

# **BENWAY SCHOOL**

*Life Skills*  
*Grades: 9-12*  
*Credits: 5*



**Benway School**

**Unit 1**

**Content Area:** Life Skills

**Unit Title:** Self-Awareness

**Grade Level:** 9-12

**Unit Overview:** Throughout this unit, students will come to understand self-awareness and self-advocacy skills. Additionally, students will determine the importance of establishing goals for oneself, both short- and long-term and advocating for those goals. The content will be mastered through a variety of assessments, such as tasks analysis, observations within the classroom and the creation of a personal portfolio.

**Recommended Pacing:** 2-4 weeks

<b>Student Learning Objectives</b>	<b>NJSLS</b>
<i>Understanding one's personal choices and how they influence life choices, personal accomplishments, and the ability to establish goals.</i>	W.11-12.1 W.11-12.7 L.11-12.6. CRP3 CRP8 9.2.12.C.1 9.2.12.C.2
<i>Establishing goals and developing a timeframe to set those goals.</i>	W.11-12.1 W.11-12.10. L.11-12.6. CRP3 9.2.12.C.2
<i>Solving problems that may affect ones' goals in a variety of settings (i.e. home, school, community, and workforce).</i>	W.11-12.1 L.11-12.6. CRP3 9.2.12.C.3
<i>Acknowledging one's own opinions and beliefs may be different from another's.</i>	SL.11-12.1.a-f L.11-12.6. CRP3
<i>Understanding self-advocacy and it relates to their own personal and professional goals.</i>	SL.11-12.1. a-f L.11-12.6. CRP3 9.2.12.C.2
<i>Understanding the completion of tasks in its appropriate order in order of completion.</i>	L.11-12.6. CRP2
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Review career goals and determine steps necessary for attainment	9.2.12.C.1
Modify Personalized Student Learning Plans to support declared career goals.	9.2.12.C.2
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W.11-12.1

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	W.11-12.7
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.	W.11-12.10.
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	SL.11-12.1
Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.	L.11-12.6.
<b>New Jersey Student Learning Standards Technology</b>	<b>Indicator</b>
Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	8.1.12.A.3
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs	8.1.12.D.5
Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.	8.1.12.E.1
Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.	8.1.12.E.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.	8.2.12.D.6
Demonstrate an understanding of the problem-solving capacity of computers in our world.	8.2.12.E.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3

Analyze how economic conditions and societal changes influence employment trends and future education.	9.2.12.C.4
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.6
Examine the professional, legal, and ethical responsibilities for both employers' and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Attend to personal health and financial well-being.	<b>CRP3</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Employ valid and reliable research strategies.	<b>CRP7</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>CRP8</b>
Model integrity, ethical leadership and effective management.	<b>CRP9</b>
Plan education and career paths aligned to personal goals.	<b>CRP10</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
<ul style="list-style-type: none"> <li>● Ethics</li> <li>● Morals</li> <li>● Values</li> <li>● Collaboration</li> <li>● Advocate</li> <li>● Resources</li> <li>● Employability</li> <li>● Confidence</li> <li>● Priorities</li> <li>● Self-assessments</li> </ul>	
<b>Evidence of Learning</b>	
<b>Suggested Assessments:</b>	
<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Task Analysis</li> <li>● Essay</li> <li>● Journal Writing</li> <li>● Teacher Observation</li> <li>● Group Discussion</li> </ul>	
<b>Learning Activities:</b>	

- Identify personal qualities as they relate to: personal strengths, weaknesses, talents, etc.
- Identify problematic personal qualities/habits and explore socially appropriate behaviors for each quality/habit.
- Incorporate personal qualities when researching both personal and career goals.
- Understand how personal goal setting and actions affect self and others through: personal reflection, simulations, and real-life experiences.
- Identify moral and ethical values in hypothetical events on various issues discussed in class.
- Understanding one's own rights when it comes to daily living.
- Identify and utilize school-based resources by generating reference lists and connections.
- Develop personal portfolio and help guide with future planning.

**Instructional Materials:**

- Computers
- Projector and laptop
- Ipad(s)
- Transportation methods
- Internet
- Youtube
- Task Analysis

**Teacher Resources:**

- *Stepping Out: A Community-Based Instruction Curriculum* by Ilene M. Schwartz IEP Resources
- *Stepping Out – Printable Color Cues*
- *Community-Based: Vocational Training* by Jim Wheeler IEP Resources
- *Overcoming Obstacles Life Skills Program* OVERCOMING OBSTACLES Life Skills Program.
- Interest Survey/Interest Profile (teacher generated, [www.njcan.org](http://www.njcan.org))
- Portfolio rubric
- Division of Vocational Rehabilitation (DVR), website
- Department of Education (DOE), website
- Division of Developmental Disabilities (DDD), website

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

**Gifted and Talented**

*(content, process, product, and learning environment)*

**Extension Activities:**

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.  
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts

**English Language Learners**

**Modifications:**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

<ul style="list-style-type: none"> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments,</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> </ul>

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Benway School	
Unit 2	
<b>Content Area:</b> Life Skills	
<b>Unit Title:</b> Independent Living	
<b>Grade Level:</b> 9-12	
<b>Unit Overview:</b> Throughout this unit, students will come to understand and develop skills to live independently as a contributing member of society. Students will explore the importance of self-care, healthy eating, establishing methods for appropriate housekeeping, completing tasks related to personal finance and utilizing appropriate use of a telephone. This content knowledge will be mastered through multiple means of assessment, observations and completion of tasks, and a personal portfolio.	
<b>Recommended Pacing:</b> 10-12 weeks	
Student Learning Objectives	NJSLs
<i>Selecting the appropriate wardrobe based on color, size, weather and/or activity.</i>	CRP1 CRP3
<i>Understand how to organize and prepare a meal.</i>	RI.11-12.4 CRP3
<i>Identify the different utensils and appliances when preparing food.</i>	RI.11-12.4 CRP3
<i>Understand and demonstrate the appropriate sequence of a recipe.</i>	RI.11-12.4 CRP3
<i>Develop a nutritious meal for both daily and weekly needs that follow the FDA guidelines.</i>	RI.11-12.4 RL.11-12.10

	W.11-12.6 CRP3 CRP11
<i>Make choices between healthy and unhealthy meals.</i>	CRP3 CRP4 CRP11
<i>Identify the appropriate places to store food and utensils/appliances used when preparing and after used.</i>	CRP3 CRP11
<i>Sorting a load of clothes based on color.</i>	CRP3
<i>Understanding how to iron and the different methods of ironing.</i>	CRP3
<i>Establishing a list of housekeeping tasks and how often they should be performed.</i>	RI.11-12.4 CRP3
<i>Understanding personal safety when performing tasks, both in the community and house.</i>	RI.11-12.4 RL.11-12.10 SL.11-12.3 CRP3 CRP4
<i>Research, select, shop and purchase items in a store.</i>	SL.11-12.3 CRP1 CRP3 CRP4 CRP11
<i>Simulate social situations where appropriate behavior is needed (school, job, community, etc.)</i>	SL.11-12.3 CRP1 CRP3 CRP4 CRP5
<i>Perform simulated social situations in community settings.</i>	SL.11-12.3 CRP1 CRP3 CRP4 CRP5 CRP11
<i>Understand, take and complete tasks on different types of public transportation.</i>	RI.11-12.4 W.11-12.6 W.11-12.10. SL.11-12.3 CRP1 CRP3 CRP4 CRP5 CRP11
<i>Identify responsibilities for owning and caring for an automobile.</i>	RL.11-12.10 W.11-12.6



	SL.11-12.3 CRP1 CRP3 CRP4 CRP5
<i>Complete tasks needed to obtain housing and live independently.</i>	SL.11-12.3 CRP1 CRP3 CRP4 CRP5
<i>Complete tasks related to banking.</i>	RI.11-12.4 W.11-12.6 SL.11-12.3 CRP1 CRP3 CRP4 CRP5
<i>Established money goals, both short-term and long-term needs and budget money for both.</i>	W.11-12.10. CRP1 CRP3
<i>Creating and maintaining a bank account.</i>	RI.11-12.4 SL.11-12.3 CRP1 CRP3 CRP4 CRP5 CRP11
<i>Comparing the costs of items in different stores.</i>	SL.11-12.3 CRP1 CRP3 CRP4 CRP5 CRP11
<i>Identify benefits of saving money.</i>	W.11-12.10. CRP1 CRP3
<i>Understand and complete tasks related to personal finance.</i>	RI.11-12.4 W.11-12.6 W.11-12.10. SL.11-12.3 CRP1 CRP4 CRP5
<i>Identify ways to repair and replace household equipment.</i>	SL.11-12.3

	CRP2 CRP8
<i>Understand and demonstrate use of the telephone and complete tasks related to appropriate telephone use.</i>	W.11-12.10. SL.11-12.3 CRP1 CRP3 CRP5
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4
By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.	RI.11-12.10
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10.
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.11-12.3
<b>New Jersey Student Learning Standards Technology</b>	<b>Indicator</b>
Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	8.1.12.A.3
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs	8.1.12.D.5
Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.	8.1.12.E.1
Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.	8.1.12.E.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.	8.2.12.D.6

Demonstrate an understanding of the problem-solving capacity of computers in our world.	8.2.12.E.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Analyze how economic conditions and societal changes influence employment trends and future education.	9.2.12.C.4
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.6
Examine the professional, legal, and ethical responsibilities for both employers' and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Attend to personal health and financial well-being.	<b>CRP3</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Employ valid and reliable research strategies.	<b>CRP7</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>CRP8</b>
Model integrity, ethical leadership and effective management.	<b>CRP9</b>
Plan education and career paths aligned to personal goals.	<b>CRP10</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
<ul style="list-style-type: none"> <li>● Responsibility</li> <li>● Budget</li> <li>● Daily Living</li> <li>● Aspirations</li> <li>● Public transportation</li> <li>● Health</li> <li>● Healthy Choices</li> <li>● Safety</li> </ul>	
<b>Evidence of Learning</b>	
<b>Suggested Assessments:</b> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Task Analysis</li> <li>● Essay</li> </ul>	

- Journal Writing
- Teacher Observation
- Group Discussion
- Creation of recipe
- Self-Care schedule
- Independent use of public transportation.

**Learning Activities:**

- Recognize the differing costs associated with living through the resources, such as NJCAN.
- Create a budget using different jobs and lifestyle scenarios and analyze ways for independent living challenges.
- Reflect on one's personal aspirations, job experiences through discussion and interviews and determine their effect on one's independent living desires.
- Evaluate, list and complete household tasks.
- Record, monitor and utilize different methods of record keeping (i.e. cash income/outcome, debit and credit use).
- Engage in discussions with community peers about what responsibilities they have to be independent and successful while job shadowing and field visits.
- Compare and contrast ways to deal with stress when it comes to their independent living.
- Summarize safety tactics needed in various simulations (i.e. credit/debit cards, bank accounts, public transportation, street safety, etc.)
- Identify and navigate transportation options by exploring various models through consultation with community resources and field visits.
- Examine different means of public transportation (i.e. bus, train, etc.)
- Create a health plan and differentiate between unhealthy and healthy meals.
- Create food lists for grocery stores with a collection of healthy meals.
- Examine various living conditions/environments.
- Understand and demonstrate different means of exercise.
- Create daily routines related to personal health (i.e. body care, hair and hygiene).

**Instructional Materials:**

- Computers
- Projector and laptop
- Ipad(s)
- Transportation methods
- Internet
- Youtube
- Task Analysis
- Online spreadsheets (Microsoft, Google Sheets)

**Teacher Resources:**

- *Stepping Out: A Community-Based Instruction Curriculum* by Ilene M. Schwartz IEP Resources
- *Stepping Out – Printable Color Cues*
- *Community-Based: Vocational Training* by Jim Wheeler IEP Resources
- *Overcoming Obstacles Life Skills Program* OVERCOMING OBSTACLES Life Skills Program.
- Interest Survey/Interest Profile (teacher generated, [www.njcan.org](http://www.njcan.org))
- Portfolio rubric

- Division of Vocational Rehabilitation (DVR), <http://www.state.nj.us/humanservices/cbvi/services/vocation/>
- Department of Education (DOE), website
- Division of Developmental Disabilities (DDD), website
- Food and Drug Administration (FDA), <https://www.fda.gov/>
- Local convenience stores (Walgreens, CVS, etc.), websites
- Food Stores (i.e. Shoprite, Stop n, Shop, Foodtown), circulars (paper and online)
- Local Banks (i.e. TD Bank, Chase, Bank of America)
- Local public transportation
- Access Link (website: [http://www.njtransit.com/tm/tm\\_servlet.srv?hdnpageaction=accesslinkto](http://www.njtransit.com/tm/tm_servlet.srv?hdnpageaction=accesslinkto))
- Guest Speaker(s)
- Field Visits

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p align="center"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<p align="center"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<p align="center"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments,</li> </ul>	<p align="center"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> </ul>

- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests

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- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

<ul style="list-style-type: none"> <li>Establish procedures for accommodations/modifications for assessments</li> </ul>	
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<b>Benway School</b>	
<b>Unit 3</b>	
<b>Content Area:</b> Life Skills	
<b>Unit Title:</b> Career and Vocational Opportunities and Readiness	
<b>Grade Level:</b> 9-12	
<p><b>Unit Overview:</b> Throughout this unit, students will come to understand the methods and skills needed for career and vocational readiness. Students will reflect on their own personal job aspirations and match their personal skills/attributes that best fits their career goals. Students will examine and create resumes and cover letter, understand appropriate behavior and attire on job interviews and perform appropriate behavior at work-sites. Students will simulate job interviews with peers and practice job interview skills with employer. Skills in this unit will help shape the future of students' career aspirations.</p>	
<b>Recommended Pacing:</b> 10-12 weeks	
Student Learning Objectives	NJSLs
<i>Reflect on one's personal job aspirations and examine one's personal information, skills, strengths, and weaknesses.</i>	W.11-12.2 9.2.12.C.3 CRP10
<i>Compare and contrasts one's strengths and weaknesses.</i>	CRP10 9.2.12.C.3
<i>Create a list of desired jobs and research requirements for job (i.e. licensing, certifications, etc.).</i>	RL.11-12.10 CRP7 9.2.12.C.3
<i>Discuss positive qualities of one's skills and they could impact their own success.</i>	W.11-12.2 L.11-12.1 L.11-12.6 CRP10 9.2.12.C.3
<i>Research, analyze and explore requirements of preferred occupations.</i>	RL.11-12.10 CRP7 CRP10 CRP11
<i>Participate in situational assessments to explore different career paths.</i>	L.11-12.4 L.11-12.6 CRP1 CRP4 CRP10
<i>Students will be able to read and identify a paycheck.</i>	CRP5
<i>Complete a job tasks analysis for a job interview.</i>	L.11-12.1 CRP1 CRP4

<i>Communicate with peers, coworkers and supervisors in an appropriate manner at a work site.</i>	L.11-12.1 L.11-12.6 CRP1 CRP2 CRP4 CRP12
<i>Understand appropriate behaviors with coworkers and supervisors at a work site.</i>	L.11-12.6 CRP1 CRP2 CRP4 CRP12
<i>Maintaining regular attendance with appropriate punctuality at a work site.</i>	L.11-12.6 CRP1 CRP9 CRP11
<i>Understand the importance of job safety and demonstrate appropriate job safety skills.</i>	CRP1 CRP4
<i>Adhere to the job safety rules at a work site.</i>	L.11-12.4 L.11-12.6 CRP2
<i>Travel to and from the work site safely and independently.</i>	L.11-12.6 CRP1 CRP4 CRP11
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	RL.11-12.10
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.11-12.2 a-f
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	L.11-12.4 a-d
Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.	L.11-12.6
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
<b>New Jersey Student Learning Standards Technology</b>	<b>Indicator</b>



Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	8.1.12.A.3
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs	8.1.12.D.5
Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.	8.1.12.E.1
Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.	8.1.12.E.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.	8.2.12.D.6
Demonstrate an understanding of the problem-solving capacity of computers in our world.	8.2.12.E.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Analyze how economic conditions and societal changes influence employment trends and future education.	9.2.12.C.4
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.6
Examine the professional, legal, and ethical responsibilities for both employers' and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Attend to personal health and financial well-being.	<b>CRP3</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Employ valid and reliable research strategies.	<b>CRP7</b>

Utilize critical thinking to make sense of problems and persevere in solving them.	<b>CRP8</b>
Model integrity, ethical leadership and effective management.	<b>CRP9</b>
Plan education and career paths aligned to personal goals.	<b>CRP10</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
<ul style="list-style-type: none"> <li>● Career</li> <li>● Vocation</li> <li>● Occupation</li> <li>● Work requirements</li> <li>● Employability</li> <li>● Interviews</li> <li>● Job Skills</li> <li>● Job Inventory</li> <li>● Work Ethic</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Task Analysis</li> <li>● Essay</li> <li>● Journal Writing</li> <li>● Teacher Observation</li> <li>● Group Discussion</li> <li>● Job Inventory Completion</li> <li>● Job Interview</li> <li>● Resume/Cover Letter</li> <li>● Demonstration of workplace safety</li> <li>● Observations on Job Sites</li> </ul>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Evaluate personal abilities, interests, and motivations, aspirations by discussing how they may influence job and career selections.</li> <li>● Understanding the appropriate use of Social Media and how they may impact career aspirations.</li> <li>● Explore careers with related experiences (i.e. volunteering, job shadowing, clubs) and include experiences in personal portfolio and resume.</li> <li>● Complete job inventory for areas of career interests that support one’s personal interests.</li> <li>● Research and explore county and technical school opportunities that support areas of interests.</li> <li>● Understand the difference between “jobs” and “careers.”</li> <li>● Determine different licensing and certifications needed for a specific career path, at local, state and federal level.</li> <li>● Research and create resumes and cover letters, with school and job experiences.</li> <li>● Observe and critique peer interviews and video clips of interviews and role-play interviewing techniques with peers.</li> </ul>	

- Analyze different interview techniques with employers.
- Locate information about working papers, what is required of them and who signs them.
- Determine different areas that employers look for when hiring an employee (i.e. education, experience, credentials, etc.).
- Understanding appropriate attire for job interviews.
- Discuss positive and negative behaviors during a job interview process through video clips, role-play and observation.
- Compare and contrast employers' policies related to individual behaviors and responsibilities.
- Understand how a personal file can affect employment (i.e. criminal record, DUI, DWI, points on a driver's license, etc.).
- Compare and contrast employers' safety policies.

**Instructional Materials:**

- Computers
- Projector and laptop
- Ipad(s)
- Transportation methods
- Internet
- Youtube
- Task Analysis

**Teacher Resources:**

- *Stepping Out: A Community-Based Instruction Curriculum* by Ilene M. Schwartz IEP Resources
- *Stepping Out – Printable Color Cues*
- *Community-Based: Vocational Training* by Jim Wheeler IEP Resources
- *Overcoming Obstacles Life Skills Program* OVERCOMING OBSTACLES Life Skills Program.
- Interest Survey/Interest Profile (teacher generated, [www.njcan.org](http://www.njcan.org))
- Portfolio rubric
- Division of Vocational Rehabilitation (DVR), <http://www.state.nj.us/humanservices/cbvi/services/vocation/>
- Department of Education (DOE), website
- Division of Developmental Disabilities (DDD), website
- Local public transportation
- Access Link (website: [http://www.njtransit.com/tm/tm\\_servlet.srv?hdnpageaction=accesslinkto](http://www.njtransit.com/tm/tm_servlet.srv?hdnpageaction=accesslinkto))
- Guest Speaker(s)
- Field Visits
- Work Sites
- OSHA
- Conferences (i.e. DARE to DREAM)
- Resume and Cover Letter Templates
- Job Interviews simulations

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

**Gifted and Talented**

**English Language Learners**

**Modifications:**

<p align="center"><b><i>(content, process, product, and learning environment)</i></b></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<p align="center"><b><u>Students with Disabilities</u></b> <b><i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments,</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> </ul>	<p align="center"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> </ul>

<ul style="list-style-type: none"> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>
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<b>Benway School</b>
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<b>Unit 4</b>
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<b>Content Area:</b> Life Skills
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<b>Unit Title:</b> Community Awareness
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<b>Grade Level:</b> 9-12
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<b>Unit Overview:</b> Throughout this unit, students will come to understand the methods and skills to be active and contributing members within the community. Students will identify public places of leisure and acquire an awareness of and access to resources in the community that leads to personal, social and economic growth. Students will identify support systems in their community (i.e. DVRS, DDD) and understand how they can assist them. Students will continue to independent use public transportation from getting to one place to another.
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<b>Recommended Pacing:</b> 10-12 weeks
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<b>Student Learning Objectives</b>	<b>NJSLS</b>
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<i>Identify one's personal interests, hobbies, likes and dislikes and complete task analysis on leisure activities.</i>	W.11-12.2. a-f SL.11-12.1 a-f CRP1 CRP3
<i>Identify and explore areas of leisure in one's community.</i>	SL.11-12.1 a-f CRP1 CRP3 CRP11.
<i>Visit the local library and apply for a library card.</i>	RL.11-12.4 RI.11-12.10 W.11-12.2. a-f CRP1
<i>Understand the appropriate use of a public library and demonstrate appropriate behavior while visiting.</i>	W.11-12.2. a-f W.11-12.10 CRP1
<i>Locate the local post office and understand the appropriate use of a post office.</i>	L.11-12.1. a-f CRP5
<i>Determine when a stamp is needed and how many stamps are needed when mailing a letter, bill, etc.</i>	CRP1
<i>Read and understand the appropriate use of a map and how to use navigational tools to determine a location of destination.</i>	RL.11-12.4 RI.11-12.10 CRP1 CRP5 CRP11
<i>Demonstrate the appropriate use of public transportation, punctuality of public transportation and examining different methods of payments when using public transportation.</i>	W.11-12.10 L.11-12.1. a-f CRP1 CRP5
<i>Identify local DMV and research steps to obtain drivers/identification licenses.</i>	RL.11-12.4 W.11-12.2. a-f W.11-12.10 CRP1 CRP11.
<i>Demonstrating appropriate behavior at fast-food restaurants and local dining restaurants.</i>	RI.11-12.10 CRP9
<i>Determine the amount the bill costs and receiving the correct change.</i>	L.11-12.1. a-f CRP3
<i>Budgeting for going out to eat and staying to that budget when eating out.</i>	W.11-12.10 CRP3
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or	RL.11-12.4

language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	
By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.	RI.11-12.10
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content	W.11-12.2
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.	W.11-12.10
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	SL.11-12.1
<b>New Jersey Student Learning Standards Technology</b>	<b>Indicator</b>
Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	8.1.12.A.3
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs	8.1.12.D.5
Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.	8.1.12.E.1
Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.	8.1.12.E.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.	8.2.12.D.6
Demonstrate an understanding of the problem-solving capacity of computers in our world.	8.2.12.E.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Analyze how economic conditions and societal changes influence employment trends and future education.	9.2.12.C.4

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.6
Examine the professional, legal, and ethical responsibilities for both employers' and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Attend to personal health and financial well-being.	<b>CRP3</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Employ valid and reliable research strategies.	<b>CRP7</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>CRP8</b>
Model integrity, ethical leadership and effective management.	<b>CRP9</b>
Plan education and career paths aligned to personal goals.	<b>CRP10</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
<ul style="list-style-type: none"> <li>● Norms</li> <li>● Taboo</li> <li>● Appropriate</li> <li>● Leisure</li> <li>● Leisure Activities</li> <li>● Citizenship</li> <li>● Relaxation</li> <li>● Responsible Living</li> <li>● Socially Acceptable</li> </ul>	
<b>Evidence of Learning</b>	
<b>Suggested Assessments:</b> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Task Analysis</li> <li>● Essay</li> <li>● Journal Writing</li> <li>● Teacher Observation</li> <li>● Group Discussion</li> <li>● Oral/Vocal Questioning</li> <li>● Observations (ordering food at a restaurant)</li> </ul>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Research and identify community service providers and their services.</li> </ul>	



- Initiate community involvement through participation in selected recreational and club activities evidenced by membership and/or enrollment.
- Include community involvement experiences in personal portfolio, continuing to reflect on personal aspirations related to community and daily living.
- List socially acceptable behaviors in community places (i.e. post office, restaurants, banks, library etc.).
- Demonstrate an understanding of local government, laws and voting rights with research.
- Demonstrate the ability to obey the law by behaving responsible citizen of their community.
- Identify public places of leisure (i.e. public parks, coffee shops, restaurants, libraries, etc.).
- Understand where public places of leisure are located by using a map.
- Determine the difference between “needs” and “wants.”
- Determining if one has enough money to cover bill when eating out and determine what one can buy and cannot buy on a budget.

**Instructional Materials:**

- Computers
- Projector and laptop
- Ipad(s)
- Transportation methods
- Internet
- Youtube
- Task Analysis

**Teacher Resources:**

- *Stepping Out: A Community-Based Instruction Curriculum* by Ilene M. Schwartz IEP Resources
- *Stepping Out – Printable Color Cues*
- *Community-Based: Vocational Training* by Jim Wheeler IEP Resources
- *Overcoming Obstacles Life Skills Program* OVERCOMING OBSTACLES Life Skills Program.
- Interest Survey/Interest Profile (teacher generated, [www.njcan.org](http://www.njcan.org))
- Portfolio rubric
- Division of Vocational Rehabilitation (DVR),  
<http://www.state.nj.us/humanservices/cbvi/services/vocation/>
- Department of Education (DOE), website
- Division of Developmental Disabilities (DDD), website
- Division of Vocational Rehabilitation Services (DVRS), website
- Local public transportation
- Access Link (website: [http://www.njtransit.com/tm/tm\\_servlet.srv?hdnpageaction=accesslinkto](http://www.njtransit.com/tm/tm_servlet.srv?hdnpageaction=accesslinkto))
- Guest Speaker(s)
- Field Visits
- Local Restaurants
- Conferences (i.e. DARE to DREAM)
- Functional Friday
- Viking Coffee Kart

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments,</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> </ul>

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

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