century aspects of transportation and commuting. The end goal of this curriculum is to aide students in achieving an independent life regardless of academic ability. A critical aspect of independence is being able to earn a living, students need to know how to get to a place of work in order to achieve independence.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.CR.2: List ways to give back, including making donations, volunteering, and starting a business
9.1.5. EG.5: Identify sources of consumer protection and assistance
9.1.5.FP.2: Identify the elements of being a good steward of money.
9.1.5.RMI.1: Identify risks that individuals and households face.

Interdisciplinary Connections and Standards:

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
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.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.
SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Unit Understandings:

Students will understand that...

- Establishing means of transportation is a critical facet of independent living.
- Public transportation can be used to establish a consistent way to get to and from work.
- Transportation costs money to obtain or use.

Unit Essential Questions:

- What modes of transportation are available to me?
- Do I have more than one means of getting to and from a destination?
- What are the appropriate actions to take when using public transportation?
- What is the fastest and least expensive way to get to my place of work?

Knowledge and Skills:

Students will know...

- How to access a train schedule.
- How to access a bus schedule.
- How to call a taxi.
- What the Uber and Lyft apps are.
- How to access apps and websites like Google and Apple Maps.
- Appropriate protocol and social cues for using different methods of transportation.

Students will be able to...

- Board a train at a desired time appropriately.
- Board a bus at a desired time appropriately.
- Call a taxi, and pay them accordingly with a tip.
- Plan a route to walk for shorter distances.
- Use apps and websites like Google or Apple maps to determine how far a destination is.
- Assess the need for different methods of transportation depending on distance.

EVIDENCE OF LEARNING

Assessment:

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

- Class Participation
- Class Work
- Group Projects
- Quizzes/Tests
- Graded Conversations
- [Unit Assessment](#)
- [Rubric](#)

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.

- 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.
- Life Skills: Catalogs & Mail Order, Remedial Publications, Inc.
- Basic Skills: Business Communication, Remedial Publications, Inc.
- Emergency Services: A Survival Vocabulary, Globe Fearon Educational Publisher

Equipment Needed:

- Computers
- Textbooks/Workbooks/Worksheets
- Videos/Interactive Board