

Component One: Social/Life Skills (2-3 days per week)			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Personal Information and Communication Skills	19	Unit 3:Real World Math
2			
3			
4			
5			
6			
7			
8			
9			
Week	Marking Period 2	Week	Marking Period 4
10	Unit 2: Coping Skills and Social Skills	28	Unit 4: Maintenance
11			
12			
13			
14			
15			
16			
17			
18			

Component Two: ADL (Activities of Daily Living)

(1-2 days per week)

- *Community Based Instruction
 - *Cooking
 - *Cleaning
 - *Self-Care

Component Three: Pre-Voc and Vocational Activities (1-2 days per week)

Vocational & Pre-Vocational

*Life Skills for the MD-Program is structured differently than the traditional Curriculums. All skills taught to students with Severe and Developmental Disabilities need to be worked on consistently and repetitively for skill development and generalization, in addition to preventing regression. The unit lessons taught within this program are continually practiced and assessed throughout the year in order to maintain quarterly progress and mastery of each life skill. The purpose of this program is to attain many of the pre-vocational and real-world skills that are needed to function in society. The goal is for these students to be contributing members of society.

*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 1-9
Topic	
Unit 1: Personal Information and Communication Skills	
Essential Questions	
<ul style="list-style-type: none"> • What is the importance of my personal information? • Can I give my personal information upon request accurately and effectively? • Do I understand how to fill out forms with my personal information? • Do I know when I should or should not give personal information? • What should I say in situations when personal information should not be given out? • Who are my emergency contacts and how can I reach them in an emergency situation? • Am I speaking clearly so others can understand me? • If I cannot speak clearly can I write down my response legibly? • (if applicable) Can I use my communication device effectively? 	
Enduring Understandings	
<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 skills and safety skills.</p>	
Alignment to NJCCCS	
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	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Communicate Personal Information Effectively and accurately through the best means of communication. • Identify who and when to communicate personal information. • Demonstrate appropriate responses for situations in which personal information should not be used. • Communicate information for emergency contacts in emergency situations. • Demonstrate understanding of their own everyday medical needs. • Demonstrate self-advocacy skills in emergency/unsafe situations. • Identify and understand safe vs. unsafe situations. • Demonstrate self-advocacy skills. • Demonstrate ability to change communication methods if someone is having trouble understanding you. 	
Learning Activities	
<ul style="list-style-type: none"> • Social Stories for skill application. • Role-playing (practice situations for communication, safety and self-advocacy) • Fill out forms (applications and paperwork) • Using phones (home, iPhone, android) • Mailing (diagrams, phonebook, internet) 	

Assessments							
<ul style="list-style-type: none"> • Teacher Observations • Rubric Assessments • Teacher created quiz/test • Participation/Cooperative learning experiences. • Assignment Completion • Data (if applicable) 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
<ul style="list-style-type: none"> • Reading/Language Arts • Technology Literacy • Communication • Occupational Therapy (handwriting skills) • Technology 							
Technology Integration							
<ul style="list-style-type: none"> • Computers and Internet • Jossey-Bass Life Skills Activities for Special Children • Elmo/Data Projector • Boardmaker • Behavior Programs • Communication Devices (if applicable) 							

Time Frame	Weeks 10-18
Topic	
Unit 2: Coping Skills, Social Skills and Helpful Information (Safety and the Community)	
Essential Questions	
<ul style="list-style-type: none"> • Where I am and what information can I use around me to be guided? • What dangers do I need to be aware of here? • Who can I trust and ask for help? • Do I understand the information around me? • Why is having patience with others and various situations important to me? • Why is it important to have hobbies and interests? • What is my role here and what do I need to do? 	
Enduring Understandings	
<p>Safety information is all around us and students will learn what to look for in different environments. They will also learn the difference between being the leader and the follower so that they can more accurately understand their role in various social and work situations. Students will learn how to use safety information and apply the skills by use of coping skills and social skills. For these students, practice helps them to apply the skills that they learn.</p>	
Alignment to NJCCCS	
<p style="text-align: center;">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, 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,</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify locations and people in the community • Demonstrate understanding and use of safety skills • Demonstrate comprehension of informational texts in the community • Communicate needs when help is needed. • Recognize character traits within themselves and describe to others. • Demonstrate ability to be a good follower and a good leader. • Demonstrate positive attributes such as patience, thoughtfulness, and apologizing. • Demonstrate Understanding why it is important to maintain focus on a task to be prepared and complete. • Knowledge and use of information in the community around you. • Demonstrate comprehension of informational text around you. • Assess the differences between places in the community in information, safety and the people around you. • Demonstrate awareness of your surroundings. 	
Learning Activities	
<ul style="list-style-type: none"> • Social Stories for skill application 	

<ul style="list-style-type: none"> • Role-Play (concepts like how to ask for help) • Reading Comprehension of informational texts • Scenario Evaluation of character examples • Completing forms for emergency preparedness 							
Assessments							
<ul style="list-style-type: none"> • Teacher Observations • Rubric Assessments • Teacher created quiz/test • Participation/Cooperative learning experiences. • Assignment Completion • Data (if applicable) 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
<ul style="list-style-type: none"> • Health • Communication • Reading/Language Arts 							
Technology Integration							
<ul style="list-style-type: none"> • Computers and Internet • Jossey-Bass Life Skills Activities for Special Children • Elmo/Data Projector • Boardmaker • Behavior Programs • Communication Devices (if applicable) • The Learning Works: What would you do? 							

Time Frame	Weeks 19-27
Topic	
Unit 3: Real World Math	
Essential Questions	
<ul style="list-style-type: none"> • Can I identify money? • Do I know the value? • Why is money important? • Why do I need to understand time and how will I use it through life? • Can I manage my time? • Can I tell time? 	
Enduring Understandings	
<p>Students will understand that time and money is the most important math skills that we need to function in society. They will learn how to count money, save and spend money. They will also learn how to be responsible for the money they carry, and manage it. Time is also important and they will learn how to tell time and manage time depending on where their skill set is.</p>	
Alignment to NJCCCS	
<p>WORK.5-8.9.2.8.A.1, WORK.5-8.9.2.8.B.1, WORK.5-8.9.2.8.B.2, WORK.5-8.9.2.8.2, WORK.5-8.9.2.8.B.6, WORK.5-8.9.2.8.B.7, WORK.5-8.9.2.8.D.1, WORK.5-8.9.2.8.E.1, MA.K-12.4.5.2, MA.K-12.4.6.3, MA.K-12.4.8.1, MA.K-12.4.8.2, MA.K-12.4.9.1, MA.K-12.4.9.2, MA.K-12.4.11.1, MA.K-12.4.11.2</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Apply math skills to use money effectively. • Demonstrate ability to identify and describe the value of money • Demonstrate ability to keep money safe. • Demonstrate understanding of earning, spending and saving. • Demonstrate understanding of different units of time. • Demonstrate ability to read a clock. • Demonstrate ability to manage short periods of time. 	
Learning Activities	
<ul style="list-style-type: none"> • Write and use schedules. • Keep track of events on a calendar. • Practice the use of time on a calendar. • Personal bank account in the classroom, as part of daily routine. • Practice worksheets for time and money 	
Assessments	
<ul style="list-style-type: none"> • Teacher Observations • Rubric Assessments • Teacher created quiz/test • Participation/Cooperative learning experiences. • Assignment Completion • Data (if applicable) 	

21st Century Skills						
	Creativity	X	Critical Thinking	X	Communication	X Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy	
Interdisciplinary Connections						
<ul style="list-style-type: none"> • Math • Occupational Therapy • Reading • Vocational Activities 						
Technology Integration						
<ul style="list-style-type: none"> • Computers and Internet • Jossey-Bass Life Skills Activities for Special Children • Elm/Data Projector • Boardmaker • Behavior Programs • Calculators • Alarm clocks • Calendars 						

Time Frame	Weeks 28-36
Topic	
Unit 4: Maintenance	
Essential Questions	
<ul style="list-style-type: none"> • What is the importance of my personal information? • Can I give my personal information upon request accurately and effectively? • Do I know when I should or should not give personal information? • What dangers do I need to be aware of here? • Who can I trust and ask for help? • Do I understand the information around me? • Why is having patience with others and various situations important to me? • Why is money important? • Why do I need to understand time and how will I use it through life? • Can I manage my time? 	
Enduring Understandings	
<p>Through the course of this class students will have the opportunity to work on the basic skills that are so important to functionality in life. This unit will be used for the students to work on their greatest weaknesses and review any information that they may need.</p>	
Alignment to NJCCCS	
<p>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, HE.7-8.2.2.8.C.1 MA.K-12.4.5.2, MA.K-12.4.6.3, MA.K-12.4.8.1, MA.K-12.4.8.2, MA.K-12.4.9.1, MA.K-12.4.9.2, MA.K-12.4.11.1, MA.K-12.4.11.2</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Communicate Personal Information Effectively and Accurately. • Identify who and when to communicate personal information. • Demonstrate appropriate responses for situations in which personal information should not be used. • Communicate information for emergency contacts in emergency situations. • Apply math skills to use money effectively. • Identify locations and people in the community. • Demonstrate understanding and use of safety skills. • Demonstrate comprehension of informational texts in the community. • Communicate needs when help is needed. • Demonstrate understanding of earning, spending and saving. • Demonstrate understanding of different units of time. • Demonstrate ability to read a clock. 	
Learning Activities	
<ul style="list-style-type: none"> • Role-playing (practice situations for communication, safety and self-advocacy) • Fill out forms (applications and paperwork) 	

- Using phones (home, iPhone, android)
- Mailing (diagrams, phonebook, internet)
- Social Stories for skill application
- Role-Play (concepts like how to ask for help)
- Reading Comprehension of informational texts
- Scenario Evaluation of character examples
- Completing forms for emergency preparedness
- Write and use schedules.
- Keep track of events on a calendar.
- Practice the use of time on a calendar.
- Personal bank account in the classroom, as part of daily routine.
- Practice worksheets for time and money

Assessments

- Teacher Observations
- Rubric Assessments
- Teacher created quiz/test
- Participation/Cooperative learning experiences.
- Assignment Completion
- Data (if applicable)

21st Century Skills

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

Interdisciplinary Connections

- Math
- Occupational Therapy
- Reading
- Vocational Activities
- Health
- Communication

Technology Integration

- Computers and Internet
- Jossey-Bass Life Skills Activities for Special Children
- Elm/Data Projector
- Boardmaker
- Behavior Programs
- Calculators
- Alarm clocks
- Calendars
- Communication Devices (if applicable)
- The Learning Works: What would you do?

Time Frame	1-2 days per week
Topic	
Component Two: ADL (Activities of Daily Living)	
Essential Questions	
<ul style="list-style-type: none"> • Is my behavior appropriate? • Am I using these tools correctly? • Why do I need to be responsible? • How can I improve? • Have I taken proper care of myself, do I need to brush my teeth wash my face? • Can I make my bed and keep my personal space clean? 	
Enduring Understandings	
<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 personal care 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>	
Alignment to NJCCCS	
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, WORK.K-12.9.2.B.a, WORK.K-12.9.2.F.1,	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Demonstrate ability to behave appropriately in the community. • Apply safety skills to their environment. • Demonstrate Self-awareness • Demonstrate ability to keep their personal and classroom spaces clean and neat. • Apply safety skills and follow directions to cook simple meals. • Demonstrate ability to take care of personal hygiene needs. • Demonstrate use of fine and gross motor skills. • Demonstrate comprehension and ability to follow directions. • Demonstrate ability to appraise progress and independence. 	
Learning Activities	
<ul style="list-style-type: none"> • Class trips in the community. • Cooking & Cleaning • Hygiene Activities • Practice Following multi-step directions 	
Assessments	
<ul style="list-style-type: none"> • Teacher Observations • Rubric Assessments • Teacher created quiz/test • Participation/Cooperative learning experiences. 	

<ul style="list-style-type: none"> • Assignment Completion • Data (if applicable) 							
21 st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
<ul style="list-style-type: none"> • Health • Reading/Language Arts • Math • Social Studies • Science • Communication • Occupational and Physical Therapy Skills 							
Technology Integration							
<ul style="list-style-type: none"> • Kitchen appliances • Laundry appliances • Hygiene Materials 							

Time Frame	1-2 days per week
Topic	
Component Three: Pre-Voc and Vocational	
Essential Questions	
<ul style="list-style-type: none"> • Can I maintain attention to this task? • Will I be able to complete this activity without complaining or objection? • Can I accept constructive criticism and apply suggestions to the task at hand? • Can I apply the social skills taught throughout the course and demonstrate how they can be applied in the work environment? • Are my skills and independence increasing as I practice? • How does my quality of work affect my progress/Income? • Why do I want others to see me as reliable/dependable? • Why is it important to accept constructive criticism in the workplace from your supervisor? • How does my quality of work affect my progress/income? • Why do I want others to see me as reliable/dependable? • Why is it important to accept constructive criticism in the workplace from your supervisor? 	
Enduring Understandings	
<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>	
Alignment to NJCCCS	
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	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Sustain attention to task • Follow multi-step directions • Accept criticism • Teamwork • Self-reflection 	
Learning Activities	
<ul style="list-style-type: none"> • Work in a job provided by the teacher in the school setting. • Complete pre-vocational activities, sorting, maintaining attention to task, and in class jobs. • Daily Vocabulary Skills 	
Assessments	
<ul style="list-style-type: none"> • Teacher Observations • Rubric Assessments • Teacher created quiz/test • Participation/Cooperative learning experiences. 	

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