

Parsippany-Troy Hills School District

# TCR401 LIFE SKILLS TRANSITION I

## GRADES 9 and 10

A Course Outline for Students with Severe Disabilities

Developed: November 2014  
Revised:

Approved by the Board of Education  
November 13, 2014

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## STATEMENT OF PURPOSE

This course is aligned with the New Jersey Core Curriculum Content Standards for 21<sup>st</sup> Century Life and Careers (NJCCCS for Students with Severe Disabilities) and the New Jersey Core Curriculum Content Standards for Technology (NJCCCS for Technology).

Life Skills Transition I is a two-year course designed to provide special education students who have Individualized Education Plans for transition services that include a set of coordinated activities and strategies for instruction in the areas of age-appropriate social skills, recreation, general community usage, and daily living skills with the information and skills necessary to continue to Life Skills Transition II. The course is designed for implementation in the freshmen and sophomore year. This class will teach skills that can be transferred to adult life. Personal preferences will be explored and individual strengths will be developed. A variety of site-based and community-based experiences will be employed to educate and engage students while making connections to their everyday lives and experiences. These experiences will provide opportunities for authentic assessment.

The course content will include, but not be limited to: career awareness, social and individual well-being, communication skills, public behavior, and computer literacy. Acquisition of independent living and self-determination skills will be included when appropriate.

## **THE LIVING CURRICULUM**

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

## **AFFIRMATIVE ACTION**

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

## GENERAL GOALS

### The students will:

1. acquire life skills when and where appropriate.
2. develop career awareness and planning skills.
3. acquire functional critical thinking skills.
4. acquire self-management.
5. acquire effective interpersonal skills.
6. facilitate character development.
7. introduce consumer and personal finances.
8. introduce health and safety issues.

## **METHODS**

As dictated by the IEP and include the least restrictive environment, but are not limited to general education classes, special education classes, and community-based instruction.

## **OUTCOMES**

Student will move on to Life Skills Transition II upon completion of Life Skills Transition I.

## **EVALUATION/ASSESSMENT**

1. Individualized Education Plan (IEP)
2. Student Portfolio
3. Student Self-Assessment
4. *Brigance Life Skills Inventory*
5. Task Analysis Checklist
6. *Career Decision Maker*
7. Data Collections (where appropriate)

## **GRADING PROCEDURES**

Pass/Fail

## **PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS COURSE PROFICIENCIES**

Course: **TCR401**

Title: **LIFE SKILLS TRANSITION I**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Core Curriculum Content Standards, the following are proficiencies required for the successful completion of the above named course.

### **The student will:**

1. explore interests.
2. align interests with potential jobs.
3. develop career awareness through job exploration.
4. self-advocate through participation in transitional planning.
5. access and use technology for communication, problem solving, and every day activities.
6. develop awareness of critical life skills.
7. develop awareness and management of time and money.
8. investigate activities and opportunities related to general community use; for example, visiting the public library and grocery shopping.
9. plan recreational and leisure activities based on personal preference.
10. develop awareness of health and safety skills related to independent living and the workplace.

***LIFE SKILLS TRANSITION I/Grades 9 and 10***

- Essential Question(s):**
- a) **Critical Thinking:** How do I decide or make choices?
  - b) **Self-Management:** Why do I need to be accountable?
  - c) **Interpersonal Communication:** How do I best communicate?
  - d) **Character Development and Ethics:** How do family, school, community, and workplace influence an individual’s character and ethics?
  - e) **Safety:** How is safety a personal and societal responsibility?
  - f) **Consumer and Personal Finance:** When should I start planning financially, and how is it best to do so?
- Enduring Understanding(s):**
- a) Choices we make as individuals affect self, family, community, and the world.
  - b) Personal attitudes, behaviors, knowledge, and skills promote self-awareness, personal responsibility, and self-direction.
  - c) Effective communication skills are necessary to convey meaning and understanding to others.
  - d) One’s character and ethics are constantly being challenged and are ever-changing and evolving.
  - e) Lack of awareness about laws and rules may lead to unsafe situations and chaos.
  - f) Financial choices have costs, benefits, and consequences.

<b><i>LIFE SKILLS TRANSITION I/Grades 9 and 10</i></b>				
<b><i>PROFICIENCY / OBJECTIVE</i></b>	<b><i>Standards</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
1. explore interests.  (General Goals: 2, 4)	9.3.12.C.2 Appendix D  CCCS for Students with Severe Disabilities 1, 3	<ul style="list-style-type: none"> <li>• after reading about a variety of jobs, create a poster about a job of interest using online and print sources to gather relevant information.</li> <li>• participate in online self-assessment.</li> <li>• assess strengths and weaknesses through a series of career and interest surveys.</li> </ul>	Presentation and teacher-made rubric (see Teacher Handbook)  Application of information to transitional planning and teacher review of portfolio  Completion and application to transitional planning and teacher review of portfolio	<i>This is an interesting job</i> (Teacher Handbook)  Behave Yourself Surveys (Parent/Guardian, High School, Interest—updated annually)  <i>Worksheet 3 - Exploring your interests</i>  CCCS for Students with Severe Disabilities abbreviated as CCCS/SSD





<i><b>LIFE SKILLS TRANSITION I/Grades 9 and 10</b></i>				
<i><b>PROFICIENCY / OBJECTIVE</b></i>	<i><b>Standards</b></i>	<i><b>SUGGESTED ACTIVITY</b></i>	<i><b>EVALUATION/ ASSESSMENT</b></i>	<i><b>TEACHER NOTES</b></i>
<i><b>The student will be able to:</b></i>		<i><b>Students will:</b></i>		
4. self-advocate through participation in transitional planning.  (General Goals: 4, 5, 6)	9.2.12.A.2 D CCCS/SSD 1, 2, 3  9.3.12.C.1 CCCS/SSD 4	<ul style="list-style-type: none"> <li>assemble a portfolio (work folder) that reflects goals, interests, aptitudes, and accomplishments.</li> <li>demonstrate growing self-awareness of his/her disability by meeting with CST personnel to discuss strengths and limitations.</li> <li>attend Child Study Team meetings and participate in IEP and transitional meetings.</li> </ul>	<p>Teacher review of completed portfolio</p> <p>Review of student goals</p> <p>Participation reflected in official documents</p>	<p><i>I Have a Dream</i> worksheet</p> <p><i>IEP Daily Goal Attainment Lesson</i> (Teacher Handbook)</p> <p><i>Brigance Employability Scales</i></p> <p><i>Transition Guide Grade by Grade</i></p>
5. access and use technology for communication and everyday activities.  (General Goals: 1, 4)	9.1.12.A.2  CCCS/SSD 2	<ul style="list-style-type: none"> <li>demonstrate competence and understanding of basic keyboarding skills.</li> <li>use search engines to complete daily classroom activities.</li> <li>demonstrate competence of saving documents to student files.</li> <li>demonstrate basic Microsoft software skills (<i>Word, Excel, PowerPoint</i>)</li> <li>demonstrate responsible use of entertainment sites (games, movies, television,</li> </ul>	<p>Completion of projects with fading assistance</p> <p>Teacher evaluation</p> <p>Teacher evaluation</p> <p>Review student projects and work</p> <p>Student self-assessment</p>	

<i><b>LIFE SKILLS TRANSITION I/Grades 9 and 10</b></i>				
<i><b>PROFICIENCY / OBJECTIVE</b></i>	<i><b>Standards</b></i>	<i><b>SUGGESTED ACTIVITY</b></i>	<i><b>EVALUATION/ ASSESSMENT</b></i>	<i><b>TEACHER NOTES</b></i>
<i><b>The student will be able to:</b></i>		<i><b>Students will:</b></i>		
		and music).		
6. develop awareness of critical life skills.  (General Goals: 1, 4, 5)	9.1.12.B.3 CCCS/SSD 3, 5	<ul style="list-style-type: none"> <li>• decide what he/she is able to do independently and develop supports in areas of need.</li> <li>• use independent reasoning skills to find solutions to everyday problems.</li> <li>• discuss emergency contingency plans based on individual need.</li> <li>• practice basic housekeeping skills (dusting, sweeping, snack preparation) in a site-based setting.</li> <li>• practice decision-making using <i>Clever Catch Life Skills Ball</i>.</li> </ul>	Review documents in portfolio  Group share and discussion  Discussion or project depending on level  Task Analysis during housekeeping rotation  Timed response, group consensus regarding appropriateness of response	<i>Boggs Center Resource Activity</i> (Teacher Handbook)   <i>My Emergency Plan</i> (Teacher Handbook)   Do-Now or team building activity (See Resources)
7. Develop awareness and increased independence in the management of time and money.  (General Goals: 7)	9.1.12.F.2  CCCS/SSD 1, 3, 4	<ul style="list-style-type: none"> <li>• demonstrate increasing independence throughout the school day.</li> <li>• evaluate morning and evening routine and what supports are needed.</li> <li>• follow a grocery list, locate items in a supermarket, remove items from cart to belt, bag and carry purchased</li> </ul>	Observation and fading by paraprofessionals  Review and discussion of Morning Routine  Successful completion of weekly grocery shopping for Foods Class and task analysis	

<i><b>LIFE SKILLS TRANSITION I/Grades 9 and 10</b></i>				
<i><b>PROFICIENCY / OBJECTIVE</b></i>	<i><b>Standards</b></i>	<i><b>SUGGESTED ACTIVITY</b></i>	<i><b>EVALUATION/ ASSESSMENT</b></i>	<i><b>TEACHER NOTES</b></i>
<i><b>The student will be able to:</b></i>		<i><b>Students will:</b></i>		
	9.2.12.E.1 CCCS/SSD 3, 4	<ul style="list-style-type: none"> <li>items.</li> <li>demonstrate increasing proficiency in the personal use of money.</li> </ul>	Task analysis and observation during community -based instruction	Purchasing Items Using the One More Than Technique (Teacher Handbook)
8. investigate activities related to general community usage.  (General Goals: 1, 3, 4, 5)	9.3.12.C.3 CCCS/SSD 4	<ul style="list-style-type: none"> <li>investigate programs and activities at community sites such as the public library.</li> <li>identify and visit various retail, entertainment, and dining sites in the community.</li> </ul>	Review of student journal and task analysis  Review of student journal and task analysis  Task Analysis	CBI including but not limited to: The Spa, Boonton Lanes, Funplex, Rockaway Mall, Monster Golf
9. demonstrate health and safety skills related to independent living and the workplace.  (General Goals: 1, 3, 8)	9.3.12.C.3  CCCS/SSD 4	<ul style="list-style-type: none"> <li>demonstrate independence at fast food and casual dining restaurants.</li> <li>demonstrate increasing independence throughout the school day.</li> </ul>	Observation and fading by paraprofessionals  Observation (ongoing)	
10. demonstrate health and safety skills related to independent living and the workplace.  (General Goals: 1, 3, 8)	9.3.12.C.23 CCCS/SSD 4 9.3.12.C.11 CCCS/SSD 5	<ul style="list-style-type: none"> <li>develop personal checklist for appropriate level of hygiene.</li> <li>become informed about laws and rules that promote safety within the community.</li> <li>demonstrate awareness of basic safety and first aid.</li> </ul>	Class discussion, group question and answer  Situational observation	Basic hygiene includes: hand washing, proper handling of sneezing and coughing, public restroom protocol  Site-specific CBI power points

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- Glisan, Ellen McPeck. Total Living. San Antonio, TX. PCI Educational Publishing, 1998.
- Roberson, Kathy, Rick Blumberg and Dan Baker. Keeping it Real: How to Get the Support You Need for the Life You Want. New Brunswick, NJ. The Elizabeth M. Boggs Center for Developmental Disabilities, 2006.

### WEBSITES

- |   |  |
|---|--|
| Behave Yourself Surveys   | <a href="http://www.go.solution-tree.com/behavior">www.go.solution-tree.com/behavior</a>                             |
| <i>Career Decision Maker</i>  | <a href="http://www.pearsoned.com">www.pearsoned.com</a>   |
| Making the Transition   | <a href="http://www.sunraye.com/job/ws3">www.sunraye.com/job/ws3</a>   |
| National Secondary Transition Technical Assistance Center                 | <a href="http://www.nsttac.org">www.nsttac.org</a>   |
| NJ Department of Human Services   | <a href="http://www.state.nj.us/humanservices/dds/publications">www.state.nj.us/humanservices/dds/publications</a>   |
| NJ Transition Requirements  | <a href="http://www.nj.gov/education/specialed/transition/regs/">www.nj.gov/education/specialed/transition/regs/</a> |
| IEP Daily Goal Attainment/Purchasing Items Using 1 More Technique         | <a href="http://www.nsttac.org/">www.nsttac.org/</a>   |
| University of Medicine and Dentistry/School of Public Health/Safe Schools | <a href="http://www.umdnj.edu/safeschools">www.umdnj.edu/safeschools</a>   |

## APPENDIX A **SAMPLE AUTHENTIC ASSESSMENT**

## **SAMPLE ASSESSMENT**

### **Exploring Personal Interests**

#### **PROFICIENCY**

- Complete *Behave Yourself Survey*
- Create a collage of personal interests
- Teacher/Peer Review via Group Share

## APPENDIX B **SELF-ASSESSMENT**



## **SELF-ASSESSMENT**

### **VIA**

- **Journal**
- **Portfolio**
- **Interest/Aptitude Surveys**

## APPENDIX C **SHOWCASE PORTFOLIO**

## **SHOWCASE PORTFOLIO**

**The Life Skills Transitional binder will follow the student from 9<sup>th</sup> grade to graduation. Information will be reviewed and refined as the student explores his/her personal interests and goals. It will include but not be limited to:**

- **Journal Entries**
- **Self-assessments**
- **Interest/Aptitude Surveys and Inventories**
- **Resume**
- **Sample Applications**
- **Personal Goals**
- **Projects and Assignments**

**APPENDIX D NEW JERSEY CORE CURRICULUM CONTENT STANDARDS  
FOR 21<sup>ST</sup> CENTURY LIFE AND CAREERS**

## 2009 New Jersey Core Curriculum Content Standards - 21st-Century Life and Careers

### 9.1 21st-Century Life & Career Skills

<b>Content Area</b>		<b>21st-Century Life and Careers</b>	
<b>Standard</b>		<b>9.1 21st-Century Life &amp; Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
<b>Strand</b>		<b>A. Critical Thinking and Problem Solving</b>	
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
12	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
		9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
	Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.	9.1.12.A.3	Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
		9.1.12.A.4	Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

<b>Content Area</b>		<b>21st-Century Life and Careers</b>	
<b>Standard</b>		<b>9.1 21st-Century Life &amp; Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
<b>Strand</b>		<b>B. Creativity and Innovation</b>	
<b>By the end of</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

grade			
12	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
		9.1.12.B.2	Create and respond to a feedback loop when problem solving.
		9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

<b>Content Area</b>	<b>21st-Century Life and Careers</b>		
<b>Standard</b>	<b>9.1 21st-Century Life &amp; Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.		
<b>Strand</b>	<b>C. Collaboration, Teamwork, and Leadership</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
12	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
	Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.	9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
		9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
		9.1.12.C.4	Demonstrate leadership and collaborative skills when

			participating in online learning communities and structured learning experiences.
		9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

<b>Content Area</b>		<b>21st-Century Life and Careers</b>	
<b>Standard</b>		<b>9.1 21st-Century Life &amp; Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
<b>Strand</b>		<b>D. Cross-Cultural Understanding and Interpersonal Communication</b>	
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
12	Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.	9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
		9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
		9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

<b>Content Area</b>		<b>21st-Century Life and Careers</b>	
<b>Standard</b>		<b>9.1 21st-Century Life &amp; Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
<b>Strand</b>		<b>E. Communication and Media Fluency</b>	
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

12	Digital media are 21st-century tools used for local and global communication.	9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
		9.1.12.E.2	Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
		9.1.12.E.3	Design a digital communication system to alert other countries in the event of a natural disaster.
		9.1.12.E.4	Predict the impact of emerging media technologies on international business and globalization.
	There are ethical and unethical uses of communication and media.	9.1.12.E.5	Compare laws governing the unethical use of media in different countries.

<b>Content Area</b>		<b>21st-Century Life and Careers</b>	
<b>Standard</b>		<b>9.1 21st-Century Life &amp; Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
<b>Strand</b>		<b>F. Accountability, Productivity, and Ethics</b>	
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
12	The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.	9.1.12.F.1	Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.
	Ethical behaviors support human rights and dignity in all aspects of life.	9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
		9.1.12.F.3	Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.



	9.1.12.F.4	Explain the impact of computer hacking on products and services.
	9.1.12.F.5	Formulate an opinion regarding a current workplace or societal/ethical issue based on research.
	9.1.12.F.6	Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

### 9.2 Personal Financial Literacy

<b>Content Area</b>	<b>21st-Century Life and Careers</b>		
<b>Standard</b>	<b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.		
<b>Strand</b>	<b>A. Income and Careers</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
12	Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.	9.2.12.A.1	Analyze the relationship between various careers and personal earning goals.
		9.2.12.A.2	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
		9.2.12.A.3	Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise.
		9.2.12.A.4	Summarize the financial risks and benefits of entrepreneurship as a career choice.
		9.2.12.A.5	Evaluate current advances in technology that apply to a selected occupational career cluster.
	Income often comes from different sources, including	9.2.12.A.6	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and

alternative sources.		transfer payments) and how they may substitute for earned income.
	9.2.12.A.7	Analyze different forms of currency, how currency is used to exchange goods and services, and how it can be transferred from one person's business to another.
Income affects spending decisions and lifestyle.	9.2.12.A.8	Analyze how personal and cultural values impact spending and other financial decisions.
Taxes and the cost of employee benefits can affect the amount of disposable income.	9.2.12.A.9	Demonstrate how exemptions and deductions can reduce taxable income.
	9.2.12.A.10	Explain the relationship between government programs and services and taxation.
	9.2.12.A.11	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
	9.2.12.A.12	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

<b>Content Area</b>	<b>21st-Century Life and Careers</b>		
<b>Standard</b>	<b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.		
<b>Strand</b>	<b>E. Becoming a Critical Consumer</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
12	The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.	9.2.12.E.1	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
		9.2.12.E.2	Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
		9.2.12.E.3	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

Cost-benefit analysis informs responsible spending practices.	9.2.12.E.4	Evaluate business practices and their impact on individuals, families, and societies.
	9.2.12.E.5	Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.
Consumer protection includes providing information about the range of products and services and about consumer resources, rights, and responsibilities.	9.2.12.E.6	Apply consumer protection laws to the issues they address.
	9.2.12.E.7	Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.
	9.2.12.E.8	Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.
	9.2.12.E.9	Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities.

<b>Content Area</b>	<b>21st-Century Life and Careers</b>
<b>Standard</b>	<b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

### 9.3 Career Awareness, Exploration, and Preparation

<b>Strand</b>		<b>C. Career Preparation</b>	
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
12	Career preparation requires purposeful planning based on research, self-knowledge, and	9.3.12.C.1	Assess and modify Personalized Student Learning Plans to support declared career goals.
		9.3.12.C.2	Characterize education and skills needed to achieve

informed choices.		career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
	9.3.12.C.3	Develop personal interests and activities that support declared career goals and plans.
	9.3.12.C.4	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
	9.3.12.C.5	Identify transferable skills in career choices and design alternative career plans based on those skills.
	9.3.12.C.6	Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
	9.3.12.C.7	Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).
	9.3.12.C.8	Interpret how changing economic and societal needs influence employment trends and future education.
	9.3.12.C.9	Investigate career opportunities in the United States or abroad that involve working with people from diverse cultures and that require knowledge of other languages or cultures.
	9.3.12.C.10	Differentiate entrepreneurship opportunities as options for career planning, and identify the knowledge, skills, abilities, and resources required for owning a business.
State and federal laws and regulations require specific employment and workplace safety and health policies and procedures in order to ensure	9.3.12.C.11	Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career.
	9.3.12.C.12	Determine the impact of past and/or recent lawsuits and/or court decisions regarding employment laws.

that workers are free from exploitation and to ensure a safe and healthy work environment.	9.3.12.C.13	Comply with workplace child labor regulations and safety and health policies during structured learning experiences.
Both employers and employees have professional, legal, and ethical responsibilities in the workplace and in the global marketplace.	9.3.12.C.14	Interpret and justify written employer organizational policies and procedures for job performance.
	9.3.12.C.15	Propose potential solutions for current workplace ethics court cases involving multinational companies.
	9.3.12.C.16	Determine the consequences of quality control failures in the United States and in another country based on issues reported in the media.
	9.3.12.C.17	Analyze relationships between companies and the communities in which they are located, and explain how the presence of companies in a community may have a positive or negative impact.
There is a relationship between personal behavior and employability.	9.3.12.C.18	Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.19	Compare and contrast employee substance abuse policies (e.g., tobacco, drugs, and alcohol) by industry sector.
	9.3.12.C.20	Analyze employment trends by industry sector to determine how employment and training requirements change over time.
	9.3.12.C.21	Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.22	Compare and contrast New Jersey school district policies with employer policies related to individual behavior and responsibilities (e.g., absenteeism and tardiness, plagiarism, harassment).
	9.3.12.C.23	Determine job entrance criteria (e.g., education

			credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
		9.3.12.C.24	Analyze why employers use different interview techniques.

**APPENDIX E NEW JERSEY CORE CURRICULUM CONTENT STANDARDS  
FOR STUDENTS WITH SEVERE DISABILITIES  
Cross-Content Workplace Indicators**

**New Jersey State Department of Education**  
**Core Curriculum Content Standards For Students with Severe Disabilities**  
 JUNE 2000

**Core Curriculum Content Standards for Students with Severe Disabilities**

**CROSS-CONTENT WORKPLACE INDICATORS**

**Descriptive Statement:** Students will demonstrate skills essential to the world of work. These skills will support successful post school employment and career development. This includes exploration of preferences and development of abilities relative to the individual.

**Cumulative Progress Indicators**

1. Demonstrate employability skills, self-advocacy skills and work habits needed to get and keep a job such as, dependability, promptness, getting along with others, and knowing when and how to ask for help.
2. Identify personal goals, interests, preferences and abilities related to work activities.
3. Locate and access community supports/services necessary for successful transition to adult life.
4. Develop occupational skills and work preferences through structured learning experiences such as, volunteer, community services and other work experiences or employment.
5. Participate in transition planning that reflects personal interests and preferences.

**Descriptive Statement:** Students will demonstrate abilities in the use of information, technology and other tools to assist in learning and interactions with others. Students will be expected to use appropriate tools for successful performance of routine daily activities and other tasks.

**Cumulative Progress Indicators**

1. Access and use technology-based materials for communication, solving problems, seeking information and other everyday life activities.
2. Use a variety of resources as needed to assist in seeking information in a variety of settings to perform everyday life activities.

**Standard 1 All students will develop career planning and workplace readiness skills.**

**Standard 2 All students will use information, technology, and other tools.**

**Standard 3 All students will use critical thinking, decision making, and problem-solving skills.**



**Descriptive Statement:** Students will develop skills and abilities in the recognition of problems and participation in their solution. Central to these skills is the ability to make choices.

#### **Cumulative Progress Indicators**

1. Solve problems in the community, in the classroom, at home and on the job.
2. Make appropriate choices in the community, in the classroom and on the job.
3. Seek assistance and ask appropriate questions in the community, in the classroom and on the job.

**Descriptive Statement:** Students will develop abilities in self-determination and personal responsibility. This includes the demonstration of positive work behaviors while working individually as well as cooperatively in groups. In addition, students are expected to develop abilities for self-advocacy.

#### **Cumulative Progress Indicators**

1. Demonstrate an understanding of one's own personal strengths and needs.
2. Demonstrate an understanding of behavior consequences.
3. Work to complete a task alone and cooperatively with others.
4. Interact and behave appropriately in social and work situations.
5. Evaluate one's own actions and accomplishments.
6. Communicate wants, needs and preferences in a variety of settings.

**Descriptive Statement:** Safety is an important component of all content areas where hands-on activities take place. Students will learn behaviors that will ensure the safety and health of themselves and others. It is critical that students learn safety within the context of a variety of environments including school and community settings.

#### **Cumulative Progress Indicators**

1. Follow safety rules and procedures during activities, at home, at school and in the community.
2. Demonstrate safe physical movement in school, at home, and in the community.

**Standard 4 All students will demonstrate self-management skills.**

**Standard 5 All students will apply safety principles.**

the range of technological tools available and how to use them to improve the quality of life and enhance independence

**APPENDIX F    NEW JERSEY CORE CURRICULUM CONTENT STANDARDS  
FOR TECHNOLOGY**

**Content Technology Area**

**Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Strand A. Technology Operations and Concepts****By the end of grade**

12

**Content Statement****CPI #****Cumulative Progress Indicator (CPI)**

The use of technology and digital 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical tools requires knowledge and appropriate use of operations

functions to manipulate data, generate charts and graphs, and interpret the results.

and related applications. 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3

Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

**Content Technology Area****Standard**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Strand B. Creativity and Innovation****By the end of grade**

12

**Content Statement**

The use of digital tools and media- rich resources enhances creativity and the construction of knowledge.

**CPI #**

8.1.12.B.1

**Cumulative Progress Indicator (CPI)**

Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.71

**Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Strand C. Communication and Collaboration**

**By the end of grade**

**Content Statement**

Digital tools and environments

**CPI #**

**Cumulative Progress Indicator (CPI)**

support the learning process and 12 foster collaboration in solving 8.1.12.C.1 in collaboration with peers and experts, and present ideas for feedback in an

Develop an innovative solution to a complex, local or global problem or issue

local or global issues and problems.

**Content Technology Area**

online community.

**Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Strand D. Digital Citizenship**

**By the end of grade**

**Content Statement**

**CPI #**

**Cumulative Progress Indicator (CPI)**

Technological advancements 12 create societal concerns

8.1.12.D.1 Evaluate policies on unauthorized electronic access (e.g., hacking) and regarding the practice of safe, disclosure and on dissemination of personal information.

legal, and ethical behaviors.

8.1.12.D.2

8.1.12.D.3

8.1.12.D.4

Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

Compare and contrast international government policies on filters for censorship.

Explain the impact of cyber-crimes on society.

**Content Technology Area**

**Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve

problems individually and collaboratively and to create and communicate knowledge.

**Strand E. Research and Information Literacy**

**By the end of grade**

**Content Statement**

**CPI #**

**Cumulative Progress Indicator (CPI)**

Effective use of digital tools Develop a systematic plan of investigation with peers and experts from other 12 assists in gathering and

8.1.12.E.1 countries to produce an innovative solution to a state, national, or managing information.worldwide problem or issue.

8.1.12.E.2

Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

**Content Technology Area**

**Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Strand F. Critical Thinking, Problem Solving, and Decision-Making**

**By the end of grade**

**Content Statement**

**CPI #**

**Cumulative Progress Indicator (CPI)**

Information accessed through 12 the use of digital tools assists in

8.1.12.F.1 Select and use specialized databases for advanced research to solve real- generating solutions and making world problems. decisions.

8.1.12.F.2

Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

**Content Area Technology**

**Standard 8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

**Strand A. Nature of Technology: Creativity and Innovation**

**By the end of grade**

**Content Statement**

**CPI #**

**Cumulative Progress Indicator (CPI)**

Technology products and 8.2.12.A.1 Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.

**Content Area Technology**

of life and identify trade-offs, risks, and benefits.

**Standard 8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

**Strand B. Design: Critical Thinking, Problem Solving, and Decision-Making**

**By the end of grade**

12

**Content Statement**

**CPI #**

**Cumulative Progress Indicator (CPI)**

The design process is a systematic approach to solving problems.

8.2.12.B.1 of a scarce resource, using the design process and entrepreneurial skills throughout the design process.

8.2.12.B.2

8.2.12.B.3

Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.

Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.