

Madison Public Schools

Life Skills Curriculum

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Approval date:

September 17, 2019

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Course Overview

Description

Life Skills is a full year elective course offered to students in ninth through twelfth grades who require direct instruction of various skills in order to be independent in the home, school, community, and workplace. This course offers students the opportunity to develop social skills, soft skills, personal needs, work readiness, and competencies necessary to function in multiple settings. Each unit will provide students with the opportunity to work in groups, research, and participate in Community Based Instruction (CBI), which enables students to generalize the skills learned in the classroom.

Goals

This course aims to:

- Develop a knowledge and awareness for one's needs, strengths, and interests
- Understand socially responsible behavior
- Introduce and understand vocabulary necessary to function in a workplace
- Managing various aspects of a household

Materials

Core: Life Centered Career Education: A Competency Based Approach, Brigance Transition Skills Inventory and Activities

Supplemental: Survival Vocabulary 1 & 2, Let's Talk about Life Skills 1 & 2, Attainment's Survival Guide Personal Care (Men & Women)

Resources

[Suggested activities and resources page](#)

Benchmark Assessments

Benchmark assessments will be given after units 3 and 5 and focus on the main ideas and anchor standards of the course. Both assessments will provide choice of how students would like to demonstrate understanding.

[Modifications and Adaptations for Special Needs Learners](#)

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Scope and Sequence (Pacing Guide)

Unit Number	Topic of Study	Duration (Weeks Taught)
1	Personal Care and Hygiene	7
2	Health and Safety	6
3	In the Home	6
4	In the Community	6
5	Workplace Readiness	12

Unit 1 Overview

Unit Title: Personal Care and Hygiene

Unit Summary:

This unit provides the students the opportunity to identify and discuss personal interests and appropriate ways to care for personal needs. Students will evaluate his or her strengths and weaknesses, proper grooming and hygiene, appropriate dress for a variety of settings (including work, school, and leisure), and demonstrate an understanding of individual responsibility in maintaining one's hygiene. Students will identify interests and strengths as they relate to everyday life. Students will identify behaviors and habits that support good hygiene through class discussion and role play.

Suggested Pacing: 24 class periods

Learning Targets

Unit Essential Questions:

- How do my strengths correlate to a career?
- How do I keep my body healthy?
- How can I demonstrate good hygiene daily?
- How do I determine what grooming habits I need to apply?
- Why is it important to know how to dress?
- Why is it important to take good care of your body?

Unit Enduring Understandings:

- Understanding the importance of personal care
- Creating a daily routine
- Researching and understanding appropriate clothing

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lessons, such as a daily question in a journal to provoke discussion, exit tickets at the end of lessons, questions to gauge understanding using higher-order key words such as "why", and creating captions for pictures of sequences in various hygiene processes.

Summative Assessments: Brigance Transition Skills Inventory pg. 296 J-1Rd for clothing, and a timeline to be made by student of daily grooming/hygiene routine

Alternative Assessments: Students will have the opportunity to develop a Google Slides presentation to share with the class regarding 5 topics learned. Students will have the opportunity to do a task analysis of one of the grooming/hygiene routines discussed.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
Identify interests, strengths, and weaknesses.	The difference between interests and strengths. How their strengths and interests impact their lives. Vocabulary: Strengths, weaknesses, interests	Interest inventory Likert Scale- What am I good at?	NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Identify proper grooming.	Proper products for grooming and how to use them. How to obtain products for grooming and proper hygiene. Vocabulary: Brush, nail clippers,, tweezers, razor, q-tip, dental floss, deodorant, pimples, mouthwash	Create a collage of products and stores used for proper hygiene from magazines and newspaper ads with brief caption of items. CBI to convenience store or grocery store to identify tools for grooming	9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.
Describe how good hygiene is related to being healthy.	The relationship between good hygiene and illness. Symptoms of common illnesses. Vocabulary: Cleanliness, healthy, illness, wound, prevent	Create list of good hygiene practices and how each prevents common illnesses.	W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Identify features that show when clothing fits	Their size in various types of clothing (shirt, pants, shoes, belt, etc). The importance of wearing clothes that fit. Vocabulary: Hem, sew, tuck, hanger, size, accessories	CBI to department store to try on various jackets, identifying when an item fits properly and when it doesn’t (in pairs).	9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.
List appropriate clothing for different occasions and activities	Basic items that make up their wardrobe at home. Different categories for clothing. Vocabulary: Formal, informal, season, wardrobe	List different occasions for dressing a certain way, and include what to wear for each occasion.	W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Identify their responsibility in maintaining personal care	A daily routine for hygiene. If clothing fits. When to wear different types of clothes Vocabulary: Responsibility, routine, maintain	Create a presentation using words or pictures that demonstrates understanding of personal care, including hygiene routine and clothing.	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Unit 2 Overview

Unit Title: Health and Safety

Unit Summary:

This unit provides the students the opportunity to identify and discuss personal health and appropriate ways to handle safety. Students will evaluate symptoms, hazardous products, recreational and leisure activities, and demonstrate an understanding of the importance of his or her own health. Students will identify important aspects of safety in the home and how they can be responsible for staying safe. Students will identify behaviors and habits that support good health through class discussion, role play, and community based instruction.

Suggested Pacing: 20 class periods

Learning Targets

Unit Essential Questions:

- How do I keep my body healthy?
- How do I keep myself safe?
- How can I tell if I am sick or hurt?
- Why is it important to understand warning labels?
- How do I determine when I need a doctor?

Unit Enduring Understandings:

- Creating healthy habits
- Understanding the importance of personal safety
- Researching and understanding symptoms and illnesses

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lessons, such as a daily question in a journal to provoke discussion, exit tickets at the end of lessons, questions to gauge understanding using higher-order key words such as “why”, and community based instruction to generalize concepts.

Summative Assessments: Brigance Transition Skills Inventory pg. 362 M-2 for symptoms and injuries, and a schedule to be made by student for weekly eating/fitness plan

Alternative Assessments: Students will have the opportunity to develop a presentation of choice to share of the CBI and its relation to the unit, with a rubric given to guide assessment. Students will have the opportunity to work with a partner to create a story/skit on one of the sections (Health or Safety).

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSL)
Identify appropriate foods eaten at a typical meal.	<p>The major food groups.</p> <p>The foods they consume in the average week.</p> <p>Vocabulary: Consume, healthy, food groups, dairy, fruits/vegetables, meat, bread, fats, sugar</p>	<p>CBI to various grocery stores throughout unit to identify sections of store and foods for a healthy diet in each section.</p> <p>Budget a week of healthy meals for family.</p>	CRP2. Apply appropriate academic and technical skills.
Describe ways in which leisure and recreational activities can affect physical and mental health.	<p>Types of leisure/recreational activities to keep healthy.</p> <p>Vocabulary: Recreation, leisure, socialization, cooperation, stress, exercise</p>	<p>Create a scrapbook/list of places and activities that each student enjoys doing during their leisure time</p> <p>CBI to fitness center for a tour of facilities and options for teenagers</p>	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
Identify major symptoms of common illnesses.	<p>When to seek medical attention.</p> <p>How to describe what different symptoms feel like.</p> <p>Vocabulary: illness, symptoms, injury, infection, disease, treatment, allergy</p>	Role play scenarios on teacher made cards of what different illness/medical problems will look like.	CRP3. Attend to personal health and financial well-being.
Identify locations and who can help with different illnesses.	<p>Different doctors are trained to help in certain areas.</p> <p>The importance of knowing what doctor is needed for what issue.</p> <p>Vocabulary: Hospital, physician's office, emergency room, 911, specialist</p>	Create questions regarding health/wellness and sickness. Interview a medical professional (i.e.- school nurse).	CRP4. Communicate clearly and effectively and with reason
Identify what precautions to take when encountering a stranger.	<p>What to do if a stranger approaches them in public.</p> <p>If they are home alone.</p> <p>Vocabulary: Stranger, safety, approach, volume</p>	Class discussion of ways to stay safe in public and at home.	CRP3. Attend to personal health and financial well-being.
Understand safety precautions in the home.	<p>Areas in the home that can cause a fire.</p> <p>How to use appliances safely.</p> <p>Vocabulary: Electrical outlets, appliances, fire, glass, gas</p>	Make collage/slideshow of hazardous substances and warning labels found in the home.	8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
Locate and understand the warning labels on various household medicines and cleaning products.	<p>How to use substances safely.</p> <p>How to read warning labels.</p> <p>Vocabulary: Medicine, warning, label, poisonous, hazardous, product, over the counter</p>	CBI to convenience store or supermarket and complete scavenger hunt on safe/unsafe products to use in the home.	CRP2. Apply appropriate academic and technical skills.

Unit 3 Overview

Unit Title: In the Home

Unit Summary:

This unit provides the students the opportunity to identify and discuss major household routines, steps needed to use appliances independently, and following a recipe. Students will evaluate appliances, recipes, clothing care routines, and demonstrate an understanding of the importance of routines in the home. Students will identify how they can be responsible for keeping the home organized. Students will identify behaviors and habits that support living independently through class discussion, role play, and community based instruction.

Suggested Pacing: 21 class periods

Learning Targets

Unit Essential Questions:

- How do I keep my home organized?
- How do I use major appliances?
- How can I tell what routines need to be done?
- Why is it important to know household routines?
- How do I determine what I need for a recipe?

Unit Enduring Understandings:

- Creating healthy habits
- Understanding the importance of living independently
- Researching and understanding the use of appliances

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lessons, such as a daily question in a journal to provoke discussion, KWL charts during and at the end of lessons, questions to gauge understanding using higher-order key words such as “why”, and community based instruction to generalize concepts.

Summative Assessments:Brigance Transition Skills Inventory I-7 Food Prep Vocab, I-8 Basic Recipe, and a task analysis to be made by student for washing/drying clothes

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSL)
Identify household appliances.	The uses for major appliances. How to use each appliance. Vocabulary: stove, oven, refrigerator, microwave, dishwasher, washer, dryer, television	CBI to Home Depot or major home improvement store and complete scavenger hunt on appliances.	CRP2. Apply appropriate academic and technical skills.
Identify proper clothing care.	How to use a washer and dryer. Where to store different types of clothing.	Complete task analysis of washing/drying clothes.	CRP2. Apply appropriate academic and technical skills.

	Vocabulary: closet, dresser, iron, ironing board, temperature, size, color, fold, hanger	Sort clothes in appropriate places of home.	
Create a shopping list within a budget.	How to use a recipe to create a shopping list. Common cooking abbreviations and terms. Vocabulary: recipe, abbreviation, teaspoon, tablespoon, measuring cup	CBI to grocery store to complete cooking activity from creation of shopping list to completion of recipe. Use budget when shopping for ingredients.	9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.
Create outline for weekly housekeeping routines.	Chores needed to keep a house in good condition. Vocabulary: laundry, mail, dusting, animal care, cooking, garbage, dishes	Class discussion of chores/housekeeping routines that need to be done daily, weekly, monthly and the reasoning for it.	CRP1. Act as a responsible and contributing citizen and employee

Unit 4 Overview

Unit Title: In the Community

Unit Summary:

This unit provides the students the opportunity to identify and participate in using modes of transportation, safety signs inside and outside, as well as various public places. Students will evaluate safety signs, transportation, rules and routines in various public places, and demonstrate an understanding of behavior that is appropriate in each place. Students will identify how they can be responsible in the community. Students will identify behaviors and habits that support living independently through class discussion, role play, and community based instruction.

Suggested Pacing: 20 class periods

Learning Targets

Unit Essential Questions:

- How do I stay safe in the community?
- How do I use major modes of transportation?
- Why is it important to know the rules of public places?
- How do I determine what type of transportation I need to take?

Unit Enduring Understandings:

- Understanding safety signs inside and outside
- Creating a repertoire of skills to be used in public places
- Researching and understanding the uses of transportation

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lessons, such as a daily question in a journal to provoke discussion, KWL charts and exit tickets to guide upcoming lessons, questions to gauge understanding using higher-order key words such as “why”, and community based instruction to generalize concepts.

Summative Assessments:Brigance Transition Skills Inventory P-2 Restaurant Signs, O-8 Public Library Rules, P-7 Lobby Signs, and an itinerary of a trip to be made by student using transportation

Alternative Assessments: Students will have the opportunity to compare indoor/outdoor signs, create an itinerary using one mode of transportation with a graphic organizer supplied by the teacher, or present on behaviors that are appropriate in public places discussed in class

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSL)
Identify purpose of various safety signs (indoor, outdoor, pedestrian, traffic).	The uses for various safety signs. Vocabulary: indoor, outdoor, pedestrian, traffic, crosswalk	CBI to downtown to take notes/pictures of as many signs/signals, then assign a meaning to each.	CRP2. Apply appropriate academic and technical skills.
Identify various modes of transportation and appropriate type for given situations.	How to plan a trip using train, bus, and car. Where to locate each source of transportation in the community. How transportation has changed. Vocabulary: NJ transit, bus, train, car, schedule, map	Plan and execute (if possible) trip using multiple modes of transportation. Research a mode of transportation and identify ways it has changed from when it was first invented.	8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants. 6.2.12.C.3.D Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
Identify appropriate social behavior in restaurant, post office, and library.	How to apply social skills in a public setting. Vocabulary: communication, clarity, eye contact, volume	CBI to various local public places as time allows throughout unit. Role play appropriate behavior in each setting and generalize where possible.	CRP3. Attend to personal health and financial well-being.
Identify procedures and uses for public places such as restaurant, public library, and post office.	When to use different public locations and what the rules are. Vocabulary: hours, line, open/closed, check out	CBI to restaurant, post office, and/or library or other places as identified in preassessments. Role play appropriate actions in each setting and generalize where possible.	CRP1. Act as a responsible and contributing citizen and employee.

Unit 5 Overview

Unit Title: Workplace Readiness

Unit Summary:

This unit provides the students the opportunity to identify and discuss reasons to work, steps to take in order to obtain a job, and understanding the myriad of opportunities available. Students will evaluate job ads, complete research activities on careers, find and fill out applications, and demonstrate an understanding of the vocabulary related to the workplace. Students will identify the importance of holding a job and why they need to work. Students will identify behaviors and habits that support living independently through class discussion, role play, and community based instruction.

Suggested Pacing: 45 class periods

Learning Targets

Unit Essential Questions:

- Why do people work?
- What career clusters are best suited for my interests and skills?
- What do I include in a resume?
- How do I fill out a job application?

Unit Enduring Understandings:

- Understanding wants and needs in the workplace
- Understanding how to interview
- Researching and understanding the career clusters

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lessons, such as a daily question in a journal to provoke discussion, KWL charts and exit tickets to guide upcoming lessons, questions to gauge understanding using higher-order key words such as “why”, and community based instruction to generalize concepts.

Summative Assessments:Brigance Transition Skills Inventory G-2 Basic Pre-Employment Vocabulary, R-4 Self Concept (Job Related), and R-7 Thinking Skills/Abilities and Job Requirements

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSL)
Identify why people have jobs.	Reasons people work. Vocabulary: money, satisfaction, income, living, responsibility, career	Identify different jobs of those familiar to student (using friends, family, surroundings as guide) and research education, salary, and training for each job.	9.1.12.A.3 Analyze the relationship between various careers and personal learning goals.
Identify wants and needs met through working.	Personal needs that can be met through a job. Wants that can be achieved through a job. Vocabulary: society, salary, self-esteem, independence	List personal needs that are met through holding a job. List individual wants that are met through holding a job.	CRP10. Plan education and career paths aligned to personal goals.

Identify individuals interests that relate to jobs.	<p>Characteristics of jobs that relate to personal interest.</p> <p>Vocabulary: classified, strengths, skills, education</p>	<p>Research jobs through various media, including newspaper, online, school bulletin board. List characteristics of jobs that they would like and not like doing.</p>	<p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p>
Identify 16 career clusters.	<p>The different areas in which careers are available.</p> <p>Vocabulary: cluster, occupation, pathway, post-secondary, inventory</p>	<p>Use career cluster inventory to identify three areas of interest. Research and present one of the clusters.</p>	<p>CRP10. Plan education and career paths aligned to personal goals.</p>
Identify parts of a resume.	<p>The information needed to complete a resume.</p> <p>Vocabulary: education, work experience, skills</p>	<p>Outline the parts of a resume with individual information needed. Plug into various blank resumes.</p>	<p>CRP10. Plan education and career paths aligned to personal goals.</p>
Identify parts of a job application.	<p>Steps to take for completing a job application.</p> <p>The information needed to complete a job application.</p> <p>Vocabulary: application, DOB, SSN, email, address</p>	<p>Using information gathered from career cluster, find job applications related to top cluster and fill in.</p>	<p>CRP10. Plan education and career paths aligned to personal goals.</p>
Identify questions ask on a job interview.	<p>Steps to take to get an interview.</p> <p>Procedures during an interview.</p> <p>Vocabulary: telephone, arrange, strength, weakness, salary</p>	<p>Conduct a mock interview with peers and adults, switching between interviewer and interviewee.</p>	<p>CRP12. Work productively in teams while using cultural global competence.</p>
Identify workplace safety.	<p>Potential hazards of various jobs.</p> <p>Various safety signs at work sites.</p> <p>Vocabulary: rubber gloves, goggles, precautions, hazard</p>	<p>CBI to local business and review various safety precautions taken on the job. Prepare questions to ask.</p>	<p>9.3.12.AC-CST.5 Apply practices and procedures required to maintain jobsite safety.</p>