

River Dell Regional School District

Special Education Transition 7-12 Curriculum 2019



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RATIONALE

The Transition 7-12 Curriculum is a differentiated program designed to meet the individual needs of each student and to teach skills which relate to specific IEP goals and objectives.

Students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and society. The Transition 7-12 curriculum establishes clear guidelines to assist students with disabilities to successfully move from the school setting into the adult world. Students will develop skills to strive toward independence in pursuit of their desired post-secondary goals. The Transition 7-12 curriculum is based on New Jersey's 21st Century Life and Career Standards which will enable students to make informed decisions that prepare them to engage as active citizens in their community and workplace.

The integration of the 21st Century Life and Career Skills across the Transition 7-12 curriculum fosters a mindset that promotes continual self-reflection. In addition, it seeks to improve the essential life and career practices that assist students in pursuit of their desired post-secondary goals. Developing students' knowledge and understanding about a variety of careers within the 16 Career Clusters is vital. This will encourage students to identify strengths, interests and preferences to develop individual career plans. Effective communication and collaboration skills are necessary to interact with the community and at the workplace. Financial literacy and responsibility at home is a necessity for independent success in the broader community.

Community-Based Instruction (CBI) is the involvement of additional members of the community such as businesses, teachers, and local establishments. CBI programs are hands-on and are implemented during guest presentations, volunteer opportunities, outings to community locations and travel training. This is a critical component that enriches skill development and functional daily living as productive citizens. CBI helps students develop age-appropriate skills for functioning outside the school environment and prepares them for successful transition to adulthood. The Health and Wellness unit of the Transition 7-12 curriculum provides functional health knowledge that directly contributes to promoting healthy decisions, behaviors and habits. Health and wellbeing are necessary for shaping personal values, beliefs and individual goal setting that support healthy habits. Developing essential health skills which promotes adopting practices and health enhancing habits enable students to attain healthy lifestyles. This will also help equip students with the understanding of how to address social pressures and influences they may face in school, community, and workplace.

For students to be college and career ready they must have opportunities to understand career concepts, financial literacy and utilize technology as lifelong learners. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. In addition, the curriculum will provide opportunities for students to make positive connections through the incorporation of learning strategies that are culturally inclusive.

TRANSITION 7-12 CURRICULUM UNIT ONE: CAREER AWARENESS

STATE STANDARDS

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. **NJLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **NJLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJLSA.L6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the

college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

BIG IDEAS/COMMON THREADS

Realistic career preparation requires purposeful planning based on research, self-knowledge, and informed choices. Career development is a continuous, multi-step process. The 16 career clusters provide alternatives to consider pathways to postsecondary life.

ENDURING UNDERSTANDINGS

Throughout their lifetime people will need to research a variety of career areas in order to secure employment. It will require the ability to navigate careers using modern technology and traditional methods of research.

ASSESSMENTS

- Class participation
- Role playing
- Scenarios
- Career inventories
- Interest inventories
- Personality inventories
- Reflection journal
- Career research multimedia presentations
- Career/ post-secondary plan poster
- Situational assessments for classroom activities
- Situational assessments for community-based instruction
- Situational assessments for structured learning experiences
- Structured Learning Experience Learning Plan
- Structured Learning Experience Work Agreement
- Individual student career portfolios- cumulative
- Personal resume- cumulative

ESSENTIAL QUESTIONS

1. How do I decide what I want to be and how do I prepare for my career?
2. What transferable skills can I develop in order to work in the 21st century?
3. What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?
4. What factors and special skills need to be considered when selecting and preparing for employment or career paths for future success?
5. What are the major career clusters and what skills and abilities are needed for each?
6. What is the relationship between a level of education and the career options within a cluster?
7. What career clusters link to my personal interests?
8. What pathways best connect to my personal interests?
9. What are your personal interests, strengths and weaknesses?
10. To what extent do personal interests, strengths and weaknesses affect career choice, career planning, and success?
11. Why is it important to evaluate and re-evaluate personal interests, abilities and skills?
12. What are good work habits and why are they linked to success at the workplace?
13. What characteristics and skills are employers looking for when hiring workers?
14. What factors impact career choices?
15. What is the relationship between personal choices and career decisions?
16. How do your personal qualities affect your success on the job?
17. What special skills are needed as postsecondary opportunities are investigated?
18. How do educational requirements relate to career selections?
19. How will societal trends impact future career opportunities?
20. How will the workforce change in the 21st century?
21. Why is it important to evaluate workplace safety?
22. Who is responsible for evaluating workplace safety?
23. What are common workplace hazards?
24. Why is honesty important in the workplace?
25. What are harassment and discrimination and why are they prohibited in the workplace?

LESSON OBJECTIVES

The student will be able to...

- understand that career research methods include navigating career websites, reviewing classifieds (online & paper), exploring company listings, attending career fairs, and using career networking opportunities.
- understand the benefit from professional speakers from a variety of employers that will provide real life insight and experiences that will aid in their post-secondary decision making.
- utilize career, ability, and interest inventories to guide the post-secondary and career planning process.

- engage in meaningful self-exploration, career exploration, and career planning and management activities to understand the relevance of how courses in high school and post-secondary settings help one transition to self-defined career and life goals
- recognize the direct correlation between skills, interests, abilities, personality and desired post-secondary goals to develop an awareness of which post-secondary path is the appropriate fit and best aligns with their goals.
- develop an understanding of laws and regulations of the workplace for individuals with disabilities by navigating through the ADA and Section 504 laws
- develop an understanding of laws and regulations of the workplace by navigating through the NJ Division of Wage and Hour Compliance
- understand the differences between on the job training, associates degrees, bachelor's degrees, technical school training, certificate programs, and no further training.
- understand the correlation between education levels and job opportunity, salary, and movement within a company/job.
- understand that employers look for specific skills which make an individual employable like being well-rounded, an ability to adapt to different situations, an ability to work with others and who can advocate for themselves.
- understand that information gained through research, personality assessments, and interest inventories will provide them with a better idea of their interests and what careers correspond to those interests.
- gain exposure of the NJ Department of Labor website by navigating the site, asking related questions and researching the answers using the sites many functions.
- understand the process of how to report suspected violation of employee rights and file a claim through the NJ Department of Labor website.
- understand the importance of staff orientation, training, the human resources process, and communication with superiors to gain an understanding of employee rights.
- understand common and non-grievance related workplace stresses, responsibilities, conflicts, & interactions among peers & superiors as opposed to what qualifies as a legitimate grievance or reportable grievance.
- develop an understanding of the role of the OSHA- Occupational Safety & Health Administration.
- identify safety requirements, policies, procedures, and reporting.
- recognize the importance of on the job safety and training.
- recognize violations and compliance of OSHA policies.
- develop deeper understanding through research about a topic and make supportive claims.
- work as a contributing member of a collaborative team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them in an appropriate manner.
- recognize how digital media impacts an individual's perspective.

- show the self-discipline to perform to the best of one's ability to attain a goal or perform an assigned task.
- apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES

- Student individual goal setting
- Self-improvement through goal setting
- Discuss scenarios
- Videos on career readiness skills
- Vocational videos featuring the 16 career clusters
- Teacher generated worksheets
- Participate in business/ industry tours
- Interview of staff from career clusters
- Interview parents, family members, friends about their careers
- Mock interviews
- Job-shadowing experiences
- Community Based Instruction (CBI)
- Structured Learning Experience (SLE)
- Role playing scenarios
- Class discussion on individual career readiness skills
- Class activities on career readiness skills
- Guest speakers from career clusters
- Guest speakers on career readiness, training, preparedness
- Student reading of classified employment advertisements from newspapers
- Completing sample application forms
- Resume writing
- Letter Writing

RESOURCES

- NJ Department of Education- Structured Learning Experience Guidelines
- NJ Department of Wage and Labor
- NJ OSHA
- NJ Department of Labor and Workforce Development
- *Skills for Independent Living textbook, student workbook and teacher resources*
- *Succeeding in the World of Work textbook, student workbook and teacher resources*
- *Careers* textbook
- The LCCE Curriculum
- Guest speakers
- Websites related to career exploration
- Videos on career exploration
- Career inventories (paper and online)
- Interest inventories (paper and online)

- Personality inventories (paper and online)
- Transition Skills inventories (paper and online)
- Naviance Program interest and career inventories
- Newspaper articles on job trends and career related pieces
- Bureau of Labor and Statistics

TRANSITION 7-12 CURRICULUM UNIT TWO: CITIZENSHIP

STATE STANDARDS

2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.

2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.

2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.

2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

2.2.6.B.1 Use effective decision-making strategies.

2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

N.J.S.A. 18A:6-2 Accident and Fire Prevention requires instruction in accident and fire prevention.

2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).

2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).

2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.

2.1.P.D.4 Know how to dial 911 for help.

2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.

2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.

2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention)

2.1.4. D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation

2.1.4. D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

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NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

BIG IDEAS/COMMON THREADS

Students require lifelong skills and an awareness of social responsibilities to function optimally as citizens of their community. The acquisition of social knowledge, skills, and competencies will enable students to lead productive, fulfilling, and successful lives as they continue their education, enter the work force, or engage in community interactions.

ENDURING UNDERSTANDINGS

Being a responsible citizen within the community requires effective interactions that leads to more successful lives in various school, community, and transitional settings. These skills include: interpersonal communication, self-management, citizenship, community service, personal health and safety and law.

ASSESSMENTS

- Class Participation
- Role Playing
- Problem-solving Scenarios
- Reflection Journal
- Multimedia Presentations and assessments
- Teacher generated worksheets
- Teacher generated assessments

ESSENTIAL QUESTIONS

1. How do I serve others in my community?
2. How do I demonstrate appropriate behavior in my community?
3. How do I communicate through behavior and expressions?
4. How do I find emergency help in my community?
5. How do I use public transportation?
6. How do I utilize public library services?
7. Why is it important to respect private and public property in my community?
8. How do I appropriately dine in public eateries?
9. How do I find community services?
10. Why do I need to follow bike and pedestrian laws?
11. What are my personal interests?
12. How do I utilize recreational facilities and engage in leisure in my community?
13. How do I find help and services for my special needs?
14. What strategies can I use when my stress level is high when I am in the community or workplace?
15. Why is it important to understand and regulate my emotions?
16. Why is it important to appropriately express my preferences or needs?
17. Why is it important to make good decisions?
18. How do I demonstrate respect for authority?

LESSON OBJECTIVES

The students will be able to...

- understand and engage in service projects and volunteer opportunities.
- participate in charitable activities and have an opportunity to have a positive impact on the lives of self and others in the community.
- participate in social or service organization initiatives.
- explain how personal characteristics can affect communication.
- list and demonstrate effective listening and speaking skills.
- monitor their verbal and nonverbal behavior.
- identify and maintain personal space.
- apply the two-question rule (i.e. when asked a question, answer and pose a question).
- make on-topic comments.
- interrupt others appropriately.
- maintain appropriate tone of voice and volume.

- understand the role and accessibility of local emergency services.
- participate in hands-on simulation with emergency personnel.
- utilize the online NJ Transit website to locate transportation schedules.
- utilize digital applications to access public transportation information.
- utilize public transportation.
- understand how to utilize a public library and its resources.
- behave, order and pay at a dining establishment.
- understand and engage in safe travel training practices while following the rules of pedestrian/bike safety.
- engage in recreational CBI activities to explore personal interests.
- ask "wh" questions to gain information (e.g., who, what, where).
- answer "wh" questions to provide information (e.g., who, what, where).
- request desired items or help in community establishments.
- be responsible for their daily schedules inside and outside of school.
- identify the effects digital media has on their life.
- identify and use various stress management techniques when needed.
- decide and accept the outcome.
- identify how their decisions can impact others.
- explain how their appearance affects others' opinions of them and should be based on the situation (e.g., job interview, school dance, date, sports game).
- accept the consequences of not using appropriate manners.
- explain how good or poor manners may impact a relationship.
- explain why others may say "no."
- create and work towards their own goals.
- identify their strengths and weaknesses.
- explain how they can work on improving their own strengths and weaknesses.
- utilize their strengths to their advantage.
- rate their own emotions to demonstrate self-control (e.g. anger, depression, anxiety).
- self-reflect on which strategy would have been most appropriate to control their emotions.
- take responsibility for their own actions.
- implement strategies to solve various problems.
- be flexible in various situations.
- deal with conflicts in the appropriate environment.
- respond to peer pressure appropriately.
- identify the necessary action to take when dealing with teasing and bullying.

LEARNING ACTIVITIES

- Discuss scenarios
- Watch videos about community resources
- Student goal setting
- Self-improvement through goal setting
- Worksheets

- Role play scenarios
- Class discussion
- Class activities
- Scavenger Hunt in the Community
- Service Projects
- Guest speakers (including but not limited to: Oradell/River Edge Police Departments, Oradell/River Edge Fire Departments, Bergen County Department of Health, Bergen County Sheriff's Department, Chef/Nutritionist, Yoga Instructors, Ambulance/EMS, Local Politicians)
- CBI (including but not limited to Restaurants, Police Department, Fire Department, Post Office, Local Stores, Pharmacy, Movie Theatres, Bowling Alley, Miniature Golf)

Citizenship Unit: Civil Rights, Cultural Tolerance and Celebrating Diversity

The objective of the Transition curriculum, Citizenship Unit, is to understand and engage in service projects and volunteer opportunities, as well as participate in charitable activities and have an opportunity to have a positive impact on the lives of self and others in the community.

The focus is also to emphasize how every person has value and contributes to the world.

Students learn about leading civil rights leaders and the consequences of discrimination throughout history. The importance of cultural tolerance is taught through the Social Studies/Transition interdisciplinary lesson plans. A variety of text, guided questions, video, and discussion allow students to comprehend the social injustice. To reinforce these concepts, students are encouraged to celebrate diversity by creating and presenting a Power Point of their own identified culture, preparing recipes to share with the class, and participating in an "International Day". The students also are involved in selling their own items at the seasonal Transition class bake sales to raise money for charity. Students choose a charity that means the most to them.

The objective of the unit is to become involved with community, foster charity, compassion, and appreciation for others.

RESOURCES

- Social Skills Activities for Secondary Students with Special Needs (gr 6-12)
- Life Skills Activities for Secondary Students with Special Needs (gr 6-12)
- Social Skills Activities for Special Children (gr k-5)
- Skills for Independent Living
- The Hidden Curriculum
- The LCCE Curriculum
- Guest speakers

- Community websites
- Local newspaper
- Transpiration apps and website
- NJ Transit
- Google Maps
- Waze

TRANSITION 7-12 CURRICULUM UNIT THREE: COMMUNICATION

STATE STANDARDS

2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.

2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

2.2.6.B.1 Use effective decision-making strategies.

2.2.6.B.3 Determine how conflicting interests may influence one's decisions.

2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.

2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

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BIG IDEAS/COMMON THREADS

The acquisition of social knowledge, communication skills, and competencies will enable students to lead productive, fulfilling, and successful lives as they continue their

education, enter the work force, or engage in community interactions. The ability to understand, navigate, and interact in various social situations is important for all people in their daily lives.

ENDURING UNDERSTANDINGS

Social and communication skills prepare students for effective interactions needed to lead more successful lives in various school, community, and transitional settings. These skills include: speaking, listening, cooperation, interpersonal communication, self-management, empathy, and conflict management.

ASSESSMENTS

- Class participation
- Role playing
- Scenarios
- Reflection journal
- Multimedia presentations
- Teacher generated worksheets
- Collaborative activities

ESSENTIAL QUESTIONS

1. How do I appropriately communicate with others?
2. How do I communicate through behavior and expressions?
3. How do I make a good impression?
4. What are the personal characteristics that can affect communication?
5. What is the importance of developing and maintaining friendships and/or relationships?
6. How do I adjust behaviors in different situations?
7. Why do I have to be aware of the people around me and their behaviors?
8. Why is it important to be flexible when working with others?
9. What communication skills do I need to be successful in the community and school?
10. Why is it important to use effective listening skills?
11. What are the nonverbal cues that I should be aware of when communicating with others?
12. What are effective speaking skills?
13. How do I understand another's point of view?
14. How do I keep a conversation going? How do I begin or end a conversation?
15. How do I stay on topic in different types of conversations?
16. Why should I monitor my words and actions?
17. How can I use various strategies to monitor my words and actions?
18. What are effective self-regulation practices?
19. How do I know when I'm stressed?
20. What is a coping strategy that I can effectively utilize?
21. How do I know when to use a coping strategy and why is it important?
22. Why is it important to display self-control?

23. Why is it important to appropriately express my preferences or needs?
24. Why is it important to make good decisions?
25. How do I demonstrate respect for authority?
26. How can conflicts be resolved peacefully?

LESSON OBJECTIVES

The students will be able to...

- explain how personal characteristics can affect communication.
- list and demonstrate effective listening and speaking skills.
- make and maintain eye contact.
- identify and maintain personal space.
- use and maintain appropriate listening posture and gestures.
- apply the two-question rule (i.e. when asked a question, answer and pose a question).
- determine appropriate topics of conversations.
- make on-topic comments.
- interrupt others appropriately.
- maintain appropriate tone of voice and volume.
- ask "wh" questions in order to gain information (e.g., who, what, where).
- answer "wh" questions in order to provide information (e.g., who, what, where).
- request desired items or help.
- recognize the audience to which they are speaking.
- monitor their nonverbal and verbal behavior.
- identify what makes a conversation easy or difficult to have.
- identify the effects social media has on your life.
- identify and use various stress management techniques when needed.
- make a decision and accept the outcome.
- identify how their decisions can impact others.
- explain how your appearance affects others' opinions and that appearance should be based on the situation (e.g., job interview, school dance, date, sports game).
- accept the consequences of not using appropriate manners.
- explain how good or poor manners may impact a relationship.
- evaluate failures and successes to improve future actions.
- explain why others may say "no."
- rate emotions in order to demonstrate self-control (e.g. anger, depression, anxiety).
- self-reflect on which strategy would have been most appropriate to control emotions.
- take responsibility for your own actions.
- listen to other's opinions without interrupting.
- appropriately accept the opinions of others, even if they differ from their own.
- identify how personal choices can affect your reputation.
- make compromises with peers and adults.

- implement strategies to solve various problems.
- identify the necessary action to take when dealing with teasing and bullying.
- be flexible in various situations.
- implement appropriate strategies to use when you are embarrassed.
- accept feedback appropriately.
- deal with conflicts appropriately.
- respond to peer pressure appropriately.
- use “I” statements to assist in solving a conflict.

LEARNING ACTIVITIES

- Discuss scenarios
- Videos on communication skills
- Student goal setting
- Self-improvement through goal setting
- Worksheets
- Role play scenarios
- Class discussion on individual communication skills
- Class activities on individual communication skills
- Videos on specific social skills
- Guest speakers
- Community based instruction
- Interactive games and activities

RESOURCES

- Social Skills Activities for Secondary Students with Special Needs (gr 6-12)
- Life Skills Activities for Secondary Students with Special Needs (gr 6-12)
- Social Skills Activities for Special Children (gr k-5)
- Skills for Independent Living
- Succeeding in the World of Work
- The Hidden Curriculum
- The LCCE Curriculum
- Guest speakers

TRANSITION 7-12 CURRICULUM UNIT FOUR: FINANCIAL RESPONSIBILITIES

STATE STANDARDS

9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.

9.1.4.A.2 Identify potential sources of income.

9.1.4.A.3 Explain how income affects spending and take-home pay.

9.1.8.A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.4 Relate earning power to quality of life across cultures.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.A.6 Explain how income affects spending decisions.

9.1.8.A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits.

9.1.8.A.6 Explain how income affects spending decisions.

9.1.8.A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits.

9.1.12.A.1 Differentiate among the types of taxes and employee benefits.

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.

9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income.

9.1.12.A.11 Explain the relationship between government programs and services and taxation.

9.1.12.A.12 Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.3 Explain what a budget is and why it is important.

9.1.4.B.4 Identify common household expense categories and sources of income.

9.1.4.B.5 Identify ways to earn and save.

- 9.1.8.B.1** Distinguish among cash, check, credit card, and debit card.
- 9.1.8.B.2** Construct a simple personal savings and spending plan based on various sources of income.
- 9.1.8.B.3** Justify the concept of “paying yourself first” as a financial savings strategy.
- 9.1.8.B.4** Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.
- 9.1.8.B.5** Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.B.7** Construct a budget to save for long-term, short-term, and charitable goals.
- 9.1.8.B.9** Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
- 9.1.8.B.10** Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
- 9.1.8.B.11** Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.
- 9.1.12.B.4** Analyze how income and spending plans are affected by age, needs, and resources.
- 9.1.12.B.5** Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.1.12.B.6** Design and utilize a simulated budget to monitor progress of financial plans.
- 9.1.12.B.7** Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one’s personal budget.
- 9.1.12.B.8** Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
- 9.1.12.B.9** Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).
- 9.1.4.C.1** Explain why people borrow money and the relationship between credit and debt.
- 9.1.4.C.2** Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
- 9.1.4.C.4** Determine the relationships among income, expenses, and interest.
- 9.1.4.C.5** Determine personal responsibility related to borrowing and lending.
- 9.1.4.C.6** Summarize ways to avoid credit problems.
- 9.1.8.C.1** Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
- 9.1.8.C.2** Compare and contrast the financial products and services offered by different types of financial institutions.
- 9.1.8.C.3** Compare and contrast debt and credit management strategies.
- 9.1.8.C.4** Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.
- 9.1.8.C.5** Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).
- 9.1.8.C.6** Determine ways to leverage debt beneficially.
- 9.1.8.C.7** Determine potential consequences of using “easy access” credit (e.g., using a line of credit vs. obtaining a loan for a specific purpose).

- 9.1.8.C.8** Explain the purpose of a credit score and credit record, and summarize borrowers' credit report rights.
- 9.1.8.C.9** Summarize the causes and consequences of personal bankruptcy.
- 9.1.8.C.10** Determine when there is a need to seek credit counseling and appropriate times to utilize it.
- 9.1.4.D.1** Determine various ways to save.
- 9.1.4.D.2** Explain what it means to "invest."
- 9.1.4.D.3** Distinguish between saving and investing.
- 9.1.8.D.1** Determine how saving contributes to financial well-being.
- 9.1.8.D.2** Differentiate among various savings tools and how to use them most effectively.
- 9.1.8.D.3** Differentiate among various investment options.
- 9.1.8.D.4** Distinguish between income and investment growth.
- 9.1.8.D.5** Explain the economic principle of supply and demand.
- 9.1.12.D.3** Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.
- 9.1.12.D.5** Justify the use of savings and investment options to meet targeted goals.
- 9.1.12.D.6** Analyze processes and vehicles for buying and selling investments.
- 9.1.12.D.7** Explain the risk, return, and liquidity of various savings and investment alternatives.
- 9.1.12.D.8** Explain how government and independent financial services and products are used to achieve personal financial goals.
- 9.1.12.D.9** Relate savings and investment results to achievement of financial goals
- 9.1.12.D.10** Differentiate among various investment products and savings vehicles and how to use them most effectively.
- 9.1.4.E.1** Determine factors that influence consumer decisions related to money.
- 9.1.4.E.2** Apply comparison shopping skills to purchasing decisions.
- 9.1.8.E.1** Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
- 9.1.8.E.2** Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
- 9.1.8.E.3** Compare and contrast product facts versus advertising claims.
- 9.1.8.E.4** Prioritize personal wants and needs when making purchases.
- 9.1.8.E.5** Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.
- 9.1.8.E.6** Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.7** Evaluate how fraudulent activities impact consumers and justify the creation of consumer protection laws.
- 9.1.8.E.8** Recognize the techniques and effects of deceptive advertising.
- 9.1.12.E.1** Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations
- 9.1.12.E.8** Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.

9.1.12.E.10 Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities.

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

9.1.8.G.1 Explain why it is important to develop plans for protecting current and future personal assets against loss.

9.1.8.G.2 Determine criteria for deciding the amount of insurance protection needed.

9.1.8.G.3 Analyze the need for and value of different types of insurance and the impact of deductibles.

9.1.8.G.4 Evaluate the need for different types of extended warranties.

9.1.12.G.1 Analyze risks and benefits in various financial situations.

9.1.12.G.2 Differentiate between property and liability insurance protection.

9.1.12.G.3 Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors.

9.1.12.G.4 Evaluate individual and family needs for insurance protection using opportunity-cost analysis.

9.1.12.G.5 Differentiate the costs and benefits of renter's and homeowner's insurance.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. **NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.

BIG IDEAS/COMMON THREADS

Fiscal knowledge enables students to develop the habits and skills to make informed decisions about personal finance that will serve them in their journey towards independence. They will explore the relationship among wants, needs, and resources.

ENDURING UNDERSTANDINGS

Students make financial choices that have costs, benefits, and consequences. They can improve their ability to earn income by gaining new knowledge, skills, and experiences.

ASSESSMENTS

- Class discussions
- Class activities
- Collaborative activities
- Community Based Instruction
- Mock financial literacy skills scenarios
- Budgeting and comparison shopping project
- Objective assessments of financial literacy curriculum
- Guest speaker activities
- Transition journal responses
- Cumulative transition portfolio

ESSENTIAL QUESTIONS

1. What is the difference between needs and wants?
2. What are the currency values of the monetary system?
3. How do I calculate monetary values?
4. How do I purchase an item?
5. How do I calculate total and change due?
6. How do I calculate sales tax?
7. How do I calculate tip?
8. How do I calculate discount?
9. How and why do I compare prices?
10. How and why do I create and stay within a budget when shopping?
11. What is the difference between income and expenses?
12. What are the differences between salary and hourly wage?
13. What is the purpose of local, state and federal taxes?
14. How do I read a pay check?
15. What are government deductions?
16. What are household expenses?
17. What is a household budget and what is its purpose?
18. What is interest and how is it calculated?
19. What are the advantages and disadvantages of savings and checking accounts?
20. What is the difference between gross and net pay?
21. How do I use a debit card?
22. What is the difference between a debit and credit card?
23. How do I complete deposit and withdrawal slip?

24. How do you write a check?
25. What are different types of loans? (student, car, mortgage, personal, etc.)
26. What are the risks of borrowing money?
27. What are different ways to invest?
28. What is a credit score and how is it calculated?
29. What are the ways to make online banking transactions?
30. How can I be a responsible consumer? What are the risks?
31. What are the common types of insurance? (life, car, home, etc.)

LESSON OBJECTIVES

The student will be able to...

- explain the difference between needs and wants.
- identify monetary values of each type of currency.
- calculate monetary values.
- understand how to make an appropriate exchange at a store
- calculate hourly wage, monthly and annual salary
- understand gross and net income.
- design and critique a personal budget.
- explain how to obtain and maintain credit.
- differentiate the purpose of various payroll deductions.
- understand the relationship between income, expenses and savings.
- calculate tax, tip and discount.
- use comparative shopping techniques for the acquisition of goods and services.
- analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
- explain the purpose of different types of insurance.
- understand the risks and safety precautions of online financial activities.
- evaluate the actions a consumer might take in response to excess debt and personal financial status.
- complete banking forms including checks, withdrawal, deposit slips and credit applications.

LEARNING ACTIVITIES

- Discussion of financial literacy content
- Practice identifying and calculating currency
- Individual and collaborative class assignments
- Videos on financial literacy skills
- Online financial literacy games and activities
- Financial literacy board games
- Teacher generated worksheets
- Community Based Instruction (CBI)
- Structured Learning Experience (SLE)
- Role play scenarios on consumer math skills
- Guest speakers on banking, budgeting, and safe consumer skills
- Banking and credit application forms

- Budgeting, comparison shopping and retail experiences
- Order food, calculate tax, tip and total in a restaurant setting
- Student transition reflection journal
- Opportunities to practice a business model within the school setting

RESOURCES

- *Skills for Independent Living* textbook, student workbook and teacher resources
- *Succeeding in the World of Work* textbook, student workbook and teacher resources
- The *LCCE* Curriculum
- Guest speakers including New Jersey Department of Wage and Labor
- Websites related to financial literacy
- Videos on financial literacy
- Financial literacy online and board games
- Teacher generated worksheets, assessment and collaborative activities

TRANSITION 7-12 CURRICULUM UNIT FIVE: HEALTH AND WELLBEING

STATE STANDARDS

- 2.1.8.B.1** Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8.B.2** Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.8.B.3** Design a weekly nutritional plan for families with different lifestyles
- 2.1.8.B.4** Analyze the nutritional values of new products and supplements.
- 2.6.4.A.1** Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.4** Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
- 2.6.6.A.1** Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.5** Relate physical activity, healthy eating, and body composition to personal fitness and health.
- 2.6.8.A.1** Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
- 2.6.12.A.1** Compare the short- and long-term impact on wellness associated with physical inactivity.
- 2.1.P.A.1** Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.1.P.A.2** Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
- 2.1.2.A.1** Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.C.3** Determine how personal feelings can affect one’s wellness.
- 2.1.2.E.1** Identify basic social and emotional needs of all people.
- 2.1.2.E.3** Explain healthy ways of coping with common stressful situations experienced by children.
- 2.1.6.E.2** Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- 2.4.2.A.3** Determine the factors that contribute to healthy relationships.
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- NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

ENDURING UNDERSTANDINGS

Health literacy enables students to be emotionally and physically healthy, motivated, civically engaged, and prepared for work. It focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness.

BIG IDEAS/COMMON THREADS

Knowledge of health concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ASSESSMENTS

- Student transition journal
- Classroom activities
- Collaborative health related projects
- Online nutrition and exercise activities and assessments
- Cumulative class participation
- Community Based Instruction
- Guest speaker discussion and participation
- Self-evaluations of nutrition
- Self-evaluation of mood
- Recreational activities
- Transition portfolio

ESSENTIAL QUESTIONS

1. What is a calorie and how are calories calculated?
2. What are nutrients and their role in the human body?
3. What are the components of "my plate"?
4. What is the difference between a healthy and unhealthy food?
5. How can outside social influences affect your body image?
6. What are the different types of exercise?
7. How often should a person exercise?
8. How can I maintain a healthy lifestyle?

9. What are the consequences of poor nutrition or lack of exercise?
10. What are different types of emotions and how can I identify them?
11. Why should I be aware of my emotion and the emotions of others around me?
12. How can being aware of my emotions help me feel better overall?
13. What strategies can I use to self-regulate my emotions?
14. What activities can I engage in to alleviate my stress/anxieties?
15. What resources are available to achieve and maintain wellness?
16. What are my recreational interests?
17. How can I engage in activities in and outside of school?

LESSON OBJECTIVES

The student will be able to...

- maintain physical, social, and emotional health by practicing healthy behaviors and goal setting.
- engage in a physically active lifestyle.
- recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and service.
- obtain, interpret, and understand basic health information and services and using such information and services in ways that are health enhancing.
- understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- use available information to make appropriate health-related decisions.
- establish and monitor personal and family health goals.
- understand national and international public health and safety issues.
- evaluate the nutritional value of their diet.
- calculate their total caloric intake and output.
- detail how their emotions impacts their performance.
- assess feelings and their impact on self and others.
- understand how metacognition impacts one's behavior and choices.
- explore personal interests and hobbies.
- explore extracurricular activities within the school.
- identify community-based recreational opportunities.

LEARNING ACTIVITIES

- Diet and exercise tracking with online tools
- Journal entries
- Set and modify healthy lifestyle choices to reach personal goals
- Collaborative healthy cookbook
- Simulated grocery shopping
- Cooking lessons
- Nutrition lessons
- Read and compare nutritional labels
- CBI to local grocery stores and restaurants
- Recreational CBI activities
- Class yoga instruction

- Mindfulness activities (including but not limited to: calm.com, meditation, instrumental music, aromatherapy, visual imagery, self-reflection)
- Complete a meal planning project
- Set personal nutritional and exercise goals for a healthy lifestyle
- Utilize technological tools to track exercise and nutrition
- Class discussions
- Videos relating to nutrition and healthy lifestyles
- Club fair within the school setting
- Local community recreational opportunity research

RESOURCES

- Glencoe *Succeeding in the World of Work*
- The *LCCE* Curriculum
- Websites (including but not limited to www.myplate.org, www.healthykids.org)
- Skills for Independent Living
- Yale Center for Emotional Intelligence
- Bergen County Department of Health
- Community recreational settings

TRANSITION 7-12 CURRICULUM UNIT SIX: TECHNOLOGY

STATE STANDARDS

9.3.12.AR-TEL.1 Demonstrate the use of telecommunications terminology, tools and test equipment.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.2.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.2.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.

9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

9.3.12.ED-ADM.3 Create instructional programs to meet the learning organization's objectives.

9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization's objectives.

9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED-PS.2 Implement methods to enhance learner success.

9.3.12.ED-PS.3 Identify resources and support services to meet learners' needs.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason.

CRP6 Demonstrate creativity and innovation.

CRP7 Demonstrate creativity and innovation.

CRP11 Use technology to enhance productivity.

BIG IDEAS/COMMON THREADS

Exploration of various supports and tools known as assistive technologies is necessary in the transition process to improve skills that carry over into the student's future. These skills will enable students to become successful and responsible citizens in the community.

ENDURING UNDERSTANDING

Assistive technologies enhance accessibility and adaptability for those living with disabilities when approaching academics, daily living skills and workplace skills. Assistive technologies provide students with a network of resources to increase their ability of independent living.

ASSESSMENTS

- Class participation
- Learning inventories
- Multimedia Presentations
- What-If Scenarios
- Assistive Technology performance assessments

ESSENTIAL QUESTIONS

1. What are assistive technologies?
2. When should I use assistive technologies?
3. Why should I use assistive technologies?
4. How do I benefit from using assistive technologies?
5. In what areas do I need the most support from assistive technologies?
6. How do I determine whether I need high or low tech assistive technologies?
7. How do I determine which tool(s) will help me?
8. How can I use assistive technologies to make this task easier for me?
9. How do I appropriately utilize technology?
10. How can I use assistive technologies in multiple ways to help me succeed?
11. How can I use assistive technologies to overcome difficulties in a task?
12. How can I safely utilize the internet?

LESSON OBJECTIVES

Students will be able to...

- understand that assistive technologies increase accessibility and adaptability for those living with disabilities for specific tasks.
- understand that the purpose and function of assistive technologies changes based on situation, setting and individual.
- understand that assistive technologies are tools to improve their learning (and life) experiences.
- understand that assistive technologies have an intended purpose to improve/change the approach to specific tasks.
- identify what forms of assistive technologies are most beneficial to themselves in a given task/setting.
- understand the difference between high and low forms of assistive technologies.
- determine which assistive technologies will provide them with support for their identified weaknesses in a given task.
- understand the function, programming and style of assistive technologies in order to determine which will best help their learning process.
- understand how to navigate and use assistive technologies appropriately.
- understand the potential need for multiple assistive technologies based on a given task.
- recognize when an assistive technology tool is most beneficial to them based.
- understand appropriate dynamics and interactions when on the internet in order to maintain safety.

LEARNING ACTIVITIES

- Classroom exploration of Microsoft 365 learnings tools
- Classroom discussion
- Classroom exploration of District laptop built-in accessibility tool
- Videos on assistive technologies
- Discuss scenarios on the use of assistive technologies in task-breakdown

RESOURCES

- District-issued laptops and enabled supports
- Microsoft 365 Learning Tools
- Websites providing assistive technologies (including but not limited to sites such as EdPuzzle, Rewordify, Google Timer, Tab Resize, VoiceThread, Nearpod, WordTalk, StoryboardThat, etc.)
- Bergen County Prosecutor's Cyber Security Unit
- ETTC