

# Personal Development Curriculum Overview

Content Area: **Family/Consumer Science**  
Course(s): **PERSONAL DEVELOPMENT**  
Time Period:  
Length: **N/A**  
Status: **Published**

## **COVER**

---

### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

**Superintendent of Schools**

Dr. Victor P. Valeski

**Family/Consumer Science**

**Personal Development**

Course Number: 1635

### **BOARD OF EDUCATION**

Todd Simmens, President

Vicki Becker, Vice President

Susanna Chiu

Robert Cancro

Liwu Hong

Laurie Lachs

Barbara Reiss

Chad Seyler

Meredith Shaw

Course Adoption: 9/1/2017

Curriculum Adoption: 9/1/2017

## **Course Description**

---

Through various interactive and cross-departmental methods of instruction, our students will develop skills and strategies for dealing with the challenges and opportunities in education beyond high school graduation. Students will learn to be proactive in their chosen path and how to use the resources available to them to be successful in post-secondary settings.

## **PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS**

---

NJSLS		NJSLS	NJSLS
1. Visual and Performing Arts		5. Science	9. 21st Century Life and Career Skills
2. Health and Physical Education	S	6. Social Studies	
3. Language Arts Literacy	S	7. World Languages	
4. Mathematics		8. Technology	

## **Standards**

---

### **COURSE BENCHMARK OBJECTIVES**

By the end of the course, students will be prepared to take full advantage of resources and services available to them after high school. Through multiple forms of instruction and assessment, our students will develop 21st-century life and career skills that will enable them to make informed decisions using self-advocacy skills that prepare them to engage as active citizens in a post-secondary setting. Students will work to successfully meet the challenges and opportunities of every day adult life through personal exploration and self-discovery. Students will investigate multiple methods of time management and organization to determine which method best suits them. Students will acquire appropriate social and interpersonal skills to enhance their relationships with peers and adults.

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.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.)
LA.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.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

HPE.2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
HPE.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.
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
HPE.2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
HPE.2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.
HPE.2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
HPE.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.
HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
PFL.9.1.12.C.5	Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.

## Course Detail

Course Name: Personal Development

Course Number	School Numbers	Course Level	Grads(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
		S	11-12	5	210	E	2013

## Course Units

Unit
Unit 1: Self Discovery
Unit 2: Transition
Unit 3: Career Development
Unit 4: Social Relationships
Unit 5: Interpersonal Skills
Unit 6: Self Advocacy
Unit 7: Self Determination
Unit 8: Time Management/ Organization
Unit 9: Communication
Unit 10: Self Care
Unit 11: Community Living

## Grading and Evaluation Guidelines

### GRADING PROCEDURES

The following evaluation procedures will be employed to determine student performance:

Class Work 50%

Class Participation 50%

Students will maintain the criteria specified within their Individualized Education Plan.

## **COURSE EVALUATION**

Through various interactive and universally designed methods of instruction, our students will learn to be proactive in their chosen path and how to use the resources available to them to be successful in adult life situations. Students will develop skills and strategies for dealing with the challenges and opportunities that may present as they transition from high school to post secondary life.

## **Course Resources**

---

Books:

Attainment's Acting Out Workplace Social Skills By: June Stride, Ed.D. Illustrated by: Anthony Zammit

Attainment's Acting Out Social Skills: Beyond the Basics By: June Stride, Ed.D Illustrated by: Anthony Zammit

Attainment's Social Story Readers By: June Stride, Ed.D Illustrated by: Anthony Zammit

Attainment's Self Determination Life Skills Lessons By: June Stride, Ed.D Illustrated by: Anthony Zammit

Complete Guide to Special Education Transition Services By: Roger Pierangelo, Ph.D. and Rochelle Crane, C.S.W.

Educational Insights- Decision Making for Success in Life.

Janus Life Skills- Getting from Here to There.

Janus Life Skills- Using the Telephone.

PCI- Getting Along with People

Remedia Educational Materials

Social Skills Activities for Secondary Students with Special Needs: Second Edition By: Darlene Mannix

Social Star: Conflict Resolution and Community Interaction Skills (Book 3) By: Nancy Gajewski, Polly Hirn, and Patty Mayo

Think Social! A Social Thinking Curriculum for School-Age Students By: Michelle Garcia Winner

Videos:

People Smart - James Stanfield Video Series

Being with People - James Stanfield Video Series

Mind your Manners - James Stanfield Video Series

Website Resources:

<http://www.uaa.alaska.edu/centerforhumandevlopment/selfdetermination/>

<http://www.ltschools.org/files/www/file/self-advocacy%20ResourceHandbook.pdf>

<http://www.nj.gov/humanservices/dds/documents/RD13webqxd.pdf>

2013 New Jersey Department of Human Services Division of Disability Services Handbook

www.ldonline.org

[www.choosemyplate.gov](http://www.choosemyplate.gov)

[www.readwritethink.org](http://www.readwritethink.org)

[www.njtransit.org](http://www.njtransit.org)

[www.wrongplanet.net](http://www.wrongplanet.net)

[www.difabilities.net/lesson%20plans.htm](http://www.difabilities.net/lesson%20plans.htm)

www.accessproject.colostate.edu/sa/