



**LLD Life Skills Grades 6-8**

The Life Skills course is designed to foster growth of independent living skills for middle school special education students. Emphasis is placed upon self-awareness, health and self-care, social interaction, problem solving, household and money management, 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**

Unit Title	MP/Weeks
<p><b>Unit 1: Personal Information</b>            Personal information is a vital part of everyday life. The knowledge of one's personal information will lead to a more independent lifestyle.</p>	<p>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.</p>
<p><b>Unit 2: Health/Self Care</b>            Issues regarding health and self-care impact one's impression upon those in the community, school, and in the workplace.</p>	<p>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.</p>
<p><b>Unit 3: Nutrition and Fitness</b>            In order to live a healthy lifestyle, it is necessary to have an understanding of the role that nutrition and fitness play in one's life.</p>	<p>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.</p>
<p><b>Unit 4: Meal Preparation and Kitchen Equipment</b>            Proper utilization of the appropriate equipment is necessary in preparing a variety of foods. Correct safety and sanitization procedures are necessary for proper food preparation.</p>	<p>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.</p>
<p><b>Unit 5: Social Interactions/Leisure Time</b>            The ability to properly interact with people will facilitate positive interactions with others in a variety of situations.</p>	<p>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.</p>

<p><b>Unit 6: Money Management</b> Financial choices have costs, benefits, and consequences.</p>	<p>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.</p>
<p><b>Unit 7: Practical Living Skills</b> The ability to perform housekeeping skills leads to greater independence.</p>	<p>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.</p>

## Unit 1

### Stage 1: Desired Results

#### Unit 1: Personal Information

**Unit Summary:** Students will gain an understanding of personal information including name, address, city, zip code, telephone number, date of birth, and other important personal information that is vital to independent lifestyle.

### 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.

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):**

Knowledge of personal information will enhance college and workplace readiness skills. Understanding of personal information will be essential to college and career as students are required to submit information for application and as required when accepted to an institute of higher learning or upon hire.

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

Technology may be infused throughout this curriculum by integrating resources such as video streaming and multimedia presentations. Students may conduct internet searches. Assistive technology as per the IEP will be applied.

#### **Interdisciplinary Connections:**

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

#### **Unit Essential Questions:**

- What is meant by personal information?
- Why is it important to know your own personal information?
- Why is it important to be independent and how will knowing personal information aid in independent living?

#### **Unit Enduring Understandings:**

- Personal information is a vital part of everyday life. The knowledge of one's personal information will lead to a more independent lifestyle.

#### **Content-Students will know:**

- Students will define personal information and list examples.
- Students will identify parent name, address, city, state, zip, and telephone numbers to include home, cell, and work.
- Students will link real world situations in order for students to transfer skills.

#### **Skills-Students will be able to:**

- Know their personal information (name, address, city, state, zip code, etc.).
- Know their parents name and personal information.
- List any personal allergies, medications, medical history, weight, height, and clothing/shoe size.

**Stage 2: Evidence of Student Learning** – In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning, observation and data collection as dictated by IEPs, as described below

#### **Summative Assessments:**

Individual data collection, as dictated by IEPs  
CBI trip (checklists)

Completed worksheets

Unit tests/quizzes

**Formative Assessments:**

Worksheets

Role play

Practical Application

Questioning and observation.

CBI trip (checklists)

Classroom activities

**Common Benchmark Assessments:**

IEP Progress Indicators

Cooperative and independent learning experiences

**Alternative Assessments:**

Individual data collection, as dictated by IEPs

CBI trip checklists

Classroom activities

**Skill:**

- List examples of personal information then categorize using a graphic organizer.
- Use pictorial representation of a house and school, students will identify sources of personal information.
- Students will create a personal information card containing student information on one side and parent information on the other.
- List important medical history, weight, height, clothing, and shoe size.
- Fill out a variety of forms and applications.

**Learning Activities:**

Individual and small group activities  
Direct Instruction  
CBI Trips

**Resources:**

Teacher created materials  
Scholastic Magazine (Let's Find Out, Science Spins, Choices)  
Chromebooks  
Youtube  
TPT  
Internet Resources

**Accommodations and Modifications:  
Students with Disabilities, English Language Learners,**

## Students at Risk of Failure, Students with 504s, Gifted & Talented Students

### Suggested Strategies and Practices that Support Students with Disabilities:

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- 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
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks

## Unit 2

### Stage 1: Desired Results

**Unit 2:** Health/Self Care

**Unit Summary:** Students will gain an understanding of how health and self care are closely linked in obtaining a healthy lifestyle.

### 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.

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):**

Understanding and implementing proper health and self-care may positively impact students socially as they relate to others in college and career environments.

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

Technology may be infused throughout this curriculum by integrating resources such as video streaming and multimedia presentations. Students may conduct internet searches. Assistive technology as per the IEP will be applied.

**Interdisciplinary Connections:**

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

**Unit Essential Questions:**

- How does one maintain good hygiene?
- What standards are set in school and in the community for acceptable appearance and proper hygiene?
- How is good health related to personal hygiene?

**Unit Enduring Understandings:**

- Issues regarding health and self-care impact one’s impression upon those in the community, in school, and in the workplace.

**Content-Students will know:**

**Skills-Students will be able to:**

- Students will understand the definition of hygiene of both proper and improper habits and results.
- Students will understand the definition of acceptable and unacceptable appearance at school and in the workforce.

- Maintain good hygiene and an acceptable appearance.
- Understand how good health is related to personal hygiene.

**Stage 2: Evidence of Student Learning** – In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning, observation and data collection as dictated by IEPs, as described below

**Summative Assessments:**

Individual data collection, as dictated by IEPs  
 CBI trip (checklists)  
 Completed worksheets  
 Unit tests/quizzes

**Formative Assessments:**

Worksheets  
 Role play  
 Practical Application  
 Questioning and observation.  
 CBI trip (checklists)  
 Classroom activities

**Common Benchmark Assessments:**

IEP Progress Indicators  
 Cooperative and independent learning experiences

**Alternative Assessments:**

Individual data collection, as dictated by IEPs  
 CBI trip checklists  
 Classroom activities

**Stage 3: Core Instructional Plan & Resources**

**Skill:**

- Define hygiene.
- List examples of both proper and improper hygiene.

**Learning Activities:**

Individual and small group activities  
 Direct Instruction  
 CBI Trips

- Identify careers that help with proper hygiene (ex. doctors, dentists, hair stylist, dermatologist, school nurse, etc.).
- Create a collage of grooming products that should be used on a daily basis.
- Discussion and use of white board on appropriate and inappropriate appearance per situation.
- Make posters of acceptable and unacceptable clothing for work and school.

**Resources:**

Teacher created materials  
 Scholastic Magazine (Let's Find Out, Science Spins, Choices)  
 Chromebooks  
 Youtube  
 TPT  
 Internet Resources

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

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- 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
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks



# Unit 3

## Stage 1: Desired Results

**Unit 3:** Nutrition and Fitness

**Unit Summary:** Students will examine the role of nutrition and exercise as two key components in living a healthy lifestyle.

## Unit 1 Learning Targets

**NJSLS Grade Level Standards:**

**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.

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):**

Understanding and implementing proper health and self-care may positively impact students socially as they relate to others in college and career environments.

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

Technology may be infused throughout this curriculum by integrating resources such as video streaming and multimedia presentations. Students may conduct internet searches. Assistive technology as per the IEP will be applied.

**Interdisciplinary Connections:**

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

**Unit Essential Questions:**

- What is good nutrition?
- How does diet affect your health?
- What is the Food Guide Pyramid?
- Why is exercise necessary?

**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.

**Content-Students will know:**

- Students will list healthy and unhealthy food choices.
- Students will plan a variety of nutritious foods for each meal time of the day.
- Students will read a variety of food labels and gain an understanding of the terminology.
- Students will list health related issues due to obesity.
- Students will explain the Food Guide Pyramid and list foods that belong in each of the food groups.
- Students will understand proper portion sizes.
- Students will explain how exercise and good nutrition work together in living a healthy lifestyle.
- Students will know how to incorporate exercise into a daily routine.

**Skills-Students will be able to:**

- List the names of each of the food groups within the Food Guide Pyramid.
- Decipher what foods belong within each of the food groups.
- Identify healthy versus unhealthy food choices.
- Plan healthy meals and snacks.
- Explain how exercise is a necessary component to living a healthy lifestyle.

**Stage 2: Evidence of Student Learning** - In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning, observation and data collection as dictated by IEPs, as described below

**Summative Assessments:**

Individual data collection, as dictated by IEPs  
CBI trip (checklists)  
Completed worksheets  
Unit tests/quizzes

**Formative Assessments:**

Worksheets  
Role play

Practical Application  
Questioning and observation.  
CBI trip (checklists)  
Classroom activities

**Common Benchmark Assessments:**

IEP Progress Indicators  
Cooperative and independent learning experiences

**Alternative Assessments:**

Individual data collection, as dictated by IEPs  
CBI trip checklists  
Classroom activities

**Stage 3: Core Instructional Plan & Resources**

**Skill:**

- Class discussion developing lists of healthy and unhealthy foods.
- Students will create posters for each meal time of the day depicting healthy food options for each.
- Students will create healthy meal plans for each meal time of the day.
- Class discussion on food affecting bodily functions.
- Students will read a variety of food labels and complete worksheets that correspond.
- Students will complete a food diary/journal.
- Class discussion/board work on the Food Guide Pyramid and the food groups.
- Multimedia presentation [www.mypyramid.gov](http://www.mypyramid.gov) introduction.
- Food Guide Pyramid scavenger hunt using <http://www.mypyramid.gov>
- Create a Food Guide Pyramid Poster.
- Teacher demonstration of portion sizes.
- Class discussion/board work listing a variety of exercises that students like to participate in.
- Teacher demonstrate basic exercises and students participate with appropriate modifications.

**Learning Activities:**

Individual and small group activities  
Direct Instruction  
CBI Trips

**Resources:**

Teacher created materials  
Scholastic Magazine (Let's Find Out, Science Spins, Choices)  
Chromebooks  
Youtube  
TPT  
Internet Resources

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

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- 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
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks

**Unit 4**

**Stage 1: Desired Results**

**Unit 4:** Meal Preparation and Kitchen Equipment

**Unit Summary:** It is necessary to have an understanding of appropriate kitchen safety and sanitation practices, as well as kitchen equipment usage for meal preparation.

**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.

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):**

Understanding and implementing proper health and self-care may positively impact students socially as they relate to others in college and career environments.

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

9.3.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):**

Technology may be infused throughout this curriculum by integrating resources such as video streaming and multimedia presentations. Students may conduct internet searches. Assistive technology as per the IEP will be applied.

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:**

**Unit Enduring Understandings:**

<ul style="list-style-type: none"> <li>• What equipment is utilized in the kitchen?</li> <li>• What safety procedures should we follow when working with food and kitchen equipment?</li> <li>• What are manners?</li> <li>• What is involved in preparing a basic meal?</li> </ul>	<ul style="list-style-type: none"> <li>• Proper utilization of the appropriate equipment is necessary in preparing a variety of foods. Correct safety and sanitation procedures are necessary for proper food preparation.</li> </ul>
<p><b>Content-Students will know:</b></p> <ul style="list-style-type: none"> <li>• Students will identify and explain the uses of kitchen equipment.</li> <li>• Students will know safety and sanitation rules for meal preparation.</li> <li>• Students will know how to safely utilize appropriate kitchen tools and equipment and will know what to do in case of an accident or emergency within a food preparation environment.</li> <li>• Students will know the difference between acceptable and unacceptable behavior during meal time.</li> <li>• Students will properly set a table.</li> <li>• Students will know how to navigate through a food store.</li> <li>• Students will know how to write a grocery list.</li> <li>• Students will understand the concept of developing a healthy meal.</li> <li>• Students will know how to read a basic recipe.</li> <li>• Students will know how to prepare basic breakfast, lunch, dinner, and snack foods.</li> </ul>	<p><b>Skills-Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use correct safety and sanitation practices within the kitchen environment.</li> <li>• Name basic kitchen tools and equipment.</li> <li>• Properly utilize basic kitchen tools and equipment.</li> <li>• Prepare and serve a basic breakfast, lunch, dinner and snack.</li> <li>• Set a table and apply appropriate etiquette rules.</li> </ul>

**Stage 2: Evidence of Student Learning** – In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning, observation and data collection as dictated by IEPs, as described below

**Summative Assessments:**

Individual data collection, as dictated by IEPs  
 CBI trip (checklists)  
 Completed worksheets  
 Unit tests/quizzes

**Formative Assessments:**

Worksheets  
 Role play  
 Practical Application  
 Questioning and observation.  
 CBI trip (checklists)

Classroom activities

**Common Benchmark Assessments:**

IEP Progress Indicators

Cooperative and independent learning experiences

**Alternative Assessments:**

Individual data collection, as dictated by IEPs

CBI trip checklists

Classroom activities

**Stage 3: Core Instructional Plan & Resources**

**Skill:**

- Teacher demonstration of kitchen equipment and safety.
- Complete kitchen equipment identification worksheets.
- Create a safety poster and worksheets.
- Watch a video on the subject of safe food handling procedures.
- Participate in the germ glow activity emphasizing hand washing.
- Student role play of proper and improper table etiquette based upon a given scenario from flash cards.
- Visit a grocery store for a tour.
- Read and review recipes.
- Create posters for each meal demonstrating knowledge of healthy food choices. Prepare a variety of basic breakfast, lunch, dinner, and snack foods..
- Create a cookbook.

**Learning Activities:**

Individual and small group activities  
Direct Instruction  
CBI Trips

**Resources:**

Teacher created materials  
Scholastic Magazine (Let's Find Out, Science Spins, Choices)  
Chromebooks  
Youtube  
TPT  
Internet Resources

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

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- 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
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks

## Unit 5

### Stage 1: Desired Results

#### **Unit 5: Social Interactions/Leisure Time**

**Unit Summary:** The ability to properly interact with people will facilitate positive interactions with others in a variety of situations.

### Unit 1 Learning Targets

**NJSLS Grade Level Standards:**

**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.

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):**

Understanding and implementing proper health and self-care may positively impact students socially as they relate to others in college and career environments.

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

Technology may be infused throughout this curriculum by integrating resources such as video streaming and multimedia presentations. Students may conduct internet searches. Assistive technology as per the IEP will be applied.

**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?

**Unit Enduring Understandings:**

- The ability to properly interact with people will facilitate positive interactions with others in a variety of situations.

**Content-Students will know:**

- Students will understand what is a proper social interaction.
- Students will define leisure time.
- Students will learn to manage leisure time to contribute to a positive social life.
- Students will utilize a daily calendar/planner to track appointments, special dates, and social events.

**Skills-Students will be able to:**

- Maintain proper social interactions at school, home, at work, and during leisure time activities.
- Prioritize their time to accomplish wants and needs.
- Use a personal calendar.

**Stage 2: Evidence of Student Learning** - In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning, observation and data collection as dictated by IEPs, as described below

**Summative Assessments:**

Individual data collection, as dictated by IEPs  
 CBI trip (checklists)  
 Completed worksheets  
 Unit tests/quizzes

**Formative Assessments:**

Worksheets  
 Role play  
 Practical Application  
 Questioning and observation.  
 CBI trip (checklists)  
 Classroom activities

**Common Benchmark Assessments:**

IEP Progress Indicators  
 Cooperative and independent learning experiences

**Alternative Assessments:**

Individual data collection, as dictated by IEPs  
 CBI trip checklists  
 Classroom activities

**Stage 3: Core Instructional Plan & Resources**

**Skill:**

- Students observe streaming video of a variety of social situations and identify elements to include the situation, characters and topic of a conversation.
- Practice proper self introductions, emphasizing eye contact and hand shaking technique.
- Role play a variety of social situations.
- Discuss the importance of managing leisure time to enhance relationships.

**Learning Activities:**

Individual and small group activities  
 Direct Instruction  
 CBI Trips

**Resources:**

Teacher created materials  
 Scholastic Magazine (Let's Find Out, Science Spins, Choices)  
 Chromebooks

- Students will maintain a daily planner.
- Students will create a poster of their favorite leisure time activities conducted with otters and will present it to class.
- Students will make a list of sports, clubs, etc in the school in which they are interested and will be encouraged to attend.
- Review the days of the week and months of the year via the classroom calendar.
- Discuss with students components and utilization of a daily planner/calendar.
- Students will enter important dates into their planner/calendar and will reference the planner/calendar daily in terms of tracking events that may impact others.

Youtube  
TPT  
Internet Resources

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

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- 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
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks

# Unit 6

## Stage 1: Desired Results

### Unit 6: Money Management

**Unit Summary:** Financial choices have costs, benefits, and consequences.

## Unit 1 Learning Targets

### NJSLS Grade Level Standards:

#### 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.

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):

Understanding and implementing proper health and self-care may positively impact students socially as they relate to others in college and career environments.

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

Technology may be infused throughout this curriculum by integrating resources such as video streaming and multimedia presentations. Students may conduct internet searches. Assistive technology as per the IEP will be applied.

**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.

**Content-Students will know:**

- Students will identify the name of coins and bills.
- Students will identify the value of coins and bills.
- Students will explain why it is important to earn money.
- Students will explain the value of saving money.
- Students will define what a budget means.
- Students will define what living independently means.
- Students will determine the difference between wants and needs.
- Students will create a food budget.
- Students will discuss services that banks offer.
- Students will explain the difference between a checking and savings account.
- Students will use and balance a checkbook.
- Students will explain the difference between an ATM debit card and a credit card.
- Students will understand loans and ways in which to obtain them.

**Skills-Students will be able to:**

- Know the value of coins and bills.
- Count money and make change.
- Use bank and checking services.
- Demonstrate appropriate financial choices.
- Develop a budget.

**Stage 2: Evidence of Student Learning** – In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning, observation and data collection as dictated by IEPs, as described below

**Summative Assessments:**

Individual data collection, as dictated by IEPs

CBI trip (checklists)

Completed worksheets

Unit tests/quizzes

**Formative Assessments:**

Worksheets

Role play

Practical Application

Questioning and observation.

CBI trip (checklists)

Classroom activities

**Common Benchmark Assessments:**

IEP Progress Indicators

Cooperative and independent learning experiences

**Alternative Assessments:**

Individual data collection, as dictated by IEPs

CBI trip checklists

Classroom activities

**Stage 3: Core Instructional Plan & Resources****Skill:**

- Class discussion to reveal current student knowledge regarding money.
- Practice identifying and counting money.
- Create a wish list of items to purchase and discuss possible costs.
- Shop using circulars.
- Simulate purchases with students practicing making appropriate change.
- Participate in an online learning experience utilizing [www.pbskids.org](http://www.pbskids.org)
- Money interactive/online games.
- Discuss and practice making a budget of needs.
- Create a budget for shopping using circulars.
- Write checks, fill in registry and deposit slips on a check/debit card register.
- Create a list of pros and cons of credit cards.
- Discuss loans and their use.
- Role play situations when it is helpful to use a credit card (in emergency situations) and stress to only use in emergencies.

**Learning Activities:**

Individual and small group activities  
 Direct Instruction  
 CBI Trips

**Resources:**

Teacher created materials  
 Scholastic Magazine (Let's Find Out, Science Spins, Choices)  
 Chromebooks  
 Youtube  
 TPT  
 Internet Resources

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

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- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks

**Unit 7**

**Stage 1: Desired Results**

**Unit 7: Practical Living Skills**

**Unit Summary:** The ability to perform housekeeping skills leads to greater independence.

**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

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#### Curricular Connections

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

Understanding and implementing proper health and self-care may positively impact students socially as they relate to others in college and career environments.

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

Technology may be infused throughout this curriculum by integrating resources such as video streaming and multimedia presentations. Students may conduct internet searches. Assistive technology as per the IEP will be applied.

##### Interdisciplinary Connections:

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

##### Unit Essential Questions:

- How can proper clothing care practices result in extending the life of garments?
- What safety procedures should be followed when using sewing tools and equipment?
- What is clean living space and what basic chores will help to maintain a clean living space?
- How do I store and maintain cleaning materials and equipment?

##### Unit Enduring Understandings:

- The ability to perform housekeeping skills leads to greater independence.



**Content-Students will know:**

- Students will read garment labels.
- Students will understand laundry care including sorting, washing, drying, folding, and ironing.
- Students will understand the use of a laundromat and dry cleaners.
- Students will list the different sewing tools and equipment.
- Students will perform basic hand sewing stitches.
- Students will practice appropriate safety procedures when working with sewing tools and equipment.
- Students will know what to do if an accident should occur.
- Students will define what clean living means.
- Students will brainstorm a list of housekeeping skills needed to maintain a clean house.
- Students will perform basic housekeeping tasks.
- Students will identify and explain the use of cleaning materials.
- Students will identify and explain the use of cleaning tools by name.
- Students will demonstrate the proper use of cleaning materials.
- Students will demonstrate the proper use of cleaning tools.

**Skills-Students will be able to:**

- Demonstrate appropriate safety procedures.
- Read a garment label and now how to launder the garment.
- Demonstrate the use of sewing tools and equipment.
- Identify a clean living space and perform basic housekeeping tasks.
- Demonstrate proper use of cleaning materials and tools.

**Stage 2: Evidence of Student Learning** – In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning, observation and data collection as dictated by IEPs, as described below

**Summative Assessments:**

Individual data collection, as dictated by IEPs  
 CBI trip (checklists)  
 Completed worksheets  
 Unit tests/quizzes

**Formative Assessments:**

Worksheets  
 Role play  
 Practical Application  
 Questioning and observation.  
 CBI trip (checklists)  
 Classroom activities

**Common Benchmark Assessments:**

IEP Progress Indicators

Cooperative and independent learning experiences

**Alternative Assessments:**

Individual data collection, as dictated by IEPs

CBI trip checklists

Classroom activities

**Stage 3: Core Instructional Plan & Resources**

**Skill:**

- Read and interpret clothing labels.
- Review and practice laundry sorting.
- Identify laundry supplies including detergent, fabric softeners, and pre treatments.
- Teacher/student demonstration of washing machine and dryer use.
- Review what a laundromat and dry cleaner can be used for.
- List pros and cons to using a laundromat and a dry cleaner.
- Teacher/student demonstration of sewing tools and equipment.
- Students will thread hand sewing needles.
- Students will create a basic hand sewing project based upon their ability.
- Create a safety poster when working with sewing tools and equipment.

**Learning Activities:**

Individual and small group activities  
Direct Instruction  
CBI Trips

**Resources:**

Teacher created materials  
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Chromebooks  
Youtube  
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