

## Pine Hill Public Schools Curriculum

Content Area:		Elective	
Course Title/ Grade Level:		Careers-Transition Skills	
Unit 1:	<b>Personal Goals-Employment goals and Academic goals</b>	Duration:	<b>2 weeks</b>
Unit 2:	<b>Habits of Wellness-Self-care</b>	Duration:	<b>2 weeks</b>
Unit 3:	<b>Age Appropriate Social Skills in a classroom</b>	Duration:	<b>2 weeks</b>
Unit 4:	<b>Employability Skills</b>	Duration:	<b>6 weeks</b>
Unit 5:	<b>Money Management</b>	Duration:	<b>4 weeks</b>
Unit 6:	<b>Responsibility and Self-Advocacy</b>	Duration:	<b>2 weeks</b>
Unit 7:	<b>Interpersonal communication</b>	Duration:	<b>3 weeks</b>
Unit 8:	<b>Stress and Anger Management</b>	Duration:	<b>3 weeks</b>
Unit 9:	<b>Public Transportation</b>	Duration:	<b>2 weeks</b>
Unit 10:	<b>Community Activities</b>	Duration:	<b>9 weeks</b>
Unit 11:	<b>Living on Your Own Unit</b>	Duration:	<b>8 weeks</b>
Unit 12:	<b>Plan for after high school-DVR services, college, job</b>	Duration:	<b>4 weeks</b>
BOE Approval Date:		August 27, 2013	

Pine Hill Public Schools Curriculum							
Unit Title Personal Goals Career and Academic						Unit #: 1	
Course or Grade Level: M.D. Life Skills				Length of Time: 2 weeks			
Pacing		September					
Essential Questions		What personal goal does each student have in relation to his/her career and academics for the school year?					
Content		<ul style="list-style-type: none"> <li>Life Skills, Careers-Transition</li> </ul>					
Skills		<ul style="list-style-type: none"> <li>Writing, Critical Thinking</li> </ul>					
Assessments		Students will make a timeline for the goals they have set and make personal assessments in regard to their progress.					
Interventions / differentiated instruction		<ul style="list-style-type: none"> <li>Some students will need to be prompted with different ideas or choices. Use of pictures from magazines or interviewing current teachers to help them become more informed or motivated.</li> </ul>					
Inter-disciplinary Connections		<ul style="list-style-type: none"> <li>Language Arts, Critical Thinking,</li> </ul>					
Lesson resources / Activities		<ul style="list-style-type: none"> <li>Goal Bulletin Board produced by the students.</li> </ul>					
2009 NJCCCS							
Standard:9.1.12 A. 21 <sup>st</sup> -Century Life and Career Skills							
Strand(s):9.1.12 A							
Content Statement(s): Career Awareness and Preparation				CPI # / CPI(s):			
<u>21<sup>st</sup> Century Themes</u>							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title</b> Habits of Wellness/Self Care		<b>Unit #: 2</b>
<b>Course or Grade Level: M.D. High School</b>		<b>Length of Time: 2 weeks</b>
<b>Pacing</b>	September	
<b>Essential Questions</b>	What must each student do each day to take care of themselves? What habits of wellness should be practiced each day?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Personal Wellness</li> <li>• Appropriate Appearance for school or workplace</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Independence</li> </ul>	
<b>Assessments</b>	Teacher Observation Task Analysis checklist to go home with the student to share with the parent	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Share the task with the family</li> <li>• Send home a Personal Wellness checklist</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Workplace readiness</li> <li>• Social Skills</li> <li>• Health</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Students can write how they feel after taking care of themselves for a week. Integrate a lesson about self-esteem and self-confidence.</li> </ul>	

**2009 NJCCCS**

**Standard:9.3.12**

**Strand(s):A. Career Awareness and Preparation**

**Content Statement(s):**

**CPI # / CPI(s):**

**21<sup>st</sup> Century Themes**

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

Pine Hill Public Schools Curriculum							
Unit Title Age Appropriate Social Skills in the classroom and a workplace						Unit #:3	
Course or Grade Level: Life Skills				Length of Time: 2 Weeks			
Pacing		October					
Essential Questions		What are the appropriate social skills in the classroom and in a workplace environment?					
Content		<ul style="list-style-type: none"> <li>• Health</li> <li>• Interpersonal communication</li> <li>• Life skills</li> </ul>					
Skills		Communication with eye contact, appropriate personal space and tone of voice					
Assessments		Teacher Observation Task Analysis checklist to go home with the student to share with the parent					
Interventions / differentiated instruction		<ul style="list-style-type: none"> <li>• Share the task with the family</li> <li>• Demonstrate appropriate and inappropriate examples</li> </ul>					
Inter-disciplinary Connections		<ul style="list-style-type: none"> <li>• Workplace readiness</li> <li>• Social Skills</li> <li>• Health</li> <li>• Life Skills</li> </ul>					
Lesson resources / Activities		<ul style="list-style-type: none"> <li>• Practice appropriate behavior with each other, watch videos demonstrating the difference of behavior in a variety of social settings.</li> </ul>					
2009 NJCCCS							
Standard:9.1.12 B							
Strand(s): B. Employability skills							
Content Statement(s): Communicate and comprehend written and verbal thoughts, ideas, directions, and information relevant to educational and occupational settings.					CPI # / CPI(s):		
21 <sup>st</sup> Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
21 <sup>st</sup> Century Skills							
	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

Pine Hill Public Schools Curriculum							
Unit Title Employability Skills						Unit #:4	
Course or Grade Level: M.D. High School				Length of Time: 2 weeks			
Pacing		October					
Essential Questions		What personal qualities are needed to be a successful employee?					
Content		<ul style="list-style-type: none"> <li>• Life skills</li> <li>• Career Preparation</li> <li>• Time management</li> <li>• Communication</li> </ul>					
Skills		Communication, Punctuality, decision making, organization					
Assessments		Teacher Observation Task Analysis checklist to go home with the student to share with the parent					
Interventions / differentiated instruction		<ul style="list-style-type: none"> <li>• Share the task with the family</li> <li>• Demonstrate appropriate and inappropriate examples</li> <li>• Students will practice punctuality, organization within the classroom on a daily basis</li> <li>• Demonstrate appropriate social interactions and decision making skills</li> </ul>					
Inter-disciplinary Connections		<ul style="list-style-type: none"> <li>• Workplace readiness</li> <li>• Social Skills</li> <li>• Health</li> <li>• Life Skills</li> </ul>					
Lesson resources / Activities		<ul style="list-style-type: none"> <li>• Practice appropriate behavior with each other, watch videos demonstrating the difference of behavior in a variety of social settings.</li> <li>• Show an understanding for the risks of poor decision making</li> </ul>					
2009 NJCCCS							
Standard:9.1.12 B							
Strand(s): B. Employability skills							
Content Statement(s): Communicate and comprehend written and verbal thoughts, ideas, directions, and information relevant to educational and occupational settings.					CPI # / CPI(s):		
21 <sup>st</sup> Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
21 <sup>st</sup> Century Skills							
	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy

	Media Literacy		ICT Literacy	x	Life and Career Skills		
<b>Pine Hill Public Schools Curriculum</b>							
<b>Unit Title</b> Money Management						<b>Unit 5</b>	
<b>Course or Grade Level:</b> M.D. High School				<b>Length of Time:</b> 4 weeks in December			
<b>Pacing</b>	4 weeks in December						
<b>Essential Questions</b>	What personal qualities are needed to be a successful employee?						
<b>Content</b>	<ul style="list-style-type: none"> <li>• Life skills</li> <li>• Career Preparation</li> <li>• Money recognition</li> <li>• Math skills for Budgets</li> </ul>						
<b>Skills</b>	Counting money, using a budget, making change, using money for wants and needs						
<b>Assessments</b>	Teacher Observation Task Analysis checklist to go home with the student to share with the parent						
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Share the task with the family</li> <li>• Demonstrate appropriate and inappropriate examples</li> <li>• Students will practice using money in the community</li> <li>• Demonstrate the use of a budget in planning a community trip</li> </ul>						
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Workplace readiness</li> <li>• Social Skills</li> <li>• Math</li> <li>• Life Skills</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• In the community, students will shop at different stores on a budget. Students will identify how much money they have, what they can spend, what they need to save, etc.</li> </ul>						
<b>2009 NJCCCS</b>							
<b>Standard:9.2.12</b>							
<b>Strand(s): E. Consumer Finance</b>							
<b>Content Statement(s): Analyze factors that influence gross and net income. Design, implement, and critique a personal financial plan.</b>				<b>CPI # / CPI(s):</b>			
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy

	Media Literacy		ICT Literacy	x	Life and Career Skills		
<b>Pine Hill Public Schools Curriculum</b>							
<b>Unit Title</b> Self-Advocacy						<b>Unit #:</b> 6	
<b>Course or Grade Level:</b> M.D. High School				<b>Length of Time:</b> 2 weeks			
<b>Pacing</b>	January						
<b>Essential Questions</b>	What characteristics do you possess that will make you a valuable employee? Why should you be able to work and earn money?						
<b>Content</b>	<ul style="list-style-type: none"> <li>• Life skills</li> <li>• Career Preparation</li> <li>• Writing</li> </ul>						
<b>Skills</b>	Writing, Interview preparation						
<b>Assessments</b>	Teacher Observation Product of student list evaluating him/herself						
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Share the task with the family</li> <li>• Assist a student with interview preparation</li> <li>• Demonstrate appropriate social interactions and decision making skills</li> </ul>						
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Workplace readiness</li> <li>• Social Skills</li> <li>• Health</li> <li>• Life Skills</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Video on Self-esteem and how it will affect you at the workplace.</li> <li>• Research different job rules and consequences if they are not followed.</li> </ul>						
<b>2009 NJCCCS</b>							
<b>Standard:9.2.12</b>							
<b>Strand(s): Character Development and Ethics</b>							
<b>Content Statement(s): Analyze how character influences work performance. Discuss consequences and sanctions when the job rules are not followed.</b>				<b>CPI # / CPI(s):</b>			
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and	x	Critical Thinking and	x	Communication and		Information

	Innovation		Problem Solving		Collaboration		Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		
<b>Pine Hill Public Schools Curriculum</b>							
<b>Unit Title</b> Interpersonal Communication						<b>Unit #:</b> 7	
<b>Course or Grade Level:</b> M.D. High School				<b>Length of Time:</b> 2 weeks			
<b>Pacing</b>	January						
<b>Essential Questions</b>	Can the students communicate effectively in a variety of settings with a diverse group of people?						
<b>Content</b>	<ul style="list-style-type: none"> <li>• Life skills</li> <li>• Career Preparation</li> <li>• Communication</li> </ul>						
<b>Skills</b>	Communication, Punctuality, decision making,						
<b>Assessments</b>	Teacher Observation Task Analysis checklist while student is engaged in a form of communication in the workplace						
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Share the task with the family</li> <li>• Demonstrate appropriate and inappropriate examples</li> <li>• Model effective conflict resolution skills</li> <li>• Demonstrate appropriate social interactions</li> </ul>						
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Workplace readiness</li> <li>• Social Skills</li> <li>• Health</li> <li>• Life Skills</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Practice appropriate behavior with each other, watch videos demonstrating the difference of behavior in a variety of social settings.</li> <li>• Show an understanding for the risks of poor decision making</li> </ul>						
<b>2009 NJCCCS</b>							
<b>Standard:9.2.12. C Interpersonal Skills</b>							
<b>Strand(s):C. Interpersonal Skills</b>							
<b>Content Statement(s): Model interpersonal and effective conflict resolution skills</b>				<b>CPI # / CPI(s):</b>			
<b>Communicate effectively for a diverse group of people</b>							
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							



	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools Curriculum**

**Unit Title** Stress and Anger Management **Unit #8**

**Course or Grade Level:** M.D. High School **Length of Time:** 4 weeks

**Pacing** February

**Essential Questions** What should you do when you feel angry or stressed in school or the workplace?

**Content**

- Life skills
- Health
- Communication

**Skills** Communication, Self-Awareness, Positive Decision Making

**Assessments** Teacher Observation  
Student behavior as a progress indicator. For example, if the students ask for a break or to go for a walk because they are upset.

**Interventions / differentiated instruction**

- Share the task with the family
- Demonstrate appropriate and inappropriate examples
- Give students positive options for when they feel stressed or angry
- Demonstrate appropriate social interactions and decision making skills

**Inter-disciplinary Connections**

- Workplace readiness
- Social Skills
- Health
- Life Skills

**Lesson resources / Activities**

- Practice appropriate behavior with each other, watch videos demonstrating the difference of behavior in a variety of social settings.
- Show an understanding for the risks of poor decision making

**2009 NJCCCS**

**Standard:**9.1.12 B

**Strand(s):** B. Employability skills

**Content Statement(s):** Communicate and comprehend written and verbal thoughts, ideas, directions, and information relevant to educational and occupational settings.

**CPI # / CPI(s):**

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**21<sup>st</sup> Century Themes**

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		
<b>Pine Hill Public Schools Curriculum</b>							
<b>Unit Title</b> Public Transportation						<b>Unit #:</b> 9	
<b>Course or Grade Level:</b> M.D. High School				<b>Length of Time:</b> 4 weeks			
<b>Pacing</b>	March						
<b>Essential Questions</b>	When do you need to use public transportation? How do you find public transportation? How much does it cost? How do I read the map on the trains, buses?						
<b>Content</b>	<ul style="list-style-type: none"> <li>• Life skills</li> <li>• Career Preparation</li> <li>• Time management</li> <li>• Money Management</li> </ul>						
<b>Skills</b>	Communication, Punctuality, decision making, organization						
<b>Assessments</b>	Teacher Observation Task Analysis checklist to go home with the student to share with the parent						
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Participate in planning Community Education Trips</li> <li>• Students will practice reading maps, train schedules, and bus schedules</li> </ul>						
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Workplace readiness</li> <li>• Social Skills</li> <li>• Health</li> <li>• Life Skills</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Train Schedules and lessons on how to interpret them</li> <li>• Planning a trip from beginning to end.</li> </ul>						
<b>2009 NJCCCS</b>							
<b>Standard:9.2.12 Critical Thinking</b>							
<b>Strand(s):A. Critical thinking</b>							
<b>Content Statement(s): Apply communications and data analysis to the problem-solving and decision making processes in a variety of life settings.</b>				<b>CPI # / CPI(s):</b>			
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy

<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		
Pine Hill Public Schools Curriculum							
<b>Unit Title</b> Community Awareness						<b>Unit #10</b>	
<b>Course or Grade Level:</b> M.D. High School				<b>Length of Time:</b> 9 weeks			
<b>Pacing</b>	March, April, May						
<b>Essential Questions</b>	What community activities allow the students to actively participate in what has been learned this year? How can the students demonstrate effective communication, age appropriate social skills, money skills, workplace readiness, etc. in the community?						
<b>Content</b>	<ul style="list-style-type: none"> <li>• Life skills</li> <li>• Career Preparation</li> <li>• Social Skills</li> <li>• Communication</li> </ul>						
<b>Skills</b>	Social Skills, Life Skills, Workplace Readiness, Transportation skills						
<b>Assessments</b>	Teacher Observation						
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Share the task with the family</li> <li>• Students will plan trips for the end of the year, as well as end of the year staff luncheons. Students will work in the building at different jobs</li> <li>• Students will fill out applications for places in the community</li> </ul>						
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Workplace readiness</li> <li>• Social Skills</li> <li>• Health</li> <li>• Life Skills</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Practice appropriate behavior with eachother, watch videos demonstrating the difference of behavior in a variety of social settings.</li> <li>• Show an understanding for the risks of poor decision making</li> </ul>						
2009 NJCCCS							
<b>Standard:9.1.12 B</b>							
<b>Strand(s): B. Employability skills/Community Awareness</b>							
<b>Content Statement(s): Communicate and comprehend written and verbal thoughts, ideas, directions, and information relevant to educational and occupational settings.</b>				<b>CPI # / CPI(s):</b>			
<u>21<sup>st</sup> Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and		Civic Literacy	x	Health Literacy

			Entrepreneurial Literacy				
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		
<b>Pine Hill Public Schools Curriculum</b>							
<b>Unit Title</b> Independent Living						<b>Unit #:11</b>	
<b>Course or Grade Level: M.D. High School</b>				<b>Length of Time: 8 weeks</b>			
<b>Pacing</b>	April and June						
<b>Essential Questions</b>	What life skills will I need to know to successfully live on my own? What forms will I need to understand and know how to fill out?						
<b>Content</b>	<ul style="list-style-type: none"> <li>Life skills</li> <li>Personal Information</li> <li>Writing</li> </ul>						
<b>Skills</b>	Language Arts						
<b>Assessments</b>	Teacher Observation Completed forms with correct information						
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>Students will practice filling out forms</li> <li>Research different living styles</li> </ul>						
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>Workplace readiness</li> <li>Social Skills</li> <li>Health</li> <li>Life Skills</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>Students will practice filling out a variety of forms related to living on your own. Students will highlight the information they do not know and have to research the information</li> </ul>						
<b>2009 NJCCCS</b>							
<b>Standard:9.1.12 B</b>							
<b>Strand(s): B. Employability skills</b>							
<b>Content Statement(s): Communicate and comprehend written and verbal thoughts, ideas, directions, and information relevant to educational and occupational settings.</b>					<b>CPI # / CPI(s):</b>		
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy

21<sup>st</sup> Century Skills

	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

Revised: August 26, 2014