LIFE SKILLS – WORKPLACE TRAINING PROGRAM

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 27, 2012

SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING
APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS
APPENDIX B: ASSESSMENT EVIDENCE
APPENDIX C: INTERDISCIPLINARY CONNECTIONS
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Life Skills - Workplace Training Program (WTP)

Introduction

Course Philosophy

The Life Skills course is the study of daily living skills essential for personal independence. The course is thematically organized into units to provide students with opportunities to consider essential questions in support of a firm foundation relevant to attaining personal satisfaction to support a high quality lifestyle. The approach to learning is multisensory and will draw on the individual strengths and needs of the students to gain a deeper understanding of course materials. All activities in this guide are developed to allow the students to make connections to other disciplines, their own life, and the world in general.

Course Description

The Life Skills course is a two-year course in the Workplace Training Program designed to assist the students to meet their daily living needs. The curriculum aims to develop one’s personal self in the pursuit of developing and mastering skills that helps one to live, a full, productive and independent life.
## Course Map

<table>
<thead>
<tr>
<th>Relevant Standards</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
<th>Assessments</th>
<th>Diagnostic</th>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td>9.3.12 C.1 - 3, 5 – 7 9.1.12.B.2 SL.11-12.1, 2 &amp; 6 W.11-12.4, 5</td>
<td>Knowledge of personal information will lead to greater independence.</td>
<td>Why is it important to know your own personal information?  How does knowing personal information aid in independent living?</td>
<td>Anticipatory set questions  Oral questions and class discussions  Self-assessment</td>
<td>Open-ended questions  class discussions</td>
<td>Unit test/quizzes  Self-reflection/evaluation</td>
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<tr>
<td>2.1.12.B.1</td>
<td>Awareness of health and self-care is vital to the overall well-being of an individual and will lead to greater independence.</td>
<td>How does one maintain good hygiene?  How is good health related to personal hygiene?  How does personal hygiene affect relationships?</td>
<td>Anticipatory set questions  Oral questions and class discussions  Self-assessment</td>
<td>Open-ended questions  class discussions</td>
<td>Unit test/quizzes  Self-reflection/evaluation  Self-care portfolio</td>
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<tr>
<td>2.1.12.B.1</td>
<td>Proper nutrition and fitness contribute to a healthy lifestyle.</td>
<td>What is good nutrition?  Why is physical fitness necessary?  How do diet and fitness affect lifestyle?</td>
<td>Anticipatory set questions  Oral questions and class discussions  Self-assessment</td>
<td>Open-ended questions  class discussions</td>
<td>Unit test/quizzes  Self-reflection/evaluation  Self-care portfolio  Meal planning  Personal fitness plan</td>
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<td>2.2.12.B.1 SL.11-12.1,2 &amp; 6 W/11-12.4, 5 RI.11-12.7</td>
<td>The acquisition of skills and knowledge necessary to develop and maintain a household is essential to developing independence.</td>
<td>What skills are necessary to maintain a home? Why is it important to maintain a clean home environment? Why does the ability to maintain a person’s home increase independence? What is necessary in establishing a household?</td>
<td>Anticipatory set questions Oral questions and class discussions Self-assessment Independent living questionnaire</td>
<td>Open-ended questions and class discussions</td>
<td>Unit test/quizzes Self-reflection/evaluation Independent living plan</td>
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<tr>
<td>2.2.12.B.1 2.1.12.D.1,3,3 9.1.8.F.4 SL.11-12.1,2 &amp; 6 W.11-12.4, 5 RI11-12.7</td>
<td>Awareness of a person’s surroundings impacts the ability to live safely and independently.</td>
<td>How does a person keep themselves safe in a variety of situations? In what ways do social and community awareness increase personal safety? What does a person need to do interact safely on the Internet?</td>
<td>Anticipatory set questions Oral questions and class discussions Internet safety quiz</td>
<td>Open-ended questions and class discussions Role playing</td>
<td>Internet safety quiz Personal safety portfolio/project</td>
<td></td>
</tr>
<tr>
<td>2.2.12.A.1 2.4.12.A.3,4 SL.11-12.1, 2 &amp; 6 W.11-12.4, 5 RI.11-12.7</td>
<td>The ability to interact appropriately in a variety of settings will enable individuals to establish healthy relationships.</td>
<td>What is appropriate and acceptable interpersonal behavior and why does it change dependent on the situation? What constitutes a friend, acquaintance, or a colleague? How does time management affect the ability to organize social and leisure time?</td>
<td>Anticipatory set questions Oral questions and class discussions</td>
<td>Open-ended questions and class discussions Role playing</td>
<td>Community-based structured learning experiences scoring rubric Employer evaluations Self-evaluation</td>
<td></td>
</tr>
</tbody>
</table>
| Planning allows a person to maximize the application of knowledge, skills, and resources for independent living | Why is planning necessary to properly care for clothing?  
What planning is necessary to establish, furnish and decorate a home?  
Why is planning important for household budgeting?  
Why is time management important for daily living? | Anticipatory set questions  
Oral questions and class discussions  
Self-assessment | Open-ended questions and class discussions | Completed budget  
Personal calendar/daily organizer  
Organized laundry/clothing maintenance  
Weekly meal plan |
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Understanding(s) and Goal(s)</th>
<th>Recommended Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Personal Information</td>
<td>Knowledge of personal information will lead to greater independence. At the conclusion of this unit, students will be able to:  1. Access personal information.  2. Appropriately share personal information for a variety of purposes.  3. Apply personal information as needed for independent living.</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit 2: Self-care</td>
<td>Awareness of health and self-care is vital to the overall well-being of an individual and will lead to greater independence. At the conclusion of this unit, students will be able to:  1. Apply good hygiene practices to daily living.  2. Define and discuss healthy living practices.  3. Explain the importance of good hygiene in personal and professional relationships.</td>
<td>6 weeks / ongoing</td>
</tr>
<tr>
<td>Unit 3: Nutrition and Fitness</td>
<td>Knowledge of how proper nutrition and fitness contribute to a healthy lifestyle. At the conclusion of this unit, students will be able to:  1. Plan a menu according to Healthy Nutrition guidelines.  2. Develop a personal fitness plan.  3. Discuss the importance of proper nutrition and exercise to a healthy lifestyle.</td>
<td>6 weeks / ongoing</td>
</tr>
<tr>
<td>Unit 4: Maintaining a Personal Living Space</td>
<td>The acquisition of skills and knowledge necessary to develop and maintain a household is essential to developing independence. At the conclusion of this unit, students will be able to:  1. Clean and maintain personal living space.  2. Use proper laundry techniques for a variety of items.  3. Explain the essentials of establishing a household.</td>
<td>6 weeks / ongoing</td>
</tr>
</tbody>
</table>
| Unit 5: Safe Living | Awareness of a person’s surroundings impacts the ability to live safely and independently.  
At the conclusion of this unit, students will be able to:  
1. Define and discuss personal safety at home, in the community, at work and in personal relationships.  
2. Explain the necessity of internet safety and how it is achieved.  
3. Develop strategies to increase personal safety. | 6 weeks / ongoing |
|---------------------|--------------------------------------------------------------------------------------------------|------------------|
| Unit 6: Social Interactions | The ability to interact appropriately in a variety of settings will enable individuals to establish healthy relationships.  
At the conclusion of this unit, students will be able to:  
1. Discuss and define the difference between friends, acquaintances, and colleagues.  
2. Define appropriate/acceptable behaviors in a variety of settings.  
3. Establish and utilize a personal calendar/daily organizer. | 6 weeks / ongoing |
| Unit 7: Planning for Independent Living | Planning allows a person to maximize the application of knowledge, skills, and resources for independent living.  
At the conclusion of this unit, students will be able to:  
1. Plan budgetary needs based on income and expenses.  
2. Plan a weekly menu based on budget, dietary and nutrition needs.  
3. Plan laundry chores according to garment labels, including dry cleaning and laundromat use, as well as the repair of clothing items.  
4. Plan furniture layout according to living arrangements. | 6 weeks / ongoing |
Life Skills-WTP Unit 1: Personal Information

**Unit Plan**

**Enduring Understanding:**
Knowledge of personal information will lead to greater independence.

**Essential Questions:**
Why is it important to know your own personal information?
How does knowing your personal information aid in independent living?

**Unit Goals:**
1. Access personal information.
2. Appropriately share personal information for a variety of purposes.
3. Apply personal information as needed for independent living.

**Recommended Duration:** 4 weeks

<table>
<thead>
<tr>
<th>Guiding/Topical Questions</th>
<th>Content/Themes/Skills</th>
<th>Resources and Materials</th>
<th>Suggested Strategies</th>
<th>Suggested Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is personal information and how is personal information accessed?</td>
<td>Know personal information, access personal information, use personal information</td>
<td>Personal documentation including, social security card, home address and phone number, birth certificate, medical records, and Individualized Education Plans</td>
<td>Direct instruction, Independent activities, Groups activities, Research, Internet/computer-based activities, Role playing, Discussion</td>
<td>Personal information survey, Student-generated products and presentations, Interview, Completed assignments, Observation</td>
</tr>
</tbody>
</table>
| Why is it important to know your own personal information and how does it aid in independent living? | Personal information, identification, applications, memorization | Applications | Direct instruction
Independent activities
Groups activities
Research
Internet/computer-based activities
Role playing
Discussion | “Pocket” resume
Completed applications
Personal information survey
Student-generated products and presentations
Interview
Completed assignments
Observation |
|---|---|---|---|---|
| Why is it essential to keep personal information safe? | Personal information, personal safety, identity protection | Applications
Internet | Direct instruction
Independent activities
Groups activities
Research
Internet/computer-based activities
Role playing
Discussion | Student generated multimedia presentations
Notebook
Observation |

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
9.1.12. B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12. B.2 Create and respond to a feedback loop when problem solving.
Differentiation

Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and re-teach materials and assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities to appeal to multiple intelligences and learning styles. Teachers may provide a variety of texts and resources at different Lexile levels to meet students' needs and abilities.

Classroom content and activities will be differentiated and extended from year one to year two of the WTP. Students will be offered choice of task and reporting format for demonstrating achievement of learning goals. Year one activities will focus on acquisition and practice of concepts during classroom and employment activities. Year two will focus on articulation and application of concepts, as well as a student’s ability to transfer and generalize concepts to classroom and employment activities.

Technology

Student will utilize laptop computers to research information, create products, complete self-awareness inventories, and seek employment.

Student will use word processor programs and multimedia presentation software to demonstrate their knowledge about personal information (accessing, sharing and keeping secure).

Student will use computers to store and retrieve documents, computer generated projects, results from interest inventories, and information gathered from the internet.

Interactive white board will be used to present multimedia presentations created by students, view streaming video and to present unit content in a variety of ways.

College and Workplace Readiness

Students will be able to use self-knowledge to self-identify.

Students will use knowledge and understanding of personal strengths, weaknesses, and interests to make decisions concerning college and work/career.

Students will be able to advocate for themselves to get the supports they need to meet with success in a variety of settings.
Life Skills-WTP Unit 2: Self-care

Unit Plan

Enduring Understandings:
Awareness of health and self-care is vital to the overall well being of an individual and will lead to greater independence.

Essential Questions:
How does one maintain good hygiene?
How is good health related to personal hygiene?
How does personal hygiene affect relationships?

Unit Goals:
1. Apply good hygiene practices to daily living.
2. Define and discuss healthy living practices.
3. Explain the importance of good hygiene in personal and professional relationships.

Recommended Duration: 6 weeks/ongoing

<table>
<thead>
<tr>
<th>Guiding/Topical Questions</th>
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<th>Suggested Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does one maintain good hygiene?</td>
<td>Self-care, personal hygiene practices, self-awareness</td>
<td>Guest speaker, Community-based structured learning experiences, Personal care products, Self-assessment, On-line resources</td>
<td>Self-evaluation, Online resources, Presentation by health care professional, Direct instruction, Independent activities, Class discussion, Research</td>
<td>Personal information survey, Student-generated products and presentations, Completed personal hygiene kit, Unit test/quizzes, Research results, Self-evaluation, Classroom observation</td>
</tr>
</tbody>
</table>
| How is good health related to personal hygiene? | Self-care, personal hygiene practices, self-awareness, Healthy living | Guest speaker
Community-based structured learning experiences
Personal care products
Self-assessment
On-line resources | Online resources
Presentation by health care professional
Direct instruction
Independent activities
Class discussion
Research
Community-based structured learning experiences | Anticipatory questions
Personal information survey
Student generated products and presentations
Completed personal hygiene kit
Unit test/quizzes
Research results
Self-evaluation
Classroom observation
Self-care portfolio |
| --- | --- | --- | --- | --- |
| How does personal hygiene affect relationships? | Self-awareness, personal relationships, professional relationships, self-care | Personal care products
Community-based structured learning experiences
On-line resources | Online resources
Direct instruction
Independent activities
Class discussion
Research
Streaming video
Role playing | Anticipatory questions
Personal information survey
Student generated products and presentations
Completed personal hygiene kit
Unit test/quizzes
Research results
Self-evaluation |
To what extent do healthy living practices affect overall well-being?

| Drug and alcohol awareness, healthy living practices | Guest speaker Community-based structured learning experiences On-line resources | Online resources Presentation by health care professional Direct instruction Independent activities Class discussion Research Group activities Community-based structured learning experiences | Anticipatory questions Personal information survey Student generated products and presentations Unit test/quizzes Research results Self-evaluation Classroom observation |

2.2.12. A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Differentiation

Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and re-teach materials and assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities to appeal to multiple intelligences and learning styles. Teachers may provide a variety of texts and resources at different Lexile levels to meet students’ needs and abilities.

Classroom content and activities will be differentiated and extended from year one to year two of the WTP. Students will be offered choice of task and reporting format for demonstrating achievement of learning goals. Year one activities will focus on acquisition and practice of concepts during classroom and employment activities. Year two will focus on articulation and application of concepts, as well as a student’s ability to transfer and generalize concepts to classroom and employment activities.

Technology

Student will utilize laptop computers to research information, create products, complete self-care inventories, and seek employment.

Student will use word processor programs and multimedia presentation software to demonstrate their knowledge about self-care and hygiene (accessing, sharing and keeping secure).

Student will use computers to store and retrieve documents, computer generated projects, results from interest inventories, and information gathered from the internet.

Interactive white board will be used to present multimedia presentations created by students, view streaming video and to present unit content in a variety of ways.

College and Workplace Readiness

Students will be able to use self-knowledge to self-identify.

Students will use knowledge and understanding of personal self-care to make decisions concerning college and work/career.

Students will be able to advocate for themselves to get the supports they need to meet with success in a variety of settings.
Enduring Understanding:
Proper nutrition and fitness contribute to a healthy lifestyle.

Essential Questions:
What is good nutrition?
Why is physical fitness necessary?
How do diet and fitness affect lifestyle?

Unit Goals:
1. Plan a menu according to Healthy Nutrition guidelines.
2. Develop a personal fitness plan.
3. Discuss the importance of proper nutrition and exercise to a healthy lifestyle.

Recommended Duration: 6 weeks/ongoing

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<th>Guiding/Topical Questions</th>
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<th>Resources and Materials</th>
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<th>Suggested Assessments</th>
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</thead>
<tbody>
<tr>
<td>What is good nutrition?</td>
<td>Healthy nutrition per United States Department of Agriculture guidelines, personal nutrition plan, food labels</td>
<td>On-line resources</td>
<td>Guest speaker</td>
<td>Meal plan</td>
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<td>Guest speakers</td>
<td>Meal planner activities</td>
<td>Food diary</td>
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<td>Food diary</td>
<td>Food diary activities</td>
<td>Student-generated products and presentations</td>
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<td>Meal planner</td>
<td>Direct Instruction</td>
<td>Self-evaluation</td>
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<td>Food labels</td>
<td>Interactive nutrition website</td>
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<td>Discussion</td>
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<td>Why is physical fitness necessary?</td>
<td>Fitness guidelines, personal fitness plan, variety of exercises, incorporate exercise into daily life</td>
<td>Fitness journal</td>
<td>Journal activities</td>
<td>Student generated products and presentations</td>
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<td>Health related issues due to poor nutrition and lack of exercise</td>
<td>On-line resources</td>
<td>Direct instruction</td>
<td>Personal fitness plan</td>
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<tr>
<td>Discuss the importance of proper nutrition and exercise and how it relates to a healthy lifestyle.</td>
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<td>Guest speaker</td>
<td>Guest speakers</td>
<td>Fitness activity rubric</td>
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<td>Independent activities</td>
<td>Observation</td>
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<td>Group activities</td>
<td>Self-evaluation</td>
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<td>Discussion</td>
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<td>Guest speaker</td>
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</table>

2.1.12. B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Differentiation

Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and re-teach materials and assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities to appeal to multiple intelligences and learning styles. Teachers may provide a variety of texts and resources at different Lexile levels to meet students’ needs and abilities.

Classroom content and activities will be differentiated and extended from year one to year two of the WTP. Students will be offered choice of task and reporting format for demonstrating achievement of learning goals. Year one activities will focus on acquisition and practice of concepts during classroom and employment activities. Year two will focus on articulation and application of concepts, as well as a student’s ability to transfer and generalize concepts to classroom and employment activities.

Technology

Students will utilize laptop computers to research information, create products, complete self-awareness inventories, and seek employment.

Student will use word processor programs and multimedia presentation software to demonstrate their knowledge about nutrition and physical fitness (accessing, sharing and keeping secure).

Students will use computers to store and retrieve documents, computer generated projects, results from interest inventories, and information gathered from the internet.

Interactive white board will be used to present multimedia presentations created by students, view streaming video and to present unit content in a variety of ways.

College and Workplace Readiness

Students will be able to use self-knowledge to self-identify.

Students will use knowledge and understanding of nutrition and physical fitness to make decisions concerning college and work/career.

Students will be able to advocate for themselves to get the supports they need to meet with success in a variety of settings.
Life Skills-WTP Unit 4: Maintaining a Personal Living Space

Unit Plan

**Enduring Understanding:**
The acquisition of skills and knowledge necessary to develop and maintain a household is essential to developing independence.

**Essential Questions:**
What skills are necessary to maintain a home?
Why is it important to maintain a clean, safe home environment?
Why does the ability to maintain a person’s home increase independence?
What is necessary in establishing a household?

**Unit Goals:**
1. Clean and maintain personal living space.
2. Use proper laundry techniques for a variety of items.
3. Explain the essentials of maintaining a household.

**Recommended Duration:** 6 weeks/ongoing

<table>
<thead>
<tr>
<th>Guiding/Topical Questions</th>
<th>Content/Themes/ Skills</th>
<th>Resources and Materials</th>
<th>Suggested Strategies</th>
<th>Suggested Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What skills are necessary to maintain a home?</td>
<td>Household cleaning, cooking, laundry care, kitchen and home safety</td>
<td>Household appliances, Household cleaning products</td>
<td>Direct Instruction, Demonstration, Group activities, Group discussion, Independent activities, Discussion</td>
<td>Independent living questionnaire, Independent living plan, Observations</td>
</tr>
<tr>
<td>Question</td>
<td>Topic</td>
<td>Method</td>
<td>Feedback</td>
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<tr>
<td>Why is it important to maintain a clean and safe home environment?</td>
<td>Kitchen and home safety, healthy living environment</td>
<td>Direct Instruction, Streaming video, Internet-based research activities, Discussion, Role playing</td>
<td>Oral questioning, Independent living questionnaire, Home maintenance schedule, Observation</td>
<td></td>
</tr>
<tr>
<td>Why does the ability to maintain a person’s home increase independence?</td>
<td>Healthy living environment, home and personal safety, personal independence</td>
<td>Guest speaker</td>
<td>Direct instruction, Multimedia project, Discussion and questioning, Role playing</td>
<td>Student-generated presentations, Observations</td>
</tr>
</tbody>
</table>

2.2.12. B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
**Differentiation**

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**Technology**

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Student will use word processor programs and multimedia presentation software to demonstrate their knowledge about independent living (accessing, sharing and keeping secure).

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Interactive white board will be used to present multimedia presentations created by students, view streaming video and to present unit content in a variety of ways.

**College and Workplace Readiness**

Students will be able to use self-knowledge to self-identify.

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Students will be able to advocate for themselves to get the supports they need to meet with success in a variety of settings.
Life Skills-WTP Unit 5: Safe Living

Unit Plan

Enduring Understanding:
Awareness of a person's surroundings impacts the ability to live safely and independently.

Essential Questions:
How does a person keep themselves safe in a variety of situations?
In what ways does community awareness increase personal safety?
What does a person need to do interact safely on the Internet?

Unit Goals:
1. Define and discuss personal safety at home, in the community, at work and in personal relationships.
2. Explain the necessity of Internet safety and how it is achieved.
3. Develop strategies to increase personal safety.

Recommended Duration: 6 weeks

<table>
<thead>
<tr>
<th>Guiding/Topical Questions</th>
<th>Content/Themes/ Skills</th>
<th>Resources and Materials</th>
<th>Suggested Strategies</th>
<th>Suggested Assessments</th>
</tr>
</thead>
</table>
| How does a person keep themselves safe in a variety of situations? | Personal safety at home, work community, and school | Websites
Student handbook
Employee handbook
Community-based structured learning experiences | Anticipatory questions
Direct instruction
Discussion
Demonstration
Research
Community-based structured learning experiences | Safety questionnaire
Safety list from handbooks
Student work |
In what ways, do social and community awareness increase personal safety?

<table>
<thead>
<tr>
<th>Observation and awareness in the community and in social situations, impact of choices on personal safety</th>
<th>Guest speakers</th>
<th>Direct instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Streaming video</td>
<td>Class discussion</td>
<td>Classroom computers</td>
</tr>
<tr>
<td>Community-based structured learning experiences</td>
<td>Streaming video</td>
<td>Internet</td>
</tr>
<tr>
<td>Guest speakers – safety in the community: police officer, district safety personnel, etc.</td>
<td>Role playing</td>
<td>Internet</td>
</tr>
<tr>
<td>Community-based structured learning experiences</td>
<td>Exit tickets</td>
<td>Writing</td>
</tr>
</tbody>
</table>

What does a person need to do interact safely on the internet?

<table>
<thead>
<tr>
<th>Internet awareness, personal information protection, appropriate internet interactions</th>
<th>Classroom computers</th>
<th>Direction instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td>Independent activities</td>
<td>Group activities</td>
</tr>
<tr>
<td>Guest speaker</td>
<td>Streaming video</td>
<td>Internet</td>
</tr>
<tr>
<td>Guest speaker: County prosecutor’s office representative on internet safety</td>
<td>Role playing</td>
<td>Written assignments</td>
</tr>
<tr>
<td>Structured learning experiences</td>
<td>Exit tickets</td>
<td>Computer/internet-based projects</td>
</tr>
</tbody>
</table>

2.2.12. B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others
2.1.12. D.1, Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.1.12. D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
2.1.12. D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
9.1.8. F.4 Explain the impact of computer hacking on products and services.
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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Interactive white board will be used to present multimedia presentations created by students, view streaming video and to present unit content in a variety of ways.

College and Workplace Readiness

Students will be able to use self-knowledge to self-identify.

Students will use knowledge and understanding of personal safety and awareness to make decisions concerning college and work/career.

Students will be able to advocate for themselves to get the supports they need to meet with success in a variety of settings.
Life Skills-WTP Unit 6: Social Interactions

**Unit Plan**

**Enduring Understanding:**
The ability to interact appropriately in a variety of settings will enable individuals to establish healthy relationships.

**Essential Questions:**
What is appropriate/acceptable interpersonal behavior and why does it change dependent on the situation?
What constitutes a friend, acquaintance, or a colleague?
What is time management and how does it affect the ability to organize social and leisure time?

**Unit Goals:**
1. Discuss and define the difference between friends, acquaintances, and colleagues.
2. Define appropriate/acceptable behaviors in a variety of settings.
3. Establish and utilize a personal calendar/daily organizer.

**Recommended Duration:** 6 weeks/ongoing

<table>
<thead>
<tr>
<th>Guiding/Topical Questions</th>
<th>Content/Themes/Skills</th>
<th>Resources and Materials</th>
<th>Suggested Strategies</th>
<th>Suggested Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is appropriate/acceptable interpersonal behavior and why does it change dependent on the situation?</td>
<td>Appropriate and acceptable interpersonal behavior at work, school, home, gym, and in leisure time</td>
<td>Websites Streaming video</td>
<td>Direct instruction Team projects Research activities Discussion Community-based structured learning experiences Role playing</td>
<td>Oral questioning Questionnaire Survey Employer evaluations Completed assignments Self-evaluation</td>
</tr>
<tr>
<td>What constitutes a friend, acquaintance, a colleague, an online acquaintance?</td>
<td>Differentiation between friend, acquaintance, colleague, online acquaintance</td>
<td>Videos</td>
<td>Direct instruction</td>
<td>Research findings</td>
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<td>Internet</td>
<td>Team project</td>
<td>Completed assignments</td>
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<td>Discussion and Questioning</td>
<td>Survey</td>
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<td>Research activities</td>
<td>Observation</td>
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<td>Discussion</td>
<td>Community-based structured learning experiences scoring rubric</td>
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<td>Role play</td>
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<td></td>
<td></td>
<td>Community-based structured learning experiences</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What is time management and how does it affect the ability to organize social and leisure time?</th>
<th>Time management, personal calendar, organizer</th>
<th>Classroom computers</th>
<th>Direct instruction</th>
<th>Personal schedule/calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Internet</td>
<td>Independent activities</td>
<td>Observation</td>
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<tr>
<td></td>
<td></td>
<td>Calendar/organizers</td>
<td>Group activities</td>
<td>Exit tickets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Role play</td>
<td>Completed assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community-based structured learning experiences</td>
<td>Community-based structured learning experiences scoring rubric</td>
</tr>
</tbody>
</table>

2.2.12. A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.4.12. A.3, Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
2.4.12. A.4v Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
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Life Skills-WTP Unit 7: Planning for Independent Living

Unit Plan

Enduring Understanding:
Planning allows a person to maximize the application of knowledge, skills, and resources for independent living.

Essential Questions:
Why is planning necessary to properly care for clothing?
What planning is necessary to establish, furnish and decorate a home?
Why is planning important for household budgeting?
Why is time management important for daily living?

Unit Goals:
1. Plan budgetary needs based on income and expenses.
2. Plan a weekly menu based on budget, dietary and nutrition needs.
3. Plan laundry chores according to garment labels, including dry cleaning and laundromat use, as well as the repair of clothing items.
4. Plan furniture layout according to living arrangements.

Recommended Duration: 6 weeks/ongoing

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<thead>
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<th>Suggested Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is planning necessary to properly care for clothing?</td>
<td>Proper laundry care, read garment labels, use washing machine/dryer correctly, laundry schedule</td>
<td>Classroom computers, Laundry appliances, detergent, etc.</td>
<td>Direct instruction, Laundry demonstration, Discussion, Student participation In laundry activities, Laundry schedule</td>
<td>Laundry correctly sorted and completed, Projects and assignments</td>
</tr>
<tr>
<td>Question</td>
<td>Essential utilities, furniture, applications to establish a household</td>
<td>Computer applications</td>
<td>Direct Instruction</td>
<td>Completed applications</td>
</tr>
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</tr>
<tr>
<td>What planning is necessary to establish, furnish and decorate a home?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Why is planning important for household budgeting?</th>
<th>Personal budget, wants vs needs, independent living, planning for the future, setting goals, budgeting income</th>
<th>Internet</th>
<th>Direct instruction</th>
<th>Completed household budget</th>
</tr>
</thead>
</table>

| What are different types of insurance and why are they necessary?       | Protection through insurance; auto, home, liability, health, etc. why do we need insurance- what does each type cover | Graphic organizer      | Direct instruction  | Graphic organizer          |

9.2.12. B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.  
9.2.12. B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.  
9.2.12. B.3 Construct a plan to accumulate emergency “rainy day” funds.  
9.2.12. B.4 Analyze how income and spending plans are affected by age, needs, and resources.  
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
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