

Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Accepting Rules & Authority at School/Decision Making Skills	19	Unit 5: Developing Stress Management & Problem Solving Skills
2	Unit 1: Accepting Rules & Authority at School/Decision Making Skills	20	Unit 5: Developing Stress Management & Problem Solving Skills
3	Unit 1: Accepting Rules & Authority at School/Decision Making Skills	21	Unit 6: Practical Living Skills Part 1 Clothing/Grooming/Home Responsibilities
4	Unit 1: Accepting Rules & Authority at School/Decision Making Skills	22	Unit 6: Practical Living Skills Part 1 Clothing/Grooming/Home Responsibilities
5	Unit 2: Relating Appropriately to all School Employees	23	Unit 7: Practical Living Skills Part 2: Healthy Lifestyle/Diet & Exercise
6	Unit 2: Relating Appropriately to all School Employees	24	Unit 7: Practical Living Skills Part 2: Healthy Lifestyle/Diet & Exercise
7	Unit 2: Relating Appropriately to all School Employees	25	Unit 7: Practical Living Skills Part 2: Healthy Lifestyle/Diet & Exercise
8	Unit 2: Relating Appropriately to all School Employees	26	Unit 8: Interacting and Communicating with others at Home
9	Unit 3: Developing Positive Social Skills	27	Unit 8: Interacting and Communicating with others at Home
Week	Marking Period 2	Week	Marking Period 4
10	Unit 3: Developing Positive Social Skills	28	Unit 8: Interacting and Communicating with others at Home
11	Unit 3: Developing Positive Social Skills	29	Unit 9: Vocational Skills – Fiscal Management/Time Management/ Working Cooperatively with People/Beginning & Finishing Tasks/Using Coping Strategies in the Workplace
12	Unit 3: Developing Positive Social Skills	30	Unit 9: Vocational Skills – Fiscal Management/Time Management/ Working Cooperatively with People/Beginning & Finishing Tasks/Using Coping Strategies in the Workplace
13	Unit 4: Developing and Maintaining Positive Relationships with Peers	31	Unit 9: Vocational Skills – Fiscal Management/Time Management/ Working Cooperatively with People/Beginning & Finishing Tasks/Using Coping Strategies in the Workplace
14	Unit 4: Developing and Maintaining Positive Relationships with Peers	32	Unit 9: Vocational Skills – Fiscal Management/Time Management/ Working Cooperatively with People/Beginning & Finishing Tasks/Using Coping Strategies in the Workplace
15	Unit 4: Developing and Maintaining Positive Relationships with Peers	33	Unit 10: Everyday Etiquette in the Community – Good Citizenship/Volunteer – Community Service Work
16	Unit 4: Developing and Maintaining Positive Relationships with Peers	34	Unit 10: Everyday Etiquette in the Community – Good Citizenship/Volunteer – Community Service Work
17	Unit 5: Developing Stress Management & Problem Solving Skills	35	Unit 10: Everyday Etiquette in the Community – Good Citizenship/Volunteer – Community Service Work
18	Unit 5: Developing Stress Management & Problem Solving Skills	36	Unit 10: Everyday Etiquette in the Community – Good Citizenship/Volunteer – Community Service Work

Time Frame	Weeks 1-4
Topic	
Unit One: Accepting Rules & Authority at School	
Essential Questions	
<ul style="list-style-type: none"> • Why are rules needed in school? • Why is it important to show authoritative figures respect and honesty? • Why is it important to identify both positive and negative situations before engaging? • How can we apply the recognition of rules to our lives in the community? 	
Enduring Understandings	
Students will be able to recognize that following the rules in every aspect of life (school, work, community, independent living) will guide their decision making skills in order to have success as an individual and a contributing member of society.	
Alignment to NJCCCS	
HE.K-12.2.2.1, HE.K-12.2.2.3, HE.K-12.2.2.4, HE.K-12.2.2.5, HE.K-12.2.4.2 AAAA.K-12.5.1, AAAA.K-12.5.2 SOC.K-12.6.1.6, SOC.K-12.6.1.8, SOC.K-12.6.1.9	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Recognize examples of rules as being appropriate for school • Summarize characteristics of a favorite teacher after conducting an informal interview • Identify examples of showing respect for the teacher • Identify examples of students doing what the teacher asks and explain the purpose and importance of being compliant • Identify appropriate and inappropriate school behaviors • Identify appropriate ways to get the teacher's attention • Identify comments that are argumentative and then give reasons that comments are impolite, unhelpful, or unnecessary • Recognize situations in which having fun can go too far, or become inappropriate • Identify appropriate/inappropriate language for use at school • Identify appropriate steps for earning rewarding activities • Identify examples of moving about the classroom in an acceptable way • Recognize items within the classroom that require respect in terms of care and usage • Given positive and negative situations identify possible consequences 	
Learning Activities	
<ul style="list-style-type: none"> • Students will create rules for the classroom • Compare and contrast rules in the school, home and community • Research state laws and analyze the importance each • Summarize how following the rules shows respect for others. • Role-Play (Situations when rules are not followed) • Brainstorm reasons behind the rules and the roles of authority figures. 	
Assessments	
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation • Rubric Assessment • Quizzes and Tests 	

21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		
Interdisciplinary Connections							
Health, Reading, Language Arts, Social Studies							
Technology Integration							
ELMO, Computer, Internet, Jossey-Bass Social Skills/Life Skills Activities for Special Children							

Time Frame	Weeks 5-8
Topic	
Unit Two: Relating Appropriately to all School Employees & Peers	
Essential Questions	
<ul style="list-style-type: none"> • How do all the adults in the building play a role in a managing a successful/positive school setting ? • Why is it important to show all school employees respect? • Why is it important to recognize “that team work” is a key element in all aspects of life? - • How do individuals play a vital part in other’s success? 	
Enduring Understandings	
<p>Students will be able to recognize that even though there are professional members at a workplace (or school) that may not directly interact with them on a daily basis, but they can in fact be helpful, should be respected, and are contributing members to the overall success of everyone at the school or workplace. In fulfilling their individual jobs, it also benefits each employee/student involved. TEAM WORK & RESPECT!</p>	
Alignment to NJCCCS	
HE.K-12.2.2.1, HE.K-12.2.2.3, HE.K-12.2.2.4, HE.K-12.2.2.5, HE.K-12.2.4.2 SOC.K-12.6.1.6, SOC.K-12.6.1.8, SOC.K-12.6.1.9	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify adults within the school setting and explain their role and purpose in the building (classroom teachers/cafeteria workers/school secretaries/counselors/janitorial staff/security staff • Identify ways other adults in the building can help you on a daily basis • Identify at least ten common activities that the classroom assistant helps the teacher or class with each day • Identify ways to show respect to adults (outside your immediate classroom) within the school setting • Students will identify instances in which a person who is not in the classroom should be obeyed • Identify situations regarding the bus & bus driver that require student compliance • Give several reasons why it is important to follow classroom procedures during special classes (art, music, physical education) • Identify reasons for visiting the school counselor 	
Learning Activities	
<ul style="list-style-type: none"> • Brainstorm ways that each school employee can help the students • Students will do a class period of volunteer work with a school employee and report back about the person’s job • Role-play showing respect in multiple situations • Students will write polite & respectful requests for something needed 	
Assessments	
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation • Rubric Assessment • Quizzes and Tests 	

21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		
Interdisciplinary Connections							
Health, Reading, Language Arts, Social Studies							
Technology Integration							
ELMO, Computer, Internet, Jossey-Bass Social Skills/Life Skills Activities for Special Children							

Time Frame	Weeks 9-12
Topic	
Unit Three Developing Positive Social Skills	
Essential Questions	
<ul style="list-style-type: none"> • How does it help you prepare for something by knowing what are supposed to do ahead of time? • What are some situations that you probably would say “no” to someone for? • Why do you think people agree to do things when they know it isn’t the right time or could be dangerous? • Does anything good ever come of being hurtful to others? • What do you think of when you hear the word disabled? • How does the way you say something change what you actually say? • When faced with a problem, is there only one thing you can do? 	
Enduring Understandings	
Students will understand that how an individual communicates feelings, emotions, and opinions can impact their relationship with peers. Developing appropriate body language, tone of voice, and wording to convey communication in a positive way will support positive social skills in school, work, and the community.	
Alignment to NJCCCS	
HE.K-12.2.2.1, HE.K-12.2.2.3, HE.K-12.2.2.4, HE.K-12.2.2.5, HE.K-12.2.4.2 SOC.K-12.6.1.8, SOC.K-12.6.1.9 WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.D.1, WORK.5-8.9.1.8.D.3	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify polite or acceptable ways of saying “no” and demonstrate telling someone “no” appropriately • Identify comments that potentially could hurt someone • Correctly identify the intended meaning of a statement by applying tone-of-voice cues • Identify physical or mental disabilities that he or she may be likely to encounter at school or in the community. • Identify examples of treating another person’s opinion with respect • Identify at least three possible alternative for a character in a given situation 	
Learning Activities	
<ul style="list-style-type: none"> • Identify traits or correct actions in character sketches. • Role Play – Given a situation students will act out positive and negative interactions, then analyze the differences between each situation. • Given several situations involved a right or wrong choice, the student will identify the right answer • Brainstorming - Given a specific social situation, the student will correctly identify at least one plausible outcome or expectation 	
Assessments	
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation • Rubric Assessment • Quizzes and Tests 	

21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		
Interdisciplinary Connections							
Health, Reading, Language Arts, Social Studies							
Technology Integration							
ELMO, Computer, Internet, Jossey-Bass Social Skills/Life Skills Activities for Special Children							

Time Frame	Weeks 13-16
Topic	
Unit Four: Developing and Maintaining Positive Relationships with Peers	
Essential Questions	
<ul style="list-style-type: none"> • Do you think it is easier to be a leader of a group or a follower? • When you are working on something in the classroom, what are some things that might bother you or affect your concentration? • Do you think people have control over how they move, how loud they are, or how quickly they do something? • Sometimes students have disabilities that make things harder for them. Can you think of some that you may have heard about? • How can you tell if someone is listening to you? • Why do you think it is important to have friends? • What does “encouragement” mean? • Can a friend teach you other things besides skills or games? What else could a friend help you with? • What kinds of promises do friends make to each other? • How do conflicts make you feel? • What type of conflicts do you have with others? 	
Enduring Understandings	
Students will identify how developing positive relationships with peers can be beneficial in various ways. Students will identify what they can learn from friends, teach friends, ways to help friends, and ways to ask for help from friends so that their support system is stronger in all aspects of their life.	
Alignment to NJCCCS	
HE.K-12.2.2.1, HE.K-12.2.2.3, HE.K-12.2.2.4, HE.K-12.2.2.5, HE.K-12.2.4.2 SOC.K-12.6.1.8, SOC.K-12.6.1.9 WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.C.1 WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.D.1, WORK.5-8.9.1.8.D.3	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify good characteristics of a good leader for a group • Identify classroom events or disruptions that should be ignored • Identify a neutral situation or task performed in a disturbing or nondisturbing manner • Identify positive and supportive ways to interact with disabled peers in the classroom. • Listen to another person and document or state his or her ideas. • Identify several techniques for showing interest in others • Identify a character giving an encouraging statement to another • Identify realistic promises that a friend could make and keep to another friend • Identify situations which may cause conflict between people and lead to stress • Identify reasons that friends might disagree and suggest possible ways to resolve differences • List or state at least three appropriate ways to handle conflicts with others 	
Learning Activities	
<ul style="list-style-type: none"> • Students will do a report on a classmate – sharing the things they admire in the other person and share • Students will identify a celebrity they admire and positive characteristics of the person and create an online poster • Each day students will anonymously write down a compliment for a peer or staff member in 	

the box and share as a class <ul style="list-style-type: none"> • Brainstorm conflicts between age appropriate peers and how to solve • Create a list of steps to take in resolving conflicts and create a poster 							
Assessments							
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation • Rubric Assessment • Quizzes and Tests 							
21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		
Interdisciplinary Connections							
Health, Reading, Language Arts, Social Studies							
Technology Integration							
ELMO, Computer, Internet, Jossey-Bass Social Skills/Life Skills Activities for Special Children							

Time Frame	Weeks 17-20
Topic	
Unit Five: Developing Stress Management & Problem Solving Skills	
Essential Questions	
<ul style="list-style-type: none"> • What triggers your emotions? • How can we control how we show our emotions? • What are some things to think about before making a decision? • How can you use negation as a problem solving skill? • Is change always a negative thing? • Why is reflecting on a decision important after the fact? • Where can we go to get help with stress? • What are alternative ways to deal with stress? • Why is it important to solve problems? Why don't we just walk away? • Why is it important to recognize when we are stressed? 	
Enduring Understandings	
<p>Students will identify how stress can be avoided by recognizing emotions and events that lead to stress, and finding alternative ways to cope with it. Students will recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. Developing stress management skills and identifying good problem solving decisions helps the individual in all areas of life and will support the success of the individual once living independently.</p>	
Alignment to NJCCCS	
HE.K-12.2.2.1, HE.K-12.2.2.3, HE.K-12.2.2.4, HE.K-12.2.2.5, SOC.K-12.6.1.8, SOC.K-12.6.1.9 WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.A.1, WORK.5-8.9.1.8.A.2, WORK.5-8.9.1.8.A.3, WORK.5-8.9.1.8.A.4 WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.D.1, WORK.5-8.9.1.8.D.3	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Given a list of emotions, students will identify what type of event would trigger each emotion. • Given a list of situations, identify your first reaction and then identify an alternative reaction • Identify questions to ask yourself before making a decision (i.e. how important is this decision, how does it affect others, is the decision reversible, how urgent in the decision, what guides you in making the decision?) • Identify Thoughtful vs. Impulsive Decisions – given a situation identify whether the person made a thoughtful or common sense decision or made an impulsive decision without using common sense first. • Identify situations in which negotiation is a good problem solving skill • Identify emotions that come with “change,” how it affects us, and ways we can appropriately handle it. • Identify different steps to reflect on the consequences of a decision. • Identify professionals/friends/or family to seek guidance from when feeling overwhelmed with stress • Identify stressful situations and the steps to cope with the dilemma 	
Learning Activities	
<ul style="list-style-type: none"> • Given a list of situations, students will identify the problem, discuss solutions, and analyze if the problem is worth getting upset about (which are crucial and can cause emotions/which 	

can easily be resolved with making good choices)

- Students will role-play situations. The class will then analyze how the problem was solved and brainstorm other ideas, then re-enact the role play.
- Discuss ways that are acceptable methods of dealing with a crisis, a really bad day or a stressful situation. Have students design posters of students or celebrities engaging in these behaviors and display them around the room.
- Students will keep a weekly journal to reflect on problem solving situations

Assessments

- Cooperative and independent learning experiences
- Classwork and homework
- Teacher Observation
- Rubric Assessment
- Quizzes and Tests

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

Health, Reading, Language Arts, Social Studies

Technology Integration

ELMO, Computer, Internet, Jossey-Bass Social Skills/Life Skills Activities for Special Children

Time Frame	Weeks 21-22
Topic	
Unit Six: Practical Living Skills Part 1: Clothing/Grooming/Home Responsibilities	
Essential Questions	
<ul style="list-style-type: none"> • Why does what we wear matter on a personal, health, and social level? • Why does shopping wisely on a budget help us in other financial aspects of our lives? What do we really need, and are there other stores I can find it? • How often, what do you need, and where to do laundry in order to take care of your clothing. • What personal hygiene items do you have in your home? • Why is it important to clean each room in the house? • What types of dangers exist within the home? (i.e. electrical/fire) 	
Enduring Understandings	
<p>Students will create a Living Independent Guide Book in order to support independent living. By creating this book or journal students will then have knowledge of all the key independent living skills discussed in this unit. Some students do not have consistent home support or guidance in this area due to family situations, (parents working multiple jobs) and are not shown what materials or steps are needed on a daily basis.</p>	
Alignment to NJCCCS	
<p>HE.K-12, HE.K-12.2.1.1, HE.K-12.2.1.2, HE.K-12.2.1.3, HE.K-12.2.2.1, HE.K-12.2.2.2, HE.K-12.2.2.3, HE.K-12.2.3.1, HE.K-12.2.3.2, HE.K-12.2.5.1, HE.K-12.2.5.3, HE.K-12.2.6.1, HE.K-12.2.6.2 MA.K-12.4.6.4, MA.K-12.4.6.5 SCI.K-12.5.6.1, SCI.K-12.5.6.2, SCI.K-12.5.6.3 WORK.5-8.9.2.8.1, WORK.5-8.9.2.8.B.1 WORK.5-8.9.2.8.1, WORK.5-8.9.2.8.E.1 WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.D.1, WORK.5-8.9.1.8.D.3</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify appropriate clothing suitable for weather conditions • Identify appropriate clothing suitable for social events • Identify several appropriate places where clothing may be obtained • Identify several appropriate ways to care for clothing items to ensure longer wear • Identify the appropriate cleaning procedure for different types of clothing articles – keep a log of laundry being cleaned – once a week/two weeks • Identify characteristics of a person who is neat in appearance • State which characteristics are important when shopping for clothing items • State the appropriate steps involved in maintaining clean and appropriate hair • Identify the purpose for washing hands, keeping fingernails short and clean, and awareness of health/safety procedures involving germs or disease • Identify the daily items and steps to having good hygiene • Specify the proper procedure for handling leftovers, removing dishes, and tableware from the table and cleaning up the eating area. • Keep a log of changing bed materials – changing sheets, washing pillow cases • Specify what cleaning activity is most appropriate for various floors in the home • Specify the steps and materials for cleaning the bathroom • Identify dangers and safety procedures within the home 	
Learning Activities	
<ul style="list-style-type: none"> • Students will keep a log of personal grooming activities (how often they shower, brush 	

teeth, wash clothes)

- Students will also keep a personal log of household chores
- Students will use powerpoint to make a video on personal grooming as if they were going to teach it to a younger child.
- Given a list of rooms to clean (in the home) students will use a newspaper ads & coupons (i.e. Shoprite, Target, Stop n Shop) to identify items needed to clean the rooms and compare prices amongst different stores.

Assessments

- Cooperative and independent learning experiences
- Classwork and homework
- Teacher Observation
- Rubric Assessment
- Quizzes and Tests

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

Health, Reading, Language Arts, Social Studies, Science

Technology Integration

ELMO, Computer, Internet, Jossey-Bass Social Skills/Life Skills Activities for Special Children

Time Frame	Weeks 23-25
Topic	
Unit Seven: Practical Living Skills Part 2: Healthy Lifestyle/ Diet & Exercise	
Essential Questions	
<ul style="list-style-type: none"> • What does the word “healthy” mean? Describe it with adjectives. • What types of physical activities give you a whole body exercise? • What is the balance between exercise and calorie intake? • What types of foods and how much should be in your home? • What types of community activities can keep you both mentally and physically healthy? • What types of health care professionals should you visit on an annual basis? • Why is it important to follow a health care professional’s advice and orders? 	
Enduring Understandings	
Students will be able to recognize that as they become adults they will have more responsible caring for their own health. They will be living most of their adult life on their own and need to realize why it is important to take care of our bodies, and how to do so.	
Alignment to NJCCCS	
HE.K-12, HE.K-12.2.1.1, HE.K-12.2.1.2, HE.K-12.2.1.3, HE.K-12.2.2.1, HE.K-12.2.2.2, HE.K-12.2.2.3, HE.K-12.2.3.1, HE.K-12.2.3.2, HE.K-12.2.5.1, HE.K-12.2.5.3, HE.K-12.2.6.1, HE.K-12.2.6.2 SCL.K-12.5.6.1, SCL.K-12.5.6.2, SCL.K-12.5.6.3 SCL.K-12.5.9.1, SCL.K-12.5.9.2, SCL.K-12.5.9.3, SCL.K-12.5.9.4	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Given a situation or meal the students will make a list of needed items • Follow direction for preparing a meal or particular part of a meal • Identify wants and needs on a food shopping budget. • Identify a well-balanced meal consisting of items from the four basic food groups • Identify at least three ways to exercise that are interesting and keep a weekly journal of physical activity • Identify health care professionals in your local area and their contact information. (Dentist/general physician) • Identify whether or not an order from a doctor has been followed correctly • Identify a normal temperature reading and identify steps to take when temperature is not normal. • Identify appropriate usages of medications and drugs • Identify unhealthy habits, and give an example of alternate behaviors 	
Learning Activities	
<ul style="list-style-type: none"> • Given a monetary budget and cost of food items, students will identify items to place on a weekly shopping list • Given recipes, students will practice following the recipe and preparing the meal • Students will do a research project on the dangers of household medications • Students will locate medical professionals in the area and make a contact list of who to see and how often • As a class students can create a contest for losing weight or exercising. • Keep a weekly log of food consumed and the calorie intake. 	
Assessments	
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation 	

- Rubric Assessment
- Quizzes and Tests

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

Interdisciplinary Connections

Health, Reading, Language Arts, Social Studies, Science, Math

Technology Integration

ELMO, Computer, Internet, Jossey-Bass Social Skills/Life Skills Activities for Special Children

Time Frame	Weeks 26-28
Topic	
Unit Eight: Interacting and Communicating with Others at Home	
Essential Questions	
<ul style="list-style-type: none"> • What are some requests or expectations of you in your home? • What does obedience and disobedience sound or look like? • When you ask for help from a family member and you do not receive it, how do you cope with disappointment and your feelings. Vice versa, how do you think someone feels when you do not help them? • How does having rules at home provide respect for all members and help everything get done better? • Why is it important to identify family responsibilities? • With everyone being so busy, do you think there might be times when there is a conflict? What does that mean? • What are some things you could learn by having to share with others at home? • Some people find it difficult to talk to their parents. Why do you think that might be the case? 	
Enduring Understandings	
<p>Students will recognize that situations at home cannot always be how we want them to be. However, there are proactive steps to create a better home situation for yourself and the others within the household. There are also ways to cope with stressful situations so that the outcomes are positive. This unit also helps students develop communication skills to express emotions with family members.</p>	
Alignment to NJCCCS	
HE.K-12.2.4.1, HE.K-12.2.4.2 HE.K-12.2.2.1, HE.K-12.2.2.3, HE.K-12.2.2.4, HE.K-12.2.2.5, SOC.K-12.6.1.8, SOC.K-12.6.1.9 WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.D.1, WORK.5-8.9.1.8.D.3	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify acts of compliance/noncompliance within the home and consequences of both. • List or state at least five rules that apply in his or her house • Identify independent responsibilities within the home and list responsibilities of others at home. • Explain the importance of being considerate in social situations involving tight schedules. • Students will identify items in the house that are shared/ personal items that are not shared and how to respect each member's items. • Identify situations in which one might need to speak with your parents and identify examples of attempting to talk to parents/guardian in a rational manner. 	
Learning Activities	
<ul style="list-style-type: none"> • Students will keep a journal of interactions at home and share decision making skills and results • Students will role-play situations at home – then the class will brainstorm and offer suggestions for interacting with family and friends at home. • Students will create an event at home (i.e. dinner, movie) and design invitations on the internet for family and friends • Students will create a list of activities to do at home when stressed or frustrated. 	

Assessments							
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation • Rubric Assessment • Quizzes and Tests 							
21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		
Interdisciplinary Connections							
Health, Reading, Language Arts, Social Studies, Science, Math							
Technology Integration							
ELMO, Computer, Internet, Jossey-Bass Social Skills/Life Skills Activities for Special Children							

Time Frame	Weeks 29-32
Topic	
Unit Nine: Vocational Skills – Fiscal Management/Time Management/Working Cooperatively with People/Beginning and Finishing Tasks/Using Coping & Self Advocacy Strategies in the Workplace	
Essential Questions	
<ul style="list-style-type: none"> • How can we demonstrate that we understand what we are supposed to do at a job? • Why is it important for people to feel like they can depend on you to do something correctly? • What are your strengths and weaknesses in the workplace? • Who and how can you effectively communicate your concerns to in the workplace? • Why is it important to keep track of your bank accounts? How can you on a weekly basis? • How can goal setting in terms of budgeting for a wanted item motivate and help you in other areas of your life? • Why is it important to keep a calendar of your professional and personal activities? • When is teamwork successful? 	
Enduring Understandings	
<p>Students within the intermediate school and this program often experience trials in vocational schools in order to assess for secondary placement. This unit will support them in a range of work skills so they are aware of behavioral and work expectations. This unit also guides students in developing financial and time management responsibility so they can plan and prepare for success at work and in their independent living.</p>	
Alignment to NJCCCS	
<p style="text-align: center;"> HE.K-12.2.2.1, HE.K-12.2.2.3, HE.K-12.2.2.4, HE.K-12.2.2.5, HE.K-12.2.4.2 AAAA.K-12.1, AAAA.K-12.1.1, AAAA.K-12.1.2, AAAA.K-12.1.3, AAAA.K-12.1.4, AAAA.K-12.1.5 AAAA.K-12.3, AAAA.K-12.3.1, , AAAA.K-12.3.2, , AAAA.K-12.3.3 AAAA.K-12.4.1, AAAA.K-12.4.2, AAAA.K-12.4.3, AAAA.K-12.4.4, AAAA.K-12.4.5, AAAA.K-12.4.6 MA.K-12.4.6.4, MA.K-12.4.6.5 SOC.K-12.6.1.8, SOC.K-12.6.1.9 WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.C.1 WORK.5-8.9.2.8.1, WORK.5-8.9.2.8.B.1 WORK.5-8.9.2.8.B.7, WORK.5-8.9.2.8.B.8, WORK.5-8.9.2.8.B.9 </p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Given a job in a work situation, students will identify whether the character truly understood what he/she was supposed to do. • Identify ways to use unsupervised time in a wise or helpful manner • Sustain attention to tasks and follow multi-step directions given a time schedule (out of sight of a prompter) • Independently recognize feelings of anxiety, frustration, and anger in self while at work • Demonstrate self-advocacy skills (indication preferences, not waiting for prompts, making goals, asking for accommodations) • Explore self-awareness: understand/accept diagnosis, learn about accommodations, strengths and challenges • Be comfortable with getting temporarily interrupted • Accept suggestions/corrections 	

- Given an item or picture of an item, the student will estimate the item’s approximate value in terms of dollars or cents
- Identify places where money can be kept safely
- Explain how a savings/checking accounts work
- List appropriate ways to earn money and budget for wants and needs given examples of weekly income and home bills
- Identify activities within the workplace that require teamwork and skills to work well with others

Learning Activities

- Given a bank book, monthly bills, and a biweekly pay check, students will practice budgeting a bank account
- Students will role-play going to the bank and opening accounts.
- Given examples of bank accounts students will identify mistakes in budgeting.
- Role-play work situations (dealing with customers, co-workers, and supervisors)
- Students will research jobs and report on expectations & skills needed at each job. Then role-play interviews.
- Given an item students will compare online shopping prices.
- Given a calendar and real or hypothetical events, the students will anticipate and plan events and work schedule in a reasonable order
- Given different teamwork activities – students will practice completing a task with a team member.

Assessments

- Cooperative and independent learning experiences
- Classwork and homework
- Teacher Observation
- Rubric Assessment
- Quizzes and Tests

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

Health, Reading, Language Arts, Social Studies, Science, Math

Technology Integration

ELMO, Computer, Internet, Jossey-Bass Social Skills/Life Skills Activities for Special Children

Time Frame	Weeks 32-36
Topic	
Unit Ten: Everyday Etiquette in the Community/Good Citizenship/Volunteer/ - Community Service Work	
Essential Questions	
<ul style="list-style-type: none"> • Why is it important to have good “meeting” skills when introduced to a new person? • When you go over to someone else’s house, do you act as though you are at home, or are there different rules? • When you show good manners to someone, what does that say about you? • What is a personal question? • Why can’t you do whatever you want in public places? • When someone asks you a question, what kind of answer do you think you should give? • What are some reasons that adults in the community might tell you to do something or ask you a question? • Why and when do people use offensive language? Is it ever appropriate? • What is volunteer work? • What community activities interest you? 	
Enduring Understandings	
<p>Students will understand that all individuals are members of the community and we have a social responsibility to contribute to society either by going to work, volunteering, or acting appropriately while in public. Being a part of the community can expand the student’s personal relationships and support system. Being a part of the community can also provide positive motivation, physical activities, and support the emotional well being of the individual.</p>	
Alignment to NJCCCS	
<p>HE.K-12.2.2.1, HE.K-12.2.2.3, HE.K-12.2.2.4, HE.K-12.2.2.5, HE.K-12.2.4.2 AAAA.K-12.3, AAAA.K-12.3.1, , AAAA.K-12.3.2, , AAAA.K-12.3.3 SCI.K-12.5.9.1 SOC.K-12.6.1.2, SOC.K-12.6.1.7, SOC.K-12.6.1.8, SOC.K-12.6.1.9 WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.C.1</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify characters who are meeting other people by looking at the person, smiling, and giving a greeting • When being a guest in someone’s house identify behaviors as appropriate and inappropriate and suggest alternative behaviors for those that are inappropriate. • Students will state whether questions asked of someone else are appropriate. • Identify appropriate and inappropriate behaviors in public places and explain how inconsiderate behavior affects or hurts you and others. • Identify appropriate and polite responses to a question asked by an adult in the community. • Identify or supply appropriate words to convey displeasure or excitement as an alternative to crude or vulgar comments. • Locate volunteer activities within the community, inquire information, and choose one event to attend. • Identify appropriate community activities/sports to become involved in. 	
Learning Activities	
<ul style="list-style-type: none"> • Role-play meeting people in the community in different situations. • Research opportunities within the community for volunteer work, sports, physical activity, etc) 	

- Brainstorm ways to help others within the community – make a poster to influence others to do the same
- Create a class or school wide activity to help others in the community (food drive, clothing drive)
- Practice going out to dinner, acting appropriately, asking questions about menus, and paying the bill.

Assessments

- Cooperative and independent learning experiences
- Classwork and homework
- Teacher Observation
- Rubric Assessment
- Quizzes and Tests

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
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