



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

CBI
(Career Based Instruction)
Life Skills

Prepared by:
Jason Gangi

Superintendent of Schools:
Marie C. Cirasella, Ed.D.
Director of Curriculum, Instruction, & Assessment:
June Chang

Approved by the Midland Park Board of Education on
June 17, 2014

Community-Based Instruction – Life Skills

Course Description:

The Community-Based Instruction Life Skills course is designed to foster growth of independent living skills for high school special education students. Emphasis is placed upon self-awareness, health and self-care, social interaction, problem solving, household and money management, career awareness and daily living skills. Content is modified to address specific student needs based upon goals set forth in the Individual Educational Plan. Opportunities to acquire independent living skills, positive self-esteem and greater self-sufficiency are taught at an appropriate pace based upon ability in order for students to experience success.

Suggested Course Sequence:

- Unit 1: Personal Information: 4 weeks
- Unit 2: Appropriate Social Interaction: 2 weeks
- Unit 3: Health and Self-Care: 4 weeks
- Unit 4: Nutrition and Fitness: 4 weeks
- Unit 5: Food Prep and Sanitation: 5 weeks
- Unit 6: Social Awareness: 2 weeks
- Unit 7: Career Awareness: 3 weeks
- Unit 8: Finance and Money Management: 5 weeks
- Unit 9: Practical Living Skills: 6 weeks

Unit Overview	
Content Area:	Life Skills – Unit 1
Unit Title:	Personal Information
Target Course/Grade Level:	9-12
Unit Summary Students will gain an understanding of personal information to include name, address, city, state, zip code, telephone number, date of birth and social security number and will understand the importance of this to everyday lifestyle.	
21st century themes: Life and Career Skills	
Learning Targets	
Standards 9.1- All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. 9.2- All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.	
CPI#	Cumulative Progress Indicator (CPI)
SL.11.12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts and issues, building on each others' ideas and expressing their own clearly and persuasively.
SL.11-12.2	Adapt speech to a variety of contexts and tasks, demonstrating a command of the formal English when indicated or appropriate.
W.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task purpose and audience.
9.1.12.B.2	Create and respond to a feedback loop when problem solving.
Unit Essential Questions <ul style="list-style-type: none"> What is meant by personal information? Why is it important to know your personal info? Why is it important to be independent and how will it aid you? 	Unit Enduring Understandings <ul style="list-style-type: none"> Personal information is a vital part of everyday life. The knowledge of one's personal information will lead to a more independent lifestyle
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Define personal information and list examples. Identify parent's names, addresses, city, state, zip code, telephone number, to include home, cellular and work. Link to real world situations, in order for students to utilize these skills. 	
Evidence of Learning	
Summative Assessment (X days) Student feedback Graphic organizer for information Equipment Needed: Inter-Write Board Teacher Resources: Life Centered Career Education Volume 1 – Life Skills	
Formative Assessments <ul style="list-style-type: none"> Written assessments Cooperative/independent learning experience. 	
Lesson Plans	

[illegible]

Unit Overview

Content Area:	Life Skills – Unit 2
Unit Title:	Appropriate Social Interaction
Target Course/Grade Level:	9-12

Unit Summary

Students will become self-aware, gaining a better understanding of their individuality, which will lead to better decision making and appropriate social interaction.

21st Century Skills Life and Career Skills

Learning Targets

Standards

9.2 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

CPI#	Cumulative Progress Indicator (CPI)
9.1.12.A.1.3	Re-evaluate personal interests, abilities, and skills through various measures including self-assessments.
9.1.12.B.1,4.a	Use multiple points of view to create alternative solutions.
9.2.12.A.1-4	Analyze the relationship between various careers and personal earning goals.
2.4.12.B.2-3	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.

Unit Essential Questions

- How do we view ourselves?
- How are we different from one another?
- How do the decisions that you make affect you and those around you?
- What are values?

Unit Enduring Understandings

- Self-awareness is an important factor in social and emotional growth.
- The decisions that you make affect us both as individually and socially.

Unit Learning Targets

Students will...

- What does self-concept mean?
- What is personality?
- Why is it important to make good decisions?
- What are values?

Evidence of Learning

Summative Assessment

Worksheets, Posters, Student, interviews, Unit projects, Homework

Equipment Needed: Inter-Write Board

Teacher Resources: Life Centered Career Education
Volume 1-Life Skills

Formative Assessments

Completed, worksheets, projects and presentations, unit test, completed homework, assignments, cooperative/independent learning experiences

Lesson Plans

[illegible]

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview	
Content Area:	Life Skills – Unit 3
Unit Title:	Health and Self Care
Target Course/Grade Level:	9-12
Unit Summary	
Students will gain an understanding of how health and self care are closely linked in obtaining a healthy lifestyle.	
21st century themes:	Life and Career Skills
Learning Targets	
Standards	
9.2 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.	
2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
CPI#	Cumulative Progress Indicator (CPI)
9.2.8.B.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.2.12.F.1	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
2.4.12.A.1-3	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide. Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
2.4.12.B.1-2	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> How does one maintain good hygiene? What standards are set in school and in the workplace for acceptable appearance and proper hygiene? How is good health related to personal hygiene? What is puberty and what changes can one expect to the body? What are the physical differences between males and females? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> Issues regarding health and self-care impact one's impression upon those in the community, in school and in the workplace. </div> </div>	
Unit Learning Targets	
<i>Students will...</i> <ul style="list-style-type: none"> What is considered proper and improper hygiene? What is considered an acceptable appearance? Which physical attributes are unique to males and females? 	
Evidence of Learning	
Summative Assessment	
Worksheets, Posters, Student, interviews, Unit projects, Homework	
Equipment Needed: Inter-Write Board, Video Streaming,	
Teacher Resources:	
Formative Assessments	
Completed, worksheets, projects and presentations, unit test, completed homework, assignments, Cooperative/independent learning experiences.	

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
Unit 3	Health and Self Care – Issues regarding health and self care impact ones impression upon those in the community, school, and workplace.	4 weeks
	At the conclusion of this Unit, students will be able to:	Ongoing
	Maintain good hygiene and an acceptable appearance.	Ongoing
	Understand how good health is related to personal hygiene.	Ongoing
	Understand the differences between males and females.	Ongoing

Teacher Notes:

Curriculum Development Resources
Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Life Skills – Unit 4**Unit Title:** Nutrition and Fitness**Target Course/Grade Level:** 9-12**Unit Summary**

Students will examine the role of Nutrition and Exercise as two (2) key components in living a healthy lifestyle.

21st century themes: Life and Career Skills

Learning Targets

Standards

9.1-All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

9.2- All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

CPI# Cumulative Progress Indicator (CPI)

9.1.12.A.1 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.1.4.A.2 Evaluate available resources that can assist in solving problems.

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.2.12.E.6 Apply consumer protection laws to the issues they address.

Unit Essential Questions

- What is good nutrition?
- How does your diet affect your health?
- What is the Food Guide Pyramid?
- Why is exercise necessary?

Unit Enduring Understandings

- In order to live a healthy lifestyle, it is necessary to have an understanding of the role that nutrition and fitness both play in one's life.

Unit Learning Targets

Students will...

- What is good nutrition?
- How does your diet affect your health?
- What is the Food Guide Plate?
- Why is exercise necessary?

Evidence of Learning

Summative Assessment (X days)

Class Discussions, Oral Questions, Notebook Checks,

Equipment Needed: Inter-Write Board, Video Streaming,

Teacher Resources: Life Centered Career Education

Volume 1-Life Skills

Formative Assessments

Completed, worksheets, student journals, unit test, oral presentations, project presentations and assessments.

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
Unit 4	Nutrition and Fitness - In order to live a healthy lifestyle, it is necessary to have an understanding of the role that nutrition and fitness both play in one's life.	4 weeks
	At the conclusion of this unit, students will be able to:	
	1. List the names of each of the food groups within the Food Guide Pyramid.	Ongoing
	2. Decipher what foods belong within each of the food groups.	Ongoing
	3. Identify healthy verse unhealthy food choices.	Ongoing
	4. Plan healthy meals and snacks.	Ongoing
	5. Explain how exercise is a necessary component to living a healthy lifestyle.	Ongoing
Teacher Notes:		
Curriculum Development Resources		
Click links below to access additional resources used to design this unit:		

Unit Overview	
Content Area:	Life Skills – Unit 5
Unit Title:	Food Prep and Sanitation
Target Course/Grade Level:	9-12
Unit Summary It is necessary to have an understanding of appropriate kitchen safety and sanitation practices, as well as kitchen equipment usage for meal preparation.	
21st century themes:	Life and Career Skills
Learning Targets	
Standards 9.1 -All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures 9.2 -All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.	
CPI#	Cumulative Progress Indicator (CPI)
9.1.8.A.4	Design and implement a project management plan using one or more problem-solving strategies.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.2.12.A.2	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
9.2.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences
9.2.4.E.2	Identify ways interest rates add to the cost of goods and services.
Unit Essential Questions <ul style="list-style-type: none"> • What equipment is utilized in the kitchen? • What safety procedures should we follow when working with food and kitchen equipment? • What are manners? • What is involved in preparing a basic meal? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Proper utilization of the appropriate equipment is necessary in preparing a variety of foods. • Correct safety and sanitation procedures are necessary to proper food preparation.
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • What is considered basic kitchen equipment? • What are manners? • What is involved in preparing a basic meal? • What equipment is utilized in the kitchen? • What safety procedures should we follow when working with food and kitchen equipment? • What are manners? • What is involved in preparing a basic meal? 	
Evidence of Learning	
Summative Assessment Anticipatory Set Questions, Class Discussions, Oral Questions, Notebook Checks,	
Equipment Needed: Inter-Write Board, Video Streaming, Teacher Resources: Life Centered Career Education Volume 1-Life Skills	
Formative Assessments Completed, worksheets, student journals, oral presentations, project presentations and assessments, final product.	

[illegible]

Unit Overview	
Content Area:	Life Skills – Unit 6
Unit Title:	Social Awareness
Target Course/Grade Level:	9-12
Unit Summary	
Students will be able to maintain proper social interactions in a variety of places/situations.	
21st Century Themes:	Life and Career Skills
Learning Targets	
Standards	
2.2 - This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.	
CPI#	Cumulative Progress Indicator (CPI)
2.12 C.1-2	Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.
2.2.12.A.1-5	Use appropriate research methodology to investigate a health problem or issue. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences. Teach others how to use communication skills, including refusal, negotiation, and assertiveness. Employ strategies to improve communication and listening skills and assess their effectiveness. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> How do personal interests and skills affect your job selection and success? How does knowledge of personal interests and abilities impact on career choices? What is the importance of lifelong learning to employment, how do we interact with other people, what is acceptable behavior, how does one organize social life and leisure time? What is the importance of a calendar? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> The ability to properly interact with people will facilitate positive interactions with others in a variety of situations. </div> </div>	
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Define social interaction. Define leisure time. Learn to manage leisure time to contribute to a positive social life. Utilize a daily planner/calendar to track appointments and social events. 	
Evidence of Learning	
Summative Assessment Worksheets, Projects, Notebook checks, Role play/simulated activities, Practical application	
Equipment Needed: Inter-Write Board, Video Streaming, Teacher Resources: Life Centered Career Education Volume 1-Life Skills	
Formative Assessments Completed worksheets, Project presentations and assessments.	

[illegible]

Unit Overview	
Content Area:	Life Skills – Unit 7
Unit Title:	Career Awareness
Target Course/Grade Level:	9-12
Unit Summary	
Students will gain an understanding of their aptitudes and interests in order to facilitate career choices and aid in maintaining gainful employment.	
21st century themes:	Life and Career Skills
Learning Targets	
Standards	
9.1 -All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures	
9.2 -All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.	
9.3 - 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.	
CPI#	Cumulative Progress Indicator (CPI)
9.2.12.A.1,2,4	Analyze the relationship between various careers and personal earning goals. Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt. Summarize the financial risks and benefits of entrepreneurship as a career choice.
9.3.12.1.C.1,3,7,21	Assess and modify Personalized Student Learning Plans to support declared career goals. Develop personal interests and activities that support declared career goals and plans. Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans. Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> How do personal interests and skills affect your job selection and success? How does knowledge of personal interests and abilities impact on career choices? What is the importance of lifelong learning to employment? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> In order for students to find and maintain employment, they must develop an ongoing assessment of their abilities and interests. </div> </div>	
Unit Learning Targets	
<i>Students will:</i> <ul style="list-style-type: none"> Define Relate identification of strengths, weakness, likes and dislikes to job choices. Identify acceptable and unacceptable behaviors expected in the workplace. Connect the importance of lifelong learning to obtaining and maintaining employment. 	
Evidence of Learning	
Summative Assessment (X days)	
Worksheets, Posters, Projects, Practical applications	
Equipment Needed: Inter-Write Board, Video Streaming,	
Teacher Resources: Life Centered Career Education Volume 1-Life Skills	
Formative Assessments	
Completed worksheets, Oral presentations, Project presentation and assessment, Unit test	

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
Unit 7	Career Awareness - In order for students to find and maintain employment, they must develop an ongoing assessment of their abilities and interests.	3 weeks
	At the conclusion of this unit, students will be able to:	
	1. Know their strengths/weaknesses, likes/dislikes	Ongoing
	2. Know what behaviors are expected at school and the workplace	Ongoing
	3. Discuss the importance of lifelong learning and why people work.	Ongoing
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit:		

Unit Overview	
Content Area:	Life Skills – Unit 8
Unit Title:	Finance and Money Management
Target Course/Grade Level:	9-12
Unit Summary Students will learn the basic concepts of personal finance and money management.	
21st Century Themes:	Life and Career Skills
Learning Targets	
Standards 9.1- All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. 9.2-All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.	
CPI#	Cumulative Progress Indicator (CPI)
9.1.12.A.1-3	Apply critical thinking and problem-solving strategies during structured learning experiences. Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
9.1.12.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.2.12.A.1-3	Analyze the relationship between various careers and personal earning goals. Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise.
9.2.12.B.2-3	Justify the concept of “paying yourself first” as a financial savings strategy Relate the concept of deferred gratification to investment, meeting financial goals, and building wealth. Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.
9.2.12.C.1-2	Explain why people borrow money and the relationship between credit and debt. Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
Unit Essential Questions <ul style="list-style-type: none"> What is the importance of money? What is a budget and how can it help me live independently? How can a bank help in purchases? 	Unit Enduring Understandings <ul style="list-style-type: none"> Financial choices have costs, benefits and consequences.
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Identify the name of coins and bills Identify the value of coins and bills Explain why it is important to earn money Explain the value of saving money Explain the differences between a checking and savings account Use a checkbook Balance a checkbook Explain the differences between an ATM debit card and a credit card 	
Evidence of Learning	
Summative Assessments Worksheets, Posters, Projects, Practical applications Worksheets, Notebook checks, Role play/simulated activities Practical application, Unit projects Equipment Needed: Inter-Write Board, Video Streaming, Teacher Resources: Life Centered Career Education Volume 1-Life Skills	

Formative Assessments

Completed worksheets, Oral presentations, Project presentation and assessment, Unit test

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
Unit 8	Finance and Money Management - Financial choices have costs, benefits and consequences.	5 weeks
	At the conclusion of this unit, students will be able to:	
	1. Know the value of coins and bills.	Ongoing
	2. Count money and make change.	Ongoing
	3. Use bank and checking services.	Ongoing
	4. Demonstrate appropriate financial choices.	Ongoing
	5. Develop a budget.	Ongoing

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Life Skills – Unit 9

Unit Title: Practical Living Skills

Target Course/Grade Level: 9-12

Unit Summary

Students will learn practical living skills that they can apply in their everyday lives.

21st century themes: Life and Career Skills

Learning Targets

Standards

9.1 -All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures

9.2 -All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

CPI#	Cumulative Progress Indicator (CPI)
9.2.12.A.1-3	Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.
9.2.12.B.2-3	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals. Construct a plan to accumulate emergency “rainy day” funds.
9.2.12.C.1	Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
9.2.12.F.1,4,	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

Unit Essential Questions

- How can using proper clothing care practices result in extending the life of garments?
- What safety procedures should be followed when using sewing tools and equipment?
- What is a clean living space and what basic chores will help to maintain a clean living space?
- How do I store and maintain cleaning materials and equipment?

Unit Enduring Understandings

- The ability to perform housekeeping skills leads to greater independence.

Unit Learning Targets

Students will:

- Reading garment labels
- Laundry care including sorting, washing, pre-treating, drying and folding
- Iron care and use
- Perform basic housekeeping tasks
- Identify and explain the use of cleaning materials
- Identify and explain the use of cleaning tools by name

Evidence of Learning

Summative Assessments

Worksheets, Unit projects, Practical application, Safety test

Equipment Needed: Inter-Write Board, Video Streaming, Iron, Washer/Dryer

Teacher Resources: Life Centered Career Education

Volume 1-Life Skills

Formative Assessments

Completed worksheets, Oral presentations, Project presentation and assessment, Unit test

Lesson Plans

[illegible]

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit: