



LLD Life Skills Grades 9-12 Year 3

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The Life Skills course is designed to foster growth of independent living skills for high school special education students, ages fourteen to twenty-one. Emphasis is placed upon self-awareness, health and self-care, social interaction, problem solving, household and money management, career awareness and daily living skills. Content is modified to address specific student needs based upon goals set forth in the Individual Educational Plan. Opportunities to acquire independent living skills, positive self-esteem and greater self-sufficiency are taught at an appropriate pace based upon ability in order for students to experience success.

Course Sequence & Pacing

Table with 2 columns: Unit Title, MP/Weeks. Rows include Unit 2: Pop Culture, Unit 3: Individual Differences, and Unit 4: Health & Safety. A note in the MP/Weeks column states: 'Due to the students' need for repetition, the goals and objectives of each unit will be interwoven throughout the entire school year. They will be addressed daily, weekly and/or monthly depending on each students' IEP Goals and respective appropriateness.'

Unit 1

Stage 1: Desired Results

Unit 1: How We Learn

Unit Summary: Students will gain an understanding of their aptitudes and interests in order to facilitate career choices and aid in maintaining gainful employment.

Unit 1 Learning Targets

NJSLS Grade Level Standards:

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Curricular Connections

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

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, ELA, Math, Science, Social Studies

Unit Essential Questions:

How do personal interests and skills affect your job selection and success?

Unit Enduring Understandings:

In order for students to find and maintain employment, they must develop an ongoing assessment of their abilities and interests.

<p>How does knowledge of personal interests and abilities impact on career choices? What is the importance of lifelong learning to employment?</p>	<p>High School is designed to prepare students for life beyond the classroom setting. The teaching of vocational skills is intended to prepare the student for success after secondary education. Through vocational skills training, students learn how to prepare for a job, find a job, apply for a job and excel at a job</p>
<p>Content-Students will know:</p> <p>In order for students to find and maintain employment, they must develop an ongoing assessment of their abilities and interests. Know their strengths/weaknesses, likes/dislikes Know what behaviors are expected at school and the workplace Discuss the importance of lifelong learning and why people work.</p>	<p>Skills-Students will be able to:</p> <p>Know their strengths/weaknesses, likes/dislikes Know what behaviors are expected at school and the workplace Discuss the importance of lifelong learning and why people work. Display the ability to communicate effectively with others and perform job tasks accurately and efficiently. Demonstrate effective human relations skills in dealing with fellow classmates Investigate and understand how to handle conflicts and stress Learn to use time efficiently and accurately.</p>

Stage 2: Evidence of Student Learning

Summative Assessments:

Claim, evidence & reasoning assessments
CBI trip (checklists)

Formative Assessments:

Weekly assessments
Exit Tickets
Student Interview
CBI trip (checklists)

Common Benchmark Assessments:

Cooperative and independent learning experiences
Class work and homework

Class discussion and participation

IEP Progress Indicators

Alternative Assessments:

Multimedia presentations

Projects

Self Assessment Portfolio

CBI trip (checklists)

Stage 3: Core Instructional Plan & Resources

Skill:

Relate identification of strengths, weakness, likes and dislikes to job choices

Identify acceptable and unacceptable behaviors expected in the workplace

Connect the importance of lifelong learning to obtaining and maintaining employment

Set career goals and be aware of the steps needed for self-direction toward those goals.

Identify careers of interest and the related education or training necessary to obtain the skills needed for that occupation.

Demonstrate consumer and other basic financial skills.

Develop basic skills as related to job hunting and interviews

Learning Activities:

CBI Trips

Choices Magazine

Teacher created materials - Google Slides and Docs

Google Classroom

Chromebooks

Youtube

Newsela

EdPuzzle

TPT

Internet Resources

CNN 10

Actively Learn

Kahoot

Gimkit

Suggested Activities for Differentiation

Suggested Strategies and Practices that Support Students with Disabilities:

- 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

Suggested Strategies and Practices that Support English Language Learners:

- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students

Students At Risk of Failure:

- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students

Students with 504 Plans:

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

Specific Strategies and Practices that Support Gifted & Talented Students:

- Use of high level academic vocabulary/texts
- Problem-based learning
- Preassess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 2

Stage 1: Desired Results

Unit 2: Pop Culture

Unit Summary: To develop an understanding of people and the affects on the environment

Unit 2 Learning Targets

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Conventions of Standard English

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Curricular Connections

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

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, ELA, Math, Science, Social Studies

Unit Essential Questions:

- How do we interact with other people?
- What is acceptable behavior?
- How does one organize social life and leisure time?
- What is the importance of a calendar?
- What strategies can I use to resolve conflicts with others?
- What is “effective” communication?
- What is a healthy friendship?
- Why do some friendships change?
- Why do some people deal with similar problems in different ways?

Unit Enduring Understandings:

- The ability to properly interact with people will facilitate positive interactions with others in a variety of situations.
- Effective communication skills are necessary for a successful life: personally, socially, educationally, and professionally.
- An empathetic person is able to understand others’ perspectives and respond to conflict appropriately.
- Understanding the components of a healthy relationship is important for assisting students in making healthy relationship choices and decisions.
- It is important for students to know how to cope with and handle life’s challenges.

Content-Students will know:

- What is meant by proper social interaction?
- How does one organize leisure time in terms of socializing with others?
- What is the importance of a calendar to socialization in daily living?

Skills-Students will be able to:

- Define social interaction
- Define leisure time Learn to manage leisure time to contribute to a positive social life
- Utilize a daily planner/calendar to track appointments and social events.

<p>The student will review different conflict resolution strategies and identify at least three strategies that should be used if faced with a conflict.</p> <p>The students will identify characteristics of effective communication.</p>	<p>Practice proper self introductions, emphasizing eye contact and hand shaking technique</p> <p>Role play a variety of social situations</p>
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Stage 2: Evidence of Student Learning

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Formative Assessments:

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Common Benchmark Assessments:

Cooperative and independent learning experiences
Class work and homework
Class discussion and participation
IEP Progress Indicators

Alternative Assessments:

Multimedia presentations
Projects
Self Assessment Portfolio
CBI trip (checklists)

Stage 3: Core Instructional Plan & Resources

Skill:

Discussion of the importance of managing leisure time to enhance relationships Students will maintain a daily planner Students will create a poster of their favorite leisure time activities conducted with others and will present to the class Students will make a list of sports, clubs, etc. in the school in which they are interested and will be encouraged to attend at least one of these activities

Work cooperatively with others to accomplish a task.

Evaluate their own actions and accomplishments.

Describe actions which demonstrate respect for others.

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Learning Activities:

CBI Trips

Choices Magazine

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CNN 10

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Suggested Activities for Differentiation

Suggested Strategies and Practices that Support Students with Disabilities:

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- Personal glossary
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- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students

Students At Risk of Failure:

- Alternative Assessments
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- Learning Contracts
- Leveled Rubrics
- Personal Agendas
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Students with 504 Plans:

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

Specific Strategies and Practices that Support Gifted & Talented Students:

- Use of high level academic vocabulary/texts
- Problem-based learning
- Preassess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
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- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 3

Stage 1: Desired Results

Unit 3: Individual Differences

Unit Summary: Students will become self-aware, gaining a better understanding of their individuality, which will lead to better decision making and appropriate social interaction.

Unit 3 Learning Targets

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Interdisciplinary Connections:

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Unit Essential Questions:

Unit Enduring Understandings:

<p>How do we view ourselves? How are we different from one another? How do the decisions that you make affect you and those around you? What are values?</p>	<p>Self-awareness is an important factor in social and emotional growth. The decisions that we make affect us both as individuals and socially.</p>
<p>Content-Students will know:</p> <p>Self awareness is an important factor in social and emotional growth. The decisions that we make affect us both as individuals and socially. The student will identify personal stressors and coping strategies.</p> <p>Understand consequences of decisions and choices.</p> <p>Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>Identify alternative solutions to a problem.</p> <p>Respect alternate points of view.</p> <p>Respect and recognize the feelings and perspectives of others</p>	<p>Skills-Students will be able to:</p> <p>Define self-concept and list examples. Identify personality traits. Explain how personal choices affect themselves and others. Create and assess realistic goals. Define and understand what values are</p>

Stage 2: Evidence of Student Learning

Summative Assessments:

Claim, evidence & reasoning assessments
CBI trip (checklists)

Formative Assessments:

Weekly assessments
Exit Tickets

Student - Interviews

Unit Projects

Posters

Roll Play

CBI trip (checklists)

Common Benchmark Assessments:

Cooperative and independent learning experiences

Class work and homework

Class discussion and participation

IEP Progress Indicators

Alternative Assessments:

Multimedia presentations

Projects

Self Assessment Portfolio

CBI trip (checklists)

Skill:

Define self-concept and list examples

List examples of personality traits

Identify general likes and dislikes, hobbies, plans for the future

Develop a list of daily situations that require decision making

Brainstorm good and bad decisions based on given situations

Understand that all decisions cause a reaction and consequence

Understand the affect of choices made

List values and explain their importance

Discuss traits or values that are preferred in friends

Learning Activities:

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- Flexible Grouping
- Goal-Setting with Students

Students At Risk of Failure:

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- Learning Contracts
- Leveled Rubrics
- Personal Agendas
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- Preassess to condense curriculum

- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
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- Gifted Programming Glossary of Terms

Unit 4

Stage 1: Desired Results

Unit 4: Health & Safety

Unit Summary: Students will examine the role of living a healthy lifestyle and gain an understanding of appropriate kitchen safety, sanitation practices, as well as kitchen equipment usage for meal preparation.

Unit 4 Learning Targets

NJSLS Grade Level Standards:

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Curricular Connections

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9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills

9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities

9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, ELA, Math, Science, Social Studies

Unit Essential Questions:

- What is good nutrition?
- How does your diet affect your health?
- What is the Food Guide Pyramid?
- Why is exercise necessary?
- How does food preparation keep you healthy and safe?

Unit Enduring Understandings:

- In order to live a healthy lifestyle, it is necessary to have an understanding of the role that nutrition and fitness both play in one's life.
- Harmful bacteria in food cause food borne illness.
- A clean, organized kitchen is a safe kitchen.
- Choosing tools, appliances and equipment properly will make food preparation convenient.

Content-Students will know:

- Identify kitchen equipment
- Explain the uses of basic kitchen equipment
- Know safety and sanitation rules for meal preparation
- Know how to safely utilize appropriate kitchen tools and equipment
- Know what to do in case of an accident or emergency within a food preparation environment
- Know the difference between acceptable and unacceptable behavior during meal time
- Properly set a table
- Know how to navigate through a grocery store

Skills-Students will be able to:

- Use correct safety and sanitation practices within the kitchen environment.
- Name basic kitchen tools and equipment.
- Properly utilize basic kitchen tools and equipment.
- Prepare and serve a basic breakfast, lunch, dinner and snack.
- Set a table and apply appropriate etiquette rules.
- List the names of each of the food groups within the Food Guide Pyramid.

Know how to write a grocery list Understand the concept of developing a healthy meal
 Know how to read a basic recipe Know how to prepare basic breakfast, lunch, dinner and snack foods

Decipher what foods belong within each of the food groups.
 Identify healthy verse unhealthy food choices.
 Plan healthy meals and snacks.
 Participate in a school wide sale of a prepared breakfast.

Stage 2: Evidence of Student Learning

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Formative Assessments:

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 IEP Progress Indicators

Common Benchmark Assessments:

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 CBI trip (checklists)

Alternative Assessments:

Multimedia presentations
 Projects
 Self Assessment Portfolio
 CBI trip (checklists)

Stage 3: Core Instructional Plan & Resources

Skill:

Identify kitchen equipment

Learning Activities:

CBI Trips

<p>Explain the uses of basic kitchen equipment</p> <p>Know safety and sanitation rules for meal preparation</p> <p>Know how to safely utilize appropriate kitchen tools and equipment</p> <p>Know what to do in case of an accident or emergency within a food preparation environment</p> <p>Know the difference between acceptable and unacceptable behavior during meal time Properly set a table</p> <p>Know how to navigate through a grocery store</p> <p>Know how to write a grocery list Understand the concept of developing a healthy meal</p> <p>Know how to read a basic recipe Know how to prepare basic breakfast, lunch, dinner and snack foods</p>	<p>Cooking Activities</p> <p>Teacher created materials - Google Slides and Docs</p> <p>Google Classroom</p> <p>Chromebooks</p> <p>Youtube</p> <p>Newsela</p> <p>EdPuzzle</p> <p>TPT</p> <p>Internet Resources</p> <p>CNN 10</p> <p>Actively Learn</p> <p>Kahoot</p> <p>Gimkit</p> <p>Choices Magazine</p>
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