	Pi	ine Hill Public Sc	hools Cu	rriculum
Content Aı	rea:	Elective		
Course Tit	le/ Grade Level:	Careers-Transition S	kills	
Unit 1:	Personal Goals-Em Academic goals	ployment goals and	Duration:	2 weeks
Unit 2:	Habits of Wellness-	Self-care	Duration:	2 weeks
Unit 3:	Age Appropriate Sociassroom	ocial Skills in a	Duration:	2 weeks
Unit 4:	Employability Skill	s	Duration:	6 weeks
Unit 5:	Money Managemer	nt	Duration	4 weeks
Unit 6:	Responsibility and	d Self-Advocacy	Duration	2 weeks
Unit 7:	Interpersonal comm	nunication	Duration:	3 weeks
Unit 8:	Stress and Anger M	Ianagement	Duration:	3 weeks
Unit 9:	Public Transportat	ion	Duration:	2 weeks
Unit 10:	Community Activit	ies	Duration	9 weeks
Unit 11:	Living on Your Ow	n Unit	Duration:	8 weeks
Unit 12:	Plan for after high services, college, j		Duration:	4 weeks
BOE Appr	oval Date: A	ugust 27, 2013		

				Pine Hill Pu Curri	blic So culum	chools		
Unit	Title Perso	onal Go	als C	areer and Academic			Unit	#: 1
Cour	rse or Grad	de Leve	el: M	I.D. Life Skills	Leng	th of Time: 2 weeks		
Pacin	ng	Septen	nber					
Esser	ntial stions	What p school	-	nal goal does each student?	have in	relation to his/her car	reer ar	nd academics for the
Cont	ent	• Lif	e Ski	ills, Careers-Transition				
Skills	S	• V	Vritin	ng, Critical Thinking				
Asses	ssments			ill make a timeline for the g eir progress.	goals th	ney have set and make	perso	nal assessments in
/ diffe	ventions rentiated uction		. Use of pictures more informed or					
disci	Inter- disciplinary Connections • Language Arts, Critical Thinking,							
Lesso resou Activ	irces /	• Goal	Bull	etin Board produced by the	studer	nts.		
	NJCCCS							
Stan	dard:9.1.1	2 A. 21	l st -Ce	entury Life and Career Sl	kills			
Strai	nd(s):9.1.1	2 A						
	ent Staten aration	nent(s):	Car	eer Awareness and	CPI #	# / CPI(s):		
01st (
	Chalcal	<u>nemes</u>		Einensiel Eenensie		Cini a I ita na ana		III - lab II ia
X	Global Awareness	S	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
21st Century Skills								,
X	Creativity Innovation		X	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
		eracy		ICT Literacy	X	Life and Career Skill		

			Pine Hill Pu				
			Curri	culum			
Unit Title I	Habits of V	Wellness	/Self Care			Unit	#: 2
Course or	Grade Le	vel: M.	D. High School	Lengt	th of Time: 2 weeks		
Pacing	Sep	tember					
Essential Questions		at must e h day?	ach student do each day to take c	are of th	emselves? What habits of v	wellnes	ss should be practiced
Content	•]	Hygiene Personal V Appropria	Wellness ate Appearance for school or wor	kplace			
Skills		depender					
Assessmen	13	cher Obs k Analys	ervation is checklist to go home with the s	tudent to	o share with the parent		
Intervention differentiation	ted • S		ask with the family a Personal Wellness checklist				
Inter- disciplinary Connection	y • S	orkplace ocial Skil ealth	readiness ls				
Lesson resources / Activities			an write how they feel after taking d self-confidence.	g care of	themselves for a week. Int	egrate	a lesson about self-
			2009 N	JCCCS	5		
Standard:9	0.3.12						
Strand(s):	A. Career	Awarer	ess and Preparation				
Content St	atement(s	s):		CPI #	F / CPI(s):		
_			21st Centu	ry The	<u>mes</u>		
x Globa	al Awarene	SS	Financial, Economic, Business, and Entrepreneuria Literacy		Civic Literacy	X	Health Literacy
			21st Cent	ury Ski	ills		
Ir	ativity and movation		Critical Thinking and Problem Solving	n	Communication and Collaboration		Information Literacy
Med	lia Literacy	7	ICT Literacy	X	Life and	l Caree	er Skills

	Pine Hill Public Schools Curriculum										
Unit	Title Age	Approp	riate	Social Skills in the classro		l a workplace	Unit	#:3			
Cou	rse or Gra	de Lev	el: L	ife Skills	Leng	th of Time: 2 Week	S				
Paci	ng	Octob	er		I						
	ential stions	What	are th	e appropriate social skills i	in the c	classroom and in a wo	orkplac	e environment?			
Con		• Int	fe ski								
Skill	ls	Comn	nunica	ation with eye contact, app	ropriat	e personal space and	tone of	f voice			
Asse	essments			servation sis checklist to go home w	ith the	student to share with	the pa	rent			
/ diffe	rventions erentiated ruction			task with the family ate appropriate and inappro	opriate	examples					
	r- iplinary nections	• Wor • Soci • Heal • Life	al Ski th								
	on urces / vities		_	opropriate behavior with ea in a variety of social settin		er, watch videos dem	onstrat	ing the difference of			
	NJCCCS										
Stan	dard:9.1.1	.2 B									
	nd(s): B. E				T						
com dire	prehend w ctions, and	ritten a l inforn	and vo	nmunicate and erbal thoughts, ideas, n relevant to nal settings.	CPI #	# / CPI(s):					
21 st	Century T	hemes		,							
X	Global Awarenes			Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy			
21 st	Century Sl										
	Creativity Innovation	n	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy			
	Media Literacy ICT Literacy					Life and Career Ski	lls				

				Pine Hill Pu		chools		
T I 24	4 T'41 - E	1 1- '1	:4 C1		culum		FT . •4	
	t Title Emp						Unit	# :4
Cou	rse or Gra	de Lev	el: N	I.D. High School	Leng	th of Time: 2 weeks		
Paci	ing	Octob	er					
	ential estions	What	perso	nal qualities are needed to	be a su	ccessful employee?		
Con	ls	CaTiCo	me momuo	Preparation anagement unication ation, Punctuality, decision	ı makir	g, organization		
Asso	essments			oservation asis checklist to go home w	ith the	student to share with th	ne par	rent
/ diffe	rventions erentiated ruction	• Dem	onstr lents v	task with the family ate appropriate and inapprowill practice punctuality, or ate appropriate social inter	rganiza	tion within the classroo		ı a daily basis
	 Workplace readiness Social Skills Health Life Skills 							
	son ources / vities	beh	avior	ppropriate behavior with e in a variety of social settin understanding for the risks	gs.		nstrat	ing the difference of
				2009 N	JCCC	S		
Star	ndard:9.1.1	2 B						
Stra	and(s): B. E	Employ	abilit	y skills				
com dire	prehend w	tement(s): Communicate and written and verbal thoughts, ideas, and information relevant to and occupational settings.						
				21st Centu	ry The			
X	Global Awarenes	S		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
				21st Cent	ury Sk	ills		
	Creativity Innovation		X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy

	Media Literacy ICT Literacy x Life and Career Skills									
				Pine Hill Pu		chools				
TT . •4	(T)'41. N.f.	3.4			culum		TT . •4	F		
	t Title Mon				1		Unit			
Cou	rse or Gra	de Lev	el: M	I.D. High School	Leng	th of Time: 4 weeks	in De	cember		
Paci	ing	4 weel	ks in l	December						
	ential	What	perso	nal qualities are needed to	be a su	ccessful employee?				
Que	stions									
Con	tent		fe ski							
				Preparation						
			•	recognition						
Skil				cills for Budgets coney, using a budget, mak	ing cho	ongo using monoy for	· wont	s and noods		
					ing cha	inge, using money for	wani	s and needs		
Asse	essments			servation	ith tha	student to share with t	h o n o:	rant		
		1 ask 1	Anary	sis checklist to go home w	iui uie	student to share with	не ра	tent		
Interventions • Share the task with the family										
/	1 ventions			ate appropriate and inappro	onriate	examples				
diffe	erentiated			will practice using money i						
inst	• Demonstrate the use of a budget in planning a community trip									
Inte	r-			e readiness		· ·				
1	iplinary	• Soci	al Ski	lls						
Con	nections	• Math								
		• Life								
Less	son ources /			nmunity, students will shop		_		•		
	vities	пом	muc	h money they have, what t	ney car	i spend, what they nee	a to s	ave, etc.		
	O NJCCCS									
	dard:9.2.1									
		_								
Stra	nd(s): E. C	า๊ดทรมท	er Fi	ทุลทุ๊						
Stra	114 (5). 12. C	onguin		nunce						
Con	tent Staten	nent(s)	: Ana	lyze factors that	CPI 7	# / CPI(s):				
	_			ome. Design,						
imp	lement, and	d critiq	ue a	personal financial plan.						
0.1 st	C 4 PD									
<u>21</u> st	Century T	hemes		T		1		1		
x Global x Financial, Economic, Awareness Business, and						Civic Literacy	X	Health Literacy		
Awareness Business, and Entrepreneurial Literac										
21st	Century Sl	kills		Zhaopioneariai Eneracy	1					
x Creativity and x Critical Thinking and						Communication and	X	Information		
	Innovation			Problem Solving	X	Collaboration		Literacy		

Unit Title Self-Advocacy Unit #:6 Course or Grade Level: M.D. High School Length of Time: 2 weeks Pacing January Essential Questions Why should you be able to work and earn money? Content Life skills Career Preparation Writing Skills Writing, Interview preparation Teacher Observation Product of student list evaluating him/herself Interventions Assessments Teacher Observation Product of student list evaluating him/herself Interdiated Assist a student with interview preparation Differentiated Interdiated Instruction Interdiated Interdiated Instruction Interdiated Interdiated Instruction Interdiated Instructions Interdiated Instruction Interdiated Instructions Interdiated Instruction Interdiated Inst		Media Lit	eracy		ICT Literacy	X	Life and Career Skill	S	
Course or Grade Level: M.D. High School Length of Time: 2 weeks									
Pacing	Uni	t Title Self-	Advoca	acy				Unit	#:6
Essential Questions	Cou	rse or Gra	de Lev	el: M	I.D. High School	Leng	th of Time: 2 weeks		
Content	Paci	ing	Januar	ry		•			
Content Life skills Career Preparation					· ·			mplo	yee?
• Career Preparation • Writing Skills Writing, Interview preparation Teacher Observation Product of student list evaluating him/herself Interventions / differentiated instruction Interdisciplinary Connections • Workplace readiness • Social Skills • Health • Life Skills Lesson resources / Activities • Video on Self-esteem and how it will affect you at the workplace. • Research different job rules and consequences if they are not followed. Standard:9.2.12 Strand(s): Character Development and Ethics Content Statement(s): Analyze how character influences work performance. Discuss consequences and sanctions when the job rules are not followed. Zist Century Themes x Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Business, and Entrepreneurial Literacy Civic Literacy X Health Literacy Research Researc						earn mo	oney?		
Skills Writing, Interview preparation Assessments Teacher Observation Product of student list evaluating him/herself Interventions /	Con	itent							
Assessments Teacher Observation Product of student list evaluating him/herself Interventions differentiated enstruction Inter- disciplinary Connections					•				
Assessments Teacher Observation Product of student list evaluating him/herself Interventions differentiated enstruction Inter- disciplinary Connections									
Interventions / differentiated instruction Inter- disciplinary Connections - Workplace readiness - Social Skills - Health - Life Skills Lesson resources / Activities Istrand(s): Character Development and Ethics Content Statement(s): Analyze how character influences work performance. Discuss consequences and sanctions when the job rules are not followed. Product of student list evaluating him/herself Awareness Business, and Entrepreneurial Literacy Activitica	Skil	ls	Writin	ıg, Int	erview preparation				
Interventions / differentiated instruction Interdisciplinary Connections Lesson resources / Activities Lesson resources / Activities 2009 NJCCCS Standard:9.2.12 Strand(s): Character Development and Ethics Content Statement(s): Analyze how character influences work performance. Discuss consequences and sanctions when the job rules are not followed. 21st Century Themes X Global Awareness Business, and Entrepreneurial Literacy Share the task with the family Assist a student with interview preparation Demonstrate appropriate social interactions and decision making skills Demonstrate appropriate social interactions and decision making skills Demonstrate appropriate social interactions and decision making skills Email of the content of the workplace. Social Skills Health Life Skills Video on Self-esteem and how it will affect you at the workplace. Research different job rules and consequences if they are not followed. CPI # / CPI(s): Health Literacy A Health Literacy Health Literacy	Asse	essments				_			
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Demonstrate appropriate social interactions and decision making skills	Inte	erventions			-				
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Connections • Health • Life Skills Lesson resources / Activities 2009 NJCCCS Standard:9.2.12 Strand(s): Character Development and Ethics Content Statement(s): Analyze how character influences work performance. Discuss consequences and sanctions when the job rules are not followed. 21st Century Themes x Global Financial, Economic, Business, and Entrepreneurial Literacy Business, and Entrepreneurial Literacy			• Wor	kplac	e readiness				
Life Skills Lesson Pesources Notices Activities Research different job rules and consequences if they are not followed.					lls				
• Video on Self-esteem and how it will affect you at the workplace. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules and consequences if they are not followed. • Research different job rules are not followe	Con	mechons			•				
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2009 NJCCCS Standard:9.2.12 Strand(s): Character Development and Ethics Content Statement(s): Analyze how character influences work performance. Discuss consequences and sanctions when the job rules are not followed. 21st Century Themes x Global Financial, Economic, Business, and Entrepreneurial Literacy Business, and Entrepreneurial Literacy			• Rese	arch	different job rules and con	sequen	ces if they are not follo	wed.	
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Strand(s): Character Development and Ethics Content Statement(s): Analyze how character influences work performance. Discuss consequences and sanctions when the job rules are not followed. 21st Century Themes X Global Financial, Economic, Business, and Entrepreneurial Literacy Realth Literacy			2						
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not followed. 21st Century Themes x Global Financial, Economic, Business, and Entrepreneurial Literacy			-						
Z1st Century Themes			and san	ction	s when the job rules are				
x Global Financial, Economic, Awareness Business, and Entrepreneurial Literacy	not	ionoweu.							
x Global Financial, Economic, Awareness Business, and Entrepreneurial Literacy									
Awareness Business, and Entrepreneurial Literacy	21st	Century T	hemes						
Entrepreneurial Literacy	X						Civic Literacy	X	Health Literacy
		Awarenes	S		*				
	21st	Century S	kills		Entrepreneurial Literacy				
Creativity and x Critical Thinking and x Communication and Information		1		X	Critical Thinking and	X	Communication and		Information

Innovatio	n		Problem Solving		Collaboration		Literacy		
Media Li	eracy		ICT Literacy	X	Life and Career Sk	ills	1		
			Pine Hill P		chools				
Unit Title Inte	rnersona	1 Con		iculum		Unit	#:7		
	-		.D. High School	Leng	th of Time: 2 week				
Pacing Pacing	Januar			Leng	en or rime. 2 week				
Essential			lents communicate effecti	vely in	a variety of settings	with a	diverse group of		
Questions	people			J	,				
Content	CaCo	mmu	Preparation nication						
Skills			tion, Punctuality, decision	n makir	g,				
Assessments		analy	servation sis checklist while studen	is enga	aged in a form of cor	nmunic	eation in the		
 Interventions / Share the task with the family Demonstrate appropriate and inappropriate examples Model effective conflict resolution skills Demonstrate appropriate social interactions 									
Inter- disciplinary Connections		kplace al Ski th	e readiness lls						
Lesson resources / Activities	• Pract beha	ice ap	opropriate behavior with e in a variety of social settin nderstanding for the risks	igs.		onstrat	ing the difference of		
2009 NJCCCS									
Standard:9.2.	12. C In	terpe	rsonal Skills						
Strand(s):C. I	nterpers	sonal	Skills						
effective confl	ct resol	ution	lel interpersonal and skills or a diverse group of	CPI #	‡ / CPI(s):				
			21st Centu	ry The	<u>emes</u>				
x Global Awarenes	SS		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy		
			21st Cen	ury Sk	111S				

Creativity and x Critical Thinking and Innovation Problem Solving Collaboration Literacy ICT Literacy x Life and Career Skills				C 12 1 mil 1 1				T C
Media Literacy ICT Literacy x Life and Career Skills			X	Critical Thinking and	X	Communication and		Information
Pine Hill Public Schools Curriculum Course or Grade Level: M.D. High School Pacing February Essential Questions Content Life skills Health Communication, Self-Awareness, Positive Decision Making Teacher Observation Student behavior as a progress indicator. For example, if the students ask for a break or to g for a walk because they are upset. Interventions Interventions Inter- disciplinary Connections Pacity Business Assessments Content Communication, Self-Awareness, Positive Decision Making Teacher Observation Student behavior as a progress indicator. For example, if the students ask for a break or to g for a walk because they are upset. Interventions Jeneous Responsibility Demonstrate appropriate and inappropriate examples Give students positive options for when they feel stressed or angry Demonstrate appropriate social interactions and decision making skills Inter- disciplinary Connections Practice appropriate behavior with eachother, watch videos demonstrating the difference of behavior in a variety of social settings. Show an understanding for the risks of poor decision making 2009 NJCCCS Standard:9.1.12 B Strand(s): B. Employability skills Content Statement(s): Communicate and comprehend written and verbal thoughts, ideas, directions, and information relevant to educational and occupational settings. Zist Century Themes X Global Awareness Rigidbal Awareness Rigidbal Awareness Health Literacy A Health Literacy					x	I .	S	Literacy
Course or Grade Level: M.D. High School Length of Time: 4 weeks			ols	101 2001009				
Course or Grade Level: M.D. High School Pacing February What should you do when you feel angry or stressed in school or the workplace? Content		e beno	J					
Pacing February	Unit Title Stres	ss and A	nger	Management			Unit #	#8
Content Communication Communication Skills Health Communication Communication Skills Communication Steeler Observation Student behavior as a progress indicator. For example, if the students ask for a break or to g for a walk because they are upset. Interventions of for a walk because they are upset. Share the task with the family Demonstrate appropriate and inappropriate examples Give students positive options for when they feel stressed or angry Demonstrate appropriate social interactions and decision making skills	Course or Gra	de Lev	el: N	I.D. High School	Leng	gth of Time: 4 weeks		
Content Communication Communication Communication Skills Communication Stills Communication Stills Communication Student behavior as a progress indicator. For example, if the students ask for a break or to g for a walk because they are upset.	Pacing	Februa	ary					
Skills Communication Skills Communication, Self-Awareness, Positive Decision Making Assessments Teacher Observation Student behavior as a progress indicator. For example, if the students ask for a break or to g for a walk because they are upset. Interventions /		What	shoul	d you do when you feel an	ngry or	stressed in school or the	e wor	kplace?
Assessments Teacher Observation Student behavior as a progress indicator. For example, if the students ask for a break or to g for a walk because they are upset. Interventions / differentiated instruction Interdisciplinary Connections Connections Lesson resources / Activities Practice appropriate behavior with eachother, watch videos demonstrating the difference of behavior in a variety of social settings. Standard: 9.1.12 B Strand(s): B. Employability skills Content Statement(s): Communicate and comprehend written and verbal thoughts, ideas, directions, and information relevant to educational and occupational settings. X Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Student behavior as a progress indicator. For example, if the students ask for a break or to g for a walk because they are upset. For example, if the students ask for a break or to g for a walk because they are upset. For example, if the students ask for a break or to g for a walk because they are upset. Share the task with the family Demonstrate appropriate examples ### Owner the task with the family Pomonstrate appropriate examples ### Owner the task with the family Pomonstrate appropriate examples ### Owner the task with the family Pomonstrate appropriate examples ### Owner the task with the family Pomonstrate appropriate examples ### Owner the task with the family Pomonstrate appropriate examples ### Owner the task with the family Pomonstrate appropriate examples ### Owner the task with the family Pomonstrate appropriate examples ### Owner the task with the family Pomonstrate appropriate examples ### Owner the task with the family Pomonstrate appropriate examples ### Owner the task with the family Pomonstrate appropriate social interactions and decision making skills Practice appropriate vateries examples ### Owner the task with the family Pomonstrate appropriate vateries examples ### Owner the task with the family Pomonstrate appropriate vateries examples ### Owner the task	Content	• He	ealth					
Student behavior as a progress indicator. For example, if the students ask for a break or to g for a walk because they are upset. Interventions /	Skills	Comn	nunic	ation, Self-Awareness, Po	sitive I	Decision Making		
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Interdisciplinary Connections	1	• Dem	onstr	rate appropriate and inappr	_	=	7	
Ower properties								
Practice appropriate behavior with eachother, watch videos demonstrating the difference of behavior in a variety of social settings. Show an understanding for the risks of poor decision making	disciplinary	• Soci	al Sk th	ills				
Strand(s): B. Employability skills Content Statement(s): Communicate and comprehend written and verbal thoughts, ideas, directions, and information relevant to educational and occupational settings. Z1st Century Themes X Global Financial, Economic, Business, and Entrepreneurial Literacy Entrepreneurial Literacy	resources /	• Practibeha	tice a	ppropriate behavior with e in a variety of social setting	ngs.		nstrati	ng the difference of
Strand(s): B. Employability skills Content Statement(s): Communicate and comprehend written and verbal thoughts, ideas, directions, and information relevant to educational and occupational settings. Z1st Century Themes X Global Financial, Economic, Business, and Entrepreneurial Literacy Entrepreneurial Literacy	2009 NJCCCS							
Content Statement(s): Communicate and comprehend written and verbal thoughts, ideas, directions, and information relevant to educational and occupational settings.								
comprehend written and verbal thoughts, ideas, directions, and information relevant to educational and occupational settings. Z1st Century Themes X Global Financial, Economic, Business, and Entrepreneurial Literacy Entrepreneurial Literacy K Health Literacy	Strand(s): B. E	Employ	abilit	y skills				
x Global Financial, Economic, Awareness Business, and Entrepreneurial Literacy	comprehend w	ritten a l inforn	and v	erbal thoughts, ideas, n relevant to	CPI	# / CPI(s):		
x Global Financial, Economic, Awareness Business, and Entrepreneurial Literacy								
x Global Financial, Economic, Awareness Business, and Entrepreneurial Literacy				21st Centr	 Th	emes		
· · · · · · · · · · · · · · · · · · ·		s		Financial, Economic, Business, and			X	Health Literacy
21 Century Skins	<u>'</u>			<u> </u>		<u> </u>		

	Creativity Innovation		X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy		
	Media Lit			ICT Literacy	X	Life and Career Skills	<u> </u>	Literacy		
				· ·	Public Schools					
					iculum					
Uni	t Title Publ	ic Tran	sporta	ation		1	Unit	#:9		
Cou	irse or Gra	de Lev	el: M	I.D. High School	Leng	th of Time: 4 weeks				
Pac	ing	March	1		•					
	ential estions	How o	do yo much	ou need to use public trans u find public transportation does it cost? ead the map on the trains,	n?	on?				
Cor	ntent	LiCaTi	fe ski areer l me m	*						
Skills Communication, Punctuality, decision making, organization										
Ass	Assessments Teacher Observation Task Analysis checklist to go home with the student to share with the parent									
/ diff	erventions Perentiated cruction		_	e in planning Community will practice reading maps,		_	dules			
	er- ciplinary nnections	WorSociHealLife	al Ski lth							
Les	son	1		edules and lessons on how	to inte	rpret them				
	ources / ivities	• Plan	ning a	a trip from beginning to en	d.	•				
	9 NJCCCS									
Sta	ndard:9.2.1	l2 Criti	cal T	hinking						
Stra	and(s):A. C	ritical	think	ing						
data	a analysis t	o the p	roble	oly communications and m-solving and decision ety of life settings.	СРІ	# / CPI(s):				
<u> </u>										
				Add O	(FD)					
				21st Centu	ry Th					
X	Global Awarenes	S		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy		

				21st Cent	tury Sk	<u>ills</u>				
	Creativity		X	Critical Thinking and	X	Communication and	l	Information		
	Innovation Media Lit			Problem Solving ICT Literacy	v	Collaboration Life and Career Skill	 1c	Literacy		
	Wiedia Lit	erac y		•	x Life and Career Skills Iill Public Schools					
					iculum					
Uni	t Title Com	munity	Awa	reness			Unit	#10		
Cou	irse or Gra	de Lev	el: M	I.D. High School	Leng	th of Time: 9 weeks				
Pac	ing	March	, Apr	il, May	•					
	ential estions	this ye	ar? H	nunity activities allow the low can the students demo by skills, workplace reading	nstrate	effective communica				
Cor	ntent	• Ca	cial S	Preparation		-				
Skil	lls			s, Life Skills, Workplace	Readine	ess, Transportation ski	ills			
Ass	essments	Teach	er Ob	servation						
/ diff inst	erventions erentiated ruction	• Stud Stud • Stud	ents v lents v	task with the family vill plan trips for the end o will work in the building a vill fill out applications fo	at differ	ent jobs	he yea	r staff luncheons.		
	er- ciplinary nnections	WorkSocialHealLife	al Ski th							
	son ources / ivities	beh	avior	opropriate behavior with e in a variety of social settin understanding for the risks	igs.		onstrati	ing the difference of		
				2009 N	JCCC	S				
Stai	ndard:9.1.1	2 B								
Stra	and(s): B. E	Employ	abilit	y skills/Community Awa	reness					
com dire	Content Statement(s): Communicate and comprehend written and verbal thoughts, ideas, directions, and information relevant to educational and occupational settings.									
				21st Contr	my The	nmog				
x Global Financial, Economic, Awareness Business, and					ITY THE	Civic Literacy	X	Health Literacy		

				Entrepreneurial Literacy					
				21st Cent	ury Sk	<u>ills</u>			
	Creativity Innovation		X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy	
	Media Lit	eracy		ICT Literacy	X	Life and Career Skil	ls		
				Pine Hill Pu		chools			
Uni	t Title Inde	pendent	Livir		<u>culum</u>		Unit	#:11	
		-		.D. High School	Leng	th of Time: 8 weeks			
Pac	ing	April	and Ju	ine					
Esse	ential estions	What	life sk	ills will I need to know to will I need to understand			?		
Con	ntent	• Pe	fe skil rsonal riting	ls Information					
Skil	lls	Langu	age A	rts					
Ass	Assessments Teacher Observation Completed forms with correct information								
/ diff	Interventions / / Research different living styles differentiated instruction								
	er- ciplinary nnections	WorkSocialHealLife	al Ski th						
	son ources / ivities			vill practice filling out a vaight the information they o	•		-		
200	9 NJCCCS								
Star	ndard:9.1.1	2 B							
Stra	and(s): B. E	Employa	ability	y skills					
com dire	Content Statement(s): Communicate and comprehend written and verbal thoughts, ideas, directions, and information relevant to								
edu	cational an	d occuj	pation	nal settings.					
				21st Centu	ry The	mes			
X	Global Awarenes	S		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy	

21st Century Skills							
	Creativity and	X	Critical Thinking and	X	Communication and	Information	
	Innovation		Problem Solving		Collaboration	Literacy	
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Revised: August 26, 2014