Wall Township Public Schools	Board Approval Date:

Course Title: WIS LLD Life Skills

Instruction is individualized to meet the diverse learning needs of students with disabilities and emphasizes functional academics, problem-solving, self-advocacy, social-emotional learning, and decision-making skills. Students engage in meaningful activities that promote independence at home, school, and within the community while preparing for future educational, vocational, and adult living opportunities.

The course incorporates New Jersey Student Learning Standards, Dynamic Learning Maps (DLM) Essential Elements, and transition-focused learning experiences to support students in becoming active, responsible, and productive members of their communities.

New Jersey Student Learning Standards

Vision for Career Readiness, Life Literacies and Key Skills Education in New Jersey

Career readiness, life literacies and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Course Sequence & Pacing

Unit Title	Estimated Number of Instructional Periods
Unit 1: Understanding Our Differences	10 weeks
Unit 2: My Community	10 weeks
Unit 3: Math That Matters	10 weeks
Unit 4: Job and Career Exploration	10 weeks
Unit 5: Technology- Past, Present, & Future	10 weeks
Unit 6: Health, Wellness and the Human Body	10 weeks

Unit 7: The Environment and Sustainability	10 weeks
Unit 8: Media Literacy	10 weeks

Unit 1

Desired Results

Unit 1 Title: Understanding Our Differences

Unit Summary:

In this unit, students will focus on developing empathy and building positive peer relationships. Students will practice recognizing the feelings, needs, and perspectives of others while learning the importance of kindness, patience, and understanding in everyday interactions. The unit will also emphasize recognizing and respecting differences among peers, including individual strengths, preferences, communication styles, and backgrounds.

Students will participate in structured activities and real-life social scenarios to strengthen skills in conflict resolution and collaboration with peers. They will practice sharing, taking turns, problem-solving, active listening, and using appropriate communication to work through disagreements respectfully. Throughout the unit, students will continue building independence and social confidence while learning skills that support successful interactions at school, in the community, and in daily life.

Learning Standards

NJSLS:

2.1.2.E.1 / 2.1.5.E.1 / 2.1.8.E.1 – Identify and express emotions and demonstrate empathy for others

2.1.2.E.2 / 2.1.5.E.2 – Demonstrate respect for individual differences and perspectives

2.1.2.E.3 / 2.1.5.E.3 – Demonstrate strategies for resolving conflicts peacefully
2.1.2.E.4 / 2.1.5.E.4 – Demonstrate cooperation, sharing, and turn-taking in group activities
2.1.5.E.5 / 2.1.8.E.5 – Use effective communication skills to build and maintain relationships
2.1.8.E.6 – Apply decision-making skills in social and peer situations

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:
9.2.2.A.1 / 9.2.5.A.1 / 9.2.8.A.1 – Identify and demonstrate positive communication and collaboration skills
9.2.2.A.2 / 9.2.5.A.2 – Work cooperatively in group settings to achieve a common goal
9.2.5.A.3 / 9.2.8.A.3 – Demonstrate respect for diversity and different perspectives
9.2.5.A.4 / 9.2.8.A.4 – Demonstrate problem-solving and critical thinking in social situations
9.2.5.A.5 / 9.2.8.A.5 – Demonstrate personal responsibility and self-management skills
9.2.8.A.6 – Apply teamwork and collaboration skills in structured and unstructured settings

Computer Science & Design Thinking *(**CS & DT****)*:**
8.1.2.A.1 / 8.1.5.A.1 / 8.1.8.A.1 – Use technology and digital tools to solve problems and support learning
8.1.2.A.2 / 8.1.5.A.2 / 8.1.8.A.2 – Create and use digital tools to organize information and communicate ideas
8.1.2.A.3 / 8.1.5.A.3 / 8.1.8.A.3 – Use technology to collaborate and share ideas with others
8.1.2.A.4 / 8.1.5.A.4 / 8.1.8.A.4 – Select appropriate digital tools to complete tasks and solve problems
8.1.2.A.5 / 8.1.5.A.5 / 8.1.8.A.5 – Use technology responsibly and safely in learning environments

Interdisciplinary Connections:
SL.2.1 / SL.3.1 / SL.4.1 / SL.5.1 – Participate effectively in collaborative discussions with peers
SL.2.3 / SL.3.3 / SL.4.3 / SL.5.3 – Ask and answer questions to deepen understanding and explain ideas
SL.2.6 / SL.3.6 / SL.4.6 / SL.5.6 – Speak clearly and appropriately in conversations and discussions
6.1.2.CivicsCM.1 – Explain how individuals work together to make communities better

6.1.2.CivicsCM.3 – Describe ways to solve conflicts respectfully

6.1.5.CivicsPI.1 – Describe ways citizens participate and cooperate in communities

Learning Targets	
Unit Essential Questions: • What is empathy, and why is it important? • How can we recognize and respect differences in others? • What are positive ways to communicate with peers? • How can we solve conflicts respectfully and safely? • Why is teamwork and collaboration important? • How can we show kindness and understanding in everyday situations? • What strategies can help us work through disagreements? • How do our actions affect others?	**Unit Enduring Understandings:** • Empathy helps us understand and connect with others. • People may think, feel, learn, and communicate differently, and those differences should be respected. • Positive communication supports healthy relationships and successful collaboration. • Conflicts can be solved respectfully through problem-solving, listening, and compromise. • Working together helps build stronger relationships and successful outcomes. • Our words and actions can impact the feelings and experiences of others. • Kindness, patience, and understanding contribute to a positive community.
Vocabulary: Empathy, Respect, Differences, Feelings, Perspective, Communication, Collaboration, Cooperation, Conflict, Problem-solving, Compromise, Teamwork, Kindness, Listening, Patience, Understanding, Peer, Community, Responsibility, Inclusion	

Students will be able to:

- Identify and describe the feelings of others.
- Demonstrate empathy in social situations.
- Recognize and respect differences among peers.
- Use positive communication skills with others.
- Practice active listening during conversations and group activities.
- Work collaboratively with peers to complete tasks and activities.
- Identify appropriate strategies for resolving conflicts.
- Use problem-solving and compromise during disagreements.
- Demonstrate kindness, patience, and respect in daily interactions.
- Reflect on how actions affect others.

Learning Activities & Differentiation:

Students will:

• Read and discuss age-appropriate literature that celebrates diversity.
• Complete "All About Me" projects highlighting personal strengths and interests.
• Participate in role-playing activities that demonstrate positive social interactions.
• Practice active listening and communication through cooperative learning activities.
• Analyze real-life social situations and discuss appropriate responses.
• Complete graphic organizers comparing similarities and differences.
• Participate in social stories, morning meetings, and restorative circles.
• Reflect through journals, drawings, digital activities, or classroom discussions.

Differentiation:

• Visual supports and picture vocabulary
• Teacher modeling and guided practice
• Graphic organizers
• Small-group instruction

• Sentence starters and communication supports
• Choice boards
• Assistive technology and AAC supports when appropriate
• Extended time and multiple methods of demonstrating understanding

Assessment Evidence

Formative Assessments:

- Teacher observation during group activities and peer interactions
- Role-playing social situations and conflict resolution scenarios
- Participation in class discussions and cooperative learning activities
- Student self-reflection and check-ins about feelings and behavior
- Social skills practice activities and games
- Peer collaboration tasks and partner work
- Modeling and practicing appropriate communication strategies
- Completion of graphic organizers, worksheets, or social stories
- Demonstration of problem-solving strategies in real-life situations
- Exit tickets or verbal responses related to empathy and teamwork skills

Summative Assessments:

- Participation in a collaborative group project or activity
- Demonstration of appropriate conflict resolution strategies in role-play scenarios
- Presentation or discussion demonstrating understanding of empathy and respect for differences
- Completion of a problem-solving task involving peer collaboration
- Social scenario assessments identifying appropriate responses and behaviors
- Observation of students applying learned skills during classroom and community activities
- Creation of a poster, journal entry, or visual project related to empathy, teamwork, or kindness

- End-of-unit checklist measuring growth in communication, collaboration, and social interaction skills

Common Benchmark Assessments:

- Pre- and post-unit social skills checklists measuring growth in empathy, communication, and collaboration
- Standardized or district-approved social-emotional learning (SEL) screener or rubric (if applicable)
- Teacher-rated behavior and participation scales during structured and unstructured activities
- Benchmark observation tool tracking conflict resolution and peer interaction skills over time
- Progress monitoring check-ins using consistent rating scales (e.g., “never/sometimes/often”) for key skills
- Performance-based tasks scored with a common rubric (e.g., role-play scenarios, group problem-solving)

Alternative Assessments:

- Oral responses and interviews instead of written reflections
- Teacher-student conferencing to demonstrate understanding of empathy and social skills
- Visual supports (drawings, comic strips, or choice boards) to show understanding of social scenarios
- Role-play performances demonstrating conflict resolution and collaboration skills
- Sentence starters or fill-in-the-blank reflections for expressing feelings and solutions

Core Instructional & Supplemental Materials

Books & Read-Alouds:

- Wonder
- We’re All Wonders
- The Invisible Boy
- The Juice Box Bully
- Each Kindness
- All Are Welcome

Teacher-Created Materials:

- Slides presentations
- Guided notes
- Vocabulary cards,
- Anchor charts
- Scenario cards
- Daily bell ringers
- Exit tickets,
- Graphic organizers
- Social stories
- Classroom discussion prompts

Videos:

- Videos on kindness and inclusion
- Learning for Justice classroom videos
- PBS Learning Media inclusion and empathy clips
- Age-appropriate disability awareness videos
- Short empathy and friendship animations

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: My Community

Unit Summary:
In this unit, students explore their local community and the people who support it. They learn about community helpers and their roles, practice safe decision-making in public settings, and develop functional life skills by reading and interpreting bus and train schedules. Students build independence, communication, and awareness of how to navigate their community safely and effectively.

Learning Standards
NJSLS: **6.1.2.CivicsCM.1** – Explain the role of community members and workers in helping others **6.1.2.CivicsCM.2** – Identify services provided by local governments and community helpers **6.1.2.CivicsCM.3** – Describe ways people work together to solve problems in communities **6.1.2.GeoSV.1** – Use maps and transportation information to identify locations in the community **6.1.5.CivicsPI.1** – Describe ways citizens contribute to and support their communities
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: **9.2.2.CAP.1 / 9.2.5.CAP.1** – Identify interests and roles related to careers and community jobs **9.2.2.LS.1 / 9.2.5.LS.1** – Demonstrate daily living and independence skills **9.2.5.LS.2** – Use problem-solving and decision-making skills in everyday situations **9.2.5.LS.3** – Demonstrate responsible behaviors in community environments
Computer Science & Design Thinking *(CS & DT)*: **8.1.2.A.1 / 8.1.5.A.1** – Use digital tools to gather and organize information **8.1.2.B.1 / 8.1.5.B.1** – Break problems into smaller steps to solve them **8.2.2.A.1 / 8.2.5.A.1** – Identify problems and generate possible solutions **8.2.2.A.5 / 8.2.5.A.5** – Collaborate with peers to solve real-world problems
Interdisciplinary Connections: **RI.2.1 / RI.3.1 / RI.4.1 / RI.5.1** – Ask and answer questions about informational texts related to communities and transportation **SL.2.1 / SL.3.1 / SL.4.1 / SL.5.1** – Participate in collaborative discussions with peers and adults **SL.2.2 / SL.3.2 / SL.4.2 / SL.5.2 – Interpret information presented visually and orally, including schedules and maps**

W.2.2 / W.3.2 / W.4.2 / W.5.2 – Write informative pieces related to community helpers or transportation safety

Learning Targets	
Unit Essential Questions: • Why do we need different community helpers? • How do community helpers support my daily life? • What tools and jobs are connected to different helpers? • What does it mean to be safe in public places? • How do I recognize unsafe situations? • What should I do if I feel lost or need help in the community? • How do rules help keep me and others safe? • How does learning about my community help me become more independent? • What skills do I need to travel safely with or without an adult? • How do I make good choices when I am out in the community	**Unit Enduring Understandings:** • Community helpers provide important services that keep people safe, healthy, and supported. • Personal safety skills are essential when traveling and participating in community activities. • Reading and understanding schedules helps people plan and travel independently. • Being aware of surroundings and following rules supports safe community participation.
Vocabulary: Community, Community helpers, Safety, Emergency, Police officer, Firefighter, Nurse, Schedule, Route, Departure, Arrival, Station, Map, Timetable, Public transportation, Direction	
Students will be able to: • Identify community helpers and describe their roles	

- Recognize safe vs. unsafe behaviors in community settings
- Demonstrate basic safety rules when traveling in the community
- Read and interpret simple bus and train schedules
- Identify departure and arrival times
- Select appropriate transportation options for a given scenario
- Recognize safe and unsafe situations in community settings
- Demonstrate appropriate behaviors in public places (store, street, school, etc.)
- Identify trusted adults and community helpers they can go to for help
- Follow basic safety rules when traveling or participating in community outings
- Respond appropriately to emergency situations through role-play scenarios

Learning Activities & Differentiation:
Students will:
• Identify community helpers using photographs, books, and videos.
• Participate in community helper role-playing activities.
• Practice identifying trusted adults and emergency contacts.
• Read and interpret simple maps and transportation schedules.
• Complete community scavenger hunts using maps and school locations.
• Practice pedestrian and transportation safety through simulations.
• Read community signs and discuss their meanings.
• Participate in mock community experiences such as shopping, visiting the library, or mailing a letter.
• Create community maps, posters, or digital presentations.

Differentiation:
• Visual supports and community photographs
• Teacher modeling and guided instruction
• Graphic organizers

• Small-group instruction
• Social stories
• Modified reading materials
• Choice boards
• Assistive technology and AAC supports when appropriate
• Extended time and multiple assessment options

Assessment Evidence

Formative Assessments:

- Class discussions about community helpers and their roles
- Picture sorting activities (community helpers, safe/unsafe situations)
- “Wh- questions” using visuals (Who helps us? Where do they work?)
- Exit tickets (e.g., match a bus time to a destination)
- Teacher observation during role-play and community simulations
- Guided practice reading simple bus/train schedules
- Matching vocabulary to images (schedule, safety sign, helper, etc.)

Summative Assessments:

- Community Helpers project (poster, booklet, or digital slide show)
- Role-play assessment: demonstrating safe behavior in a community setting
- Performance task: plan a simple trip using a bus or train schedule
- Safety scenario response activity (choose safe vs. unsafe actions and explain)
- Vocabulary assessment (match, identify, or use in context)
- Functional reading task using a real or simplified transportation schedule

Common Benchmark Assessments:

- Identify and describe community helpers and their roles using visuals
- Demonstrate understanding of safety rules in community environments
- Read and interpret functional text (signs, schedules, maps)
- Match times, routes, and destinations using structured prompts
- Follow multi-step directions related to community-based tasks
- Demonstrate comprehension of real-world vocabulary in context

Alternative Assessments:

- Oral responses or interviews instead of written work
- Picture-based matching, sorting, or pointing assessments
- Teacher checklists during role-play or community outings
- Video or photo evidence of student participation and skills
- Assisted response options (choice boards, AAC devices, visuals)
- Task analysis scoring (step-by-step performance in real-world tasks)
- Partner-assisted activities with reduced response demands

Core Instructional & Supplemental Materials

Books:

- *Whose Hands Are These? A Community Helper Guessing Book* by Miranda Paul
- *Career Day* by Anne Rockwell
- *Helpers in My Community* by Bobbie Kalman
- *The Berenstain Bears Jobs Around Town* by Mike Berenstain

- *Last Stop on Market Street* by Matt de la Peña

Teacher-Created Materials:

- Community helper vocabulary cards
- Community helper matching and sorting activities
- Bus and train schedule reading worksheets
- Community map activities
- Social stories for community safety
- Role-playing scenario cards
- Functional reading passages
- Task cards and independent work stations
- Visual schedules and communication supports
- Community safety sign identification activities

Videos:

- PBS LearningMedia – Community Helpers
- BrainPOP Jr. – Community Helpers
- SciShow Kids – Community Helpers
- Sesame Street Community Helper videos
- National Geographic Kids community videos
- NJ Transit safety and rider education videos
- Read-aloud videos of community helper books
- Educational YouTube videos demonstrating how to read bus and train schedules
- Local community virtual tours and transportation videos

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Unit 3

Desired Results

Unit 3 Title: Math that Matters

Unit Summary:

This unit provides students with practical, real-world math skills needed for increasing independence in daily life. Students will explore how money is used through meaningful contexts such as making purchases, distinguishing between wants and needs, and managing a simple budget. Instruction emphasizes understanding the value of money, making responsible financial decisions, and tracking spending using basic tools such as receipts and account balances.

Throughout the unit, students will engage in hands-on activities, guided practice, and real-world simulations designed to strengthen functional math skills and promote independence. Emphasis is placed on decision-making, problem-solving, and applying math skills to everyday situations students are likely to encounter beyond the classroom.

Learning Standards

NJSLS:

2.MD.C.8 – Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately

3.MD.A.2 – Measure and estimate money amounts and solve problems involving addition and subtraction of money

4.NBT.B.4 – Fluently add and subtract multi-digit whole numbers using standard algorithms

4.OA.A.3 – Solve multistep word problems using the four operations

5.NBT.B.7 – Add, subtract, multiply, and divide decimals to hundredths in real-world contexts involving money

6.RP.A.3 – Use ratio and rate reasoning to solve real-world financial and budgeting problems

6.NS.B.3 – Fluently add, subtract, multiply, and divide decimals in practical situations

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.2.FP.1 – Identify the difference between needs and wants

9.1.2.FP.2 – Differentiate between spending and saving

9.1.5.FP.1 – Develop strategies for making responsible financial decisions

9.1.5.FP.2 – Explain how budgeting helps manage money responsibly

9.1.5.FP.3 – Demonstrate the ability to compare prices and make informed purchases

9.1.8.FP.1 – Create and manage a simple budget for real-world situations

9.1.8.FP.2 – Analyze spending habits and financial choices

Computer Science & Design Thinking (*CS & DT***):**

8.1.2.A.1 / 8.1.5.A.1 – Use digital tools and calculators to solve financial problems

8.1.2.B.1 / 8.1.5.B.1 – Break financial problems into manageable steps

8.2.2.A.1 / 8.2.5.A.1 – Identify problems and generate solutions related to budgeting and spending
8.2.2.A.5 / 8.2.5.A.5 – Collaborate with peers to solve real-world financial situations

Interdisciplinary Connections:
RI.2.1 / RI.3.1 / RI.4.1 / RI.5.1 – Ask and answer questions about informational texts (receipts, menus, ads, price lists)
RI.2.7 / RI.3.7 / RI.4.7 / RI.5.7 – Interpret information presented visually (charts, receipts, account statements)
SL.2.1 / SL.3.1 / SL.4.1 / SL.5.1 – Participate in collaborative discussions about spending and budgeting
W.2.2 / W.3.2 / W.4.2 / W.5.2 – Write explanatory responses about financial decisions and budgeting
L.2.6 / L.3.6 / L.4.6 / L.5.6 – Use domain-specific vocabulary related to money and finance

Learning Targets

Unit Essential Questions:

- How do my choices about spending affect my money over time?
- What strategies can I use to make sure I stay within a budget?
- How do I decide if something is worth buying?
- What happens if I spend more money than I have?
- How do I keep track of money I spend and money I have left?
- Why is it important to understand how debit cards work before using them?
- How can I tell if a purchase is safe and appropriate to make?

Unit Enduring Understandings:

- Money is a tool used to make choices and meet everyday needs.
- Responsible spending and budgeting help people make informed financial decisions.
- Understanding the difference between wants and needs supports independence and financial responsibility.
- Math skills are important for completing real-world tasks such as shopping, budgeting, and tracking spending.

• What factors should I consider when choosing between different transportation options? • How do distance, time, and cost affect my transportation choices? • How can technology help me make real-world financial and travel decisions? • What are the risks and benefits of using ride-sharing services? • How do I make responsible decisions when I am shopping independently?	• Using tools such as receipts, account balances, and debit cards helps people manage money safely and effectively. • Planning and problem-solving are necessary skills for making purchases and managing limited resources. • Financial responsibility and decision-making contribute to greater independence in daily life.
Vocabulary: budget, income, expense, purchase, price, cost, savings, spending, debit card, credit card, cash, coins, bills, receipt,balance, account, deposit, withdrawal, transaction, needs, wants, compare prices, total. change, sale, discount, tax,tip	
Students will be able to: • Identify and recognize the value of coins and bills. • Count, compare, and use money in real-world situations. • Make purchases using cash, debit cards, or other payment methods. • Determine the difference between wants and needs. • Create and follow a simple budget. • Track spending using receipts, account balances, or spending logs. • Calculate totals, change, discounts, and basic costs. • Compare prices to make responsible purchasing decisions. • Demonstrate financial decision-making skills in everyday situations. • Use math skills to solve real-world consumer problems.	

- Practice safe and appropriate money-management behaviors.
- Apply functional math skills to increase independence in daily life.
- Interpret basic financial information such as receipts, bills, and account balances.
- Use problem-solving strategies during shopping and budgeting activities.
- Demonstrate understanding of responsible spending and saving habits.

Learning Activities & Differentiation:
Students will:
• Count and identify coins and bills.
• Participate in classroom shopping simulations.
• Compare prices using grocery advertisements and store flyers.
• Create simple budgets using real-life scenarios.
• Calculate totals, discounts, taxes, tips, and change.
• Analyze receipts and spending records.
• Sort wants versus needs.
• Practice using debit cards, cash, and calculators appropriately.
• Complete restaurant menu and grocery store math activities.

Differentiation:
• Hands-on manipulatives
• Visual supports and graphic organizers
• Guided instruction
• Teacher modeling
• Small-group instruction
• Modified financial scenarios
• Calculators and assistive technology

• Extended time and multiple methods for demonstrating understanding

Assessment Evidence

Formative Assessments:

- Unit tests on money identification, counting money, and making purchases
- Budgeting assessments using real-world scenarios
- Performance-based shopping simulations
- Teacher-created quizzes on wants vs. needs and financial decision-making
- Receipt and account balance analysis activities
- Functional math problem-solving assessments
- Role-play assessments involving purchasing and payment skills
- Task completion checklists during community-based instruction activities
- Written or digital assessments on calculating totals, change, discounts, and spending

Summative Assessments:

- Create and manage a simple personal budget based on a real-life scenario
- Complete a simulated shopping experience using a set amount of money
- Demonstrate the ability to calculate totals, change, discounts, and remaining balances
- Participate in a role-play activity involving purchasing items and making financial decisions
- Complete an end-of-unit functional math assessment covering money skills and budgeting concepts
- Analyze receipts and track spending over a designated period of time
- Compare wants and needs to make responsible spending choices in real-world situations
- Demonstrate use of a debit card or mock banking activity safely and appropriately
- Complete a community-based or classroom-based purchasing task independently

Common Benchmark Assessments:

- District or teacher-created benchmark assessments focused on functional money skills

- Quarterly assessments measuring progress in budgeting, purchasing, and financial decision-making
- Standardized functional math probes aligned to life skills curriculum goals
- Performance tasks involving counting money, making purchases, and calculating change
- Real-world consumer math scenarios assessing problem-solving and independence
- Data collection on accuracy and independence during shopping simulations
- Benchmark assessments on identifying wants versus needs
- Receipt-reading and account balance tracking activities used across classrooms
- Multi-step functional math tasks aligned with transition and independent living goals
- Teacher-developed rubrics measuring application of money-management skills in authentic situations
- Progress-monitoring assessments focused on financial literacy vocabulary and concepts

Alternative Assessments:

- Teacher observation during real-world and simulated money activities
- Student participation in role-play purchasing scenarios
- Task analysis checklists measuring completion of budgeting and shopping tasks
- One-on-one verbal questioning and discussion
- Picture-supported or adapted assessments for money identification and budgeting concepts
- Use of manipulatives such as coins, bills, calculators, and receipts during assessment activities

Core Instructional & Supplemental Materials

Books:

- *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst
- *A Chair for My Mother* by Vera B. Williams
- *The Berenstain Bears' Dollars and Sense* by Stan & Jan Berenstain

- *If You Made a Million* by David M. Schwartz
- *The Coin Counting Book* by Rozanne Lanczak Williams
- *Count on Pablo* by Barbara deRuberti

Teacher-Created Materials:

- Coin and dollar identification practice sheets
- Money counting task cards
- Wants vs. Needs sorting activities
- Grocery shopping math worksheets
- Classroom store and shopping simulations
- Budget planning worksheets
- Receipt-reading and spending tracker activities
- Account balance and transaction register practice
- Price comparison activities using store flyers and online ads,

Videos:

- PBS LearningMedia
- Financial Literacy and Money Skills,
- BrainPOP – Money
- BrainPOP Jr. – Saving and Spending, Khan Academy
- Personal Finance (selected introductory videos)
- Practical Money Skills for Life educational videos
- Sesame Street videos on saving and spending
- FDIC Money Smart for Young People videos
- YouTube educational videos on counting money

- Budgeting, and comparison shopping

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
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It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

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Unit 4

Desired Results

Unit 4 Title: Job and Career Exploration

Unit Summary:

This unit provides students with foundational job readiness and career exploration skills needed for future employment and independent living. Students will explore personal interests, strengths, and career options while developing practical workplace skills through real-world activities and simulations. Instruction focuses on completing job applications, practicing interview skills, understanding appropriate workplace behavior, and setting personal and career goals.

Throughout the unit, students will participate in hands-on learning experiences designed to build confidence, communication skills, responsibility, and professionalism. Students will practice completing employment forms, role-play interview situations, explore workplace expectations, and develop strategies for achieving short-term and long-term goals. Emphasis is placed on self-advocacy, decision-making, problem-solving, teamwork, and preparing for success in school, work, and community environments.

Learning Standards

NJSLS:

9.2.2.CAP.1 – Identify personal interests, strengths, and preferences related to careers

9.2.2.CAP.2 – Identify various jobs and the skills needed for different careers

9.2.5.CAP.1 – Explain how personal interests and strengths connect to career choices

9.2.5.CAP.2 – Identify skills needed for success in different workplace settings

9.2.5.CAP.3 – Demonstrate awareness of career pathways and job opportunities

9.2.8.CAP.1 – Develop and update a personal plan for future goals and career exploration

9.2.8.CAP.2 – Analyze how personal skills and interests align with career options

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.2.CAP.1 – Recognize that people work in different jobs to meet needs and wants

9.1.5.FP.1 – Demonstrate responsible decision-making skills

9.1.5.FP.3 – Apply decision-making skills in real-world situations

9.1.8.FP.2 – Analyze choices that impact personal and financial responsibility

Computer Science & Design Thinking *(CS & DT)*:

8.1.2.A.1 / 8.1.5.A.1 – Use digital tools to gather and organize information

8.1.2.B.1 / 8.1.5.B.1 – Break tasks into manageable steps to complete applications and goals
8.2.2.A.1 / 8.2.5.A.1 – Identify problems and develop solutions in real-world situations
8.2.2.A.5 / 8.2.5.A.5 – Collaborate with peers to complete tasks and simulations

Interdisciplinary Connections:
SL.2.1 / SL.3.1 / SL.4.1 / SL.5.1 – Participate in collaborative discussions and role-play activities
SL.2.4 / SL.3.4 / SL.4.4 / SL.5.4 – Report on a topic or experience clearly and appropriately
SL.2.6 / SL.3.6 / SL.4.6 / SL.5.6 – Speak clearly and appropriately in interviews and presentations
W.2.2 / W.3.2 / W.4.2 / W.5.2 – Write informative texts such as job applications and goal statements
2.1.2.PGD.1 – Demonstrate personal responsibility in daily life situations
2.1.5.PGD.1 – Apply decision-making skills in real-world scenarios
2.1.5.PGD.3 – Demonstrate appropriate behaviors in structured environments
2.1.5.PGD.4 – Use problem-solving strategies in daily living situations.

Learning Targets

Unit Essential Questions:

- What skills are needed to be successful in the workplace?
- How do personal strengths and interests connect to careers?
- Why is professionalism important in a job setting?
- How can communication skills impact employment success?
- What behaviors are expected during a job interview?

Unit Enduring Understandings:

- Workplace success requires responsibility, communication, and appropriate behavior.
- People have different strengths, interests, and career goals.
- Professional behavior and positive attitudes support employment success.
- Goal setting helps individuals plan for the future and achieve success.

• How do people set and achieve personal and career goals? • Why is responsibility important in the workplace? • How can problem-solving and teamwork support job success? • What information is needed to complete a job application? • How can individuals prepare for future employment opportunities?	• Interview and application skills are important for obtaining employment. • Teamwork, problem-solving, and self-advocacy are valuable workplace skills. • Preparing for employment increases independence and confidence. • Strong work habits contribute to success in school, work, and community settings.
Vocabulary: career, job, employment, application, resume, interview, employer, employee, workplace, professionalism, responsibility, teamwork, communication, goal, short-term goal, long-term goal, strengths, skills, work habits, attendance, punctuality, cooperation, problem-solving, self-advocacy, references, dress code, job duties, training, volunteer, career exploration	
Students will be able to: • Identify personal strengths, interests, and career preferences. • Complete a basic job application accurately. • Demonstrate appropriate interview skills and responses. • Practice positive workplace behaviors and communication skills. • Identify appropriate workplace attire and hygiene expectations. • Demonstrate teamwork and problem-solving skills in workplace scenarios. • Set realistic personal, academic, and career goals. • Follow workplace rules, routines, and expectations. • Demonstrate responsibility, punctuality, and task completion skills. • Practice self-advocacy and effective communication in work settings.	

- Explore a variety of career pathways and employment opportunities.
- Apply job readiness skills through role-play and real-world simulations.

Learning Activities & Differentiation:
Students will:
• Complete career interest inventories.
• Explore careers using videos, guest speakers, and informational texts.
• Practice completing job applications.
• Develop resumes and personal information sheets.
• Participate in mock job interviews.
• Compare appropriate and inappropriate workplace behaviors.
• Participate in classroom job rotations and workplace simulations.
• Develop personal career plans and transition goals.
• Create career posters, brochures, or digital presentations.

Differentiation:
• Teacher modeling
• Guided instruction
• Graphic organizers
• Mock interview scripts
• Small-group instruction
• Modified employment forms
• Sentence starters
• Assistive technology and AAC supports when appropriate
• Extended time and multiple methods of demonstrating understanding

Assessment Evidence

Formative Assessments:

- Teacher observation during role-play interview activities
- Exit tickets on workplace behavior, professionalism, and job expectations
- Class discussions about career interests and job skills
- Completion of mock job application sections in class
- Think-pair-share activities on strengths, interests, and careers
- Checklist during interview practice (eye contact, greeting, responses, posture)
- Short quizzes on workplace vocabulary and expectations
- Goal-setting worksheets with teacher feedback and revisions
- Career interest inventories and reflection responses
- Participation in group activities about workplace scenarios (appropriate vs. inappropriate behavior)
- Sorting activities (appropriate/inappropriate workplace behaviors, dress code examples)
- Observation during simulated workplace tasks (following directions, teamwork)
- Exit reflections on what was learned about careers or job skills
- Guided practice activities for writing resume or personal information sections
- Peer feedback during interview practice sessions

Summative Assessments:

- Complete a mock job application accurately and independently
- Participate in a formal mock interview demonstrating appropriate responses and behaviors
- Develop a simple resume or personal information sheet for employment purposes
- Identify and explain appropriate workplace behaviors in real-world scenarios
- Complete a career exploration project based on personal interests and strengths
- Create short-term and long-term personal or career goals with supporting steps
- Demonstrate understanding of workplace expectations through a role-play or simulation
- Complete an end-of-unit assessment on job readiness vocabulary and concepts
- Participate in a performance-based assessment of workplace behavior in a simulated job setting
- Analyze and respond to workplace scenarios (appropriate vs. inappropriate actions)
- Present a career interest or job choice and explain why it is a good fit

- Demonstrate communication and problem-solving skills in group workplace tasks
- Complete a portfolio including application, resume, and goal-setting work samples

Common Benchmark Assessments:

- Standardized or teacher-created career exploration assessments
- Mock job application and interview performance tasks scored with common rubrics
- Functional life skills benchmarks aligned to transition and post-secondary goals
- Career interest inventory re-assessments to measure growth over time
- Workplace behavior scenario assessments (written or performance-based)
- Resume-building benchmarks using consistent grading criteria across classes
- Goal-setting and progress-monitoring assessments (short-term and long-term goals)

Alternative Assessments:

- Teacher observation during mock interviews and role-play activities
- Performance-based tasks in simulated workplace environments
- Task analysis checklists for completing job applications step-by-step
- One-on-one conferencing for goal setting and career reflection
- Oral responses instead of written responses for interview questions or reflections
- Portfolio assessment including applications, resumes, goals, and career projects
- Picture-supported or adapted assessments for workplace behavior and expectations
- Self-assessment checklists on professionalism, communication, and readiness skills
- Peer feedback during interview practice and group activities
- Video recordings of mock interviews for review and feedback
- Community-based instruction observations in real or simulated job settings
- Matching/sorting activities for workplace behaviors, skills, and job expectations
- Use of visual supports, sentence starters, and guided templates for applications/resumes

Core Instructional & Supplemental Materials
Books: • *Oh, the Places You'll Go!* by Dr. Seuss • *Career Day* by Anne Rockwell • *What Color Is Your Parachute? for Teens* by Carol Christen • *The 7 Habits of Highly Effective Teens* by Sean Covey • *Job Skills: Career Readiness for Teens* by James R. Davis • *The Survival Guide for Making and Being Friends* by James J. Crist
Videos: • BrainPOP –Careers • BrainPOP – Job Skills • PBS LearningMedia – Career Exploration and Workplace Readiness • CareerOneStop career exploration videos • Junior Achievement career readiness videos • Mock interview demonstration videos, YouTube educational videos on completing job applications and interview skills • Employability skills and workplace etiquette videos • Career cluster exploration videos • Virtual workplace tours featuring a variety of careers

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

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Unit 5

Desired Results

Unit 5 Title: Technology Past Present Future

Unit Summary:

Students will explore how technology has changed over time and how it supports communication, learning, work, and everyday living. Through hands-on activities, technology investigations, digital citizenship lessons, and real-world problem-solving, students will identify responsible uses of technology, practice safe online behaviors, and recognize how technology promotes independence and accessibility. Emphasis is placed on developing digital literacy, responsible

Learning Standards

NJSLS:

9.4.8.CI.1: Assess the impact of decisions on oneself and others.

9.4.8.DC.1: Analyze the benefits and risks of digital communication.

9.4.8.DC.2: Demonstrate appropriate digital citizenship and responsible technology use.

9.4.8.TL.3: Compare the benefits and challenges of technology in everyday life.

8.1.8.IC.1: Compare the ways computing technologies have impacted people's lives.

8.1.8.IC.2: Investigate how technology has changed society over time.

8.1.8.NI.1: Examine how technology supports communication and information sharing.

8.2.8.ITH.1: Explain how inventions and innovations have impacted society.

8.2.8.ITH.2: Analyze how technology has evolved to meet human needs and wants.

8.2.8.ED.1: Evaluate how technology can be used to solve problems and improve quality of life.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.2.DC. 1 Identify examples of digital tools and explain how they are used to communicate and solve problems.

9.4.5.DC.1 Explain responsible and safe use of technology in school, home, and community settings.

9.4.5.IML.1 Evaluate information obtained from digital sources and discuss how technology impacts daily life.

9.4.5.TL.2 Investigate how technology has changed over time and influenced communication, transportation, and work.

Computer Science & Design Thinking *(**CS & DT****)*:**

8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work.

8.1.5.IC.2 Compare technologies used in the past with those used today and explain their impact on society.

8.1.5.NI.1 Explain how digital tools allow people to communicate and share information.

8.1.5.AP.1 Compare and refine multiple solutions to a problem using technology.

8.2.5.ITH.1 Explain how inventions and innovations have improved daily life.

8.2.5.ITH.2 Analyze how technology has changed over time and continues to influence society

Learning Targets	
Unit Essential Questions: • How has technology changed the way people live, work, and communicate? • How have inventions improved everyday life? • How does technology help people become more independent? • What responsibilities come with using technology? • How can technology be used safely and responsibly? • How does technology support learning and communication? • How might future technologies improve our lives? • How can technology help solve real-world problems?	**Unit Enduring Understandings:** Technology continues to evolve to meet changing human needs. • Innovations improve communication, learning, healthcare, transportation, and everyday life. • Responsible technology use promotes safe, ethical, and respectful digital citizenship. • Technology supports creativity, collaboration, and problem-solving. • Assistive technology increases independence and accessibility for individuals with diverse needs. • Digital literacy is an essential life skill for school, work, and everyday living. • Technology should be used responsibly to improve society and solve problems. • Future innovations will continue to shape the world and create new opportunities.
Vocabulary: Technology, Invention, Innovation, Inventor, Engineer, Digital Citizenship, Internet, Computer, Tablet, Smartphone, Robot, Artificial Intelligence, Communication, Accessibility, Research, Information, Digital Footprint, Online	

Safety, Cyberbullying, Collaboration, Creativity, Problem-Solving, Past, Present, Future
Students will be able to: • Define technology and explain its purpose. • Identify examples of technology used in everyday life. • Compare technologies from the past, present, and future. • Explain how inventions solve problems and improve quality of life. • Identify important inventors and describe their contributions. • Demonstrate responsible digital citizenship. • Practice safe and ethical technology use. • Explain how technology supports communication, learning, and accessibility. • Predict how future technologies may impact society. • Use digital tools to communicate, create, and solve problems responsibly.
Learning Activities & Differentiation: **Students will:** • Create technology timelines comparing past, present, and future inventions. • Compare historical and modern communication devices. • Investigate famous inventors and innovations. • Participate in digital citizenship lessons. • Practice recognizing safe and unsafe online behaviors. • Explore assistive technologies. • Design future inventions that solve everyday problems. • Complete STEM design challenges. • Research using age-appropriate digital resources. • Create digital presentations, posters, or multimedia projects.

Differentiation:
• Visual supports
• Teacher modeling
• Guided instruction
• Graphic organizers
• Small-group instruction
• Modified reading materials
• Choice boards
• Assistive technology and AAC supports when appropriate
• Extended time and multiple assessment options

Assessment Evidence

Formative Assessments:

- Vocabulary quizzes and matching activities
- Exit tickets
- Teacher observation and anecdotal notes
- Class discussions and questioning
- Technology sorting activities (Past, Present, Future)
- Graphic organizers and Venn diagrams
- Reading comprehension checks
- Technology timeline activities
- Think-Pair-Share discussions
- STEM challenge checkpoints
- Journal responses and quick writes

- Student participation during group activities

Common Benchmark Assessments:

- District/Teacher-Created Technology Vocabulary Assessment
- Reading Comprehension Assessment using informational text about technology
- Technology Timeline Performance Task
- Unit Skills Assessment measuring:
- Identification of technology
- Understanding of past, present, and future technologies
- Use of content vocabulary
- Ability to compare and contrast technologies
- Understanding of technology's impact on society

Alternative Assessments:

- Teacher interview/conference
- Oral response assessment
- Picture identification assessment
- Technology sorting task
- Matching activities
- Drawing and labeling a technology
- Future invention model or prototype
- Digital presentation video explanation of a technology
- Small-group project
- Choice board activities
- Interactive notebook portfolio
- Observation-based assessment
- Modified assessments with visuals, word banks, and reduced answer choices

- One-on-one assessment with teacher support

Core Instructional & Supplemental Materials

Books & Read-Alouds:

- *The Most Magnificent Thing* by Ashley Spires
- *If I Built a Car* by Chris Van Dusen
- *The Boy Who Harnessed the Wind* (adapted edition)
- *Ada Twist, Scientist* by Andrea Beaty
- Age-appropriate nonfiction books about inventions, engineering, robotics, communication, space exploration, and technology

Teacher-Created Materials:

- Google Slides presentations
- Guided notes
- Vocabulary cards
- Anchor charts
- Technology timelines
- Invention matching activities
- Engineering design challenges
- Graphic organizers
- Task cards
- Problem-solving scenarios
- Digital citizenship lessons
- Daily bell ringers
- Exit tickets

- Classroom discussion prompts
- Interactive notebooks

Hands-On & Real-World Materials:
- Chromebooks and desktop computers
- Tablets
- Keyboards and computer mice
- Calculators
- Robotics kits (if available)
- Coding activities
- Engineering materials (cardboard, tape, craft sticks, straws, recycled materials)
- Simple machines and STEM manipulatives
- Assistive technology devices
- Communication devices
- Examples of past and present technology
- Household technology items
- Digital cameras and headphones

Technology Resources:
- Google Workspace (Docs, Slides, Forms, Sheets)
- BrainPOP
- PBS LearningMedia
- Discovery Education
- Code.org
- NASA STEM Resources
- Smithsonian Learning Lab
- National Geographic Kids

- Google Earth
- Interactive engineering and coding websites

Videos:
- BrainPOP Technology videos
- BrainPOP Digital Citizenship videos
- PBS LearningMedia technology resources
- NASA educational videos
- Engineering and invention demonstrations
- Robotics videos
- Assistive technology demonstrations
- Internet safety and responsible technology use videos

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Unit 6

Desired Results

Unit 6 Title: Unit 6: Health, Wellness and the Human Body

Unit Summary: Students will develop the knowledge and life skills needed to make healthy choices and maintain personal wellness. Through hands-on activities, real-life health scenarios, discussions, and self-care routines, students will explore nutrition, hygiene, exercise, personal safety, emotional wellness, and healthy decision-making. Emphasis is placed on developing healthy habits, personal responsibility, self-care, and independence that support lifelong health and successful participation in home, school, work, and community settings.

Learning Standards

NJSLS:

2.1: Personal and Mental Health

2.2: Physical Wellness

2.2: Physical Wellness.CI.1: Assess the impact of decisions on oneself and others.

9.4.8.CT.2: Develop multiple solutions to solve a problem and evaluate outcomes.

9.4.8.PB.1: Demonstrate personal responsibility in daily living.

9.4.8.GCA.1: Explore careers related to healthcare, fitness, nutrition, and wellness.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.HM.1 – Develop personal health goals and identify actions that support overall wellness.
9.4.5.CI.1 – Use critical thinking and problem-solving skills to make healthy decisions.
9.4.5.DC.1 – Demonstrate responsible use of digital resources when accessing health and wellness information.
9.4.5.IML.1 – Evaluate health information from various sources for accuracy and reliability.
9.4.5.GCA.1 – Explore careers related to health, wellness, fitness, and healthcare.
9.4.5.SEL.1 – Demonstrate self-awareness and self-management skills that support healthy relationships and personal well-being.

Computer Science & Design Thinking (*CS & DT***):** Students will:
8.1.5.IC.1 – Identify computing technologies that have impacted how individuals live, work, and maintain their health.
8.1.5.NI.1 – Explain how digital tools allow people to communicate, access information, and support wellness.
8.1.5.DA.1 – Collect and organize data to identify patterns and make informed decisions related to health and wellness.
8.2.5.ITH.1 – Explain how inventions and innovations have improved healthcare and quality of life.
8.2.5.ITH.2 – Analyze how technological advancements have changed medical care and health practices over time.
8.2.5.ETS.1 – Identify a problem related to health or wellness and explore technological solutions.

Learning Targets	
Unit Essential Questions: • How do the body's systems work together to keep us healthy? • Why are healthy habits important throughout life? • How do nutrition, exercise, sleep, and hygiene affect	**Unit Enduring Understandings:** • The human body is made up of systems that work together to support life. • Healthy habits promote lifelong physical, emotional, mental, and social well-being.

overall wellness? • How do personal choices impact physical, mental, and emotional health? • How can technology improve healthcare and quality of life? • Why is disease prevention important? • How can individuals make healthy and responsible decisions? • What careers help promote health and wellness?	• Personal choices directly impact overall health and quality of life. • Proper nutrition, exercise, hygiene, and sleep contribute to healthy living. • Disease prevention begins with responsible health practices. • Healthcare professionals and medical technology improve health and wellness. • Safety and self-care promote independence and lifelong wellness. • Wellness includes caring for both the body and the mind.
Vocabulary: Human Body, Organ, Tissue, Cell, Skeletal System, Muscular System, Circulatory System, Respiratory System, Digestive System, Nervous System, Immune System, Nutrition, Exercise, Wellness, Physical Health, Mental Health, Hygiene, Disease, Prevention, Safety, Fitness, Healthcare, Medicine, Doctor, Nurse, Healthy Lifestyle, Self-Care	
Students will be able to: • Identify the major body systems and describe their functions. • Explain how body systems work together to maintain health. • Identify healthy habits that promote lifelong wellness. • Demonstrate proper personal hygiene practices. • Explain the importance of balanced nutrition and regular physical activity. • Describe the benefits of adequate sleep and stress management. • Recognize behaviors that help prevent illness and injury. • Identify careers related to health and wellness.	

• Demonstrate responsible health and safety practices.
• Make informed decisions that promote lifelong wellness.

Learning Activities & Differentiation:

Students will:
• Investigate the major body systems using models and diagrams.
• Label and identify body systems.
• Participate in nutrition and healthy meal planning activities.
• Track healthy habits using wellness journals.
• Explore the effects of exercise on heart rate and fitness.
• Demonstrate proper hygiene practices.
• Investigate healthy and unhealthy lifestyle choices.
• Explore healthcare careers through videos and informational texts.
• Create health awareness posters or digital presentations.

Differentiation:
• Visual supports
• Guided instruction
• Teacher modeling
• Graphic organizers
• Interactive body models
• Small-group instruction
• Modified informational texts
• Assistive technology and AAC supports when appropriate
• Extended time and multiple methods of demonstrating understanding

Assessment Evidence

Formative Assessments:

- Human Body Systems Vocabulary Quizzes
- Exit Tickets
- Teacher Observation and Questioning
- Interactive Notebook Entries
- Diagram Labeling Activities
- Think-Pair-Share Discussions
- Graphic Organizers
- Guided Notes Completion
- Body System Matching Activities
- Health and Wellness Journals
- Class Participation
- Kahoot/Blooket Review Games
- Check for Understanding Activities
- Small Group Discussions

Summative Assessments:

• **My Healthy Living Plan** – Students create a personal healthy living plan by identifying healthy foods, daily exercise, hygiene routines, sleep habits, and self-care practices that support a healthy lifestyle.

• **Healthy Choices Performance Task** – Students demonstrate appropriate decision-making by responding to real-life situations involving nutrition, personal hygiene, illness, exercise, stress, safety, and asking trusted adults for help.

• **Daily Living Skills Portfolio** – Students compile evidence of healthy living throughout the unit including nutrition activities, hygiene checklists, exercise logs, wellness reflections, safety lessons, and classroom assignments demonstrating growth toward independent living.

• **Healthy Habits Investigation** – Students identify healthy and unhealthy habits found at home, school, and in the community while explaining how daily choices affect overall health and well-being.

• **My Body, My Responsibility Project** – Students create a poster, booklet, slideshow, or digital presentation demonstrating ways to care for their body through healthy eating, exercise, hygiene, sleep, stress management, and personal safety.

• **Community Health Resources Investigation** – Students identify doctors, nurses, dentists, pharmacies, hospitals, counselors, and emergency services while explaining when and why these resources should be used.

• **End-of-Unit Healthy Living Performance Assessment** – Students demonstrate independent healthy living skills by identifying healthy choices, following personal wellness routines, practicing hygiene and safety skills, recognizing community health resources, and applying responsible decision-making to everyday situations.

Common Benchmark Assessments:

- District/Department Human Body Systems Benchmark Assessment
- Standards-Aligned Unit Assessment
- Common Vocabulary Assessment
- Body Systems Identification Assessment
- Data Collection and Analysis Tasks
- Grade-Level Common Performance Task

Alternative Assessments:

- Oral Presentations
- Teacher-Student Conferences
- Illustrated Diagrams and Models
- Digital Presentations (Google Slides, Canva, etc.)
- Video Explanations
- Poster Projects

- Interactive Notebook Portfolio
- Cut-and-Paste Activities
- Matching and Sorting Tasks
- One-on-One Oral Assessments
- Drawing and Labeling Body Systems
- Adapted Assessments with Visual Supports
- Choice Boards
- Small Group Demonstrations
- STEM/Engineering Health Challenge Activities

Core Instructional & Supplemental Materials

Books & Read-Alouds:
• *The Busy Body Book* by Lizzy Rockwell
• *The Human Body* (National Geographic Kids)
• *Germs Make Me Sick!* by Melvin Berger
• *My Amazing Body* by Pat Thomas
• Age-appropriate nonfiction books about body systems, nutrition, hygiene, exercise, emotional wellness, healthy habits, and personal safety

Teacher-Created Materials:
• Google Slides presentations
• Guided notes
• Vocabulary cards
• Anchor charts
• Body system diagrams

- Nutrition activities
- Hygiene checklists
- Wellness journals
- Graphic organizers
- Task cards
- Health and wellness scenarios
- Daily bell ringers
- Exit tickets
- Classroom discussion prompts
- Interactive notebooks

Hands-On & Real-World Materials:
- Human body models
- Skeleton model
- Anatomy posters
- Body system charts
- Healthy food models
- Nutrition labels
- Food packaging
- Measuring cups and food portion visuals
- Toothbrushes, toothpaste, floss, and hygiene supplies
- Soap and handwashing materials
- Thermometers
- Stethoscopes and pulse monitors (if available)
- Exercise equipment (jump ropes, resistance bands, exercise balls)
- First aid kit
- Wellness tracking charts

Technology Resources:

- Chromebooks
- Google Workspace (Docs, Slides, Forms, Sheets)
- BrainPOP
- PBS LearningMedia
- KidsHealth.org
- National Geographic Kids
- NIH educational resources
- Interactive anatomy websites
- Health and nutrition educational websites

Videos:

- BrainPOP Human Body videos
- BrainPOP Health and Nutrition videos
- PBS LearningMedia health resources
- KidsHealth educational videos
- Human body system animations
- Nutrition and healthy eating videos
- Personal hygiene demonstrations
- Exercise and fitness videos
- Mental wellness and mindfulness videos

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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Unit 7

Desired Results

Unit 7 Title: The Environment and Sustainability

Unit Summary:

Students will develop an understanding of how their everyday choices affect the environment and their community. Through recycling activities, conservation projects, environmental investigations, and real-world problem-solving, students will learn responsible practices that help protect natural resources and maintain clean, healthy environments. Emphasis is placed on environmental responsibility, community stewardship, conservation, and independent decision-making that promotes sustainable habits at home, school, and in the community.

Learning Standards

NJSLS:

6.1.8.CivicsPR.5.a: Deliberate on ideas regarding effective solutions to local and state issues.

6.1.8.CivicsPI.4.a: Draw conclusions about how citizen participation affects public policy and community issues.

9.4.8.CI.1: Assess the impact of decisions on oneself and others.

9.4.8.CT.2: Develop multiple solutions to solve a problem and evaluate outcomes.

9.4.8.PB.1: Demonstrate personal responsibility in daily living.

9.4.8.GCA.1: Explore careers related to environmental science, conservation, agriculture, and community services.

MS-ESS3-3: Apply scientific principles to design methods for monitoring and minimizing human impact on the environment.

MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

8.1.8.IC.1: Compare the ways computing technologies have impacted people's lives.

8.2.8.ED.1: Evaluate how technology can be used to solve problems and improve quality of life.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.CI.1 – Use critical thinking and problem-solving skills to identify solutions to environmental challenges.

9.4.5.GCA.1 – Explore careers related to environmental science, conservation, sustainability, and natural resource management.

9.4.5.TL.2 – Examine how technology can be used to address environmental issues and support sustainable practices.

9.4.5.IML.1 – Gather and evaluate information from multiple sources about environmental topics and sustainability efforts.

9.4.5.DC.1 – Demonstrate responsible use of digital tools when researching environmental issues and solutions.
9.4.5.CT.1 – Identify ways individuals and communities can make responsible decisions that positively impact the environment.

Computer Science & Design Thinking (*CS & DT*):
8.1.5.IC.1 – Identify ways technology has impacted environmental awareness and conservation.
8.1.5.DA.1 – Collect and analyze environmental data to identify patterns and trends.
8.1.5.NI.1 – Use digital tools to research and communicate environmental information.
8.2.5.ITH.1 – Explain how technological innovations have improved environmental sustainability.
8.2.5.ETS.1 – Identify environmental challenges and explore technology-based solutions.
9.4.5.CI.1 – Use critical thinking skills to identify solutions to environmental challenges.
9.4.5.CT.1 – Recognize how individual actions affect the environment and community.
9.4.5.GCA.1 – Explore careers related to environmental science, conservation, sustainability, and renewable energy.
9.4.5.IML.1 – Gather and evaluate information about environmental issues from multiple sources.
9.4.5.TL.2 – Investigate how technology can support environmental conservation and sustainable living.
6.1.5.GeoHE.1 – Analyze the impact of human activity on the physical environment.
6.1.5.GeoSV.1 – Explain how people can protect and conserve natural resources.
6.1.5.CivicsPI.1 – Describe ways citizens can participate in improving their communities and environment.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• Why is it important to care for the environment? • How do my daily choices affect the world around me? • What can individuals do to protect natural resources?	• People and the environment depend on one another. • Natural resources should be protected and used responsibly.

• Why are recycling, reducing, and reusing important? • How can conserving water and energy help our communities? • What responsibilities do citizens have in protecting the environment? • How does technology support environmental conservation? • How can I make environmentally responsible choices every day?	• Recycling, reducing waste, and reusing materials help conserve valuable resources. • Individual choices can positively or negatively impact the environment. • Environmental stewardship is everyone's responsibility. • Technology and innovation can help solve environmental challenges. • Communities work together to protect and improve the environment. • Sustainable habits help create a healthier future for people and the planet.
Vocabulary: Environment, Sustainability, Natural Resources, Conservation, Recycle, Reduce, Reuse, Pollution, Litter, Waste, Compost, Renewable Resources, Nonrenewable Resources, Habitat, Ecosystem, Wildlife, Community, Stewardship, Climate, Energy, Water Conservation, Environmental Protection, Renewable Energy, Responsibility	
Students will be able to: • Explain why protecting the environment is important. • Identify natural resources and describe how they are used. • Demonstrate environmentally responsible behaviors. • Sort recyclable, reusable, compostable, and landfill materials correctly. • Explain how pollution affects people, animals, and ecosystems. • Demonstrate strategies for conserving water and energy. • Identify ways individuals and communities protect the environment. • Participate in environmental stewardship activities.	

• Explore careers related to environmental science and sustainability.
• Make responsible decisions that support environmental conservation.

Learning Activities & Differentiation:

Students will:
• Sort recyclable and non-recyclable materials.
• Participate in classroom recycling activities.
• Investigate water and energy conservation.
• Read informational texts about environmental issues.
• Participate in school or community clean-up activities.
• Build projects using recycled materials.
• Create Earth Day awareness posters.
• Explore environmental careers.
• Develop environmental action plans for home and school.

Differentiation:
• Visual supports
• Guided instruction
• Teacher modeling
• Graphic organizers
• Interactive body models
• Small-group instruction
• Modified informational texts
• Assistive technology and AAC supports when appropriate
• Extended time and multiple methods of demonstrating understanding

Assessment Evidence

Formative Assessments:

- Exit Tickets
- Class Discussions
- Teacher Observation and Anecdotal Notes
- Environmental Vocabulary Quizzes
- Recycling and Sorting Activities
- Graphic Organizers
- Learning Journals and Reflections
- Think-Pair-Share Activities
- Environmental Scavenger Hunt Checklists
- Interactive Notebook Entries
- Participation in Class Activities
- Check for Understanding Questions

Summative Assessments:

• **My Green Choices Project** – Students create a poster, booklet, slideshow, or digital presentation identifying everyday actions they can take to protect the environment, including recycling, conserving water and electricity, reducing waste, and keeping their home, school, and community clean.

• **Recycling & Waste Sorting Performance Task** – Students demonstrate their ability to correctly sort recyclable, reusable, compostable, and landfill items while explaining how responsible waste disposal helps protect the environment.

• **Environmental Responsibility Portfolio** – Students compile completed classroom activities including recycling projects, conservation activities, environmental reflections, sorting tasks, graphic organizers, and classroom assignments demonstrating growth in environmental responsibility and independent living skills.

• **Healthy Community Investigation** – Students identify ways individuals, schools, and communities work together to keep neighborhoods clean, safe, and environmentally responsible while explaining how their own actions positively impact the community.

• **Environmental Problem-Solving Challenge** – Students respond to authentic everyday situations involving littering, recycling, conserving water, conserving electricity, and protecting natural resources by selecting responsible solutions and explaining their choices.

• **Community Stewardship Project** – Students participate in a classroom, school, or community environmental activity such as recycling, classroom clean-up, conservation awareness, or beautification efforts while reflecting on the importance of caring for shared environments.

• **End-of-Unit Environmental Responsibility Performance Assessment** – Students demonstrate mastery of unit objectives by applying responsible environmental practices, identifying ways to conserve resources, demonstrating proper recycling procedures, and explaining how everyday choices contribute to a healthier, cleaner, and more sustainable community.

Common Benchmark Assessments:

District or Teacher-Created Standards-Based Assessment

Unit Vocabulary Assessment

- Environmental Concepts Assessment
- Performance-Based Sustainability Task
- Common Life Skills Benchmark Assessment
- Functional Application Assessment Related to Environmental Responsibility

Alternative Assessments:

- Oral Presentations
- Teacher-Student Conferences
- Visual Projects and Posters
- Digital Presentations

- Illustrated Environmental Journals
- Demonstrations of Recycling and Conservation Skills
- Role-Playing Activities
- Small Group Projects
- Drawing and Labeling Activities
- Video Projects
- Choice Boards
- One-on-One Oral Assessments
- Modified Assessments with Visual Supports
- Portfolio-Based Assessment

Core Instructional & Supplemental Materials

Books & Read-Alouds:

• *The Lorax* by Dr. Seuss
• *One Plastic Bag* by Miranda Paul
• *Michael Recycle* by Ellie Bethel
• *Why Should I Recycle?* by Jen Green
• National Geographic Kids: *Everything Ecology*
• Age-appropriate nonfiction books about ecosystems, habitats, conservation, recycling, pollution, weather, climate, and sustainability

Teacher-Created Materials:

• Google Slides presentations
• Guided notes
• Vocabulary cards

- Anchor charts
- Ecosystem diagrams
- Food chain and food web activities
- Recycling sorting activities
- Environmental investigations
- Graphic organizers
- Task cards
- Weather tracking charts
- Daily bell ringers
- Exit tickets
- Classroom discussion prompts
- Interactive notebooks

Hands-On & Real-World Materials:
- Recycling bins and recyclable materials
- Composting examples
- Soil, rocks, leaves, seeds, and plants
- Magnifying glasses
- Weather instruments (thermometer, rain gauge, wind vane, if available)
- Plant life cycle materials
- Habitat models
- Water conservation materials
- Environmental posters
- Nature journals
- Local maps and park brochures

Technology Resources:
- Chromebooks
- Google Workspace (Docs, Slides, Forms, Sheets)

- BrainPOP
- PBS LearningMedia
- National Geographic Kids
- NOAA educational resources
- EPA educational resources
- Discovery Education
- Google Earth
- Interactive environmental science websites

Videos:
- BrainPOP Environmental Science videos
- PBS LearningMedia environmental resources
- National Geographic Kids videos
- Recycling and conservation videos
- Ecosystem and habitat videos
- Weather and climate videos
- Earth Day educational videos
- Pollution prevention videos
- Wildlife and biodiversity documentaries

Community & Career Connections:
- Local parks and nature centers
- Recycling centers
- Environmental organizations
- Community clean-up events
- Parks and recreation departments
- Conservation officers
- Environmental scientists

- Park rangers
- Community gardening programs

Assistive & Instructional Supports:
- Visual schedules
- Picture supports
- AAC devices
- Communication boards
- Graphic organizers
- First/Then boards
- Task analysis supports
- Sentence starters
- Adapted science materials
- Speech-to-text and text-to-speech software
- Closed captioning and audio supports
- Accessibility tools identified in students' IEPs

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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Unit 8

Desired Results

Unit 8 Title: Media Literacy

Unit Summary:

Students will develop the knowledge and skills needed to safely, responsibly, and confidently use media and technology in everyday life. Through authentic learning experiences, students will evaluate information, recognize reliable and unreliable sources, practice safe online behaviors, and demonstrate responsible digital citizenship. Emphasis is placed on protecting personal information, communicating respectfully, making informed decisions, and using media and technology responsibly to support lifelong learning, independence, employment readiness, and active participation in the community.

Learning Standards

NJSLS:

RI.5.7- Draw on information from multiple print and digital sources, demonstrating the ability to locate information efficiently.

RI.5.8 - Explain how an author uses reasons and evidence to support points in a text.

SL.5.2 - Summarize information presented in diverse media and formats, including visually and quantitatively.

9.4.5.IML.1- Evaluate digital information for accuracy, perspective, credibility, and relevance.

9.4.5.DC.1- Demonstrate safe, responsible, and ethical use of digital tools and resources.

9.4.5.DC.4- Model respectful and appropriate behavior in digital environments.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.IML.1 - Evaluate information from digital sources for accuracy and reliability.
9.4.5.DC.1- Demonstrate safe and responsible use of digital technologies.
9.4.5.DC.4 - Practice appropriate digital citizenship and online communication.
9.4.5.CI.1 – Use critical-thinking skills to analyze information and solve problems.
9.4.5.TL.3 - Identify how technology influences communication and the sharing of information.
9.4.5.DC.6 - Compare and contrast appropriate and inappropriate online behaviors.
9.4.5.NI.2 - Describe ways technology can be used to communicate and collaborate with others

Computer Science & Design Thinking *(**CS & DT****)*:**

9.4.5.CI.1 -Use appropriate communication and collaboration skills to solve problems and accomplish tasks.

9.4.5.CT.1 – Identify and collect information needed to solve a problem.

9.4.5.CT.2 – Compare possible solutions to a problem and explain why one solution is preferred.

9.4.5.CT.4 – Explain how technology and data can be used to solve real-world problems.

9.4.5.DC.1 – Explain the need for and use of technology rules to create a responsible digital culture.

9.4.5.DC.4 – Model safe, ethical, and responsible online behaviors and interactions.

9.4.5.NI.2 – Describe ways technology enables communication and collaboration.

9.4.5.TL.3 – Identify how technology influences communication and the sharing of information.

Learning Targets	
Unit Essential Questions: • What is media, and how does it influence our daily lives? • How can we determine whether information is accurate and trustworthy? • Why is it important to think critically about media messages? • How can we communicate responsibly using digital tools? • What are the characteristics of a good digital citizen? • How do advertisements and social media influence our choices? • Why is it important to protect personal information online? • How can technology be used responsibly to learn, communicate, and create?	**Unit Enduring Understandings:** • Media influences how people think, communicate, and make decisions. • Not all information found online or in the media is accurate or reliable. • Critical thinking helps individuals evaluate information from multiple sources. • Responsible digital citizens communicate safely, respectfully, and ethically. • Personal information should be protected when using technology and digital media. • Media creators use different techniques to inform, entertain, and persuade audiences. • Technology provides opportunities to create, collaborate, and share ideas responsibly. • Strong media literacy skills support lifelong learning, informed decision-making, and responsible citizenship.
Vocabulary: Media, Digital Citizenship, Internet, Website, Social Media, Communication, Advertisement, Audience, Fact, Opinion, Bias, Reliable Source, Credible Source, Misinformation, Online Safety, Cyberbullying, Privacy, Digital Footprint, Copyright, Fair Use, Technology, Information, Research, Responsible Use, Collaboration	

Students will be able to:

- Define media literacy and explain its importance.
- Identify different forms of media.
- Distinguish between facts and opinions.
- Evaluate the credibility of print and digital information sources.
- Identify reliable and unreliable websites.
- Recognize examples of misinformation and bias.
- Demonstrate responsible digital citizenship.
- Practice safe online behaviors and protect personal information.
- Analyze advertisements and media messages.
- Create original media products using responsible and ethical communication.

Learning Activities & Differentiation:

Students will:

- Compare print, digital, television, and social media sources.
- Analyze advertisements and persuasive techniques.
- Practice distinguishing facts from opinions.
- Evaluate websites for credibility and reliability.
- Participate in digital citizenship and online safety lessons.
- Create public service announcements promoting responsible technology use.
- Research current events using multiple reliable sources.
- Design digital presentations, posters, podcasts, or videos.
- Participate in collaborative media analysis activities.

Differentiation:

- Visual supports
- Teacher modeling

• Guided instruction
• Graphic organizers
• Small-group instruction
• Modified informational texts
• Sentence starters
• Choice boards
• Assistive technology and AAC supports when appropriate
• Extended time and multiple methods of demonstrating understanding

Assessment Evidence

Formative Assessments:

• Teacher observation during classroom technology activities and digital learning tasks
• Classroom discussions about responsible technology use and digital citizenship
• Daily warm-up activities using internet safety and media literacy scenarios
• Exit tickets demonstrating understanding of online safety, responsible technology use, and digital communication
• Think-Pair-Share discussions focused on safe and unsafe online situations
• Interactive notebook entries documenting media literacy concepts and responsible technology practices
• Graphic organizers comparing facts and opinions, reliable and unreliable information, and safe versus unsafe online behaviors
• Teacher-guided analysis of websites, advertisements, news stories, videos, and social media examples
• Internet safety role-playing activities using authentic real-life scenarios
• Vocabulary practice through matching activities, games, visuals, and classroom discussions
• Teacher conferencing during independent and small-group technology activities
• Student self-reflection journals describing responsible digital choices and online behaviors
• Observation of student participation during collaborative technology and media literacy activities

• Digital communication practice through emails, online discussions, or classroom messaging activities
• Student self-assessments using digital citizenship and online safety checklists

Common Benchmark Assessments:

- District or Teacher-Created Standards-Based Assessment
- Environmental Vocabulary Assessment
- Unit Skills Assessment
- Performance-Based Environmental Task
- Life Skills Functional Assessment
- Common Unit Benchmark Assessment
- Environmental Responsibility Assessment

Alternative Assessments:

- Oral Presentations
- Teacher-Student Conferences
- Visual Projects and Posters
- Digital Presentations
- Illustrated Journals
- Demonstrations of Recycling and Conservation Skills
- Role-Playing Activities
- Environmental Models and Displays
- Small Group Projects
- Choice Boards
- One-on-One Oral Assessments
- Modified Assessments with Visual Supports
- Portfolio-Based Assessment
- Community Participation Activities

- Drawing and Labeling Activities

Core Instructional & Supplemental Materials

Books & Read-Alouds:

• *But I Read It on the Internet!* by Toni Buzzeo
• *The Technology Tail* by Julia Cook
• *Webster's Email* by Hannah Whaley
• Common Sense Education digital citizenship stories
• Age-appropriate nonfiction books about media literacy, digital citizenship, internet safety, online communication, technology, advertising, current events, and responsible media use

Teacher-Created Materials:

• Google Slides presentations
• Guided notes
• Vocabulary cards
• Anchor charts
• Fact versus opinion activities
• Reliable versus unreliable source activities
• Digital citizenship lessons
• Internet safety scenarios
• Media literacy graphic organizers
• Task cards
• Daily bell ringers
• Exit tickets

- Classroom discussion prompts
- Interactive notebooks

Hands-On & Real-World Materials:
- Newspapers
- Magazines
- Advertisements
- Grocery store flyers
- Printed websites
- News articles
- Internet safety posters
- Password security activities
- Communication scenario cards
- Smartphones and tablets (teacher-guided)
- Chromebooks
- Classroom technology devices

Technology Resources:
- Chromebooks
- Google Workspace (Docs, Slides, Forms, Sheets)
- BrainPOP
- PBS LearningMedia
- Common Sense Education
- Newsela
- Google SafeSearch
- National Geographic Kids
- ReadWorks
- Interactive media literacy and digital citizenship websites

Videos:

- BrainPOP Digital Citizenship videos
- Common Sense Education internet safety videos
- PBS LearningMedia media literacy resources
- Cyber safety videos
- Responsible technology use videos
- Internet safety demonstrations
- Digital communication videos
- Age-appropriate current events clips

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