

# Life Skills

## Course Compendium

### UNITS OF STUDY\*

*Community/Environmental Awareness*

*Daily Living Skills*

*Nutrition and Cooking*

*Hygiene*

### INTERDISCIPLINARY CONNECTIONS

#### **NJSLS Companion Standards Grades 6 - 8**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

*\*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

## Technology

**8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.

**8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

**8.1.8.D.5** Understand appropriate uses for social media and the negative consequences of misuse

**8.2.8.E.1** Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

## Mathematics

**MA.6.6.RP.A.2** - Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship.

**MA.6.6.RP.A.3** - Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

**MA.7.7.RP.A.1** - Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

**MA.7.7.NS.A** - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

**MA.7.7.NS.A.1a** - Describe situations in which opposite quantities combine to make 0.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"><li>- Personal glossary</li><li>- Text-to-speech</li><li>- Extended time</li><li>- Simplified / verbal instructions</li><li>- Frequent breaks</li></ul>	<ul style="list-style-type: none"><li>- Small group/One to one</li><li>- Additional time</li><li>- Review of directions</li><li>- Student restates information</li><li>- Space for movement or breaks</li></ul>	<ul style="list-style-type: none"><li>- Use of high level academic vocabulary/texts</li><li>- Problem-based learning</li><li>- Interest-based research</li><li>- Authentic problem-solving</li></ul>

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<p><a href="#">WIDA Can Do Descriptors for Grades 6 - 8</a>  <a href="#">WIDA Essential Actions Handbook</a>  <a href="#">FABRIC Paradigm</a>  <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> <li>- Extra visual and verbal cues and prompts</li> <li>- Follow a routine/schedule</li> <li>- Rest breaks</li> <li>- Verbal and visual cues regarding directions and staying on task</li> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p><a href="#">Considerations for Special Education Students 6-12</a>  <a href="#">National Center on Universal Design for Learning - About UDL</a>  <a href="#">UDL Checklist</a>  <a href="#">UDL Key Terms</a></p>	<ul style="list-style-type: none"> <li>- Homogeneous grouping opportunities</li> </ul> <p><a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12</a>  <a href="#">Gifted Programming Standards</a>  <a href="#">Gifted Programming Glossary of Terms</a></p>
<b>At Risk Learners / Differentiation Strategies</b>		
<p>Alternative Assessments  Games and Tournaments  Group Investigations  Learning Contracts  Leveled Rubrics  Use of Collaboration of Various Activities  Multiple Texts  Personal Agendas</p>	<p>Independent Research &amp; Projects  Multiple Intelligence Options  Project-Based Learning  Varied Supplemental Activities  Varied Journal Prompts or RAFT Writing  Tiered Activities/Assignments  Graphic Organizers  Choice of Books/Activities  Mini-Workshops to Reteach or Extend  Think-Pair-Share by readiness or interest</p>	<p>Jigsaw  Work Alone/Together  Cubing Activities  Exploration by Interest  Flexible Grouping  Goal-Setting with Students  Homework Options  Open-Ended Activities  Use of Reading Buddies  Varied Product Choices  Stations/Centers</p>

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