

**Bloomfield Public Schools**  
**Bloomfield, NJ 07003**

**Curriculum Guide**

**VEST-LIFE SKILLS**  
**Grades: 9-12**

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**Conforms to New Jersey New Jersey Student Learning Standards**

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## ***VEST- Life Skills***

### **(Grades 9-12)**

**Introduction:** Life Skills is a course designed to prepare students to be healthy, active, productive and successful members of their homes, community and society in the 21st century. For those students receiving special education support services at the Secondary Level, the focus shifts towards transition into life after school. Students will be introduced to basic life skills including personal health and wellness; communications; decision making; and career management. Students in the State of New Jersey and students enrolled in Bloomfield High School VEST program must successfully complete credits towards 21<sup>st</sup> Century life and Careers.

**Course Description:** The *VEST Life Skills Curriculum* is tailored to help all students with special needs prepare to take responsibility for their own futures. Through career learning, students will be better able to take advantage of workplace opportunities and adapt to changing needs of local, national, and international economies. Through better recognition of individual abilities and how they relate to the world of work, students will acquire skills necessary for adult life. Life Skills will help students to better understand themselves and the world around them as go through different phases of their lives and transition into living independently as an adult. This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well as considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a productive tool that can and will be revised and modified during the course of the school year.

**Course Philosophy:** Students will explore and apply learning to real life challenges in a series of relevant hands-on activities designed to reinforce and extend the core life skills concepts. An individual- independent- approach will also allow students to experience real life responsibilities and challenges of life on their own.

**Mapping/Sequence:** Course Topics include: self-awareness & values, self-advocacy, decision-making, health and nutrition, hygiene, self-care, social awareness & interactions, relationship responsibilities, study skills, test taking skills, computer literacy, meal preparation, kitchen safety, clothing care, housekeeping skills, choosing and accessing transportation, leisure time, career awareness and vocational skills. The curriculum is written following the *Unit By Design* format. The document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. Each unit contains required and suggested activities and assessments. Teachers are expected to design lessons that will meet the requirements within this curriculum; however, teachers have flexibility on how they would like to use the unit.

**Resources:** Resources are listed in each unit by the required/suggested activity. The curriculum document is accessible on the district website.

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Self-Awareness, Advocacy and Decision Making	<b>Grade Level</b>	9-12			
<b>Curriculum Area</b>	V.E.S.T.- Life Skills	<b>Time Frame</b>	4 weeks			
<b>Developed By</b>	Izabela Acquaviva, Kelly Reer & Terry Nevins					
<b>Desired Results (Stage 1)</b>						
<b>Established Goals</b>						
<b>Content Area:</b>	<b>21st Century Life and Careers</b>					
<b>STANDARD 9.3</b>	<b>CAREER AND TECHNICAL EDUCATION</b> This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.					
<b>9.3.12.ED.1</b>	<b>Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning and a commitment to learning</b>					
<b>9.3.12.ED.3</b>	<b>Use critical thinking to process educational communications, perspectives, policies and/or procedures</b>					
<b>9.3.12.ED.8</b>	<b>Demonstrate ethical and legal behavior within and outside of education and training settings</b>					
<b>9.3.12.ED-ADM.9</b>	<b>Describe advocacy strategies to promote the learning organization's needs</b>					
<b>Primary Interdisciplinary Connections</b>						
Content Area    Technology Standard        8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  NJLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.						
<b>21<sup>st</sup> Century Interdisciplinary Themes:</b>						

<div> <div> <div><input checked="" type="checkbox"/> <b>Global Awareness</b></div> <div><input type="checkbox"/> <b>Civic Literacy</b></div> </div> <div> <div><input type="checkbox"/> <b>Financial, economic, business, and entrepreneurial literacy</b></div> <div><input checked="" type="checkbox"/> <b>Health Literacy</b></div> </div> </div>	
<b>Transfer</b>	
<b>Students will be able to independently use their learning to...</b> T1-Understand that self-awareness is an important factor in social and emotional growth T2-Realize the decisions that we make affect us both as individuals and as a society T3- Recognize our individual interests, desires, needs and rights	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
U1- Knowing about yourself is the key to life success U2- There are differences and similarities between people U3- The choices you make affect you and the people around you U4- Values and morals can guide a person's choices U5- Making the right choices can result in a good future	E1- What do we know and/or want to learn about ourselves? E2-How are we different and/or the same as one another? E3- What is considered a good choice versus a bad choice? E4-How do the decisions you make affect you and others around you? E5-What are values and morals?
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...
K1-Their strengths and weaknesses through self-awareness K2-What their rights are as an individual with disabilities K3- How to make decisions for themselves through choices K4- How their choices will affect them and others K5-How to apply values to making decisions for themselves	S1- Identify their own interests, desires and rights S2- Recognize good choices versus bad choices S3- Explain how choices affect themselves and others around them S4-Create realistic goals for themselves S5-Define and understand what values and morals are

<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
T1-3 U1-5 K1-5	Comprehension  Application  Synthesis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>● Questioning</li> <li>● Self- Assessment</li> <li>● worksheets</li> <li>● Practical applications</li> <li>● Role play</li> </ul>
		Summative <ul style="list-style-type: none"> <li>● Completed worksheets</li> <li>● Unit test/quizzes</li> </ul>
T1-4 K1-4 S1-5 E1-5	Responses  Application  Comparisons	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>● Questioning</li> <li>● Self- Assessment</li> <li>● worksheets</li> <li>● Practical applications</li> <li>● Role play</li> </ul>
		Summative <ul style="list-style-type: none"> <li>● Completed worksheets</li> <li>● Unit test/quizzes</li> </ul>



## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	<b>Required Activities</b>	<b>Required Resources</b>
	Fill out a graph that describes concepts of self-awareness and psychological needs	CEC-Life Centered Career Education: personal social skills: Identify Physical and Psychological Needs:10.42.3P:11-(pg.32)
	Students create a poster containing items, pictures and terms, with which they identify and students present to the class	Poster Paper, Pictures, Markers
	Create a list of examples of personality traits	
	Class discussion listing examples of daily decisions	
	Role play a variety of decisions based on given scenarios	CEC- Life Centered Education: personal social skills: Anticipate Consequences: 15.63.1E:3-(pg.907-912)
	Class activity "decision making word match" & Decision making cross-word puzzle	CEC- Life Centered Education: personal social skills: Anticipate Consequences: 15.63.1E:2-(pg.900-906)
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	Students will interview each other identifying personal likes and dislikes	Interview Script
	Create a brochure promoting positive behavior and good decision making	Paper, Markers, Magazine Cut-Outs
	Create a list of individuals that are admired and why	



<b>Strategies for Differentiation</b>	
Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan	Teachers will utilize the result of assessment to guide further instruction per student
Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size	Teachers will supply materials at reading comprehension levels commensurate with student ability
Students may be given additional time to complete assignments	Teachers may utilize prompting and cuing
Students may receive one-to-one teacher support or assistance from a paraprofessional	Teachers will utilize Aquos board for visual learners
Teachers may group students based upon prior student knowledge	Teachers may utilize laptops/Tablets for visual learners
Teachers may utilize tiered activities and/or learning stations	Teachers may utilize apps to enable self-monitoring and self-assessments for the students
Teachers will present a single concept through the variety of learning modes and may assess students in this manner	

Title of Unit	Self-Care: Nutrition, Health, Hygiene	Grade Level	9-12
Curriculum Area	V.E.S.T. – Life Skills	Time Frame	4 Weeks
Developed By	Izabela Acquaviva Kelly Reer & Terry Nevins		
Desired Results (Stage 1)			
Established Goals			
Content Area	Comprehensive Health and Physical Education		
Standard	2.1 Wellness-All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance		
2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health		
Primary Interdisciplinary Connections			
Content Area	Technology		
Standard	8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		
NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
21 <sup>st</sup> Century Interdisciplinary Themes:			
_____ Global Awareness		_____ Financial, economic, business, and entrepreneurial literacy	
_____ Civic Literacy		__X__ Health Literacy	

Transfer	
<b>Students will be able to independently use their learning to...</b> T1- Recognize how health and self-care can impact one's impression upon those in the community, in school and in the workplace. T2- Be able to apply skills independently or with minimal support to make appropriate nutrition choices to maintain proper health. T3- Live a healthy lifestyle, and have an understanding of the role that nutrition and fitness both play in one's life. T4- Understand the importance of proper diet and exercise as it pertains to a healthy lifestyle.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1- Maintaining good hygiene and an acceptable appearance is important U2- It is important to eat healthy to maintain a proper lifestyle U3- Good health is related to personal hygiene U4- Knowing the names of each of the food groups within the Food Guide Pyramid is important U5- knowing how to choose healthy versus unhealthy foods will benefit their life	E1- How is good health related to personal hygiene? E2- What standards do school and work set for acceptable appearance and good hygiene? E3- How does your diet and nutrition affect your health? E4- What is the Food Guide Pyramid and how can we use it? E5- Why is exercise important and necessary in maintaining a healthy lifestyle?
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
K1- Proper hygiene and self- care K2- What type of self-care is expected of them in society K3- Proper nutritional choices through the USDA "my plate" K4- The importance of exercising regularly K5-The difference between a healthy and unhealthy choice	S1-Understand what is considered good hygiene S2- Understand how good health is related to personal hygiene S3- Maintain good hygiene and acceptable appearance S4-List the names of each food group and provide examples of foods in each group S5- Understand the importance of exercising regularly

<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
T1-4 U1-3 K1-5	Comprehension	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Self-Assessment</li> <li>• Organization of facts</li> </ul>
	Application  Evaluation	Summative <ul style="list-style-type: none"> <li>• Projects</li> <li>• Tests</li> <li>• Quizzes</li> </ul>
T1-3 S1-5 K1-5	Responses	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Observation</li> <li>• Worksheets</li> <li>• Homework</li> </ul>
	Application  Descriptions  Comparisons	Summative <ul style="list-style-type: none"> <li>• Project Completion</li> <li>• Teacher Assessment</li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	<b>Required Activities</b>	<b>Required Resources</b>
	Class discussion/ board work developing lists of healthy and unhealthy foods	
	Students will create healthy meal plans and shopping lists using guides and worksheets to organize their needs	CEC-Life Centered Career Education: Daily living Skills: Prepare Meals: 5.23.5A:6, 5.23.5E:6- (pg. 798-801)
	Food Guide Pyramid scavenger hunt using	Internet Website: <a href="http://www.mypyramid.gov">www.mypyramid.gov</a>
	Videos including My Pyramid and Vitamins and Nutrients (The Learning Seed)	Internet Streaming Videos
	Class discussion/ board work listing a variety of exercises that students like to participate in	
	Student log of exercise activities they partake in both in and after school	CEC- Life Centered Career Education: Daily Living Skills: Engage in Group and Individual Activities:8.36.5P:16- (pg. 1366)
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	Teacher demonstrations of healthy and unhealthy snacks (visual)	Teacher made power point presentation
	Bring in a guest speaker from within the school or community discussing health related issues due to obesity	
	Brochure/poster encouraging active lifestyle	Poster paper, markers, magazine cut outs

## Strategies for Differentiation

Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan	Teachers will utilize the result of assessment to guide further instruction per student
Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size	Teachers will supply materials at reading comprehension levels commensurate with student ability
Students may be given additional time to complete assignments	Teachers may utilize prompting and cuing
Students may receive one-to-one teacher support or assistance from a paraprofessional	Teachers will utilize Aquos board for visual learners
Teachers may group students based upon prior student knowledge	Teachers may utilize laptops/Tablets for visual learners
Teachers may utilize tiered activities and/or learning stations	Teachers may utilize apps to enable self-monitoring and self-assessments for the students
Teachers will present a single concept through the variety of learning modes and may assess students in this manner	

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Social Awareness and Interactions	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	V.E.S.T.- Life Skills	<b>Time Frame</b>	4 Weeks
<b>Developed By</b>	Izabela Acquaviva Kelly Reer & Terry Nevins		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.1 Wellness-All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>		
<b>2.2.8.A.1</b>	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations		
<b>2.2.8.A.2</b>	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts		
<b>2.2.12.A.2</b>	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts		
<b>2.2.12.A.3</b>	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle		
<b>Primary Interdisciplinary Connections</b>			
Standard	<p style="text-align: center;">Content Area    Technology</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p>		

**21<sup>st</sup> Century Interdisciplinary Themes:**☒ **Global Awareness**☐ **Financial, economic, business, and entrepreneurial literacy**☒ **Civic Literacy**☒ **Health Literacy****Transfer****Students will be able to independently use their learning to...**

T1- Properly interact with people and facilitate positive interactions with others in a various of situations

T2- Students will understand differences in communication styles and how it may affect a listener's understanding of a message

T3- Students will be able to apply skills independently or with minimal support to understand the influences of peer pressure on decision making

**Meaning****Understandings****Students will understand that...**

U1- Social Interactions and awareness is the key to success in the world

U2-Different situations call for different behaviors

U3- It is important to understand the effects of peer pressure on decision making

U4- It is important to understand communication styles and its impact on a message.

**Essential Questions****Students will keep considering...**

E1-How do we interact with other people?

E2-What is acceptable behavior?

E3-How does one organize social life and leisure time?

E4- How can peer pressure negatively affect my behavior or cause harm to myself or others?

**Acquisition****Knowledge**

Students will know...

K1- How to maintain proper social interactions in regard to their surroundings

K2- The negative effects of peer pressure and tactics to avoid feeling pressured in various situations

K3- How to identify various communication styles associated with emotions and situations; compare with meaning of messages.

K4- Associate communication styles with relationship building.

**Skills**

Students will be able to...

S1- Maintain proper social interactions at home, school and work

S2-Prioritize their time to accomplish wants and needs

S3- Avoid peer pressure and the influence of negative situations

S4- Identify various communication styles

S5- Identify a relationship they will want to improve through communication techniques



K5- Relationship building techniques		
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-3 U1-4 K1-5	Comprehension	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Self-Assessment</li> <li>• Self-Monitoring</li> </ul>
	Application  Evaluation	Summative <ul style="list-style-type: none"> <li>• Projects</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Real-life scenarios</li> </ul>
T1-3 S1-5 K1-5nvo	Responses	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Observation</li> <li>• Compliance</li> </ul>
	Application  Descriptions  Comparisons	Summative <ul style="list-style-type: none"> <li>• Project Completion</li> <li>• Teacher Assessment</li> <li>• <b>Students will be assessed using appropriate correlating Assessment of Functional Living Skills (AFLS) to demonstrate student progress for Units 1,2 &amp;3</b></li> </ul>

<b>Learning Plan (Stage 3)</b>		
<b>Checks for alignment and best practice</b>	<b>Summary of Key Learning Events and Instruction</b> <i>The teaching and learning needed to achieve the unit goals.</i>	
	<b>Required Activities</b>	<b>Required Resources</b>
	Students observe streaming video of a variety social situations and identify elements to include the situation, characters and topic of conversation	Internet-Streamed Videos showing social interactions/scenarios
	Practice proper self-introductions, emphasizing eye contact and hand shaking technique	Practice in class with students and staff
	Role Playing a variety of social scenarios and situations	
	"What do you think?" worksheets- demonstrate respect for others and their property	CEC- Life Centered Career Education- Personal Social Skills: Develop Respect for the Rights and Properties of Others:12.51.3A:8- (pg.455-458)
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	Invite Supervisor, Administrators, and other members of the school community to the class to participate in introductions	
	Observe student populations interactions with one another in social settings such as during lunchtime	

## Strategies for Differentiation

Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan	Teachers will utilize the result of assessment to guide further instruction per student
Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size	Teachers will supply materials at reading comprehension levels commensurate with student ability
Students may be given additional time to complete assignments	Teachers may utilize prompting and cuing
Students may receive one-to-one teacher support or assistance from a paraprofessional	
Teachers may group students based upon prior student knowledge	
Teachers may utilize tiered activities and/or learning stations	
Teachers will present a single concept through the variety of learning modes and may assess students in this manner	

## Understanding by Design Unit Template

<b>Title of Unit</b>	Study Skills, Test Taking & Computer Literacy	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	V.E.S.T.- Life Skills	<b>Time Frame</b>	4 Weeks
<b>Developed By</b>	Izabela Acquaviva Kelly Reer & Terry Nevins		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<b>Content Area:</b>	21st Century Life and Careers		
<b>STANDARD 9.3</b>	<b>CAREER AND TECHNICAL EDUCATION</b> This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.		
<b>9.3.12.ED.1</b>	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning		
<b>9.3.12.ED.3</b>	Use critical thinking to process educational communications, perspectives, policies and/or procedures		
<b>9.3.12.ED.8</b>	Demonstrate ethical and legal behavior within and outside of education and training settings		
<b>9.3.12.ED-ADM.9</b>	Describe advocacy strategies to promote the learning organization's needs		
<b>Primary Interdisciplinary Connections</b>			
<div style="text-align: center;">Content Area    Technology</div> <p>Standard      8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p>			
<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div style="display: flex; justify-content: space-between;"> <div> <b>__X__ Global Awareness</b>  <b>_____ Civic Literacy</b> </div> <div> <b>__X__ Financial, economic, business, and entrepreneurial literacy</b>  <b>__X__ Health Literacy</b> </div> </div>			

Transfer	
<b>Students will be able to independently use their learning to...</b> T1. Participate in selecting learning objectives and setting goals T2. Learn strategies to master T3. Apply what they have learned to other settings including the general education classroom	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1. Using strategies to prepare for successful performance on tests will increase their grade and decrease test anxiety U2. There are specific testing taking strategies that impact performance on exams U3. Improving memory techniques will increase our ability to retain important information. U4. Verbal and Visual word association techniques improve one's ability to recall and retain novel information.	E1. What is important information? How do I determine what I <i>need</i> to know? E2. What memory technique is best suited to my learning style and helps me retain the most information? E3. How am I currently preparing for my tests and exams? E4. What do I do before, during and after exams? E5. How will adjustments to test preparation and performance affect my grades?
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
K1. How they are currently performing before/after a test. K2. Effective Test preparation strategies K3. Strategies for taking certain test formats: True/False, Multiple Choice, Sentence Completion, Essay, Open Book K4. The 5 Memory Techniques: Repetition, Visualization, Association, Application, Mnemonics	S1. Apply and define each of the 5 memory techniques. S2. Determine which of the 5 memory techniques best suits their individual learning style. S3. Incorporate 1-2 of the preferred memory techniques during a content area subject quiz/assessment. S4. Identify and define effective and ineffective test preparation

		<p>strategies.</p> <p>S5. Identify and learn the appropriate strategies for improving performance on various test formats.</p>
<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u> Performance is judged in terms of...</b>	<b><u>Assessment Evidence</u></b>
T1-3 U1-2 E1-5 K1-4	Task Completion  Identification  Transfer  Preparation  Improvement	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Worksheet</li> <li>• Questionnaire</li> <li>• Homework</li> <li>• Class Participation</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> </ul>
S1-5		<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Observation</li> <li>• Project Completion</li> <li>• Compliance</li> </ul>

		<div>Summative</div> <ul style="list-style-type: none"><li>● Tests</li><li>● Quizzes</li></ul>
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## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	<b>Required Activities</b>	<b>Required Resources</b>
	Students will identify test-taking strategies to use before taking a test; 3 part test Prep	Internet- Aquos board
	Students will identify test-taking tips to use during a test	Teacher Notes
	Students will become familiar with 4 tips to use when graded tests are returned to them	Correct answers, check your grade, review with teacher,
	Students will identify tips for true/false items and correctly answer T/F statements	Absolute Qualifiers/Non absolute qualifiers
	Students will develop multiple choice test questions and explore this kind of test	Teacher Notes Study Sheet 2 types of Multiple choice questions
	Students will list matching test taking tips- Mid quiz	Teacher Notes Study Sheet
	Students will evaluate old test to determine where the tips could have been used	Content area tests that have been returned
	Students will discuss tips for completing fill-in-the blank or sentences completion activities	Study Sheet - review tips
	Students will identify pros and cons of essay tests	
	Students will examine tips for essay/short answer test items	Parts of an Essay-Minimum 4 parts Intro with topic sentence, Body, conclusion- "thought-clock" graphic organizer
	Students will identify and write the meaning of clue words found in essay questions.	<b>Identify, define:</b> Analyze, Compare, Contrast, Criticize, Define, Describe, Diagram, Discuss, Evaluate, Explain, Interpret, List Outline, Prove, Justify, Relate



	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	Test taking Prep Website	<a href="http://www.testtakingtips.com/test/genpre.htm">http://www.testtakingtips.com/test/genpre.htm</a>
	Test Prep and Anxiety	<a href="http://www.tn.gov/education/assessment/doc/tsteststrategies.pdf">http://www.tn.gov/education/assessment/doc/tsteststrategies.pdf</a>

<b>Strategies for Differentiation</b>	
Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan	Teachers will utilize the result of assessment to guide further instruction per student
Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size	Teachers will supply materials at reading comprehension levels commensurate with student ability
Students may be given additional time to complete assignments	Teachers may utilize prompting and cuing
Students may receive one-to-one teacher support or assistance from a paraprofessional	Smart board for visual learners
Teachers may group students based upon prior student knowledge	Reduce multiple choice answers
Teachers may utilize tiered activities and/or learning stations	Use visual T-charts and graphs
Teachers will present a single concept through the variety of learning modes and may assess students in this manner	Highlighting code words and concepts

Title of Unit	Kitchen and Housekeeping Skills	Grade Level	9-12
Curriculum Area	V.E.S.T. -Life Skills	Time Frame	4 Weeks
Developed By	Izabela Acquaviva Kelly Reer & Terry Nevins		
Desired Results (Stage 1)			
Established Goals			
Content Area:	21st Century Life and Careers		
STANDARD 9.3	CAREER AND TECHNICAL EDUCATION This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.		
9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning		
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures		
9.3.12.ED-ADM.9	Describe advocacy strategies to promote the learning organization’s needs		
Primary Interdisciplinary Connections			
Standard	Content Area    Technology 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		
NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening			
21 <sup>st</sup> Century Interdisciplinary Themes:			
<input checked="" type="checkbox"/> Global Awareness		<input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	
<input type="checkbox"/> Civic Literacy		<input checked="" type="checkbox"/> Health Literacy	
Transfer			

<b>Students will be able to independently use their learning to...</b> T1: Independently use standard kitchen safety rules T2: Identify and utilize kitchen equipment properly T3: Perform housekeeping skills to achieve greater independence	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
U1: Correct safety and sanitation procedures are necessary for proper food preparation U2: Proper utilization of the appropriate equipment is necessary in preparing a variety of foods U3: The ability to perform housekeeping skills leads to greater independence U4: Basic chores of the household will lead to a clean living space U5: Proper clothing care practices result in extending the life of garments	E1: What are standard kitchen safety rules? E2: What are some key kitchen skills I can use independently? E3: What is considered basic kitchen equipment? E4: How can I properly take care of my clothing? E5: What equipment is used when taking care of my clothing?
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...
K1: How to follow kitchen safety rules and procedures independently K2: How to properly use different kitchen tools and appliances K3: Which household cleaning products are necessary K4: How to properly clean their own living space independently	U1: Utilize kitchen equipment properly when appropriate in preparing food U2: Use kitchen skills and techniques learned through practice U3: Use appropriate cleaning products when cleaning their living space U4: Maintain a clean and proper living space independently
<b>Evidence (Stage 2)</b>	

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-3 U1-5 K1-4	Comprehension  Application  Synthesis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Self-Assessment</li> <li>• Self-Monitoring</li> <li>• Project Based Assessment</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Projects</li> <li>• Site Based Evaluation</li> <li>• Teacher Assessment</li> </ul>
T1-4 K1-4 S1-4	Responses  Application  Comparisons	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Observation</li> <li>• Task Completion</li> <li>• Compliance</li> <li>• Collaboration</li> <li>• Note-Taking</li> <li>• Completed Worksheets</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Project Completion</li> <li>• Teacher Assessment</li> <li>• <b>Students will be assessed using appropriate correlating Assessment of Functional Living Skills (AFLS) to demonstrate student progress for Units 4&amp;5</b></li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	<b>Required Activities</b>	<b>Required Resources</b>
	Teacher demonstration of kitchen equipment	Kitchen Equipment/Tools
	Complete kitchen equipment identification worksheets	Worksheet on various kitchen equipment
	Kitchen Safety Worksheets that illustrate the "Do's" and "Don'ts" of a kitchen	CEC-Life Centered Career Education: Daily Living Skills- Prepare Meals: 5.23.4A:5, 5.23.4E:5, 5.23.4P:5-(pgs. 791-796)
	Multimedia presentation of appropriate food safety procedures within the kitchen	Internet/Streamed Video
	Read and interpret clothing labels – Sort clothing labels from "Clothing Labels" worksheet and place in appropriate categories for washing machine care	CEC- Life Centered Career Education: Daily Living Skills - Buying and Caring for Clothing: 6.26.2E:6- (pgs.863-866)
	Teacher/student demonstration of washing machine and dryer use- Using actual equipment	Washing Machine and Dryer
	Create Scenarios to perform cleaning tasks	Cleaning supplies: products, rags, etc.
	Invite a custodian into the room to demonstrate cleaning techniques	School Custodian(s)
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	Student role play of proper and improper table etiquette based upon a given scenario from flash cards	Etiquette Flash Cards
	Create posters for each meal demonstrating knowledge of healthy food choices	Poster, Markers, Magazine Cut-Outs, Recipes
	Teacher/student demonstration of iron use and care	Iron and Ironing Board

	Review laundry supplies including detergent, fabric softeners and pre treatments	Internet-Videos
	Make do's and don'ts chart on cleaning products	Internet Resources

<b>Strategies for Differentiation</b>	
Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan	Teachers will utilize the result of assessment to guide further instruction per student
Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size	Teachers will supply materials at reading comprehension levels commensurate with student ability
Students may be given additional time to complete assignments	Teachers may utilize prompting and cuing
Students may receive one-to-one teacher support or assistance from a paraprofessional	
Teachers may group students based upon prior student knowledge	
Teachers may utilize tiered activities and/or learning stations	
Teachers will present a single concept through the variety of learning modes and may assess students in this manner	

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Choosing and Accessing Transportation	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	V.E.S.T- Life Skills	<b>Time Frame</b>	4 Weeks
<b>Developed By</b>	Izabela Acquaviva Kelly Reer & Terry Nevins		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<b>Content Area</b>	<b>21st-Century Life and Careers</b>		
<ul style="list-style-type: none"> <li>9.2 Career Awareness, Exploration, and Preparation  This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> </ul>			
9.2.4.A.2	Identify various roles and civic and work-related activities in the school, home and community.		
<b>Primary Interdisciplinary Connections</b>			
Content Area    Technology Standard        8.1 Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  NJLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening			
<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div style="display: flex; justify-content: space-between;"> <div> ___X___ Global Awareness  ___X___ Civic Literacy </div> <div> ___X___ Financial, economic, business, and entrepreneurial literacy  _____ Health Literacy </div> </div>			
<b>Transfer</b>			

<b>Students will be able to independently use their learning to...</b> U1: Identify different modes of transportation U2: Access modes of transportation as a group and/or individually U3: Become more verse in choosing and accessing local transportation	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
U1: There are different modes of transportation U2: Different modes of transportation require different fees U3: Being able to use modes of transportation can lead to greater independence	E1: What are the different modes of transportation available to me? E2: How can I choose and access the correct form of transportation for my traveling needs? E3: How can I plan a trip using a public mode of transportation?
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...
K1: How to identify the different modes of transportation K2: Which form of transportation is available to them K3: How much fare they will need to have in order to use the transportation K4: How to travel to different places with practice and planning	S1: Choose which form of transportation is necessary for their traveling needs S2: Identify different forms of transportation in their surroundings S3: Plan out their travel needs using transportation information S4: Use various forms of transportation after planning and practice
<b>Evidence (Stage 2)</b>	



<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
T1-3 U1-3 K1-4	Comprehension  Application  Synthesis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Self-Assessment</li> <li>• Self-Monitoring</li> <li>• Project Based Assessment</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Projects</li> <li>• Assessments</li> <li>• Site Based Evaluation</li> </ul>
T1-4 K1-4 S1-4	Responses  Application  Comparisons	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Observation</li> <li>• Project Completion</li> <li>• Compliance</li> <li>• Collaboration</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Project Completion</li> <li>• Teacher Assessment</li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	<b>Required Activities</b>	<b>Required Resources</b>
	NJ Transit-Disability Application	<a href="http://www.njtransit.com/pdf/sf_tr_fo_reduced_passengers_RF_application.pdf">http://www.njtransit.com/pdf/sf_tr_fo_reduced_passengers_RF_application.pdf</a>
	A Guide to Travel Training	<a href="http://www.rideconnection.org/ride/LinkClick.aspx?fileticket=dwrbbjCP7_o%3D&amp;tabid=69">http://www.rideconnection.org/ride/LinkClick.aspx?fileticket=dwrbbjCP7_o%3D&amp;tabid=69</a>
	Travel training manual	<a href="http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/transition_to_adulthood/students_on_the_go_a_travel_training_manual.html">http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/transition_to_adulthood/students_on_the_go_a_travel_training_manual.html</a>
	Entire unit use of worksheets and activities including: How to read maps, appropriate travel modes, how to read schedules, etc.	CEC- Life Centered Career Curriculum: Daily Living Skills- Demonstrate Knowledge and Use of Various Means of Transportation: Unit 39- (pgs. 1461-1497)
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	NJ Find a ride	<a href="http://njfindaride.com/?action=goto_about_us">http://njfindaride.com/?action=goto_about_us</a>
	NJ TIP	NJTIP@Rutgers

<b>Strategies for Differentiation</b>	
Break tasks into smaller, more manageable parts that include structured directions for each part	Teachers will utilize the result of assessment to guide further instruction per student
Use flexible grouping to group and regroup students based on factors including content, ability, and assessment results.	Teachers will supply materials at reading comprehension levels commensurate with student ability
Utilize pre-tests to assess where individual students need to begin working	Teachers may utilize prompting and cuing
Vary degree of complexity of work assignments	
Provide access to a variety of materials which target different learning preferences and reading abilities.	
Use a variety of instructional delivery methods to address different learning styles.	
Choose broad concepts and skills that lend themselves to understanding at various levels of complexity.	

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Leisure & Community	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	V.E.S.T.- Life Skills	<b>Time Frame</b>	4 Weeks
<b>Developed By</b>	Izabela Acquaviva Kelly Reer & Terry Nevins		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>		
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.		
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.		
<b>Primary Interdisciplinary Connections</b>			
<p>Content Area    Technology</p> <p>Standard        8.1 Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>NJLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p>			
<p><b>21<sup>st</sup> Century Interdisciplinary Themes:</b></p> <div style="display: flex; justify-content: space-between;"> <div> <p><input checked="" type="checkbox"/> <b>Global Awareness</b></p> <p><input checked="" type="checkbox"/> <b>Civic Literacy</b></p> </div> <div> <p><input type="checkbox"/> <b>Financial, economic, business, and entrepreneurial literacy</b></p> <p><input checked="" type="checkbox"/> <b>Health Literacy</b></p> </div> </div>			

<b>Transfer</b>	
<b>Students will be able to independently use their learning to...</b> T1-Maintain proper social interactions at home, school, at work and during leisure time activities T2- Become more active in their own communities T3- Identify some leisurely activities they can independently use	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
U1-It is important to understand and identify places in your community to volunteer your time for those in need. U2-There are many activities in your community that are available to help develop social relationships. U3- It is important to understand how to use community resources to foster independence and social relationships.	E1- Why is it important to volunteer your time to help other people? E2-How can community activities/organizations help build friendships and relationships? E3- How can using resources in your community make you more independent?
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...
K1-The definition of volunteer work vs. paid employment K2- Their interest preferences for leisure activities K3- Research preferred community involvement accessible by mass transit K4-Working collaboratively in a group	S1- Take a leisure activity interest checklist to determine preferred activities S2-Identify volunteer work in the community S3-Research community based activities available to students based on preferences S4-Prepare and set goals for travel; location money, & procedures

<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
T1-3 U1-3 K1-4	Comprehension  Application  Synthesis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Self-Assessment</li> <li>• Worksheets</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Completed Worksheets</li> <li>• Projects</li> <li>• Assessments</li> </ul>
T1-4 K1-4 S1-4	Responses  Application  Comparisons	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Observation</li> <li>• Project Completion</li> <li>• Compliance</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Project Completion</li> <li>• Teacher Assessment</li> </ul>

<b>Learning Plan (Stage 3)</b>		
<b>Checks for alignment and best practice</b>	<b>Summary of Key Learning Events and Instruction</b>	
	<i>The teaching and learning needed to achieve the unit goals.</i>	
	<b>Required Activities</b>	<b>Required Resources</b>
	Discussion of the importance of managing leisure time to enhance relationships	
	Various worksheets and activities on importance and understanding of leisure including: "What's Important?" worksheet, Leisure: Unpaid Work or Relaxation?, Role Play Situation, Activity Worksheet, Daily Recreation Log	CEC- Life Centered Career Awareness: Daily Life Skills -Unit 35: Demonstrate Knowledge of the Value of Recreation-(pgs. 1294-1320)
	Students will create a poster of their favorite leisure time activities conducted with others and will present to the class	Poster paper
	Students will make a list of sports, clubs, etc. in the school in which they are interested and will be encouraged to attend at least one of these activities	Markers
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	Review the days of the week and months of the year via discussion using the classroom calendar	Classroom calendar
	Discuss with students, components and utilization of a daily planner/calendar	
	Student will enter important dates into their planner/calendar and will reference the planner/calendar daily in terms of keeping appointments and tracking events that may impact others	

## Strategies for Differentiation

Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan	Teachers will utilize the result of assessment to guide further instruction per student
Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size	Teachers will supply materials at reading comprehension levels commensurate with student ability
Students may be given additional time to complete assignments	Teachers may utilize prompting and cuing
Students may receive one-to-one teacher support or assistance from a paraprofessional	
Teachers may group students based upon prior student knowledge	
Teachers may utilize tiered activities and/or learning stations	
Teachers will present a single concept through the variety of learning modes and may assess students in this manner	



**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Career Awareness & Vocational Skills	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	V.E.S.T.- Life Skills	<b>Time Frame</b>	4 Weeks
<b>Developed By</b>	Izabela Acquaviva Kelly Reer & Terry Nevins		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<b>Content Area</b>	<b>21st-Century Life and Careers</b>		
<b>Standard</b>	<b>9.3 Career Awareness, Exploration, and Preparation</b> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.		
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.		
<b>Primary Interdisciplinary Connections</b>			
Content Area    Technology			
<p>Standard        8.1 Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>			
<p><b>21<sup>st</sup> Century Interdisciplinary Themes:</b></p> <p>      ___x___ <b>Global Awareness</b>                      ___x___ <b>Financial, economic, business, and entrepreneurial literacy</b></p> <p>      _____ <b>Civic Literacy</b>                        _____ <b>Health Literacy</b></p>			

Transfer		
<b>Students will be able to independently use their learning to...</b> T1-Students will be able to apply skills independently or minimal support to operate specific equipment to complete a task. T2- Students will work collaboratively with co-worker or peers under the guidance of teachers. T3-Students will understand the importance of task completion as it relates to acquisition of job skills in the workplace.		
Meaning		
Understandings	Essential Questions	
Students will understand that...	Students will keep considering...	
U1-It is important to follow directions and work collaboratively to complete a task in a timely fashion for an employer or customer.  U2-Doing a job to its completion will satisfy both employer and customer and will aide in job security.  U3- it is important to work collaboratively with both co-worker and employers to complete tasks.	E1-How do personal interests and skills affect your job selection and success?  E2-How does knowledge of personal interests and abilities impact on career choices?  E3-What is the importance of lifelong learning to employment?  E4- Why is it important to follow directions on a job site?	
Acquisition		
Knowledge	Skills	
Students will know...	Students will be able to...	
K1-How to Laminate, photocopy, engrave and complete other skilled tasks  K2- Organization of jobs and specific job outline  K3- Procedures for entering and exiting a worksite  K4-Working collaboratively in a group	S1-Know their strengths/weaknesses, likes/dislikes  S2- Know what behaviors are expected at school and the workplace  S3- Discuss the importance of lifelong learning and why people work.	
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is iudged in terms	<u>Assessment Evidence</u>

	of...	
T1-3 U1-3 K1-4	Comprehension  Application  Synthesis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Self-Assessment</li> <li>• Project Based Assessment</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Projects</li> <li>• Site Based Evaluation</li> <li>• Assessments</li> </ul>
T1-3 K1-4 S1-3	Responses  Application  Comparisons	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Observation</li> <li>• Project Completion</li> <li>• Compliance</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Project Completion</li> <li>• Teacher Assessment</li> <li>• <b>Students will be assessed using appropriate correlating Assessment of Functional Living Skills (AFLS) to demonstrate and benchmark student progress for Units 6,7, &amp; 8</b></li> </ul>

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction	
	<i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	Practice proper operation and use of filing cabinet	File Cabinet
	Practice with alphabetizing and collation	
	Labeling and stuffing envelopes	Labels and Envelopes
	Answering phones appropriating	Telephone
	Operating laminating machine	Laminator
	Operating photocopying machine	Photocopy Machine
	Suggested Activities	Suggested Resources
	Visit Job Site	
	Peer mentoring	
	Tutorials	

<b>Strategies for Differentiation</b>	
Break tasks into smaller, more manageable parts that include structured directions for each part	Teachers will utilize the result of assessment to guide further instruction per student
Use flexible grouping to group and regroup students based on factors including content, ability, and assessment results.	Teachers will supply materials at reading comprehension levels commensurate with student ability
Utilize pre-tests to assess where individual students need to begin working	Teachers may utilize prompting and cuing
Vary degree of complexity of work assignments	
Provide access to a variety of materials which target different learning preferences and reading abilities.	
Use a variety of instructional delivery methods to address different learning styles.	
Choose broad concepts and skills that lend themselves to understanding at various levels of complexity.	

## **ABA Addendum**

Rethink Programs, using Discrete Trial Training and Natural Environment Training, that can be used for additional instruction and assessment are listed below. Additional Assessment will be conducted by utilizing the Assessment of Functional Living Skills

(AFLS)

Rethink Programs for Unit 1: Self-awareness, self-advocacy and decision Making

1. Monitoring Self
2. Demonstrating Assertiveness
3. Demonstrating Emotions
4. Introducing yourself
5. Predicting how things will make you feel
6. Naming what makes you feel \_\_\_\_.
7. Labeling Current Feelings
8. Seeking Assistance when Lost
9. Calling 911
10. Requesting a Break
11. Answering Choice Questions
12. Tolerating a Change in Routine
13. Cooperating with Termination of Preferred Activities
14. Cooperating when Waiting for Preferred Item
15. Tolerating Divided Attention

Rethink Programs for Unit 2: Self Care: Nutrition, Health and Hygiene

1. Using a Toilet for Urination
2. Washing Hands
3. Washing Face
4. Brushing Hair
5. Brushing Teeth
6. Using Deodorant
7. Using a Spoon
8. Using a Fork
9. Using a Napkin
10. Cutting Food with a Fork and Knife
11. Pouring Liquids
12. Unbuttoning
13. Zipping
14. Putting on a Pullover Shirt

15. Taking off Socks
16. Taking off Shoes
17. Tying Shoes
18. Following a Morning Schedule
19. Shaving Face with an Electric Razor
20. Using a Sanitary Napkin
21. Cutting Nails

#### Rethink Programs for Unit 3: Social Awareness and Interactions

1. Gaining Attention
2. Orienting to the Speaker
3. Tolerating Change in Routine
4. Avoiding Unusual Behavior
5. Engaging in Relaxing Routines
6. Maintaining Personal Space
7. Initiating Greetings
8. Having a Conversation
9. Helping Others
10. Responding to Bids for Joint Attention
11. Initiating Joint Attention
12. Requesting from Peer
13. Using Please and Thank you
14. Reciprocating Comments about Objects
15. Answering Peer's Questions
16. Making Polite Statements
17. Having a Conversation
18. Telling Jokes
19. Responding to a Peer's Questions and Comments
20. Introducing Others
21. Giving Compliments
22. Reciprocating Compliments
23. Joining an Ongoing Conversation
24. Demonstrating Empathy
25. Using Gestures

26. Labeling Another Person's feelings
27. Predicting How Others will Feel
28. Predicting How Others will Act
29. Making Inferences in Dialogue
30. Using Figures of Speech
31. Sustaining a Conversation on a Topic
32. Maintaining an Appropriate Distance
33. Taking Turns

#### Rethink Programs for Unit 4: Study Skills, Test Taking, and computer literacy

1. Keeping Organized
2. Following along with a Lesson
3. Recalling Information from a Lesson
4. Responding to Peer Tutoring
5. Taking Notes during a Lesson
6. Using a Computer
7. Using a Tablet Computer
8. Sending Emails

#### Rethink Programs for Unit 5: Kitchen and Housekeeping Skills

1. Preparing a Snack Following a Schedule
2. Preparing a Meal
3. Setting the Table
4. Using a Microwave
5. Vacuuming
6. Completing a Chore list
7. Folding Laundry
8. Doing Laundry
9. Loading and Unloading a Dishwasher
10. Coughing and Sneezing Hygiene
11. Preparing a Shopping List
12. Purchasing Items in the Community
13. Balancing a Checkbook
14. Measuring Ingredients



## 15. Following a Recipe

### Rethink Programs for Unit 6: Choosing and Accessing Transportation

1. Identifying Pictures
2. Using Public Transportation
3. Crossing the Street
4. Using an Elevator
5. Using an Escalator
6. Understanding the Function of Safety Signs

### Rethink Programs for Unit 7: Leisure and Community

1. Playing Group Sports
2. Playing Individual Sports
3. Listening to Music
4. Reading Magazines and Books
5. Playing Card Games
6. Drawing Pictures
7. Following an Exercise Video
8. Watching Television
9. Using a Restroom
10. Understanding the Function of Safety Signs
11. Using a Vending Machine
12. Seeking Assistance in Locating an Item in a store
13. Eating at a Fast Food Restaurant
14. Preparing a Shopping List
15. Purchasing Items in the Community
16. Dressing According to the Weather
17. Ordering from a Menu
18. Labeling Community Helpers
19. Labeling the Function of Community Helpers
20. Identifying Community Helpers
21. Identifying the Function of Community Helpers
22. Using a Calendar
23. Answering Questions about a Calendar

### Rethink Programs for Unit 8: Career Awareness and Vocational Skills

1. Stocking Shelves
2. Following a Schedule
3. Completing a Job Application
4. Using a Stapler
5. Making Photocopies
6. Cleaning a Specified Area
7. Writing Personal Information
8. Delivering a Message
9. Sorting Stock Items
10. Making Change Using a Cash Register
11. Reading and Following Direction
12. Notifying Employer if Absent
13. Sorting Items for Recycling
14. Dressing Appropriately for the Workplace
15. Collecting Trash
16. Going to Work on time
17. Requesting Clarification
18. Calling if Running Late
19. Accepting Feedback and Correction
20. Alphabetizing
21. Stuffing Envelops
22. Answering the Phone

### **Modifications**

Errorless Teaching is used during Discrete Trial and Natural Environment Training. Physical Prompts, Verbal Prompts, or Visual Prompts may be used and should all be faded to independence.

Physical Prompts will be faded using graduated guidance

1. Full Hand-over-hand prompt
2. Wrist Prompt
3. Elbow Prompt
4. Shoulder Prompt
5. Shadow Prompt
6. No prompt, teacher next to student
7. Teacher faded back from student

Verbal Prompts will be faded using either Time Delay and/or Verbal Fading.

Visual Prompts will be faded using Stimulus Fading.