Unit 02: Daily Living Skills

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **12 Weeks**
Status: **Published**

Brief Summary of Unit

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During the course, students are provided with opportunities to develop social skills needed in everyday life.

This unit on Social Skills is designed to help students identify positive social skills, demonstrate an understanding of social skills when interacting with others, for self-improvement, and making a good impression. These attributes will be practiced throughout the unit both individually and in group settings with assistance and modifications from the teacher. Students will have the opportunity to exhibit these qualities through group lessons, community experiences, and watching video models on personal growth and development. Through various lessons, students will achieve greater confidence and self-sufficiency in their personal skill set and be better prepared for handling real-life situations.

General Safety Skills

- State personal information: Full name, home address, date of birth, telephone number, state parent names, etc.
- Name at least one danger
- Dial a phone number
- Call 911 in an emergency
- Cross street safely
- Not to accept rides from strangers
- Recognize poison labels
- State procedures to follow if lost

- Know the contents and use of a first aid kit
- Fire prevention and fire safety
- Recognize unusual sights, sounds, and smells

Home Skills

- Uses and maintains non-electrical kitchen equipment such as knives, spoons, etc.
- Use electrical appliances such as mixers, toaster ovens, coffee makers, etc.
- Use the oven (turning on, setting time, choosing correct settings, etc.)
- Use the stove-top (turning knobs to correct temperature, organizing pots and pans, etc.)
- Operate exhaust vent above stove
- Uses pot holders to remove pans/ trays from oven and pots/ pans from stove top
- Behaves appropriately around ovens and ranges
- Use the microwave appropriately
- Organize a refrigerator to store food appropriately (do not place milk on the door, etc.)
- Vacuums carpets
- Sweep hardwood and tile floors
- Mop hardwood and tile floors
- Use the dishwasher (pre-rinse items, place in detergent, load, unload, etc.)
- Use electrical outlets
- Practice personal hygiene skills such as brushing teeth, bathing, using deodorant, etc.
- Choose appropriate clothing based on weather and occasions
- Using buttons and zippers to secure clothes to self
- Tying own shoes
- Use washer and dryer
- Sort clothes
- Fold clothes
- Fold towels, sheets, blankets
- Hang clothes

- Put clothes away in appropriate locations (dresser, closet, etc.)
- Clean room and put items away
- Make bed
- Dust using a soft cloth
- Wipe tables using a spray cleaner and cloth
- Take out the trash
- Sort items to be recycled

Community Skills

- Walks or rides bus to and from school without incident
- Finds different locations within the local area
- Problem solves if lost
- Uses caution with strangers
- Uses public transportation
- Order from a sit-down restaurant (waiting for food to arrive - paying wait staff)
- Order from a fast food restaurant (paying at counter)
- Demonstrate appropriate behavior when eating at a restaurant
- Making healthy choices while eating out

Physical and Mental Health

- Nutrition
- Exercise
- Personal Hygiene/ Germs
- Dental Health
- Mental Health
- Discuss the effects and dangers of alcohol, drugs, tobacco, and vaping
- Protecting yourself from disease/ getting sick (washing hands, wearing a mask, etc.)
- Scheduling and attending annual check-ups with the doctor, dentist, etc.
- Refrain from taking medication/ opening medicine containers without adult supervision

- Takes administered medication appropriately

Cooking and Meal Prep

- Select healthy foods to make a well balanced meal
- Create a shopping list based on need for home/ menu/ occasion
- Food shop for items on shopping list
- Washing hands before preparing food
- Open and close lids of jars/ containers

Standards

The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

The 12 Career Ready Practices:

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

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.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

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and global citizenship.

STANDARD 9.1 (21ST CENTURY SKILLS AND CAREER SKILLS): Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure and successful careers.

STANDARD 9.2 (21ST CENTURY SKILLS AND CAREER SKILLS): Career Awareness, Exploration, and Preparation.
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

STANDARD 9.3 (21ST CENTURY SKILLS AND CAREER SKILLS): Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

STANDARD 8.1 (National / International Technology Student Standards): Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

New Jersey Student Learning Standards for ELA 9-12

NJSLSA.R1. 9-12 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.W1. 9-12 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA. SL1. 9-12 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. 9-12 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Essential Questions

- Who do you call when there's an emergency situation?
- What is an emergency?
- How would you get directions to a place you have never been before?
- What would you wear/how would you dress to a party/interview/wedding?
- What does it mean to have good hygiene?
- What does it mean to have good table manners?
- What materials would you need to set a table?
- Why is it important to clean your area/room/house/personal space?
- What cleaning products can you use to clean your room/personal space/work area?
- How would you sort clothes when using the washing machine?
- Which appliances would you use to wash, clean, and cook with?
- Why is it important to have good eating habits?
- What are examples of healthy and unhealthy foods?
- Why is it important to exercise regularly?
- Why is it important to make a list when you go shopping?
- What does it mean to buy items that you need, vs. items that you want?
- What holidays would you buy someone a gift for?
- Who do you call if there is a fire?
- What do you use to put out a fire?
- How do you prepare a meal for self and others?
- Why is it important to organize a refrigerator?
- Why is it important to attend annual doctor, dental, and other health related visits?
- Why is oven/ stove top safety important?
- Why is it important to wear oven mitts when removing food from the oven or stove top?
- Why is it important to separate clothes based on colors and fabrics when washing and drying clothes?

- Why are some clothes hung in a closet and others folded in a draw?
- What are daily chores that need to be done to keep a home clean and organized?
- What are weekly chores that need to be done to keep a household organized and clean?

Essential Understandings

- The important elements of good grooming
- Hygiene is essential for wellness
- Propper etiquette and good manners
- How to access community services and public transportation
- How to complete basic forms
- Baking basics

Students Will Know

- How to practice what to do in an emergency situation
- How to practice telephone skills (dialling numbers, leaving a voicemail, texting, etc.l)
- How to identify different types of drugs, alcohol, tobacco products, including vaping and the dangers associated with each.
- How to identify keywords related to General Safety, Home Skills, Community Skills, Physical and Mental Health, Cooking and Meal Prep.
- How to practice the same traffic rules as a motor vehicle driver when riding a bike.
- Practicing general safety skills such as who to call when there is an emergency, dialing 911, asking for help, and learning to remain calm.
- Learning and practicing daily living skills such as cleaning, organizing, cooking, washing, and taking care of the space they live in.
- Incorporating community skills in and outside of the classroom.
- Learning about how to deal with and recognize mental health and keeping a healthy and happy balance in their work and personal lives.
- Knowing about what foods are considered healthy and unhealthy and the importance of exercise and

taking care of your body.

- Knowing how to use everyday kitchen and household appliances appropriately.

Students Will Be Skilled At

Evidence/Performance Tasks

- Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across year years is evidenced through multiple benchmark assessments, administered throughout the year by the instructor. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track students progress.

Methods of Evaluation:

Formative

- Student observation and student performance
- Class and community projects
- Classwork and assignments
- Role-play scenarios
- Student checklists
- Oral communication and classroom discussions
- Participate in group discussions

- Parent Inventory

Summative

- Attainment of goals and objectives in the IEP
- Evaluation of job performance when working in the community
- Community assessment sheet used within the school program
- Transition assessments
- Generalize skills to the community

Learning Plan

- Students will review the essential questions and connect to learning throughout the unit.
- Students will watch instructional videos related to General Safety, Home Skills, Community Skills, Physical and Mental Health, Cooking and Meal Preparation.
- Each student will develop their own personal hygiene plan/routine.
- The teacher will assess a personal calendar to schedule annual well visits and appointments.
- Students will develop their own schedule/ routine for household organization and cleanliness.
- Each student will have access to online tools to find costs and schedules for public transportation.
- Students will review safety tips and techniques for the home and community
- Students will practice using online tools to grocery shop and place orders.
- Every student will participate in regular social skills group games that promote education and discussion (General Safety, Home Skills, Community Skills, Physical and Mental Health, Cooking and Meal Preparation).
- Students will explore the areas of personal health and mental wellness to develop and maintain a healthy lifestyle.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: CORE BOOK LIST

The Boggs Center on Developmental Disabilities

https://www.rwjms.rutgers.edu/boggscenter/

Mannix, Darlene. Life Skills Activities for Secondary Students with Special Needs

Mannix, Darlene. Social Skills Activities for Secondary Students with Special Needs

McTavish, Sandra. Life Skills: 225 Ready-to-Use Health Activities for Success and Well-Being (Grades 6-12)

Brolin, Donn E. Career Development and Transition Services: A Functional Life Skills Approach. 4th ed.

Endow, Judy. The Hidden Curriculum of Getting and Keeping a Job: Navigating the Social Landscape of Employment with Autism Spectrum and Other Social Cognitive Challenges.

Lee. Erin. Social, Emotional, Character, and Development

Suggested Strategies for Modifications

Content specific accommodations and modifications as well as career ready practices are listed here for all students, including: Special education, English Language learners, At Risk of School Failure, Gifted and Talented, Students with 504 Plans.

School to Careers Link for Accommodations/ Modifications

- One to one assistance as needed.
- Assignments modified to suit individual needs

- Focusing on each student's individual goals and objectives.
- Allowing extra time for students to complete assignments.
- Pair down the length of the activity when necessary
- Allow students to orally elaborate insufficient responses
- Following each student's individual education plans.
- Assessment materials modified

Suggested Resources for Teachers

- Brain Pop
- Ed Helper
- Newsela
- Healthy Relationships Curriculum
- Life Activities for Special Children Text
- Social Skills Activities for Special Children Text
- Life Skills Activities for Secondary Students with Special Needs Text
- Social Skills Activities for Secondary Students with Special Needs Text
- Teaching Pre-Employment Skills to 14-17-Year-Olds Text
- Rutgers BOGGS Center Teacher Resources & Website
- The Autism Helper- Teachers Pay Teachers Resources
- Social Emotional Character Development, New Jersey State Bar Foundation