



LLD LIFE SKILLS Grades 9-12 Year 2

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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: Social Sciences, Unit 3: Architecture & Landmarks, and Unit 4: Research.

Unit 1

Stage 1: Desired Results

Unit 1: Conservation/Preservation

Unit Summary: Students will learn the basic concepts of personal finance and money management.

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:

What is the importance of money?

What is a budget and how can it help me live independently?

How can a bank help in purchases?

Unit Enduring Understandings:

Financial choices have costs, benefits and consequences.

Effective money management is essential to financial stability

Personal budgeting means making decisions about benefits and costs.

<p>Content-Students will know:</p> <p>Identify the name of coins and bills Identify the value of coins and bills Explain why it is important to earn money</p> <p>Explain the value of saving money</p> <p>Define what budget means</p> <p>Define what living independently means</p> <p>Determine the difference between needs and wants</p> <p>Create a food budget</p> <p>Discuss services that banks offer</p> <p>Explain the differences between a checking and savings account</p> <p>Use a checkbook</p> <p>Balance a checkbook</p> <p>Explain the differences between an ATM debit card and a credit card</p> <p>Understand loans and ways in which to obtain them</p>	<p>Skills-Students will be able to:</p> <p>Practice identifying and counting money</p> <p>Create wish list of items to purchase and discuss possible cost Shop using circulars</p> <p>Simulate purchases with students practicing making appropriate change</p> <p>Participate in an online learning experience utilizing Shop using circulars</p> <p>Create a budget</p> <p>Write out checks, check registry, deposit slip and tally a check register</p> <p>Create a list of pros and cons of credit cards Complete applications for debit cards and credit cards</p> <p>Discuss loans, their use and complete a loan application</p> <p>Role play situations when it is helpful to use a credit card</p>

Stage 2: Evidence of Student Learning

Summative Assessments:

Claim, evidence & reasoning assessments
CBI trip (checklists)

Formative Assessments:

Weekly assessments
Exit Tickets
Labs
CBI trip (checklists)

Common Benchmark Assessments:

Cooperative and independent learning experiences
 Class work and homework
 Class discussion and participation

Alternative Assessments:

Multimedia presentations
 Projects
 Self Assessment Portfolio
 CBI trip (checklists)

Stage 3: Core Instructional Plan & Resources

Skill:

Identify the name of coins and bills Identify the value of coins and bills
 Explain why it is important to earn money Explain the value of saving money
 Define what budget means
 Define what living independently means
 Determine the difference between needs and wants
 Create a food budget
 Discuss services that banks offer
 Explain the differences between a checking and savings account
 Use a checkbook Balance a checkbook
 Explain the differences between an ATM debit card and a credit card
 Understand loans and ways in which to obtain them

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: Social Sciences

Unit Summary: Socialization is viewed differently based on the sociological perspective to which an individual adheres. Individuals are socialized through various agents. Individuals may be socialized through a number of processes.

Unit 2 Learning Targets

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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 rules and norms affect the forming of roles and groups?
- What are the benefits and challenges of a diverse society?
- How do we develop a sense of self?
- Are we a product of nature or nurture?
- How does who you are help determine your perception of progress?

Unit Enduring Understandings:

- Individuals develop relationships within the context of a culture, and in turn, their actions influence that culture.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- Socialization is a result of the impact of family, school, peer groups, and mass media on the individual.
- Individuals are affected by different social groups to which they belong.

Content-Students will know:

- View context as necessary to understanding behavior.
- Discuss how humans interact in a variety of social settings.

Skills-Students will be able to:

- Conduct systematic observations.
- Organize, synthesize and evaluate information for appropriateness and completeness.
- Monitor and evaluate their own thinking.
- Interpret and analyze data to draw conclusions.
- Select and apply appropriate solutions to problem-solving and decision-making situations.

Determine cultural patterns of the behavior within such social groups as rural/urban or rich/poor.

Evaluate the effectiveness of various solutions.

Stage 2: Evidence of Student Learning

Summative Assessments:

Claim, evidence & reasoning assessments

CBI trip (checklists)

Formative Assessments:

Weekly assessments

Exit Tickets

CBI trip (checklists)

Common Benchmark Assessments:

Cooperative and independent learning experiences

Class work and homework

Class discussion and participation

Alternative Assessments:

Multimedia presentations

Projects

Self Assessment Portfolio

CBI trip (checklists)

Stage 3: Core Instructional Plan & Resources

Skill:

Learning Activities:

CBI Trips

View context as necessary to understanding behavior.	Choices Magazine
	Teacher created materials - Google Slides and Docs
	Google Classroom
	Chromebooks
Discuss how humans interact in a variety of social settings.	Youtube
	Newsela
	EdPuzzle
	TPT
Determine cultural patterns of the behavior within such social groups as rural/urban or rich/poor.	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
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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
- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 3

Stage 1: Desired Results

Unit 3: Architecture & Landmarks

Unit Summary: In this unit students will foster an appreciation of literature and to help students to develop information literacy skills in order to become contributing members of society and life-long learners.

Unit 3 Learning Targets

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Vocabulary Acquisition and Use

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Curricular Connections

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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 reading strategies do we use to locate a book that is at our appropriate reading level and area of interest?

What are the literary genres and how are they arranged in the library?

How do various literary tales reflect culture, history, geographic region, history and writing styles?

Unit Enduring Understandings:

Reading for pleasure or information has life-long application

Understand the organization of the library

Understand the proper care and return of library materials

Information can be accessed through electronic sources

Content-Students will know:

Skills-Students will be able to:

<p>Investigate chance processes and develop use, and evaluate probability models.</p> <p>Access the library's print and electronic resources to satisfy classroom to satisfy classroom assignments, group projects and personal inquiry.</p> <p>Formulate questions and use keywords to define the scope of a topic.</p> <p>Develop and use successful strategies for locating information for assignments, independent reading, or projects.</p> <p>Understand, analyze, evaluate, synthesize and apply appropriate information effectively</p> <p>Navigate print and online dictionaries and encyclopedias</p> <p>Use the research process to better locate desired information</p> <p>Understand and use techniques to avoid plagiarism</p> <p>Understand the need to cite sources of information in approved bibliographic format</p> <p>Develop effective communication skills using technology/digital media tools</p>	<p>Students will demonstrate proper library behavior.</p> <p>Students will demonstrate proper care of materials.</p> <p>Students will identify, locate, select, and access materials.</p> <p>Students will understand the role of the library and the librarian.</p> <p>Students will develop a feeling of familiarity and enjoyment with the library and literature.</p> <p>Students will identify the characteristics of fiction and nonfiction.</p> <p>Students will identify and utilize parts of a book.</p> <p>Students will compare the effects of an audio visual story with a written story.</p> <p>Students will select appropriate books based on age, reading level, and personal interest.</p> <p>Students will be involved in author and illustrator studies.</p> <p>Students will read and discuss stories in various genres</p>
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Common Benchmark Assessments:

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Class discussion and participation

Alternative Assessments:

Multimedia presentations

Projects

Self Assessment Portfolio

CBI trip (checklists)

Stage 3: Core Instructional Plan & Resources

Skill:

- Respect the library as a quiet place.
- Listen to stories with attentive and purposeful listening and viewing skills.
- Follow established library procedures.
- Check out materials and return them in a timely manner.
- Demonstrate proper book care.
- Identify the title, author, illustrator, and publisher.
- Identify the areas of the library.
- Select materials based on personal interests and reading level

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

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- Gifted Programming Glossary of Terms

Stage 1: Desired Results

Unit 4: Research

Unit Summary: In this unit students will explore and research world cuisines.

Unit 4 Learning Targets

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Interdisciplinary Connections:

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Unit Essential Questions:

Unit Enduring Understandings:

<p>How do meal patterns of the United States compare to other cultures?</p> <p>How do cultural practices of food reflect the values and traditions of a society ?</p> <p>How is the diet of people determined by the interaction between social, economic, political, and technological forces?</p> <p>Why are some international cuisines more popular than others in the US?</p> <p>How can learning about and trying the food of other cultures enrich your life?</p> <p>How does food define a culture?</p> <p>How does understanding cultural differences create harmony in the global community?</p>	<p>Exploring world cuisines connects you to the world community.</p> <p>Understanding the food of other cultures allows one to acquire knowledge, Learn new techniques and gain new perspectives.</p> <p>Comparing the food of other cultures to American food is important to understanding ourselves and other cultures</p> <p>Appreciating and understanding the variety of cultures that exist, is enriching.</p>
<p>Content-Students will know:</p> <p>Recognizing a diversity of viewpoints benefits all.</p> <p>Examining world cuisines helps to expand one’s understanding of the world, its people, and themselves.</p> <p>The research process requires the use of a variety of resources to ensure validity.</p> <p>Interpreting and analyzing research results will answer a variety of questions.</p>	<p>Skills-Students will be able to:</p> <p>Explain the significance of studying world cuisines.</p> <p>Explain why foods vary from culture to culture.</p> <p>Explain how all countries are similar in meeting nutritional needs.</p> <p>Identify how geography, climate, culture and economy affect the foods of a nation.</p> <p>Report on the food of a nation of the world and how food choices are affected by geography, climate, culture and economy.</p>

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Formative Assessments:

Weekly assessments
Exit Tickets
CBI trip (checklists)

Common Benchmark Assessments:

Cooperative and independent learning experiences
Class work and homework
Class discussion and participation

Alternative Assessments:

Multimedia presentations
Projects
Self Assessment Portfolio
CBI trip (checklists)

Stage 3: Core Instructional Plan & Resources

Skill:

Why do I research
What are the benefits of using multiple media to locate information
How do I know which resources fit my needs
The research process requires the use of a variety of resources to ensure validity.
How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
How does explaining my process help me to strengthen my research skills?
How do I know when I have enough information to answer my question thoroughly?

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

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