

# **CBI Curriculum Overview**

Content Area: **Family/Consumer Science**  
Course(s): **COMMUNITY BASED INSTRUCTION, CBI - HEALTH, CBI - COMPUTER, CBI - LEISURE, LIFE SKILLS**  
Time Period:  
Length: **N/A**  
Status: **Published**

## **COVER**

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### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

**Superintendent of Schools**

Dr. Victor P. Valeski

**Family/Consumer Science**

**Community Based Instruction**

Course Number: 1681

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Course Adoption: 7/17/2011

Curriculum Adoption: 7/17/2011

## Course Overview

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CBI is course offered to students in grades 6-12. This course is either a full year or semester offering based upon student needs. Depending upon course section and grade, this course meets five days per week for forty-two minutes, eighty-four minutes or one hundred twenty six minutes. This course is designed to incorporate life skills into academic classes helping students understand the connection between school, the community they live in and their daily lives. The guided lesson plans integrate important life skill instructions into subject based academic curriculum through the concept of “functional academics”. Each life skill is supported by worksheets, interactive lesson plans, technology and regular community based outings. All activities focus on enhancing students understanding of a specific skills as well as providing opportunities to practice the skills in the community. This will help with the transition to independent living, community participation, and employment upon completion of their secondary school entitlement.

The use of cooperative learning groups in the classroom will give students the opportunity to demonstrate teamwork, leadership roles, decision making strategies, communication, time management and conflict resolution skills. The application of these community based skills will assist our students in all aspects of their daily lives. The goal of this course is for our students to gain confidence, independence and to assure that each student has a reasonable chance of a smooth transition from school to post-school activities.

This is a class that students are typically enrolled in for multiple years as these students often remain with us through their 21st birthday. The pacing of the individual units is dependent upon student mastery of skills and needs to remain flexible.

## PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

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One of the 12 content focus areas in NJCCCS (i.e. Science) Sub-content Focus Areas: (i.e. Career Education, Technology, Language Arts, etc.) Mark the primary content focus area P and place an S after each other standard focus area for which specific CPI’s are identified in the guide:

NJCCC Standard		NJCCC Standard		NJCCC Standard	
1. Career Ready Practices	P	3. English Language Arts	S	5. Technology	S
2. 21st Century Life and Careers	P	4. Mathematics	S	6. Health and Physical Education	S

## **Standards**

### **COURSE BENCHMARK OBJECTIVES**

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#### **Career Ready Practices- Grade 8 and Grade 12**

CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

#### **Grade 8**

##### **Technology**

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. (Understand and use technology systems.)

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory. (Select and use applications effectively and productively.)

##### **English Language Arts**

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.(Key Ideas and Details)

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone,

including analogies or allusions to other texts.(Craft and Structure)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Speaking and Listening)

## **21st Century Life and Careers**

9.1.8.A.6 Explain how income affects spending decisions (Income and Careers)

9.1.8.B.1 Distinguish among cash, check, credit card, and debit card. (Money Management)

9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.(Money Management)

9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, checkbooks).(Money Management)

9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.(Money Management)

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.(Becoming critical consumer)

9.1.8.E.4 Prioritize personal wants and needs when making purchases(Becoming a critical consumer)

9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities. (Becoming a critical consumer)

## **Health and Physical Education**

2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services. ( Personal Growth and Development )

2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. (Nutrition)

2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight (Nutrition)

2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. (Nutrition)

2.1.8.B.4 Analyze the nutritional values of new products and supplements. (Nutrition)

2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations. (Social andEmotional Health)

2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. (Interpersonal Communication)

2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer

pressure, disagreements, or conflicts. (Interpersonal Communication)

2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet. (Health Services and Information)

2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals. (Health Services and Information)

2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. (Sportsmanship, Rules, Safety)

2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. (Fitness and Physical Activity)

2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

(Safety)

2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one's safety is compromised. (Safety)

2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system. (Safety)

2.1.8.D.4 - Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning. (Safety)

2.2.8.B.1 Predict social situations that may require the use of decision-making skills. (Decision-Making and Goal Setting)

2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate. (Decision-Making and Goal Setting)

2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages. (Decision-Making and Goal Setting)

## **Grade 12**

### **Technology**

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. (Understand and use technology systems.)

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. (Select and use applications effectively and productively.)

### **English Language Arts**

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. (Craft and Structure)

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. (Comprehension and Collaboration)

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. (Presentation of Knowledge and Ideas)

## **Math**

N-Q A.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays (Quantities)

## **21st Century Life and Careers**

9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.(Income and Careers)

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.(Income and Careers)

9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.(Money Management)

9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget. (Money Management)

9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans. (Money Management)

9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations (Becoming a critical consumer)

9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending

9.1.12.E.7 Apply specific consumer protection laws to the issues they address.

## **Health and Physical Education**

2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. ( Personal Growth and Development )

2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water,

vitamins, and minerals) to one's health. (Nutrition)

2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies. ( Diseases and Health Conditions)

2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts. (Social and Emotional Health)

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. (Interpersonal Communication)

2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle. (Interpersonal Communication)

2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others. (Decision-Making and Goal Setting)

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. (Relationships)

## Course Detail

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Course Name: Community Based Instruction

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1687	050	Resource	6-12+	5-15	210- 294	E	7/17/2011

## Course Units

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Unit
Unit 1:Leisure Activities
Unit 2: Looking Good
Unit 3: Wash 'n' Wear & Care- Laundry
Unit 4: Housekeeping
Unit 5: Using Money
Unit 6: Hungry? Eat Healthy?
Unit 7: Shopping for Food
Unit 8: Eating Out
Unit 9: Shopping for Clothing
Unit 10: Travel Training

Unit 11: Building a Support Network- Community Services
Unit 12: Staying Safe
Unit 13: Being with Others
Unit 14: Computers
Unit 15: Pre-Vocational Skills

## **Grading and Evaluation Guidelines**

### **GRADING PROCEDURES**

Description of the grading procedures in accordance with East Brunswick Board of Education Policy

Grading procedures must be described in sufficient detail so that a pupil will understand, the minimal to advanced proficiency, expected of him/her as the outcome of each unit, for the marking period and for the course as a whole. Benchmark level assessments associated with the course also need to be identified. While assessments of proficiency levels must be valid and reliable they do not need be the same for all students.

Other criteria to be considered in grading must be identified and the degree to which such criteria will be considered in a grade. Each pupil must receive a copy of the grading procedures, proficiencies and criteria for each unit and/or marking period.

In terms of proficiency level the East grades equate to:

A Excellent	Advanced Proficient
B Good Above	Average Proficient
C Fair	Proficient
D Poor	Minimally proficient
F Failing	Partially Proficient

Marking period grades for Community Based Instruction will be determined using the following weighting:

70% Progress of goals and objectives in student IEP's

20% Classwork

10% Homework

### **COURSE EVALUATION**

(Course achievement will be evaluated as the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the



total cohort and for sub-groups of students to determine course areas requiring greater support or modification.)

In terms of proficiency the East Brunswick grades will be as follows:

- |   |            |                      |
|---|------------|----------------------|
| A | Excellent  | Advanced Proficient  |
| B | Good Above | Average Proficient   |
| C | Fair       | Proficient           |
| D | Poor       | Minimally proficient |
| F | Failing    | Partially Proficient |

Course evaluation requires the answering of the following questions:

1. Is the course content, instruction and assessments aligned with the required NJCCS?
2. Is instruction sufficient for students to achieve the Standards/CPI's?
3. Do all students achieve the set proficiencies/benchmarks set for the course, including CPI's designated to be reinforced, introduced, and developed?

## **Course Resources**

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### Textbooks

- Explore Your Community, Bastian Don, Weiland Marcy, Nelson David., Attainment Company, Inc., Copyright 2009.
- Life Skills Lessons, Gilsan McPeck Ellen, Attainment Company, Inc., Copyright 2008.
- Conversations Framework – A Program for Adolescents and Young Adults, Hoskins Barbara, Noel Kristine, Attainment/Cognitive Press Publication., Copyright 2011.
- The Transition Curriculum- Lulton, Louise and Silva Rebecca, James Stanfield Company, 2008

### Videos and DVDs

- Being with Others Series –(35 minutes)

- [Unitedstreaming.com](http://Unitedstreaming.com)- teacher selected videos
- [Brainpop.com](http://Brainpop.com)- teacher selected video clips
- [Money InSTRUCTOR.com](http://Money InSTRUCTOR.com)
- [EdHelper.com](http://EdHelper.com)