

# Unit 01: Life Management: Home Living

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

## Standards Alignment

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### New Jersey Student Learning Standards

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#### Integration of Career Readiness, Life Literacies and Key Skills

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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.
CAEP.9.2.8.B	Career Exploration
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
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.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

#### Technology / Integration of Computer Science and Design Thinking

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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.
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.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
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.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
TECH.8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.

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

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### **Capacities of the Literate Individual**

#### **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They demonstrate independence.

They respond to the varying demands of audience, task, purpose, and discipline.

They use technology and digital media strategically and capably.

LA.RL.9-10	Reading Literature Key Ideas and Details
LA.K-12.NJLSA.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.  Integration of Knowledge and Ideas
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux

	Arts” and Breughel’s Landscape with the Fall of Icarus).
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Range of Reading and Level of Text Complexity
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.9-10	Reading Informational Text
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.W	Writing
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  Production and Distribution of Writing
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.  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.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.K-12.NJSLSA.L	Language
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Vocabulary Acquisition and Use
LA.W.9-10.4	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.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.10	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, and audiences.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

see Crosswalks

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

### **Stage I: Desired Results**

### **Transfer/Overview/Rationale**

#### **Transfer / Overview / Rationale**

Unit Rationale

The purpose of this unit...

Understanding the importance and developing the necessary skills for living independently are imperative to becoming an adult.

Note of importance: practice and repeated presentation of the curriculum may be necessary for mastery. Goals and objectives of the IEP for each individual student will be aligned with the curriculum presented below. Certain curricular skills and topics should be taught one-on-one with students in a segregated setting.

## **Meaning**

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## **Essential Questions**

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Essential Questions

1. What skills will I need to perform proficiently in order function independently/take care of myself?
2. How will I appropriately use the internet/technology for various daily tasks?
3. How can I use the tools and skills acquired in a home setting to help me obtain/keep a job in the workforce

## **Enduring Understanding/Indicators of Understanding**

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Enduring Understanding/Indicators of Understanding

Students in the Home Living cycle of the vocations program will be able to:

1. function at a level of complete independence or with minimal assistance from others.
2. safely navigate the demands of living alone with a focus on technology
3. acquire skills and reasoning for job readiness

## **Acquisition (Student Learning Objectives)**

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## Knowledge

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### Knowledge

Students will know...

- basic housekeeping skills
- when to ask for assistance
- planning meals
- buying food for meal preparation
- meal preparation
  - kitchen safety
  - use of kitchen appliances and tools
- computer /internet safety
- telephone uses and skills
- laundry
  - sort
  - prepare
  - fold
- home safety/emergencies

## Skills

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### Skills

Student will be skilled at ...

#### Level 1 - Recall and Reproduction

- identifying basic housekeeping needs
- matching laundry items to their proper basket in order correctly sort
- reporting on healthy meal options for consumption
- calculating total costs for activities of daily living
- Use telephone and technology appropriately

#### Level 2 - Skills and Concepts

- Separate laundry/cleaning items
- compare units prices and products at the grocery store
- observing the safety level in the home environment
- solve routine multiple step problems using task analysis

### Level 3- Short-term Strategic Thinking

- applying concepts in other content areas and contexts
- assess the home environment and make decisions based on those assessments of safety and cleanliness

### Level 4- Extended Thinking

- planning and preparing meals for self and others in various situations

[webbs depth of knowledge.jpg](#)

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

- YouTube
- <https://www.kidpower.org/store/products/kidpower-book/>
- <https://www.kidpower.org/store/products/self-protection-young-people/>
- <https://www.kidpower.org/store/safety-comics/>
- Taking Care of Myself, M. Wrobel (2003)
- Social Skills Activities for Young Adults, D. Mannix (2009)
- Task Analysis: <http://www.brighthubeducation.com/special-ed-inclusion-strategies/67334-teaching-daily-living-skills-to-students-with-special-needs/>

### **Formative Assessment Strategies**

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Formative Assessment Strategies

- teacher observation
- student checklists
- task analyses
- activities and participation
- homework

- parent communication and transfer into the home
- task generalization skills in school building

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

#### **Week 1: Housekeeping**

- *introduction:*
  - <https://www.youtube.com/watch?v=1IS2dAFwh3Q>
  - iPad - sort of household items
  - researching and identifying: What is clean?
- *task analysis:* cleaning floors, windows and mirrors, vacuuming, disposing of garbage, returning items to proper storage areas
- **Performing ADL around the school building**

#### **Week 2-4: Meal Planning and Preparation**

- *introduction:*
  - healthy meal choices
  - MyPlate activity - online
  - video on planning the meals
- Using the internet to find recipes
- Planning a full meal as a class
- listing items for purchase (making a list)
- shopping online
- how to read unit prices and labels
- shopping at the grocery store
- kitchen utensils and appliances
- measure, cut, chop, and follow directions in order to complete the meal
- serve the meal and eat as a class
- **Performing ADL around the school building**

#### **Week 5-6: Computer and Internet Safety**

- *introduction (2 days)*
  - video
  - create class survey for HS internet use
- Survey collection and results (1 day)
  - survey at least 25 people within the four grades and record their answers to the class questionnaire
  - graph information obtained from questionnaire
- create questions for guest speaker
- guest speaker to present on topic above

- research project on social media
- **Performing ADL around the school building**

### **Week 7: Telephone Use**

- *Introduction-*
  - Identify ICE
  - cell phone number of parents/guardians
  - home telephone number
- *Task Analysis* - phone number, how to speak on the phone
- **Performing ADL around the school building**

### **Week 8: Laundry**

- *introduction:* Videos, sort, prepare, fold, demonstrations
- *Task Analysis* - completing steps of the laundry process with minimal staff assistance
- **Performing ADL around the school building**

### **Week 9: Home Safety and Emergencies**

- *Introduction:*
  - what constitutes an emergency
  - items to check in your house
  - how to lock and unlock a door
  - how to answer the door when home alone
- *Task analysis:* staying safe at home
- **Performing ADL around the school building**

## **Modifications and/or Accommodations**

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### **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.

