

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS Independent Living
Skills Grades 9-12



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The purpose of the independent living instruction is to provide learners with life and career skills necessary to be functioning and contributing members of society. This curriculum guide has been designed to target 21st century themes such as critical thinking, problem solving, media, business, and financial literacy.

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Department

DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

INDEPENDENT LIVING SKILLS EDUCATION - PHILOSOPHY

We believe that the citizens of the future will need a strong foundation of knowledge, skills, and the ability to be literate, problem-solving individuals able to adapt to an ever-changing world. Egg Harbor Township Public Schools foster students' achievement for personal growth and self-fulfillment, success in work, citizenship in a diverse society, and participation in a multi-cultural community. It is our desire that students achieve excellence in their application of foundational life skills relative to activities of daily living to promote personal and professional well-being; to connect what they are taught in school to the world of work and the expectations they will face as adults.

INDEPENDENT LIVING- STATEMENT OF PURPOSE

The purpose of consumer and life skills education instruction is to provide learners with life and career skills necessary to be functioning and contributing members of society. This curriculum guide has been designed to target 21st century themes such as critical thinking, problem solving, media, business, and financial literacy.

Instruction will focus on school to work transition skills with a concentration on workplace readiness in efforts to better prepare the learner for real world work experiences and to assist with their transition to post high school opportunities. Through role play; cooperative learning projects; group discussions; interactive lessons; community based instruction; and use of technology in the classroom, students will practice the art of effective communication, acquire interpersonal & team building skills, develop an awareness of career options, and participate in learning experiences that help guide them in the acquisition of functional skills that are essential for life.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

THE EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing

curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN? WHAT IS UNDERSTANDING BY DESIGN?

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Programs based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “*stuff*” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objectives and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

Unit Name: Unit 1: Focus On You
Author: Special Education Teachers

Marking Period 1

UNIT 1

Subject: **Consumer Life
Skills Education**

Country: **USA**

Course/Grade:

State/Group:

School: **Egg Harbor
Township High School**

UNIT SUMMARY

The unit focuses on self-assessment, decision making, and setting lifestyle goals.

UNIT RESOURCES

Skills for Independent Living by Globe Fearon (Chapters 1, 2)

Internet Resource Links:

<http://www.ipersonic.com/test.html>

<http://funeducation.com/Tests/>

http://inpathways.net/NewCO_guide.pdf

<http://pbs.org/teachers/classroom/9-12/>

STAGE ONE

GOALS AND STANDARDS

9.1 Career and Technical Education: All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

ENDURING UNDERSTANDINGS

After completion of the unit, students will understand:

- The concept of independence and maturity
- The importance of being responsible at school, at home and at work
- The purpose of planning to achieve set goals
- How priorities affect achievement of goals
- The purpose of time management
- Job readiness skills and procedures

ESSENTIAL QUESTIONS

- What are your personal interests, skills, and beliefs?
- What are some examples of being responsible at school, at home, and at work?
- How do your priorities affect your goals?
- What does it mean to become mature?
- How do you make important decisions?
- What skills do I have to offer to a boss?
- What actions could make my boss frustrated with me?
- What actions could make my boss pleased with me?
- What can I do if I have a problem in the workplace?

KNOWLEDGE AND SKILLS

Students will be able to

- Explain how to set priorities and why setting priorities is important.
- Explain why it is important to manage your time
- Identify a goal (long term or short term) they wish to achieve and explain the steps necessary to reach goal
- Identify steps in the decision making process
- Assess personal qualities that are needed to obtain and retain a job related to career clusters
- Evaluate academic and career skills as they relate to home, school, community, and employment
- Complete job readiness skills in classroom which can relate to future employment

STAGE TWO

PERFORMANCE TASKS

- Quizzes and Tests
- Journals
- Oral Presentations
- Maintaining a daily schedule
- Cooperative learning projects / assignments
- Group discussions
- Internet research to explore career clusters

OTHER EVIDENCE

Personal Portfolio
Quarterly Exam (10%)
Homework / Class work assignments
Class activities
Formative / Summative assessments

STAGE THREE

LEARNING ACTIVITIES

- Create and maintain a visual schedule each day to manage their activities, classes, assignments, and necessary daily living activities while calculating work hours
- Write and participate in role play situations involving conflict and resolution

- Participate in an school organized community service / volunteer work project
- Utilize online career aptitude tests to explore career interests
- Utilize audio/visual materials, available brochures, and catalogs to research career choices
- Community base instruction (to include field trips to businesses or adult employment/career centers that offer post secondary planning)
- Invite guest speakers to give presentation to students concerning post-secondary/school to work transition planning (guidance counselor; YST Case Manager; social service agencies- DVR, DDD, Job Connection-One Stop Center)

Unit Name: Unit 2: You and Others
Author: Special Education Teachers

Marking Period 1

UNIT 2

Subject: **Consumer and Life Skills Education**

Country: **USA**

Course/Grade:

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY

The unit focuses on how to improve communication skills by considering the purpose, audience, and subject before speaking.

UNIT RESOURCES

Skill for Independent Living by Globe Fearon (Chapters 3, 4, 5, 6)

Internet Resource Links:

<http://www.internet4classrooms.com/ct-lsk.htm>

http://www.kidshealth.org/kid/feeling/friend/peer_pressure.html

http://www.helpyourteens.com/peer_pressure.php

STAGE ONE

GOALS AND STANDARDS

9.2 Consumer, Family, and Life Skills: All students will demonstrate critical life skills in order to be functional members of society.

ENDURING UNDERSTANDINGS

After completion of the unit, student will understand:

- How to identify and deal with positive and negative peer pressure
- How to be a good listener
- How body language can cause positive or negative reactions from others
- How being thoughtful helps people become better communicators
- How to demonstrate effective communication skills
- The steps in settling conflicts
- How different experiences can be handled with maturity
- How to reduce and cope with stress

ESSENTIAL QUESTIONS

- How can you improve your communications with those around you?
- What does your body language portray about your thoughts and emotions?
- What is peer pressure?
- How can you relieve stress?

KNOWLEDGE AND SKILLS

Students will be able to:

- Model interpersonal and effective conflict resolution
- Communicate effectively in a variety of settings with a diverse group of people

STAGE TWO

PERFORMANCE TASKS

- Role playing scenarios
- Journal writing activities
- Oral Presentations

OTHER EVIDENCE

- Apply newly acquired skills to daily life and real world situation
- Class work assignments
- Class projects
- Quarterly exams (10%)
- Formative /Summative assessments

STAGE THREE

LEARNING ACTIVITIES

- Create recorded telephone message to listen and critique voice tone & etiquette
- Cooperative learning / team building activities
- Group discussions
- Educational games
- Write and participate in role play situations involving conflict and resolution

Unit Name: Unit 3: Your Health and Safety

Author: Special Education Teachers

Marking Period 2

UNIT 3

Subject: **Consumer and Life Skills Education**

Country: **USA**

Course/Grade:

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY

The unit focuses on a balanced diet and appropriate amounts of exercise to promote good health. The unit also focuses on information related to home safety emergency preparedness.

UNIT RESOURCES

Skills For Independent Living Textbook- Globe Fearon (Chapters 7,8,9)

Internet Resource Links:

http://www.helpguide.org/life/healthy_eating_diet.htm

<http://fitness.mercola.com/sites/fitness/exercises.aspx>

www.safetyathome.com

<http://www.pbs.org/teachers/classroom/9-12/>

STAGE ONE

GOALS AND STANDARDS

9.2 Consumer, Family, and Life Skills: All students will demonstrate critical life skills in order to be functional members of society.

ENDURING UNDERSTANDINGS

After completion of this unit, students will understand:

- What is a healthful diet
- What are simple and healthy recipes
- Where do I find healthy foods and what should I avoid
- Expiration dates
- The types of exercise that keeps you fit
- How alcohol, tobacco, and other drugs can be harmful
- How to avoid dangerous situations
- The steps in visiting the doctor
- Ways to be safe in and out of your home
- How to find help in case of an emergency

ESSENTIAL QUESTIONS

- What types of foods are beneficial to our health?
- Why is it important to choose foods with nutrients?
- What are the benefits of exercise and staying active?
- How do alcohol and tobacco negatively impact our body?
- Who do I contact in case of an emergency?
- Where do I find the expiration date
- What items should I look for on nutrition guide?

KNOWLEDGE AND SKILLS

Students will be able to:

- Engage in an informed discussion about rules and laws designed to promote safety and health
- Implement safety procedures in the classroom, workplace, and home
- Define ways to keep a healthy lifestyle
- Create a healthy shopping list
- Create several basic healthy recipes
- Create no-cook meals for breakfast, lunch, dinner
- Choose healthy recipes online and in cookbooks
- Identify key components both good and bad on a nutrition guide (calorie, sugar, protein components etc.)

STAGE TWO

PERFORMANCE TASKS

- Role playing scenarios
- Field trip to supermarket each month
- Students will create a healthy meal in life skills apartment
- Students will create their own recipes that do not require the oven
- Quizzes/tests on healthy choices, beneficial activities, safety procedures

OTHER EVIDENCE

- Quarterly exam (10%)
- Group discussion
- Cooperative learning activities
- Homework assignments
- Formative / Summative assessments
- Class projects

STAGE THREE

LEARNING ACTIVITIES

- Make a weekly meal plan
- Create a shopping list from that meal plan
- Analyze nutritional labels on foods
- Follow a budget for shopping list
- Take a field trip to the grocery store to purchase healthy items within a budget
- Prepare a meal
- Internet research and create power point presentation on a specific drug topic
- Make mock doctor's appointments
- Create a list of emergency contacts

Unit Name: Unit 4: Getting and keeping a Job
Author: Special Education Teachers

Marking Period 3

UNIT 4

Subject: **Consumer and Life Skills Education**

Country: **USA**

Course/Grade:

State/Group: NJ

School: **Egg Harbor Township High School**

UNIT SUMMARY

The unit will focus on career exploration, workplace readiness skills, resume writing, interview preparedness, and career planning.

UNIT RESOURCES

Skills for Independent Living_by Globe Fearon (Chapter 10, 11, 12, 13)

Internet Resource Links:

http://www.bankofamerica.com/studentbanking/index.cfm?template=stb_tools_and_planners

<http://www.internet4classrooms.com/ct-lsk.htm>

http://www.njtransit.com/sf/sf_servlet.srv?hdnPageAction=BusTo

http://lwd.state.nj.us/labor/wfprep/wfprep_index.html

<http://www.cdc.gov/niosh/talkingsafety/video.html>

STAGE ONE

GOALS AND STANDARDS

9.2 Consumer, Family, and Life Skills: All students will demonstrate critical life skills in order to be functional members of society.

ENDURING UNDERSTANDINGS

After completion of this unit, students will understand:

- The purpose of obtaining a job
- Job related terminology that may be found in want ads or employment guides
- The appropriate information needed to complete a resume, cover letter, and job application
- How to explore career options using various resources
- The importance of effective communication in the workplace
- How to properly conduct one-self during a job interview
- Job skills needed at work sites (Copy Center, Ollies)
- Proper patience and team-working with co-workers

ESSENTIAL QUESTIONS

- Before you look for a job, what are some things you should consider?
- How does work fulfill human needs?
- What are skills and why are they important in the workplace?
- Why do employers consider a person's characteristics before hiring him or her?
- How should you present yourself in an interview?
- How can employers get the information they need to choose the right person for the job?
- What are the job procedures for the community work place?
- How do you act as a good team at a job?

KNOWLEDGE AND SKILLS

Students will be able to

- Utilize various resources (newspaper, classified advertisements, internet) to explore employment options
- Complete a job application

- Write a resume and cover letter
- Use effective communication skills during a simulated interview
- Investigate career choices using personal, interest, and skill inventories
- Compare and contrast benefits of various jobs
- Describe actions and skills that will help one to maintain employment
- Identify ways problem solving can help one get along at work
- Appropriate social skills at work place
- Types of copies, maintenance of machine, distribution of copies at Copy Center
- Stocking shelves, cart collection, working register, assistance of customers at Ollies

STAGE TWO

PERFORMANCE TASKS

- Quizzes and tests
- Mock Interviews
- Job Resumes
- Class assignments and projects
- Group discussions
- Role play activities (situational in copy center)
- Internet researches
- Learning types of copies
- Learning parts of machine and how to follow maintenance if needed
- Distribution of copies (mailboxes, delivery, packaging for other schools)
- Completion of job tasks at Ollies

OTHER EVIDENCE

- Quarterly Exam (10%)
- Homework/Class work assignments
- Class projects
- Class activities
- Formative/Summative assignments

STAGE THREE

LEARNING ACTIVITIES

- Time Management Schedule
- Fill out job applications
- Community base instruction (to include field trips to community business establishments)
- Guest speakers from various places of employment
- Discuss consequences and sanctions when on-the-job rules and laws are not followed
- Apply a professional code of ethics to a workplace problem or issue
- Work at Copy Center

Unit Name: Unit 5: Handling your Money

Author: Special Education Teachers

Marking Periods 3 & 4

UNIT 5

Subject: **Consumer Life Skills Education**

Country: **USA**

Course/Grade: **9-12**

State/Group: NJ

School: **Egg Harbor Township High School**

UNIT SUMMARY

The unit focuses on personal financing and money management.

UNIT RESOURCES

Skills for Independent Living by Globe Fearon (Chapters 14, 15, 16)

Personal Finance workbook by Mark Twain Media/Carson-Dellosa Publishing Company, Inc.

Spending and Saving Money by J. Weston Walch Publisher

Internet Resource Links:

<http://www.bankofamerica.com/state.cgi?section=studentchecking&update=&cookiecheck=yes&context=&destination=nba/studentbanking/index>.

<http://ezinearticles.com/?Becoming-a-Wise-Consumer&id=213805>

<http://www.prevention.com/health/nutrition/smart-shopping>

http://www.njtransit.com/tm/tm_servlet.srv?hdnPageAction=AccessLinkTo

STAGE ONE

GOALS AND STANDARDS

9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.

ENDURING UNDERSTANDINGS

After completion of this unit, students will understand:

- How to open and maintain a checking and savings account
- Definition of key banking terms
- Information from a paycheck and paycheck stub
- How to set up and maintain a budget
- The difference between a want and a need
- How to be a wise consumer (discounts, generic brands)
- The pros and cons of using a credit card
- The importance of paying bills on time, minimum payment, and interest in relation to credit cards
- How to utilize the NJ Access Link
- Compare/contrast various financial institutions to determine which is most appropriate for your individual needs.

ESSENTIAL QUESTIONS

Why is it important to be able to manage your personal finances?

How is financial literacy an important daily living skill?

Why is it important to be able to understand your paycheck and paycheck stub?

Why is it important to be able to access available transportation

KNOWLEDGE AND SKILLS

Students will be able to:

- Discuss how to obtain and maintain credit
- Use comparative shopping techniques for the acquisition of goods and services
- Analyze factors that influence gross and net income
- Identify common methods for saving money

- Explain the advantages / disadvantage of using credit
- Use coupons, look for sales or best buy
- Open mock checking and savings account
- Maintain mock checking and savings account
- Field trip to local bank to learn about deposits, withdraws, the ATM, and other bank activities

STAGE TWO

PERFORMANCE TASKS

- Quizzes and Tests
- Journals
- Oral Presentations
- Cooperative learning projects / assignments
- Group discussions

OTHER EVIDENCE

- Personal Portfolio
- Quarterly Exam (10%)
- Homework / Class work assignments
- Class activities
- Formative / Summative assessments

STAGE THREE

LEARNING ACTIVITIES

- Open mock checking and savings account
- Maintain mock checking and savings account
- Community base instruction (to include: field trip to local bank to learn about deposits, withdraws, the ATM, and other bank activities)
- Trip to local community vendors (produce outlet, mall, Sam's Wholesale Club etc.)
- Keep a check register complete with two months transactions: Personal Finance Workbook
- Balance above check register to see that all transactions were authorized by student
- Identify what steps will be taken if student finds a fraudulent charge

- Identify fees charged by financial institutions

Unit Name: Unit 6: Living on Your Own
Author: Special Education Teachers

Marking Period 4

UNIT 6

Subject: **Consumer and Life
Skills Education**
Course/Grade: **9-12**
School: **Egg Harbor Township
High School**

Country: **USA**
State/Group: **NJ**

UNIT SUMMARY

This unit focuses on public transportation, owning a car, and housing choices

UNIT RESOURCES

Skills For Independent Living Textbook-Globe Fearon (Chapters 18-19)
Education Videos

Internet Resource Links:

http://www.njtransit.com/sf/sf_servlet.srv?hdnPageAction=BusTo

<http://www.autoshopper.com/>

[http://www.homefinder.com/content/Buying-Guide:The Pros and Cons of Buying a Home](http://www.homefinder.com/content/Buying-Guide:The%20Pros%20and%20Cons%20of%20Buying%20a%20Home)

<http://www.pbs.org/teachers/classroom/9-12/>

STAGE ONE

GOALS AND STANDARDS

9.2 Consumer, Family, and Life Skills: All students will demonstrate critical life skills in order to be functional members of society.

ENDURING UNDERSTANDINGS

After completion of the unit, students will understand:

- The benefits of public transportation
- The pros and cons of owning a car
- How to find an apartment or room to rent, obtain the rental, and furnish and maintain the property to landlord's standards

ESSENTIAL QUESTIONS

What are available forms of public transportation in our area?

How can I access bus and train schedules?

Why is it beneficial to take advantage of public transportation?

Will I need to own a car with my career and lifestyle?

Where would I like to live?

What is necessary to keep my dwelling fit to the landlord's standards?

KNOWLEDGE AND SKILLS

Students will be able to:

- Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations
- Describe and apply constructive responses to criticism
- Apply knowledge and skills needed to use various means of transportation within a community

STAGE TWO

PERFORMANCE TASKS

- Role playing scenarios

- Answer questions about bus and train schedules
- Research project on cost of owning a car
- Use newspaper/internet to research living availability
- Arrange pick up by Access Link

OTHER EVIDENCE

- Quarterly Exam (10%)
- Homework / Class work assignments
- Class projects
- Class activities
- Formative / Summative assessments

