

Unit 04: Time Management and Planning

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

In order to function independently within the home, school, and community environments, one must have planning and time management skills to appropriately prioritize and budget time to manage responsibilities. Due to the varying strengths, abilities, and weaknesses, and experiences of students in this program, some skills may have been mastered by some students and not introduced to others. Instructors should modify instruction accordingly. Also, skills may need to be revisited as students expand upon their vocational experiences to ensure skills are generalized across settings.

- **Note to Instructors:** This unit aligns with the Assessment of Functional Living Skills (AFLS)-Independent Living and Community Participation Protocols. Instructors may find it useful to use the AFLS protocols to collect baseline data, assess which skills need to be targeted per student, and to monitor progress overtime.

Meaning

Essential Questions

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1. How do I use public transportation, purchase tickets, and read a schedule?
2. What upcoming events are scheduled to take place in my community and how do I access them?
3. How do I balance what I want to do and what I have to do?
4. What time do I need to wake up in order to get to school/work in time?
5. What time do I need to leave my home/school to get to school/work on time?
6. How do I manage my time to ensure I meet all deadlines for assignments and projects?

7. When should I plan activities and appointments?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- The ability to prioritize based on wants and needs is an important skill for being a responsible adult in developing and maintaining schedules for work and socialization.
- Time management skills are essential to managing adult responsibilities.
- Thinking about routines and identifying the amount of time necessary to be allotted to prepare for their daily routines and plan accordingly is essential to being punctual.
- Being able to identify factors to take into consideration when planning on when to leave the house to ensure punctuality (i.e. weather, transportation, time of day/traffic, etc.) is essential to be sure punctuality is maintained despite special circumstances.
- The ability to budget time in order to meet deadlines for projects is an important to being a responsible adult.
- Learning appropriate times to schedule activities and appointments (e.g. schedule non-urgent matter around school and work schedules) and distinguishing between urgent and non-urgent matters is essential to developing positive time management skills.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- Students will be able to follow a schedule
- Students will understand time related terms (before, after, during, night, after hours, etc.)
- Students will be able to tell time
- Students will know to use alarms, clocks, and watches
- Students will verbally express upcoming events including when and where they will occur
- Students will know how to utilize calendars and task lists
- Students will know how to make, record, and maintain appointments and other commitments
- Students will be able to effectively utilize electronic alerts and schedules
- Students will refrain from overcommitting or creating unrealistic schedules
- Students will know to take transportation, weather, holidays, and other factors into account when making schedules
- Students will know to renew documents as necessary
- Students will know to pay bills and take care of other regularly scheduled responsibilities on time
- Students will know to be timely and honor engagements previously agreed to or cancels with enough notice.
- Students will know how to appropriately prioritize responsibilities and leisure activities

Skills

Skills

Student will be skilled at ...

- State and follow activities in personal daily schedule in order (AFLS page 12; item RE26)
- Describe that the schedule of classes/work schedule changes on different days and will follow accordingly (AFLS page 15; item RE 31)
- Use a calendar or planner to schedule future events or appointments (AFLS page 10, item RE 54)
- Find/identify information on calendar; identify holidays (i.e. special school schedule days and days off) and plan accordingly with school and work schedule (AFLS page 40; items KC 32-33)
- State time on a digital clock (AFLS page 53; items CA 48)
- State time on an analog clock (AFLS page 53; item CA 49)
- Identify time earlier/later than current time (AFLS page 53; items CA 50-51)
- Manage time when taking tests, completing projects, and engaging in vocational activities (AFLS page 67; item AA 55)
- States the date (AFLS page 39)
- Identifies weekdays vs. weekends (AFLS page 39)
- Identifies calendar information (AFLS page 39)
- States time equivalence (1 day/ 24 hours; 7 days in week/days in a month/ how many months in a year, days in a year, weeks in a year) (AFLS page 39)
- Understand different types of weather and the effect of travel (AFLS page 39)
- Understands rotating schedule and cycle day
- Plans ahead for special days and holidays- change of schedule for class day (1/2 day vs. full day)
- Follows planner and task list; Will be able to read schedule or task list (eg., google calendar, to do list)
- Demonstrate understanding of temporal order, what time and how long it will take to complete each activity
- Read public transportation schedules and plan for travel time accordingly

Standards Alignment

New Jersey Student Learning Standards

AAAA.K-12.1	Inquire, think critically, and gain knowledge.
AAAA.K-12.1.2	Dispositions in Action
AAAA.K-12.1.2.2	Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
AAAA.K-12.2	Draw conclusions, make informed decisions, apply knowledge to new situations, and

	create new knowledge.
AAAA.K-12.2.1	Skills
AAAA.K-12.2.1.4	Use technology and other information tools to analyze and organize information.
AAAA.K-12.2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
AAAA.K-12.2.2	Dispositions in Action
AAAA.K-12.2.2.4	Demonstrate personal productivity by completing products to express learning.
AAAA.K-12.4	Pursue personal and aesthetic growth.
AAAA.K-12.4.3	Responsibilities
AAAA.K-12.4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
AAAA.K-12.4.4	Self-Assessment Strategies
AAAA.K-12.4.4.3	Recognize how to focus efforts in personal learning.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
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.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	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.8.1.12.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.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

Section

LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RI.11-12	Reading Informational Text
LA.K-12.NJSLSA.W	Writing
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Range of Writing
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	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.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

<http://www.macmillanenglish.com/life-skills/time-management/>

<https://revelle.ucsd.edu/res-life/life-skills/time-management.html>

<https://students.dartmouth.edu/academic-skills/learning-resources/time-management>

Formative Assessment Strategies

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Portfolio

AFLS

Observation

Task Analysis

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Task Analysis (including Self and Peer Assessment of skills)
- Direction instruction
- Teacher observation and feedback
- Group activities

- YouTube videos to supplement instruction
- Reviewing online resources
- Community Based Instruction (CBI trips)
- Maintaining planner (electronic or notebook)
- Setting reminders/alarms
- Identify best way to check the weather (app, radio, online, TV, etc.)
- Identify where to access and how to read transportation schedules
- List wants and needs with regard to creating schedules
- Create and manage appointments

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for

clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.