Life Skills 6

Unit 1: Life Skills

Stage 1: Desired Results

Standards & Indicators:

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Key Ideas and Details

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Text Types and Purposes

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Seeing Structure in Expressions A-SSE

A. Interpret the structure of expressions

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose	Sources of information are evaluated for accuracy and relevance when considering the use of information.

Central Idea/Enduring Understanding:

- Using appropriate social awareness skills with others.

Essential/Guiding Question:

- How do you greet another person at school or in public settings?
- What is personal space?

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• Providing personal information to others during an emergency. • Ability to use money skills. • Develop transition skills needed for Middle School. • Appropriate self care and hygiene skills. • Organization skills needed for academic success. • Follow a schedule.	• What are coping skills? • What personal information do I need to provide in an emergency? • What are money skills? Where do I need to use money skills? • How do I follow a schedule? • What are the organizational skills I need at the Middle School? • What are the self care skills I need to use at the Middle School? What is appropriate hygiene for a Middle School student?
Content: Eye contact, greeting, taking turns, coping skills. • Identify address, birthday, phone number, signature. • Identify coins, counting, using a calculator. • Using a locker. • Following a schedule. • Using deodorant. • Clean and combed hair. • Clean hands, nails. • Appropriate clothing • Organize binder/folder for classes; utilize online digital classrooms • Use hole punch, stapler, tape dispenser	**Skills(Objectives):** Identify ways to greet others. • Provide personal information verbally, written, or on a device. • Write signature. • Identify coins, count money, and use a calculator. • Use a locker. • Follow a schedule of their classes. • Demonstrate appropriate Middle School hygiene skills. • Identify how to organize materials for classes.
Interdisciplinary Connections: Students will understand how effective communication and coping mechanisms can be applied across the disciplines and can lead to numerous applications in their future careers and the school environment. Students will be able to understand thoughts, feelings, and actions are connected and develop skills of independence.	
Stage 2: Assessment Evidence	
Performance Task(s): Performance Task 1: • Display appropriate social skills with adults and peers in role play situations. • Identify and use coping skills in role play situations. Performance Task 2: • Practice providing personal information by using verbal skills, writing, or save on a device. Performance Task 3: • Identify coins using money. • Identify the value of each coin using money. • Use a calculator to add and subtract Money. Performance Task 4: • Identify the student locker by the number.	**Other Evidence:** Structured Observations. • Rubric. • Complete supplemental worksheets, tests, and quizzes on material covered. • Journals. • Cooperative learning opportunities. • Classwork. • Projects.

● Identify what to keep in a locker. ● Organize class binders/folders in the locker. ● Keep binder/folder organized for class. ● Follow class schedule by shadowing a peer or adult until able to be independent. ● Open and close locker independent. Performance Task 5: ● Use picture cards/video to identify appropriate hygiene skills. ● Role play situations as needed: how and when to use deodorant, combing hair, washing hands, appropriate clothes. Performance Task 6: ● Update data for Functional Life Skills.	
Stage 3: Learning Plan	
Learning Opportunities/Strategies: Social Awareness ● Present pictures/videos of students having conversations with appropriate eye contact, body space, alternating conversation, listening. ● Role play having conversations with peers and adults. ● When given a situation where a student may be frustrated, provide coping strategies, practice with role play. ● Engage in cooperative learning, board games, following the rules, coping when losing, how to act when winning. ● School Store Providing Personal Information ● Obtain correct address, telephone number, and birth date. ● Practice reciting, writing or input onto a device personal information. ● Identify who should need your personal information: coach and club leader, mentor, school administrator, parent of a friend, bus driver. ● Writing signature, first and last name. Money Skills: ● Identify real and school store money. ● Determine the value of money. ● Use a calculator to fulfill purchase and provide change if needed at the school store.	**Resources:** Teacher developed worksheets Data for Functional Life Skills. Instructional Videos Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories Community Based Instruction GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities

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● CBI trip <u>Transition to Middle School</u> ● Scavenger hunt or I Spy Middle School to identify important places, people, their locker, and their classes. ● Shadow peers or adults in order to change classes until able to follow class schedule. ● Using technology or paper versions look at various schedules; movies, bus, train. ● Provide picture of appropriate organization of a locker. ● Organize notebooks/folders according to each class. Review at the end of each week/month/marking period. <u>Self Care</u> ● After watching videos or looking at pictures identify good hygiene (hair, nails, hands, clothes) ● Provide extra supplies: combs, toothbrushes, toothpaste, deodorant for students to practice using. ● Parallel lessons with Health class about the importance of hygiene in the Middle School: growth, effect of hormones.	

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course packet with enrichment materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they	Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge.	Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

can assist and challenge each other.		around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments Provide study guides Weekly conference to set short term goals.	

Unit 2: Organizational Skills

Stage 1: Desired Results

Standards & Indicators:

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Key Ideas and Details

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Text Types and Purposes

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Seeing Structure in Expressions A-SSE

A. Interpret the structure of expressions

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives,

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		fosters creativity and innovative thinking.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

Central Idea/Enduring Understanding:

- Using time management skills to complete assignments.
- Using a planner.
- Organize a planner.
- Using Digital Calendar.
- Setting priorities.
- Note taking.
- Studying for tests.
- Using Cornell Notes.
- Marking text.
- Test taking strategies.
- Notebook/folder organization.

Essential/Guiding Question:

- What are time management skills?
- What tools can you use to help manage your time?
- What do you write in a planner?
- How do you use Digital Calendar, and what information should you put in it?
- How do you decide what assignment to do first?
- How do you take notes and how do notes help you learn?
- How do you organize a Cornell Note?
- What is marking text?
- What strategies can be used when taking a test?

Content:

Planner, Google Calendar, and calendar to write assignments and activities.

- Prioritize events and assignments.
- Templates used for notetaking.
- Marking text for understanding.
- Test taking strategies.
- Organize notebooks/folders.

Skills(Objectives):

Demonstrate how to use a planner, Google Calendar, or calendar to list events and assignments..

- Determine priorities for assignments.
- Use various templates to take notes.
- Identify how taking notes helps you remember.
- Mark text for understanding.
- Identify and use test taking strategies.
- Identify how to organize materials for classes.
- Use dividers, table of contents, and color coordination for subject area notebook/folder.

Interdisciplinary Connections: Students will understand how effective communication and coping mechanisms can be applied across the disciplines and can lead to numerous applications in their future careers and the school environment. Students will be able to understand thoughts, feelings, and actions are connected and develop skills of independence.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Task 1:

- Watch YouTube video "Organize and Utilize School Planner". Think/pair/share and discuss techniques used. Practice using a planner worksheet.

Other Evidence:

Structured Observations.

- Structured Observations.
- Rubric.
- Complete supplemental worksheets, tests, and quizzes on material covered.

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Performance Task 2: • Watch video, “Google Calendar Tutorial” and then practice adding events/assignments on a device. Performance Task 3: • Use digital Cornell Notes on the smart board, demonstrate how to set up a Cornell Note, fill in the information, and write a summary. • Students then practice on a paper copy of a Cornell Note or on a template on a personal device. Performance Task 4: • Watch the “Marking A Text” video and practice marking text with a worksheets of various lengths. Performance Task 5: • Assist students to organize class binders/folders in locker, color coordinated by subject • Organize binders/folders by using templates (Table of Contents, dividers, labels). • Reorganize at the end of each marking period. Performance Task 6: • Watch “Test Taking Video, BrainPop”, think/pair/share strategies such as process of elimination, mark important words, skip and go back. Have students practice with partners. Performance Task 7: • Update data for Functional Life Skills.	• Journals. • Cooperative learning opportunities. • Classwork. • Projects.
Stage 3: Learning Plan	
Learning Opportunities/Strategies: Time Management and Organization • After watching a video, practice using a planner on a worksheet copy. • Students use their planner for each class indicating assignments. • Students use planner to list events. • After watching the“Google Calendar Tutorial” students will practice adding events/assignments on the ChromeBook. • Students practice how to organize class binders/folders in locker, using color to coordinate by subject.	**Resources:** Teacher developed worksheets Data for Functional Life Skills. Instructional Videos Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories Community Based Instruction GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities

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• Organize binders/folders by using templates (Table of Contents, dividers, labels). • Reorganize at the end of each marking period. <u>Note Taking and Studying for Tests</u> • Practice using a Cornell Note on the smart board, demonstrate how to set up a Cornell Note, fill in the information, and write a summary. • Students use a paper copy of a Cornell Note filling in the note section and the summary. • Practice marking text with a worksheets of various lengths. • After watching "Test Taking Video, BrainPop", Students will cooperatively think/pair/share strategies such as process of elimination, mark important words, skip and go back. Have students practice with partners. • Create "Study Buddies" to help review information for quizzes/tests.	

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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		they can tutor each other. Allow extra time on assessments Provide study guides Weekly conference to set short term goals.	

Unit 3: Career Awareness

Stage 1: Desired Results

Standards & Indicators:

Key Ideas and Details

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9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures

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		such as proper interactions can protect online reputations.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

Central Idea/Enduring Understanding: • Leadership • Ability to work in a team • Communication skills (written) • Problem-solving skills • Strong work ethic • Communication skills (verbal) • Initiative • Flexibility/Adaptability • Interpersonal skills • Organizational ability • Strategic planning skills • Friendly/Outgoing personality • Tactfulness • Creativity	**Essential/Guiding Question:** What will I do when I grow up? What options are available to me? How do I make decisions, set goals, and solve problems? What skills do I need to be successful? How can I communicate my wants and needs?
Content: • Employability skills • Decision Making • Career options and paths	**Skills(Objectives):** • Communication. • Teamwork. • Problem solving. • Initiative and enterprise. • Planning and organising. • Self-management. • Learning. • Technology.

Interdisciplinary Connections: Students will understand how effective communication and coping mechanisms can be applied across the disciplines and can lead to numerous applications in their future careers and the school environment. Students will be able to understand thoughts, feelings, and actions are connected and develop skills of independence.

Stage 2: Assessment Evidence

Performance Task(s): Performance Task 1: • Task analysis data collected for various roles in school store Performance Task 2: • Goal Setting Project Performance Task 3: • Update data for Functional Life Skills.	**Other Evidence:** • Structured Observations. • Rubric. • Complete supplemental worksheets, tests, and quizzes on material covered. • Journals. • Cooperative learning opportunities. • Classwork. • Projects.

Stage 3: Learning Plan

Learning Opportunities/Strategies: School Store • Students will participate in various jobs while working the school store and	**Resources:** Teacher developed worksheets Data for Functional Life Skills. Instructional Videos

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engaging with the school community. Students will explore different roles and develop independence with employability skills. Goal Setting ● Students will set short-term and long term goals and monitor their progress towards the goal. They will develop an action plan and revise as needed. CBI Trips ● Organize and participate in a series of CBI trips to visit and complete activity in different career/technical/vocational programs offered. ABC careers activity ● Teacher asks the students to come up with careers and skills that start with each alphabet letter. After that, they ask them to mark the skills that they believe they possess. Then the kids should explain the importance of their chosen skill. Job description adjectives ● Kids write down a couple of adjectives describing their dream jobs on stickers and then stick those adjectives to their clothes. After that, the kids walk around the room and look for people with similar adjectives, which they then discuss while working in pairs.	Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories Community Based Instruction GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	which are designed around their strengths and weaknesses so that they can assist and challenge.	One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments Provide study guides Weekly conference to set short term goals.	Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Pacing Guide

Course Name	Resource	Standards
MP 1-2		
UNIT 1 Transition to Middle School ● Social Awareness ● Personal Information ● Money Skills ● Transitions ● Self-Care Days: 50	**Resources** Instructional Videos Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories CBI Teacher developed worksheets AFLS End of Unit Assessment: Role Play; AFLS grid	RL 9- 10 1,2,4 RI 9-10 1, 7 NJSLSA W 2, 4, 5, 6 A- SSE
MP 3		
UNIT 2 Organizational Skills ● Time Management and Organization ● Note Taking/Study Skills Days: 20 Days	**Resources** Instructional Videos Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories CBI Teacher developed worksheets AFLS End of Unit Assessment: Role Play; AFLS grid	RL 9- 10 1,2,4 RI 9-10 1, 7 NJSLSA W 2, 4, 5, 6 A- SSE

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MP 4		
UNIT 3 Career Awareness Days: 20 days	**Resources** Instructional Videos Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories CBI Teacher developed worksheets AFLS End of Unit Assessment: Role Play; AFLS grid	RL 9- 10 1,2,4 RI 9-10 1, 7 NJSLSA W 2, 4, 5, 6 A- SSE