

Pemberton Township School District

Unit Planner

Unit Title: Grades 7-8: Life Skills - Unit 3: Demonstrate complete care for self

Stage 1: Desired Results

Standards & Indicators:

Integration of Knowledge and Ideas

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Ratios and Proportional Relationships 7.RP

A. Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System 7.NS

A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

The Number System 8.NS

A. Know that there are numbers that are not rational, and approximate them by rational numbers.

9.1 Personal Financial Literacy

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

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

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.

2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations

2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate

Career Ready Practices

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

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- 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.
 CRP 11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Technology Standards:

- 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results
 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
 8.2.8.A.2 Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system

<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● Self Care <ul style="list-style-type: none"> ○ Interests ○ Understanding own abilities ○ Praise/Criticism ○ Stress 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● Can students demonstrate knowledge of personal interests and abilities? ● Can students accept praise/criticism? ● Can students demonstrate ability to deal with stress?
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Increase ability to care for self <ul style="list-style-type: none"> ○ Interests ○ Individual Ability ○ Praise/Criticism ○ Dealing with Stress 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Identify interests ● Identify strengths ● Explain praise and criticism terms ● Compare praise to criticism ● Gradually learn to accept praise and criticism ● Build upon student self esteem ● Self evaluate stress level ● Apply learned strategies to deal with stress
<p><u>21st Century Themes: (Check all that apply)</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Environmental Literacy <input checked="" type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<p><u>21st Century Skills:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Interest inventory Behavior chart Motivational posters Read-aloud Circle activity</p>	<p><u>Other Evidence:</u></p> <p>Interest Inventory Worksheets Posters Observations Projects Role Play</p>
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<p>All About Me project</p> <p>Give/accepting constructive feedback</p> <p>Role play</p> <p>Teaching calming techniques</p> <p>Community exploration</p>	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Students will be able to demonstrate knowledge of personal interests and abilities:</u> Peer Mentors match students with positive role models to provide positive interactions: in the classroom, lunchroom, electives, after school clubs and in the community and home. Classroom staff luncheons-Students will complete an interest inventory to match them the "job" they are to learn. School Store: Students will fill out a job application to work the school store. CBI Trips- Students will participate in various CBI trips designed to incorporate skills learned in school into the community. The trips will be determined by student needs.</p> <p><u>Students will accept criticism and praise:</u> School Store: Students accepted will be provided direct instruction as to the skills to use for the position. Students and teachers will fill out a self evaluation after each work session along with a rubric and then conference to receive a grade and salary in Buzz Bucks. Classroom Staff Luncheons students will perform the duties of the job in the school setting and demonstrate learned positive work skills and social skills. Students will be evaluated by the staff, classroom teachers and complete a self evaluation. Students will be paid a salary (Buzz Bucks-school store money) and may receive tips from staff members for exceptional work skills. Students will review skills to be improved and if the job matched their interest and skills. CBI Trips: Students will complete a self evaluation form after the trip and will conference with the teacher to discuss and compare the skills assessed.</p> <p><u>Students will demonstrate the ability to deal with stress:</u> Peer Mentors communicate with the other students who are positive role models to share strategies and insight to promote positive interactions: in the classroom, lunchroom, electives, after school clubs and in the community and home. Circle of Friends-Students will participate in the after school club with</p>	<p><u>Resources:</u></p> <p>N2Y</p> <p>Scholastic</p> <p>Scholastic Action Magazine</p> <p>Getting Real Program</p> <p>TeachersPayTeachers</p> <p>Read Works</p>
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<p>students from the Middle School. Students will participate in games and activities to encourage discussions, develop the ability to receive praise and criticism, address ways to relieve stress by watching educational videos and role play, and incorporate calming strategies into their daily life.</p>			
Differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ol style="list-style-type: none"> 1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course packet with enrichment materials. 3. An adaptive assessment that gets harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 	<ol style="list-style-type: none"> 1. Course packet with individualized materials. 2. An adaptive assessment that gets harder depending on how a student is performing. 3. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 4. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 5. A personalized course packet with individualized remediation or enrichment materials. 6. An adaptive assessment that gets easier or harder depending on how a student is performing. 7. One-on-one coaching with a student, designed around his/her specific challenges. 	<ol style="list-style-type: none"> 1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course individualized packet. 3. An adaptive assessment that gets easier or harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. 6. Allow extra time on assessments 7. Provide study guides <p>Weekly conference to set short term goals</p>	<ol style="list-style-type: none"> 1. Increase adult support on activities. 2. Weekly conference with student to go over progress and concerns. 3. Vary grouping arrangements: small, large, and individual. 4. Technology to assist students with a language barrier or students that struggle with handwriting. 5. Assist with organizing classroom materials. <p>Provide frequent reviews of current concepts and information taught</p>

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	8. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other		
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Unit Title: Grades 7-8: Life Skills- Unit 4: Independent Living Skills

Stage 1: Desired Results

Standards & Indicators:

Integration of Knowledge and Ideas

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WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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9.1 Personal Financial Literacy

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

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.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.

2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations

2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

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- 2.2.8.B.1 Predict social situations that may require the use of decision-making skills.
2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
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CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
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CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
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Technology Standards:

- 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results
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
8.2.8.A.2 Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system

Central Idea / Enduring Understanding:

- Daily Living
 - Hygiene
 - Cleaning
 - Preparing Meals
 - Operating Appliances

Essential/Guiding Question:

- How do you apply personal hygiene skills to daily life?
- What daily chores are necessary for independent living?
- What steps are necessary to prepare meals safely?
- How do you safely use household appliances?

Content:

- Hygiene
 - Personal Hygiene
 - Brushing Teeth
 - Toileting
 - Feminine Hygiene
 - Dressing/Undressing
 - Human Sexuality and Relationships
- Cleaning
 - Dusting
 - Sweeping
 - Mopping
 - Cleaning sinks, tubs
 - Wiping Counters and Tables
 - Washing Windows
- Preparing Meals
 - Nutrition/Diet
 - Safety in Cooking
 - Food- Handling/Preparing
 - Table Setting

Skills(Objectives):

- Apply steps to brushing teeth
- Rinses mouth and places lid back on toothpaste
- Follows appropriate hygiene in the bathroom
- Checks for clean hair/face/teeth/fingernails
- Decides on clean and appropriate outfits based on the weather
- Apply safety precautions with relationships
- Cleaning kitchen area/windows/tables
- Read labels for nutrition
- Follow recipe directions
- Use appropriate safety skills when using appliances
- Use appropriate hygiene skills when handling food/utensils
- Thoroughly clean eating area/kitchen

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<ul style="list-style-type: none"> ○ Menu Planning ○ Following Recipe ○ Following Directions on Packaged Food ○ After-meal Cleanup ○ Operating Appliances: Toaster, Blender, Can Opener, Microwave, Washer, Dryer, Dishwasher, Kettle 	
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<p>21st Century Themes: (Check all that apply)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Environmental Literacy <input checked="" type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance Task 1:</p> <ul style="list-style-type: none"> ● Teachers will complete structured observations of personal hygiene habits to identify individual needs. Based upon the results of the structured observations, task analysis will be applied to each area in need of instruction to chart progress. <ul style="list-style-type: none"> ○ Task analysis ○ Independent Living Skills Checklists ○ Community Exploration <p>Performance Task 2:</p> <ul style="list-style-type: none"> ● All About Me Project <p>Performance Task 3</p> <ul style="list-style-type: none"> ● Teachers will complete structured observations of daily chores to identify individual needs. Based upon the results of the structured observations, task analysis will be applied to each area in need of instruction to each student to chart progress. <ul style="list-style-type: none"> ○ Task analysis ○ Independent Living Skills Checklists ○ Community Exploration <p>Performance Task 4</p> <ul style="list-style-type: none"> ● Teachers will complete structured observations of meal preparation to identify individual needs. Based upon the results of the structured observations, task analysis task analysis will be applied to each area in need of instruction to each student to chart progress. <ul style="list-style-type: none"> ○ Task analysis ○ Independent Living Skills Checklists 	<p><u>Other Evidence:</u></p> <p>Worksheets Posters Observations Projects Role Play CBITrips</p>
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- Community Exploration

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Apply personal hygiene skills to their daily lives-Peer Mentors and the Circle of Friends will provide visual and verbal reinforcement to hygiene skills taught. Classroom Staff luncheons will provide direct experiences to enforce positive hygiene skills. CBI trips will reinforce the importance of good hygiene skills on the job.
- Demonstrate cleaning skills- Direct instruction on how to clean desks, tables, kitchen appliances, use the dishwasher, wash dishes in the sink. Use dust pan, broom, sponge, and spray bottle. Staff Luncheons: Skills taught will be demonstrated by the students before, during and after the luncheons. CBI trips: Trips will provide opportunities for students to observe cleaning skills on the job and the importance of a clean workplace.
- Prepare meals for self and others-Peer Mentors and Circle of Friends: Students and their mentors/friends will prepare various items in the kitchen following directions from the recipe and nutrition guidelines. Classroom Staff Luncheons: Students will participate in preparation of the food for themselves in the school kitchen.
- Demonstrate the ability to safely use appliances- Microwave, blender, stove, refrigerator, dishwasher, hand mixer, kettle, Keurig Machine, crock pot, griddle. Direct instruction individually and in small groups will be provided to instruct the proper and safe way to use appliances. Peer Mentors and Circle of Friends: pairs of students will work cooperatively to use the appliance after given instruction. Staff Luncheons: After

Resources:

Adaptive Behavior Screen
ADL Assessment
Parent Questionnaire
Instructional Videos
N2Y
Scholastic
Scholastic Action Magazine
Getting Real Program
TeachersPayTeachers
Read Works

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instruction and practice, students will assist in the use of specific appliances during the luncheon such as the microwave, kettle, Keurig Machine, crock pot. CBI trips: Students will observe the safe and hygienic operation of various appliances in a work setting.

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ol style="list-style-type: none"> 1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course packet with enrichment materials. 3. An adaptive assessment that gets harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 	<ol style="list-style-type: none"> 1. Course packet with individualized materials. 2. An adaptive assessment that gets harder depending on how a student is performing. 3. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 4. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 5. A personalized course packet with individualized remediation or enrichment materials. 6. An adaptive assessment that gets easier or harder depending on how a student is performing. 7. One-on-one coaching with a student, designed around his/her specific challenges. 8. Students grouped into small groups, which are designed 	<ol style="list-style-type: none"> 1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course individualized packet. 3. An adaptive assessment that gets easier or harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. 6. Allow extra time on assessments 7. Provide study guides Weekly conference to set short term goals 	<ol style="list-style-type: none"> 1. Increase adult support on activities. 2. Weekly conference with student to go over progress and concerns. 3. Vary grouping arrangements: small, large, and individual. 4. Technology to assist students with a language barrier or students that struggle with handwriting. 5. Assist with organizing classroom materials. <p>Provide frequent reviews of current concepts and information taught</p>

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	around their strengths and weaknesses so that they can tutor each other		
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Unit Title: Grades 7-8: Life Skills - Unit 5: Demonstrate stranger and community safety

Stage 1: Desired Results

Standards & Indicators:

Integration of Knowledge and Ideas

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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.

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2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations

2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

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- 2.2.8.B.2** Justify when individual or collaborative decision-making is appropriate
- 2.1.8.D.1** Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
- 2.1.8.D.2** Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
- 2.1.8.D.3** Analyze the causes and the consequences of noncompliance with the traffic safety system. Applying first-aid procedures can minimize injury and save lives.
- 2.1.8.D.4** Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning

Career Ready Practices

- 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.
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- CRP10.** Plan education and career paths aligned to personal goals.
- CRP 11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Technology Standards:

- 8.1.8.A.4** Graph and calculate data within a spreadsheet and present a summary of the results
- 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
- 8.2.8.A.2** Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system

Central Idea / Enduring Understanding:

- Safety
 - Safety in relationships
 - Conflict Resolution
 - Home/School/Community Hazards
 - Emergency Procedures
 - Appliances

Essential/Guiding Question:

- Can students display consideration of others?
- Can students participate in conversation?
- Can students demonstrate patience with turns/delays?
- Can students recognize needs for personal safety?
- Can students avoid dangerous places/situations?
- Can students demonstrate actions to take in the case of an emergency?
- Can students demonstrate appropriate safety procedures for hands-on experiences?
- Can students demonstrate the use of recommended safety and protective devices?
- Can students describe appropriate response procedures for emergency situations?

Content:

- Increase ability to be safe in various situations

Skills/Objectives:

- Develop positive social skills

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<ul style="list-style-type: none"> ○ Relationships ○ Conflicts ○ Home/School/Community 	<ul style="list-style-type: none"> ● Apply skills to contribute to a conversation ● Demonstrate patience ● Develop self coping skills ● Identify emergency procedures ● Demonstrate safety skills in the home/school/community
<p>21st Century Themes: (Check all that apply)</p> <ul style="list-style-type: none"> x Global Awareness x Environmental Literacy x Health Literacy x Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> x Creativity and Innovation x Critical Thinking and Problem Solving x Communication x Collaboration

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance Task 1</p> <ul style="list-style-type: none"> ● Conversation Skills: Teachers will complete structured observations of communication to identify individual needs. Based upon the results of the structured observations, task analysis will be applied to each area in need of instruction to chart progress. <ul style="list-style-type: none"> ○ Task analysis ○ Independent Living Skills Checklists ○ Community Exploration <p>Performance Task 2</p> <ul style="list-style-type: none"> ● Students will be given various scenarios and demonstrate a safe, appropriate response <ul style="list-style-type: none"> ○ Role Playing ○ Presentation ○ Community Exploration 	<p><u>Other Evidence:</u></p> <p>Worksheets Posters Structured Observations Projects Role Play Task Analysis CBI Trips</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Participate in conversation:</u> Through staff luncheons students will work on conversation skills with their peers as well as adults. The students will be able to ask faculty for their order, as well as engage in conversation about their days. Students will also interact with peers to check where orders should be delivered, clean off tables, and so on.</p> <p><u>Patience with turn taking:</u> Students will play board games with their peers to practice taking turns and being a good sport. The students will focus on using their words to express how they feel during the game, as well as following the rules of the game. In addition, the students will role play the appropriate ways to take turns in a conversation.</p>	<p><u>Resources:</u></p> <p>Adaptive Behavior Screen ADL Assessment Parent Questionnaire Instructional Videos N2Y Scholastic Scholastic Action Magazine Getting Real Program TeachersPayTeachers Read Works</p>
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<p><u>Personal Safety:</u> Students will role play appropriate and inappropriate personal safety in a variety of situations. After each group presents the class will have a discussion about what behavior was acceptable and what was not acceptable in each skit.</p>			
<p><u>Emergencies/Procedures:</u> Peer mentors will show the students the routes to take during different procedures. The peer mentors will be able to also clarify when each drill is used. In addition, groups will pick a procedure and present on it. They will have to add in the steps to follow, the importance of the drill, and the behaviors that should not take place during the drill.</p>			
Differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ol style="list-style-type: none"> 1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course packet with enrichment materials. 3. An adaptive assessment that gets harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 	<ol style="list-style-type: none"> 1. Course packet with individualized materials. 2. An adaptive assessment that gets harder depending on how a student is performing. 3. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 4. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 5. A personalized course packet with individualized remediation or enrichment materials. 6. An adaptive assessment that gets easier or harder depending on how a student is performing. 	<ol style="list-style-type: none"> 1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course individualized packet. 3. An adaptive assessment that gets easier or harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. 6. Allow extra time on assessments 7. Provide study guides <p>Weekly conference to set short term goals</p>	<ol style="list-style-type: none"> 1. Increase adult support on activities. 2. Weekly conference with student to go over progress and concerns. 3. Vary grouping arrangements: small, large, and individual. 4. Technology to assist students with a language barrier or students that struggle with handwriting. 5. Assist with organizing classroom materials. <p>Provide frequent reviews of current concepts and information taught</p>

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	<p>7. One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>8. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other</p>		
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Unit Title: Grades 7-8: Life Skills: Unit 2: Responsible Use of Social Media

Stage 1: Desired Results

Standards & Indicators:

NJSLS English Language Arts Standards

Integration of Knowledge and Ideas

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Ready Practices

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.

Technology Standards:

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.4 Assess the credibility and accuracy of digital content.

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

Central Idea / Enduring Understanding:

- Advocate and practice safe, legal, and responsible use of information and technology.

Essential/Guiding Question:

- What is the place of digital media in our lives?

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<ul style="list-style-type: none"> • Exhibit leadership for digital citizenship. 	<ul style="list-style-type: none"> • How do you judge the intentions and impact of people's words and actions online? • How should you handle inappropriate online talk? • What is a digital footprint, and what does yours convey? • When does inappropriate online behavior cross the line into cyberbullying, and what can you do about it?
<p>Content:</p> <ul style="list-style-type: none"> • Media • Digital Media • Simile • Bystander • Upstander • Empathize • Opportunity • Pitfall • Inappropriate • Risky • Harass • Digital Footprint • Imagery • Persistent • Invisible Audience • Deceiving • Flaming • Hate Speech 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • Learn about the 24/7, social nature of digital media. • Explore our digital lives. • Learn it is important to act responsibly when carrying out relationships over digital media. • Reflect on what it means to be brave and stand up for others offline and online. • Learn to show empathy for those who have been cyberbullied. • Generate multiple solutions for helping others when cyberbullying occurs. • Describe positive aspects of online talking and messaging. • Identify situations in which flirting and chatting become inappropriate and risky. • Understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online. • Learn everyone has a digital footprint and information from it can be searched, copied and passed on, and seen by a large, invisible audience, and can be persistent. • Recognize people's online information can be helpful or harmful to their reputation and image. • Consider our own digital footprints and what we want those footprints to be like in the future. • Analyze online bullying behaviors that "cross the line." • Learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing. • Adopt the point of view of teens who have been cyberbullied, and offer solutions.
<p>21st Century Themes: (Check all that apply)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Environmental Literacy <input checked="" type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration

Stage 2: Assessment Evidence

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<p>Performance Task(s): Digital Life 101 Similes Digital Life 101 Assessment Why Care? Student Handout Cyberbullying: Be Upstanding Assessment Internet Traffic Light Student Handout Safe Online Talk Assessment Choose a Host Student Handout Trillion Dollar Footprint Assessment Cyberbullying: Crossing the Line Discussion Guide Cyberbullying: Crossing the Line Assessment</p>	<p>Other Evidence: Worksheets Posters Observations Projects Role Play</p>
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p><u>Digital Life 101</u> Students are introduced to the 24/7, social nature of digital media and technologies, and gain basic vocabulary and knowledge for discussing the media landscape. Students watch the video “Digital Life 101 Animation,” which shows the 24/7, social nature of digital media — a change from the media consumption culture of the past. They then make similes about their digital lives and learn that because media connect us in more social and interactive ways than ever before, it is important to carry out online relationships responsibly. This lesson also serves as an assessment baseline for teachers to gain a better understanding of their students’ familiarity with digital media and vocabulary associated with digital life.</p> <p><u>Cyberbullying: Be Upstanding</u> Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations. Students reflect on what it means to be brave and to stand up for others. They fill out the Why Care? Student Handout, create a diagram of the players involved, and generate ideas about how bystanders can become upstanders. They then identify concrete solutions for dealing with cyberbullying situations.</p> <p><u>Safe Online Talk</u> While acknowledging the benefits of online talk and messaging, students consider scenarios in which they may feel uncomfortable, or may encounter inappropriate behavior on the Internet. Students first watch a short video in which teens share their rules of the road for connecting with others online. Through a guided class discussion, students then learn strategies for recognizing and responding to risky online interaction. Finally, students work in groups to rate the riskiness of several online scenarios using the Internet Traffic Light Student Handout.</p>	<p>Resources: CommonSenseMedia.org - https://www.commonsemmedia.org/educators</p> <p>Digital Life 101 Lesson Plan - https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit1-digitallife101.pdf Digital Life 101 Animation - https://www.commonsemmedia.org/tlr-ui/modal-collection-video/355686 Digital Life 101 Video Discussion Guide - https://d2e111jq13me73.cloudfront.net/sites/default/files/edu-v_d_6-8_digitallife101.pdf</p> <p>Cyberbullying: Be Upstanding Lesson Plan - https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit1-cyberbullyingbeupstanding.pdf</p> <p>Safe Online Talk Lesson Plan - https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit2-safeonlineintalk.pdf Perspectives on Chatting Safely Online Video - https://www.youtube.com/watch?v=MmfIHdQ4Wfs Perspectives on Chatting Safely Online Video Discussion Guide - https://d2e111jq13me73.cloudfront.net/sites/default/files/edu-v_d_6-8_perspectiveonchattingsafelyonline.pdf</p> <p>Trillion Dollar Footprint Lesson Plan - https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit3-trilliondollarfootprint.pdf Digital Footprint Video - https://d1pmarobgdhgix.cloudfront.net/education/ED_digital-footprint.mp4 Digital Footprint Video Discussion Guide - https://d2e111jq13me73.cloudfront.net/sites/default/files/edu-v_d_6-8_digitalfootprint.pdf</p>
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<p><u>Trillion Dollar Footprint</u> Students learn that they have a digital footprint, which can be searched, shared, and seen by a large, invisible audience. Students then learn that they can take some control over their digital footprint based on what they post online. Students watch the video “The Digital Footprint” to learn how information online can easily get out of one’s control. They then examine the blog posts, photos, and profiles of two fictional host applicants for a TV show called “Trillion Dollar Footprint” and decide which would make a more honest host who works well with others (Choose a Host). A key message of the lesson is that although online information provides an incomplete picture of a person, it can still affect how others view that person.</p> <p><u>Cyberbullying: Crossing the Line</u> Students learn to distinguish good-natured teasing from cyberbullying. Students learn about serious forms of cyberbullying. Students watch the video “Stacey’s Story – When Rumors Escalate,” a documentary-style story in which a girl reflects on what it was like to be the target of cyberbullying. Students then discuss the video and related case studies in the Cyberbullying: Crossing the Line Discussion Guide.</p>	<p>Cyberbullying: Crossing the Line Lesson Plan - https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit3-cyberbullyingcrossingtheline.pdf Stacey’s Story -- When Rumors Escalate Online Video - https://www.youtube.com/watch?v=hWdjwI9rgcE Stacey’s Story -- When Rumors Escalate Online Video Discussion Guide - https://d2e111jq13me73.cloudfront.net/sites/default/files/edu-v_d_6-8_staceysstorywhenrumorsescalate.pdf Cyberbullying: What’s Crossing the Line? Online Video - https://d2e111jq13me73.cloudfront.net/sites/default/files/cyberbullying-whats_crossing_the_line_rebrand_2014.mp4</p>
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<u>Differentiation</u>			
<u>High-Achieving Students</u>	<u>On Grade Level Students</u>	<u>Struggling Students</u>	<u>Special Needs/ELL</u>
<ol style="list-style-type: none"> 1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course packet with enrichment materials. 3. An adaptive assessment that gets harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 5. Students grouped into small groups, which are designed around their 	<ol style="list-style-type: none"> 1. Course packet with individualized materials. 2. An adaptive assessment that gets harder depending on how a student is performing. 3. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 4. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 	<ol style="list-style-type: none"> 1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course individualized packet. 3. An adaptive assessment that gets easier or harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. 	<ol style="list-style-type: none"> 1. Increase adult support on activities. 2. Weekly conference with student to go over progress and concerns. 3. Vary grouping arrangements: small, large, and individual. 4. Technology to assist students with a language barrier or students that struggle with handwriting. 5. Assist with organizing classroom materials. 6. Provide frequent reviews of current concepts and information taught

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