

<b>Component One: Social/Life Skills (2-3 days per week)</b>			
<b>Week</b>	<b>Marking Period 1</b>	<b>Week</b>	<b>Marking Period 3</b>
1	Unit 1: Authority and Respect	19	Unit 5: Helpful Information
2		20	
3		21	
4		22	
5		23	
6	Unit 2: Personal Information	24	Unit 6: Everyday Etiquette
7		25	
8		26	
9		27	
<b>Week</b>	<b>Marking Period 2</b>	<b>Week</b>	<b>Marking Period 4</b>
10	Unit 3: Positive Personality Attributes	28	Unit 7: Relating to Peers Part Two
11		29	
12		30	
13		31	
14		32	
15	Unit 4: Relating to Peers Part One	33	Unit 8: Maintenance
16		34	
17		35	
18		36	

**Component Two: Problem Solving**

Weekly Activity (20 min scenario)

Students will learn how to problem solve given various pre-determined and student directed situations in order to increase the students awareness of various problems that arise through life.

**Component Three: ADL (Activities of Daily Living)**

(1-2 days per week)

\*Community Based Instruction

\*Cooking

\*Finances

**Component Four: Pre-Voc and Vocational Activities**

(1-2 days per week)

Vocational &amp; Pre-Vocational

\*The curriculum provides guidelines for goals and activities. Due to the fact this is a program for students with IEPs the activities and goals should be specified for the individual learner and their needs.

Time Frame	Weeks 1-5
<b>Topic</b>	
Unit 1: Authority and Respect	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why rules are required in all environments and why/how do they differ in those environments?</li> <li>• Why do we have authority figures and who are these authority figures in home, school and the community?</li> <li>• Why should everyone be respected?</li> <li>• Why should everyone respect themselves?</li> <li>• What would life be like without any rules, respect or authority?</li> </ul>	
<b>Enduring Understandings</b>	
<p>Students will understand the need for rules and authority in the community, home and school so that they can become respectful and law abiding contributing members of society. While these rules are not always things that we like or can be difficult to understand there is always a reason behind the rules and regulations. In addition they are expected from everyone in society. Respect is also something that can be difficult to give at times however it should always be given. Respecting others even when it is hard is also showing respect for yourself.</p>	
<b>Alignment to NJCCCS</b>	
AAAA.K-12.3.2, AAAA.K-12.4.2, LA.K-12.3.1.2, LA.K-12.3.1.4, WORK.5-8.9.1.8.A.1, WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.F.1, SOC.K-12.6.1.1, SOC.K-12.6.1.5, SOC.K-12.6.1.6, SOC.K-12.6.1.8 HE.K-12.2.4.1	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Understand what rules, respect and authority are.</li> <li>• Demonstrate compliance with rules through their everyday life in school and home.</li> <li>• Demonstrate respect to peers, teachers, other authority figures and parents in their everyday life.</li> <li>• Demonstrate understanding of Authority figures and the roles they fill.</li> <li>• Demonstrate understanding of why respect should be given to everyone.</li> <li>• Identify and understand rules in different environments (different classrooms, home and the community).</li> <li>• Understand the reasons why these rules and regulations were created.</li> <li>• Demonstrate respect for yourself.</li> <li>• Demonstrate comprehension of the role of different authority figures in different environments.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Students will write rules for the classroom</li> <li>• Review Code of Conduct for TOIS</li> <li>• Compare and contrast rules in the school, home and community</li> <li>• Role-Play (Situations when rules are and are not followed)</li> </ul>	

- Brainstorming activities to understand the how and why of rules authority and respect.
- Interview your teacher to learn about him/her to increase understanding of each other as people which in turn will foster respect.
- Given various scenarios dealing with respect, the students will evaluate what the characters are doing and how the behavior/situation can be corrected.

**Assessments**

- Teacher Observations
- Rubric Assessments
- Teacher created quiz/test
- Participation/Cooperative learning experiences.
- Assignment Completion

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy		Media Literacy		

**Interdisciplinary Connections**

- Reading/Language Arts
- Social Studies
- Vocational Skills

**Technology Integration**

- ELMO/Projector
- PowerPoint
- Internet
- Jossey-Bass Social Skills Activities for Special Children

<b>Time Frame</b>	<b>Weeks 6-9</b>
<b>Topic</b>	
Unit 2: Personal Information	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What is personal Information?</li> <li>• What is the importance of knowing my personal information?</li> <li>• Can I communicate my personal information accurately and effectively when someone asks?</li> <li>• When should I share my information and when is it important to keep it private?</li> <li>• If someone does not need to know my information how should I respond to them?</li> <li>• Who are my emergency contacts and why should I know who to call?</li> <li>• What are my everyday medical concerns (i.e. Asthma and allergies) and who do I need to speak to in case there is an emergency?</li> </ul>	
<b>Enduring Understandings</b>	
<p>Students will be able to demonstrate comprehension of personal information and needs, each on an individual basis, so that they may communicate with others effectively. In addition they will understand the importance of personal information and what information is safe to share with whom. Students will also understand the dangers associated with personal information and demonstrate self-advocacy and safety skills.</p>	
<b>Alignment to NJCCCS</b>	
HE.K-12.2.1.3, HE.K-12.2.2.3, HE.K-12.2.2.5, AAAA.K-12.1.3, AAAA.K-12.5.1, LA.K-12.3.1.2, LA.K-12.3.1.4, SOC.K-12.6.1.1	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Communicate Personal Information effectively and accurately in speech and in writing.</li> <li>• Identify when and with whom to communicate personal information to.</li> <li>• Demonstrate appropriate responses for situations in which personal information should not be used.</li> <li>• Communicate information for emergency contacts in emergency situations.</li> <li>• Demonstrate understanding of their everyday medical needs.</li> <li>• Demonstrate self-advocacy skills in emergency/unsafe situations.</li> <li>• Identify and Understand Safe vs. Unsafe situations.</li> <li>• Demonstrate self-advocacy skills.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Brainstorming (Why, how, when, where, what)</li> <li>• Role-playing (practice situations for communication, safety and self-advocacy)</li> <li>• Scenario Evaluation (Look at situations and evaluate if the characters are making the right choices)</li> <li>• Fill out forms (applications and paperwork)</li> <li>• Using phones (home, iPhone, android)</li> <li>• Mailing (diagrams, phonebook, internet/e-mail)</li> </ul>	

### Assessments

- Teacher Observations
- Rubric Assessments
- Teacher created quiz/test
- Participation/Cooperative learning experiences.
- Assignment Completion

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### Interdisciplinary Connections

- Reading and Language Arts
- Technology Literacy
- Vocational Skills

### Technology Integration

- Computers and Internet
- Phonebook Yellowpages.com
- Jossey-Bass Life Skills Activities for Special Children

Time Frame	Weeks 10-14
<b>Topic</b>	
Unit 3: Positive Personality Attributes	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why is having patience with others and various situations important to me?</li> <li>• Why is it important to have hobbies and interests?</li> <li>• I want to be the leader, so how does being a good follower impact the leader?</li> <li>• If I make a mistake why is admitting it and accepting blame necessary?</li> <li>• Why should I be sensitive to the feelings of others?</li> <li>• Why is it important to be sensitive to the disabilities of others?</li> </ul>	
<b>Enduring Understandings</b>	
<p>So many times in society people focus on what is wrong, when what is wrong is focused on it is more difficult to see what is right. When the positive is focused on it becomes more and more prominent and the negative becomes less and less important or rewarding. A very simple concept in behavior modification, the idea is to concentrate on good personality traits to develop a sense of self and support high self-esteem.</p>	
<b>Alignment to NJCCCS</b>	
<p style="text-align: center;">HE.K-12.2.2.1, HE.K-12.2.2.5, HE.7-8.2.2.8.C.1  AAAA.K-12.1.1, AAAA.K-12.1.2, AAAA.K-12.1.3, AAAA.K-12.1.5, 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,  LA.K-12.3.1.1, LA.K-12.3.1.2, LA.K-12.3.2.2,  WORK.5-8.9.1.8.A.1, WORK.5-8.9.1.8.C.1, WORK.5-8.9.1.8.C.2, WORK.5-8.9.1.8.2, WORK.5-8.9.1.8.C.3</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Recognize comments that can be hurtful to others.</li> <li>• Recognize character traits within themselves and describe to others.</li> <li>• Compare and Contrast situations where they need to show patience and compassion toward others.</li> <li>• Asses why it is just as important to be a good follower as a good leader.</li> <li>• Demonstrate positive attributes such as patience, thoughtfulness, and apologizing.</li> <li>• Demonstrate understanding of what disabilities are and show compassion.</li> <li>• Demonstrate understanding why it is important to maintain focus on a task to be prepared and complete the task.</li> <li>• Demonstrate understanding of the differences when teasing can be funny or mean.</li> <li>• Develop hobbies and understand your interests</li> <li>• Develop self-worth and self-esteem.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• “Show and Tell” Character Traits about yourself</li> <li>• Brainstorming concepts like why patience, hobbies, teasing</li> <li>• Role Play respect, compassion, good vs. bad teasing</li> <li>• Scenario Evaluation, given different situations students will evaluate the character’s behavior.</li> </ul>	

- Within yourself an evaluation activity in the book what do you think? Students will look at themselves and recognize character traits.

**Assessments**

- Teacher Observations
- Rubric Assessments
- Teacher created quiz/test
- Participation/Cooperative learning experiences.
- Assignment Completion

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy		Media Literacy		

**Interdisciplinary Connections**

- Health
- Reading/Language Arts
- Social Studies

**Technology Integration**

- Jossey Bass Social Skills for Special Students
- Elmo/Projector
- The Learning Works: What do you think?

Time Frame	Weeks 15-18
<b>Topic</b>	
<b>Unit 4: Relating to Peers Part One</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does my behavior affect the friends I make/have?</li> <li>• How can I show others that I am interested in them?</li> <li>• If I show interest in the things they like will they do the same for me?</li> <li>• If I see someone else who looks lonely can I invite them to hang out with me?</li> <li>• What is listening and why is it important?</li> <li>• What are some great activities that are good for a group of people my age?</li> </ul>	
<b>Enduring Understandings</b>	
<p>Friendship is a treasure that most people take for granted. Students will learn the value of friendship and how a good friendship can help your self-esteem. Students will learn not only how to work and relate to their peers, which is the first step to making friends; they will also learn how to go about making friends. They will learn how to be respectful of others and how they can make choices in their behavior so that others see them in a positive light which will allow opportunities for others to extend an invitation.</p>	
<b>Alignment to NJCCCS</b>	
<p>HE.K-12.2.2.1, HE.K-12.2.2.5,  AAAA.K-12.1.1, AAAA.K-12.1.2, AAAA.K-12.1.3, AAAA.K-12.1.5, 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,  LA.K-12.3.1.1, LA.K-12.3.1.2, LA.K-12.3.2.2,  WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.D.1, WORK.5-8.9.1.8.2</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Demonstrate self-control in various situations where they would normally behave immaturely.</li> <li>• Understand ways to break into new groups of people.</li> <li>• Demonstrate ability to use social skills to make new friends.</li> <li>• Continue to demonstrate positive attributes such as patience, thoughtfulness, and apologizing.</li> <li>• Demonstrate use of listening skills.</li> <li>• Demonstrate understand of appropriate behavior with peers.</li> <li>• Show compassion and thoughtfulness toward others</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Scenario Evaluation (Identify traits or correct actions in character sketches)</li> <li>• Role Play (correct and incorrect behavior)</li> <li>• Brainstorming (what is the right thing to do, how can this be changed/fixed/improved)</li> <li>• Problem Solving</li> <li>• How do you rate as a friend?</li> <li>• Tips on making friends activity</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Rubric Assessments</li> </ul>	



- Teacher created quiz/test
- Participation/Cooperative learning experiences.
- Assignment Completion

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills		Information Literacy		Media Literacy		

**Interdisciplinary Connections**

- Health
- Work
- Reading/Language Arts
- Social Studies

**Technology Integration**

- Jossey Bass Social Skills activities for Special Students
- ELMO/Projector
- The Learning Works: What do you think?

Time Frame	Weeks 19-22
<b>Topic</b>	
Unit 5: Helpful Information (Safety and the Community)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Where I am and what information can I use around me to be guided?</li> <li>• What dangers do I need to be aware of here?</li> <li>• Who can I trust and ask for help?</li> <li>• Do I understand the information around me?</li> <li>• How can I prepare myself for various situations?</li> </ul>	
<b>Enduring Understandings</b>	
<p>Students will learn about people, places and safety in the community. They will learn how to use information around them and develop common sense, while increasing their independence. Students will develop good thinking skills and coping skills if they find themselves in a situation where they are lost or unsafe. In addition they will apply their knowledge from the personal information unit and link previously learned knowledge to new situations.</p>	
<b>Alignment to NJCCCS</b>	
LA.K-12.3.1.4, LA.K-12.3.2.1, LA.K-12.3.2.2, LA.K-12.3.4.1, LA.K-12.3.4.2, LA.K-12.3.5.1, LA.K-12.3.5.2, HE.K-12.2.1.2, HE.K-12.2.1.3, HE.K-12.2.2.3, HE.K-12.2.2.5, HE.7-8.2.1.8.D.2, HE.7-8	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Identify locations and people in the community.</li> <li>• Demonstrate understanding and use of safety skills.</li> <li>• Demonstrate comprehension of informational texts in the community</li> <li>• Communicate needs when help is needed.</li> <li>• Demonstrate knowledge and use of information in the community around you.</li> <li>• Demonstrate comprehension of informational text around you.</li> <li>• Assess the differences between places in the community in information, safety and the people around you.</li> <li>• Demonstrate awareness of your surroundings.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Scenario Evaluation (Identify traits or correct actions in character sketches)</li> <li>• Brainstorming (who, what, where for emergency situations)</li> <li>• Collaboration with a peer to plan for emergencies</li> <li>• Role-Play (Conversations with those who can help me)</li> <li>• Reading Comprehension</li> <li>• Completing forms for emergency preparedness</li> <li>• Look up Shopping Center Directories</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Rubric Assessments</li> <li>• Teacher created quiz/test</li> <li>• Participation/Cooperative learning experiences.</li> </ul>	

<ul style="list-style-type: none"> <li>• Assignment Completion</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>• Reading/Language Arts</li> <li>• Health</li> <li>• Vocational Skills</li> <li>• Health</li> </ul>							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• The Learning Works: What would you do?</li> <li>• Jossey Bass: Life Skills Activities for Special Students</li> <li>• Computers/Internet</li> </ul>							

<b>Time Frame</b>	<b>Weeks 23-27</b>
<b>Topic</b>	
<b>Unit 6: Everyday Etiquette</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Am I making of eye contact when speaking to people?</li> <li>• Am I using appropriate social skills with those around me?</li> <li>• What environment am I in and how do I need to behave?</li> <li>• Am I being polite and respectful of the citizens around me?</li> <li>• If someone was behaving like me, what would I think?</li> <li>• How does my behavior affect those around me?</li> </ul>	
<b>Enduring Understandings</b>	
<p>Using eye contact, shaking hands, manners, and showing appropriate behaviors are expected of everyone in society. Whether a person chooses to use these common etiquette skills at home, school and the community with shape how someone is socially accepted in society. Students need to learn and apply these skills as a part of their daily life so that they will be accepted and respected members of society. When they do they will also show respect for themselves as well as others citizens and in turn will have greater self-esteem.</p>	
<b>Alignment to NJCCCS</b>	
<p>WORK.5-8.9.1.8.C.1, WORK.5-8.9.1.8.D.4,  HE.7-8.2.1.8.A.4, HE.7-8, HE.K-12.2.1.1, HE.K-12.2.2.1, HE.K-12.2.2.2, HE.K-12.2.2.3  AAAA.K-12.1.1, AAAA.K-12.1.2, AAAA.K-12.1.3, AAAA.K-12.1.5, 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,</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Demonstrate the use of eye contact in various social situations.</li> <li>• Demonstrate the use of “common” social skills in various social situations.</li> <li>• Evaluate how the use or non-use of social skills can impact how others socialize.</li> <li>• Assess social boundaries and when there is a need to stop or change a behavior.</li> <li>• Demonstrate understanding and use of manners while socializing.</li> <li>• Demonstrate the use of manners while eating at home and in the community.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Role Playing (Using social skills during simulated scenarios)</li> <li>• Class discussions</li> <li>• Scenario Evaluation (Evaluate the behavior of characters in different social situations to determine if they are or are not doing the right thing)</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Rubric Assessments</li> <li>• Teacher created quiz/test</li> <li>• Participation/Cooperative learning experiences.</li> <li>• Assignment Completion</li> </ul>	

<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"><li>• Health</li><li>• Reading/Language Arts</li><li>• Social Studies</li><li>• Vocational Skills</li></ul>							
<b>Technology Integration</b>							
<ul style="list-style-type: none"><li>• Elmo/Projector</li><li>• Jossey Bass Social Skills for Special Students</li></ul>							

Time Frame	Weeks 28-32
<b>Topic</b>	
<b>Unit 7: Relating to Peers Part Two</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• I can learn something from others, will they learn from me too?</li> <li>• What can my friend and I do to have fun?</li> <li>• Is it okay to disagree with your friend and how could we move on?</li> <li>• Can my friend have friends other than me?</li> <li>• Can I have different friends that I like to do different things with?</li> </ul>	
<b>Enduring Understandings</b>	
<p>While it is difficult to make friends in many social situations, it can be equally difficult to keep friends especially during the exceedingly complex teen years. As students grow and mature their interests and friends grow and change. Students will learn how to nurture their friendships and share their friends with others. As they learn how to nurture their relationships they will realize that their bond will also become stronger and learn how to solve conflicts with their friends.</p>	
<b>Alignment to NJCCCS</b>	
<p style="text-align: center;">HE.K-12.2.2.1, HE.K-12.2.2.5,  AAAA.K-12.1.1, AAAA.K-12.1.2, AAAA.K-12.1.3, AAAA.K-12.1.5, 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,  LA.K-12.3.1.1, LA.K-12.3.1.2, LA.K-12.3.2.2,  WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.D.1, WORK.5-8.9.1.8.2</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Demonstrate ability to learn from their peers.</li> <li>• Understand what it means to be fair with their friends.</li> <li>• Enjoy their friends by having fun with each other.</li> <li>• Understand that there disagreements will arise and that it is not the end of a friendship.</li> <li>• Demonstrate the use of listening skills.</li> <li>• Demonstrate appropriate behavior with peers.</li> <li>• Show compassion and thoughtfulness toward others.</li> <li>• Demonstrate ability to problem solve conflicts.</li> <li>• Demonstrate loyalty to your friends.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Scenario Evaluation (Evaluate the behavior of characters in different social situations to determine if they are or are not doing the right thing)</li> <li>• Role-play (appropriate social skills)</li> <li>• Brainstorming (what is the right thing to do)</li> <li>• Practice “common courtesy” (thank you cards, RSVP)</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Rubric Assessments</li> <li>• Teacher created quiz/test</li> </ul>	

- Participation/Cooperative learning experiences.
- Assignment Completion

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills		Information Literacy		Media Literacy		

**Interdisciplinary Connections**

- Health
- Work
- Reading/Language Arts
- Social Studies

**Technology Integration**

- Data Projector/ELMO
- Jossey Bass Social Skills for Special

Time Frame	Weeks 33-36
<b>Topic</b>	
<b>Unit 8: Maintenance</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why rules are required in all environments and why/how do they differ in those environments.</li> <li>• Why do we have authority figures and who are these authority figures in home, school and the community?</li> <li>• Students will understand the importance of their personal information.</li> <li>• Upon request students will be able to accurately and effectively communicate personal information.</li> <li>• Why is having patience with others and various situations important to me?</li> <li>• Why is it important to have hobbies and interests?</li> <li>• How does my behavior affect the friends I make/have?</li> <li>• Where I am and what information can I use around me to be guided?</li> <li>• What dangers do I need to be aware of here?</li> <li>• Am I being polite and respectful of the citizens around me?</li> <li>• I can learn something from them and they can probably learn something from me.</li> <li>• It's okay to disagree with your friend, we just have to solve the conflict and move on.</li> </ul>	
<b>Enduring Understandings</b>	
<p>Students will understand how all the skills worked on throughout this course will impact their daily lives, both positively and negatively. They will understand that they have a choice in life to make the right or wrong decision and that their decisions can and will impact their outlook on life. All concepts taught throughout the year blend together and the students will make connections from each of the units and explain how they all play a part in our journey through life.</p>	
<b>Alignment to NJCCCS</b>	
<p style="text-align: center;">HE.K-12.2.2.1, HE.K-12.2.1.3, HE.K-12.2.2.3, HE.K-12.2.2.5,  LA.K-12.3.1.2, LA.K-12.3.1.4, SOC.K-12.6.1.1  AAAA.K-12.1.3, AAAA.K-12.5.1, AAAA.K-12.3.2, AAAA.K-12.4.2, AAAA.K-12.1.1,  AAAA.K-12.1.2,  AAAA.K-12.1.3, AAAA.K-12.1.5, AAAA.K-12.4.1, , AAAA.K-12.4.3, AAAA.K-12.4.4,  AAAA.K-12.4.5, AAAA.K-12.4.6,  WORK.5-8.9.1.8.A.1, WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.1, WORK.5-8.9.1.8.F.1,  SOC.K-12.6.1.5, SOC.K-12.6.1.6, SOC.K-12.6.1.8</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Demonstrate compliance with rules through their everyday life in school and home.</li> <li>• Communicate Personal Information Effectively and Accurately.</li> <li>• Demonstrate positive attributes such as patience, thoughtfulness, and apologizing.</li> <li>• Demonstrate ability to use social skills to make new friends.</li> <li>• Demonstrate comprehension of informational texts in the community.</li> <li>• Demonstrate the use of “common” social skills in various social situations.</li> <li>• Understand what it means to be fair with their friends.</li> </ul>	



- Make connections between the concepts and understand how they are all an important part of being a well-rounded person.

**Learning Activities**

- Scenario Evaluation
- Role-play
- Brainstorming
- Problem-Solving
- Self-Evaluation

**Assessments**

- Teacher Observations
- Rubric Assessments
- Teacher created quiz/test
- Participation/Cooperative learning experiences.
- Assignment Completion

**21<sup>st</sup> 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
- Math
- Science
- Social Studies

**Technology Integration**

- Boardmaker
- Computers & internet
- ELMO/Data Projector
- Jossey Bass Social Skills & Life Skills Activities for Special Students

<b>Time Frame</b>	Weekly Activity (20 min scenario)						
<b>Topic</b>							
Problem Solving							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What is the problem?</li> <li>• What do I already know that can help me solve this?</li> <li>• Who can I ask for help?</li> <li>• What do I need to do first?</li> <li>• Given the use of this solution what will be the outcome?</li> </ul>							
<b>Enduring Understandings</b>							
<p>Problem solving is a skill that all adults engage in as a part of their daily lives, which also directly impacts coping skills. Students will understand that life is full of problems that range in severity and complexity. They will then learn how to face these problems by using their knowledge and coping skills to find solutions. When all students present their solutions they will distinguish how the differing solutions provided can cause different outcomes. Finally they will understand that as we mature the problems we face will change, and knowing when to ask for help is also an important coping skill.</p>							
<b>Alignment to NJCCCS</b>							
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, HE.K-12.2.1.F.1, LA.6.3.1.6 E.1, LA.6.3.1.6 G.4, SOC.K-12.6.1.a							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Demonstrate understanding of the complexity and severity of various problems.</li> <li>• Demonstrate application of prior knowledge to finding possible solutions.</li> <li>• Communicate thoughts/feelings/solutions effectively to teacher and peers.</li> <li>• Distinguish how different approaches can change the possible outcome of a situation.</li> <li>• Judge when to ask for help.</li> <li>• Evaluate proposed solutions and determine the best solution(s) to the problem.</li> <li>• Demonstrate self-advocacy skills</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Class discussions/Communication</li> <li>• Writing activities</li> <li>• Role Playing</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Participation/Cooperative learning experiences.</li> <li>• Assignment Completion</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration

<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy		Media Literacy
<b>Interdisciplinary Connections</b>					
<ul style="list-style-type: none"><li>• Reading/Language Arts</li><li>• Communication</li></ul>					
<b>Technology Integration</b>					
<ul style="list-style-type: none"><li>• Elmo/Projector</li><li>• The Learning Works, What Would You Do? &amp; What Do You Think?</li></ul>					

<b>Time Frame</b>	1-2 days per week
<b>Topic</b>	
Component Three: ADL (Activities of Daily Living)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Is my behavior appropriate?</li> <li>• Am I using these tools correctly?</li> <li>• Why do I need to be responsible?</li> <li>• Am I paying attention to what I am doing or what others are doing?</li> <li>• How can I improve?</li> <li>• Can I follow these directions?</li> <li>• Do I understand consumer math and how would I use this in real-life?</li> </ul>	
<b>Enduring Understandings</b>	
<p>Activities of Daily Living are skills and tasks that all contributing members of society engage in. All citizens need to be proficient in skills such as appropriate behavior in the community, cooking, cleaning and finance to be self-sufficient. If we as contributing members of society do not uphold our responsibilities it will affect others in our community. In addition when students uphold their responsibilities they will further develop their self-esteem and self-worth.</p>	
<b>Alignment to NJCCCS</b>	
WORK.5-8.9.1.8.C.1, WORK.5-8.9.1.8.F.1, WORK.5-8.9.2.8.1, WORK.5-8.9.2.8.B.1, WORK.5-8.9.2.8.B.6, WORK.5-8.9.2.8.B.7, WORK.5-8.9.2.8.E, HE.7-8.2.1.8.B.4, HE.7-8.2.1.8.D.2, HE.K-12.2.1.C.1, HE.K-12.2.2.2 WORK.K-12.9.2.B.a, WORK.K-12.9.2.F.1, WORK.5-8.9.2.8	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Demonstrate ability to behave appropriately in the community, home and school.</li> <li>• Apply safety skills to their environment.</li> <li>• Demonstrate use of self-awareness skills.</li> <li>• Demonstrate ability to keep their personal and classroom spaces clean and neat.</li> <li>• Apply math skills to use money effectively.</li> <li>• Apply safety skills and follow directions to cook simple meals.</li> <li>• Demonstrate use of fine and gross motor skills.</li> <li>• Demonstrate comprehension and ability to follow directions.</li> <li>• Evaluate progress and independence.</li> <li>• Demonstrate focus on a task for 15+ minutes.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Class trips in the community.</li> <li>• Cooking &amp; Cleaning</li> <li>• Real-World Math</li> <li>• Comprehension Skills for recipes</li> <li>• Daily Vocabulary Skills</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Rubric Assessments</li> </ul>	

- Quiz/Vocab Benchmarks
- Participation/Cooperative learning experiences.

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

- Health
- Reading/Language Arts
- Math
- Social Studies
- Science
- Communication
- Occupational and Physical Therapy Skills

**Technology Integration**

- Kitchen appliances
- Laundry appliances
- Calculators

<b>Time Frame</b>	1-2 days per week
<b>Topic</b>	
Component Four: Pre-Voc and Vocational	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Can I maintain attention to this task?</li> <li>• Will I be able to complete this activity without complaining or objection?</li> <li>• Can I accept constructive criticism and apply suggestions to the task at hand?</li> <li>• Can I apply the social skills taught throughout the course and demonstrate how they can be applied in the work environment?</li> <li>• Are my skills and independence increasing as I practice?</li> <li>• How does my quality of work affect my progress/Income?</li> <li>• Why do I want others to see me as reliable/dependable?</li> <li>• Why is it important to accept constructive criticism in the workplace from your supervisor?</li> </ul>	
<b>Enduring Understandings</b>	
<p>Work is an important element of every contributing member of society's life. For many, the basic skills that we build upon in our careers are easily learned in our primary years. For students enrolled in this course these skills are far more difficult to grasp and require consistency to practice and grow. Learning through experience is the best way and these activities provide students the opportunity to practice, make mistakes and learn from the consequences. Through the experience of having a job in the school setting they will learn what it means to be reliable, why finishing a task is important, and how to ask for help when you need it.</p>	
<b>Alignment to NJCCCS</b>	
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-12.2.1, AAAA.K-12.3, AAAA.K-12.4, AAAA.K-12.5, WORK.5-8.9.1.8	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Sustain attention to task</li> <li>• Follow multi-step directions</li> <li>• Accept criticism</li> <li>• Teamwork</li> <li>• Self-reflection</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Work in a job provided by the teacher in the school setting.</li> <li>• Complete pre-vocational activities, sorting, maintaining attention to task, and in class jobs.</li> <li>• Daily Vocabulary Skills</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Rubric Assessments</li> <li>• Quiz/Vocab Benchmarks</li> <li>• Participation/Cooperative learning experiences.</li> </ul>	

<b>21<sup>st</sup> Century Skills</b>						
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b> Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy	
<b>Interdisciplinary Connections</b>						
<ul style="list-style-type: none"><li>• Vocational Skills</li><li>• Reading/Language Arts</li><li>• Math</li><li>• Social Studies</li></ul>						
<b>Technology Integration</b>						
<ul style="list-style-type: none"><li>• Computers</li><li>• Appliances</li><li>• Office machines/equipment</li></ul>						