

**CLARK PUBLIC SCHOOLS**  
**Curriculum Guide**

**Grade(s): 9, 10, 11, 12**  
**Subject/Course: Self-Contained Classroom**  
**Unit: Daily Living Skills**

**Brief Summary:** The self-contained class is a full year special education course designed for cognitively impaired students. This class will enable students to recognize the important life skills related to, but not limited to, communication, literacy, goal setting, and repeated instruction that takes place in the community. The integration of practical skills from various content areas will provide students with the tools necessary to succeed in and out of the classroom. Various methods of assessment should be implemented by the teacher and modified to each student based on their individual education plan.

**STAGE 1:**

**Alignment with standards:**

- **9.1 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.**
- **9.2 Personal Financial Literacy: 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 21st Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.**

**Enduring understandings:**

*Students will understand that...*

- A person's standard of living is established by money and income.
- Individuals must accept the responsibility for creating their own wealth.
- The ability to perform housekeeping skills leads to greater independence.
- Housing options are based on a variety of factors.
- Issues regarding health and self-care impact one's impression upon those in the community, in school and in the workplace.
- In order to live a healthy lifestyle, it is necessary to have an understanding of the role that both nutrition and fitness play in one's life.

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- Proper utilization of the appropriate equipment is necessary in preparing a variety of foods.
- Correct safety and sanitation procedures are necessary for proper food preparation.
- A meal requires designing a menu, making a shopping list, and purchasing needed items.
- There are options for keeping clothing cleaned and properly maintained.
- That storing and wearing neat clothing is essential to acceptable physical appearance.
- There are various options when shopping for clothing.
- That it is necessary to understand a clothing label when purchasing and maintaining an article of clothing.
- That discounts and coupons will save money on purchases.
- They must become a productive member of their community.
- That local, state, and federal governments each play a role in the working of society.
- There are skills necessary to understand and follow community and government laws.
- They have certain rights and responsibilities to be a productive member of society.
- The ability to properly interact with people will facilitate positive interactions with others in a variety of situations.
- Traffic rules and safety is essential for survival.
- Various means of transportation are available to get from one location to another.
- Familiarity with the community is an essential part of being an active participant.

**Essential Questions:**

- What makes a good financial decision?
- How do individual choices affect standard of living?
- What factors affect income?
- What is a clean living space? What basic chores will help maintain a clean living space?
- What living situation am I best suited for?
- How does one maintain good hygiene?
- What standards do school and work set for acceptable appearance and good hygiene?
- How is good health related to personal hygiene?
- What is good nutrition?

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- How does your diet affect your health?
- Why is exercise necessary?
- What is involved in preparing a basic meal?
- What is considered basic kitchen equipment?
- What equipment is utilized in the kitchen?
- What safety procedures should we follow when working with food and kitchen equipment?
- What are manners?
- How does one navigate the supermarket?
- How does one use coupons?
- How does one make an appropriate shopping list?
- What is impulse buying?
- How can using proper clothing care practices result in extending the life of garments?
- What is a discount? How does one apply a discount?
- Where can I shop for clothing apparel?
- How can I make a contribution to my community?
- Why does one need to understand the importance of becoming a responsible citizen within the community?
- Why is it important to understand the roles that local, state, and national governments play in the community?
- How do we interact with other people?
- How does one organize social life and leisure time?
- Why are traffic rules essential to personal safety?
- How does one choose the most appropriate means of transportation for a given situation?
- What local services are available and how do I access them?
- Why are Community Based Instruction outings important?

**Knowledge and Skills:**

*Students will know...*

- Financial choices have costs, benefits and consequences.
- The value of coins and bills.
- How to use bank and checking services.
- The importance of making appropriate financial choices.
- The difference between a credit card and a debit card.
- What clean living means.
- Housekeeping skills needed to maintain a clean house.
- How to identify and use various cleaning tools and products

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- The definition of hygiene and identify proper and improper habits and results.
- What is an acceptable and unacceptable appearance at school and in the workplace.
- That food affects how one feels and functions.
- How to incorporate exercise into their daily routine.
- That exercise can help maintain a healthy body weight.
- That making better food choices will ensure a healthy lifestyle.
- The names of common kitchen equipment.
- Proper safety procedures when working with food.
- What to do in case of an accident or emergency within a food preparation environment.
- What is etiquette.
- What skills are needed to prepare a basic meal.
- How to comparison shop and use coupons.
- To interpret weekly sales circulars.
- Ways of extending the life of clothing.
- When clothing items are in need of basic repair.
- Proper safety precautions when working with clothing related appliances.
- How to become an informed voter.
- The differences between right and wrong within the parameters of the law.
- Rights and responsibilities of citizens and of the government.
- Current events.
- Social strategies for developing personal growth in the community.
- What is proper social interaction.
- How to organize leisure time in terms of socializing with others.
- What the importance of a calendar is to socialization and daily living.
- The importance of following traffic and safety rules.
- Various modes of transportation.
- How to navigate local communities.

*Students will be able to...*

- Count money and make change for various situations.
- Fill out forms to open banks accounts.
- Make deposits, withdraws, and record bank activity.
- Develop budgets for different conditions.
- Read and interpret finance statements.
- Perform basic housekeeping tasks.
- Dress appropriately based upon the social situation.
- Follow school and workplace dress codes.

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- List healthy and unhealthy food choices.
- Plan healthy meals and snacks.
- Read a variety of food labels.
- Identify health related issues due to obesity.
- Suggest portion sizes and the number of portions to be consumed from each of the food groups.
- List a variety of exercises.
- Identify and use common kitchen equipment.
- Follow safety and sanitation rules for meal preparation.
- Safely utilize appropriate kitchen tools and equipment.
- Know the difference between acceptable and unacceptable behavior during mealtime.
- Properly set a table.
- Navigate through a grocery store.
- Write a grocery list.
- Understand the concept of developing a healthy meal.
- Know how to read a basic recipe.
- Prepare a basic breakfast, lunch, dinner, and snack.
- Find the cost of an item after utilizing a coupon.
- Read garment labels.
- Practice laundry care including sorting, washing, pretreating, drying, and folding clothing.
- Care for and utilize an iron safely.
- Use a laundromat and dry cleaners.
- Locate and evaluate information on specific topics using various technological sources.
- Use media to make informed decisions.
- Understand the basic structure of the American government system and its laws.
- Demonstrate effective citizen participation in American government.
- Define social interaction.
- Define leisure time.
- Learn to manage leisure time to contribute to a positive social life.
- Utilize a daily planner/calendar to track appointments and social events.
- Identify and know the meaning of traffic signals, signs, and road markings.
- Understand a bus, train, and plane schedule.

**STAGE 2:**  
**Assessments:**

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*What evidence will be collected and deemed acceptable to show that students truly "understand?"*

- Participation in regularly scheduled Community Based Instruction outings and follow-up assignments
- Class participation
- Class work/homework
- Cooperative group projects
- Role playing
- Internet research
- Oral answers to teacher-posed questions
- Teacher generated activities
- Practical applications
- Journals
- Graphic Organizers
- Brochures
- T-charts
- Collages
- Rubrics
- Tests and quizzes

**STAGE 3:**

**Sequence of teaching and learning experiences:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Hold a class discussion to reveal current student knowledge regarding money.
- Practice identifying, counting money, and making change.
- Help maintain the school store.
- Create a shopping list and discuss money needed.
- Shop using circulars, advertisements, catalogues, online shopping, and coupons.
- Simulate purchases with students practicing making appropriate change.
- Play various games to reinforce money skills.
- Create a budget.
- Write out checks, deposit slips and withdraw slips.
- Maintain and balance a check register.

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- Create a list of pros and cons of credit and debit cards.
- Complete applications for credit and debit cards.
- Discuss loans, their uses, and complete a loan application.
- Role-play situations when it is helpful to use a credit card and stress to only use in emergencies.
- Discuss different housing options and identify the pros and cons of each.
- Describe the following terms: utilities, rent, deposit, building security, lease, mortgage, down payment, interest, taxes, inspections, fees, insurance, etc.
- Demonstrate proper use of household appliances and products.
- Help maintain the rain garden at the high school.
- Identify items needed for a household when living independently.
- Use a t-chart to list examples of both proper and improper hygiene.
- Guest speakers. (dentist, hair dresser, school nurse, etc)
- Create a collage of grooming products that should be used on a daily basis.
- Illustrate appropriate and inappropriate appearance for a given situation.
- Assemble an acceptable and unacceptable outfit for the workplace.
- List signs of common illnesses and how to treat them.
- Practice reading warning labels on medicine.
- Class discussion listing a variety of exercises that students like to participate in.
- Use yoga as a distressing means.
- Practice proper self-introductions, emphasizing eye contact and hand shaking technique.
- Role-play a variety of social situations.
- Evaluate the importance of nonverbal cues to communicate.
- Practice listening techniques related to understanding their peers.
- Role-play situations reinforcing effective communication with others.
- Compare and contrast methods of possible outcomes to conflict resolution.
- Discuss the process of decision making and apply it to real life situations.
- Develop lists of healthy and unhealthy foods.
- Create posters for each mealtime of the day depicting healthy food options for each.
- Class discussion on food affecting bodily functions.
- Complete a food diary/journal.
- Read and interpret a variety of food labels.
- Create a food pyramid poster.
- Assist with the school's annual food drive by sorting collected items according to the labels.
- Class discussion and teacher demonstration of kitchen equipment and safety and sanitation rules.

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- Role-play proper and improper table etiquette.
- Visit a grocery store.
- Read and review recipes.
- Create a classroom cookbook.
- Properly set the dinner table for a meal.
- Identify and use correct houseware items when preparing a meal.
- Practice washing and drying dirty dishes after eating a meal.
- Demonstrate and use microwave, stove, and oven.
- Read and interpret clothing labels.
- Practice sorting, washing, and folding laundry.
- Explore laundry supplies options including detergent, fabric softeners and pre-treatments.
- Demonstration of washing machine and dryer use.
- Demonstration of the iron and care.
- List pros and cons of using a laundromat and a dry cleaner.
- Demonstrate and use sewing tools and equipment.
- Explore various shopping situations. (stores, online, catalogues)
- Practice comparison-shopping.
- Create a basic student government in the classroom.
- Discuss current events.
- Compare and contrast how current events impact our society.
- Use newspapers, the Internet, television, and radio as sources of information.
- Tour local, state, and federal buildings.
- Register to vote.
- Observe a court case.
- List the responsibilities of an upright citizen.
- Maintain a daily planner.
- Make a list of sports and/or clubs in the school in which students are interested and encourage them to attend at least one of these activities.
- Create a poster of favorite leisure time activities conducted with others and present to the class.
- Review the days of the week and months of the year via discussion using the classroom calendar.
- Enter important dates into planner/calendar and reference it daily in terms of keeping appointments and tracking events that may impact others.
- Identify, understand, and obey traffic signs, signals, and road markings.
- Read a bus and train schedule.
- Plan a local and long distance vacation.
- Participate in the planning, budgeting, and orchestrating various Community Based Instruction outings.



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**Resources:**

*What materials, technology, supplies, etc. will support the instructional process?*

- Bank applications and forms
- Beakley, Yoder & West. Community Based Instruction: A Guidebook for Teachers. CEC, 2003.
- Bus and train schedules
- Circulars/Advertisements
- Classroom calendar
- Cleaning products
- Clothing for school and workplace
- Community resources
- Daily planner
- Daniels & Schaper. Going Out and About: A Community Based Educational Program. Mayor-Johnson, 2000.
- Demonstration kitchen and dining area
- Dern, Lynne Keller. Everyday Life Skills. Torrance Frank Schaffer Publications, 1996.
- Donnelly, Mary Queen. Skills for Consumer Success. Ohio: South-Western, 2005.
- Community Based Instruction field trips
- Guest speakers
- Individual Education Plan (IEP)
- Ingredients for recipes
- Internet
- Laptops
- Magazines
- Manipulatives
- Mannix, Darlene. Social Skills Activities for Secondary Students with Special Needs. San Francisco: Jossey-Bass, 2009.
- Markers, crayons, construction paper, scissors, etc.
- Newspapers
- Posters
- Practice money
- Recipes
- Restaurant menus
- Sewing equipment and tools
- Smart board
- Student handbook

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**Unit: Daily Living Skills**

- Television
- Various applications
- Videos
- Washer/dryer/iron/ironing board
- Wehman, Paul. Life Beyond the Classroom: Transition Strategies for Young People with Disabilities. 5<sup>th</sup> Ed. Brookes, 2013.
- Whiteboards/markers

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**Grade(s): 9, 10, 11, 12  
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Unit: Employment Skills**

**Brief Summary:** The self-contained class is a full year special education course designed for cognitively impaired students. This class will enable students to recognize the important life skills related to, but not limited to, communication, literacy, goal setting, and repeated instruction that takes place in the community. The integration of practical skills from various content areas will provide students with the tools necessary to succeed in and out of the classroom. Various methods of assessment should be implemented by the teacher and modified to each student based on their individual education plan.

**STAGE 1:**

**Alignment with standards:**

- **9.1 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.**
- **9.2 Personal Financial Literacy: 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 21st Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.**

**Enduring understandings:**

*Students will understand that...*

- In order to find and maintain employment, they must develop an ongoing assessment of their abilities and interests.
- One must acquire knowledge, attitudes and skills to make a successful transition from school the world of work.
- The knowledge of one's personal information will lead to a more independent lifestyle.
- There are positive ways to deal with conflict in the workplace.
- Knowing what employers are looking for in potential employees will help them be more successfully employed.

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**Unit: Employment Skills**

**Essential Questions:**

- How do personal interests and skills affect your job selection and success?
- What economic advantages are there in maintaining employment?
- What jobs are available?
- What skills are necessary to secure employment?
- Why is it important to know your personal information?
- Why is it important to make a good first impression during an interview?
- How does one solve job related problems in a positive manner?
- What are the responsibilities of an employee on the job?
- What are employer expectations?

**Knowledge and Skills:**

*Students will know...*

- Their strengths, weaknesses, likes and dislikes.
- Strategies and resources for assessing their abilities and interests.
- That certain skills and behaviors are valuable when obtaining employment.
- What is life-long learning and how this impacts employment.
- Different major career clusters and related jobs.
- All their personal information needed to obtain a job.
- Various strategies for conflict resolution in the workplace.

*Students will be able to...*

- Identify the differences between college, vocational, and technical schools.
- Understand the skills needed for academic success as well as success in maintaining employment.
- Compare and contrast traditional and nontraditional jobs.
- Identify strengths, weaknesses, likes and dislikes of job choices.
- Identify acceptable and unacceptable behaviors expected in the workplace.
- Connect the importance of lifelong learning to obtaining and maintaining employment.
- Identify major employment needs.
- Fill out all paperwork in order to get a job.
- Understand the importance of attendance, punctuality, and good grooming in their daily lives.
- Strategies necessary for successful interviews.
- Answer common interview questions.
- Identify positive work habits and attitudes necessary for their careers.

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- Demonstrate problem-solving strategies in the workforce.
- Demonstrate and meet demands for quality work and expected levels of productivity.

**STAGE 2:**

**Assessments:**

*What evidence will be collected and deemed acceptable to show that students truly "understand?"*

- Participation in regularly scheduled Community Based Instruction outings and follow-up assignments
- Class participation
- Class work/homework
- Cooperative group projects
- Role playing
- Internet research
- Oral answers to teacher-posed questions
- Teacher generated activities
- Mock interviews
- Portfolio
- Interest Inventories
- Oral presentations
- Panel discussions of representatives from local colleges, vocational and technical schools
- Tests/Quizzes

**STAGE 3:**

**Sequence of teaching and learning experiences:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Describe the following terms: career planning, educational opportunities, vocational school, interest inventory, non-traditional careers, technical school, community college, resume, interview, classified advertisements.
- Create a personal portfolio.
- Compare and contrast newspapers, computer usage, television, and radio as a means of a source of information.

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- Practice good interviewing skills.
- Create a cover letter.
- Fill out job applications.
- Create a resume.
- Obtain letters of recommendation.
- Complete a follow-up letter/thank you.
- Read want ads.
- Class discussion where students will share their favorite activities and areas of interest.
- Complete personal interest inventory sheets.
- Role-play job interviews.
- Visit job sites and identify roles and duties of employees.
- Interview an individual who is in their desired career.
- Determine differences between a job and a career.
- Read a pay stub.
- View job training videos.

**Resources:**

*What materials, technology, supplies, etc. will support the instructional process?*

- Beakley, Yoder & West. Community Based Instruction: A Guidebook for Teachers. CEC, 2003.
- Classroom calendar
- Community resources
- Daily planner
- Daniels & Schaper. Going Out and About: A Community Based Educational Program. Mayor-Johnson, 2000.
- Dern, Lynne Keller. Everyday Life Skills. Torrance Frank Schaffer Publications, 1996.
- Donnelly, Mary Queen. Skills for Consumer Success. Ohio: South-Western, 2005.
- Field trips
- Guest speakers
- Individual Education Plan (IEP)
- Internet
- Job training videos
- Laptops
- Magazines
- Manipulatives

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- Mannix, Darlene. Social Skills Activities for Secondary Students with Special Needs. San Francisco: Jossey-Bass, 2009.
- Markers, crayons, construction paper, scissors, etc.
- Newspapers
- Overcoming Obstacles. New York: Community for Education Foundation, 2005.
- Posters
- Robertson, Kathy, Blumberg, Rick, and Baker, Dan. Keeping It Real: How to Get the Support You Need for the Life You Want. New Brunswick: The Elizabeth M. Boggs Center on Developmental Disabilities, 2005.
- Smart board
- Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals. Pro-Ed, 2005.
- Television
- Videos
- Wehman, Paul. Life Beyond the Classroom: Transition Strategies for Young People with Disabilities. 5<sup>th</sup> Ed. Brookes, 2013.
- Whiteboards/markers

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**Grade(s): 9, 10, 11, 12**  
**Subject/Course: Self-Contained Classroom**  
**Unit: Self Determination & Interpersonal Skills**

**Brief Summary:** The self-contained class is a full year special education course designed for cognitively impaired students. This class will enable students to recognize the important life skills related to, but not limited to, communication, literacy, goal setting, and repeated instruction that takes place in the community. The integration of practical skills from various content areas will provide students with the tools necessary to succeed in and out of the classroom. Various methods of assessment should be implemented by the teacher and modified to each student based on their individual education plan.

**STAGE 1:**

**Alignment with standards:**

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- **9.3 21st Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.**

**Enduring understandings:**

*Students will understand that...*

- They are unique individuals that can successfully learn and function in society.
- Knowing their learning style will help build their strengths and develop strategies for their weaknesses.
- Appropriate social skills are necessary to be successful in society.
- There are many types of disabilities and that individuals with these problems need to understand themselves and be understood by others in their lives.



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- They have the ability to overcome or circumvent long-range effects of their learning disabilities by making wise decisions.
- Their own learning disabilities represents variations in brain function that affect performance in schools and life situations.

**Essential Questions:**

- How does my disability affect school/community interactions?
- How can I appropriately handle the consequences of my actions?
- How do I establish and maintain appropriate relationships with peers/family/friends/etc.?
- What are effective ways to positively communicate my ideas and feelings to others?
- What are goals? What is the benefit of setting goals? How do you achieve your goals?
- Why must one consider all alternatives and think creatively before making a choice?
- What is self-advocacy?
- What behaviors do I need to exhibit in order to get along with and be accepted by others?

**Knowledge and Skills:**

*Students will know...*

- How to communicate their needs.
- How their behavior and actions affects others.
- Strategies and resources for assessing their abilities and interests.
- How to appropriately interact with peers to maintain a friendship.
- Social strategies and resources for problem solving.
- How to identify and set appropriate short-term and long-term goals.
- How to relate and work with people and respect their property.
- New Jersey special education legislation. N.J.A.C. 6A:14.

*Students will be able to...*

- Differentiate between appropriate and non-appropriate verbal and nonverbal communication skills.
- Identify problems and apply strategies needed in order to maintain a positive home/school environment.
- Identify and understand their specific classification.
- Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.

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- Evaluate and differentiate between relevant factors when presented with a given conflict.
- Understand the importance of compliance with classroom rules and school policies.
- Demonstrate appropriate social skills within the school/community.
- Identify and set realistic goals and develop strategies to achieve the goals.

**STAGE 2:**

**Assessments:**

*What evidence will be collected and deemed acceptable to show that students truly "understand?"*

- Participation in regularly scheduled Community Based Instruction outings and follow-up assignments
- Class participation
- Classwork/homework
- Cooperative group projects
- Role playing
- Internet research
- Oral answers to teacher-posed questions
- Teacher generated activities
- Exploring their Individual Education Plan (IEP)
- Tests/Quizzes

**STAGE 3:**

**Sequence of teaching and learning experiences:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Have students role play and explore appropriate ways of handling conflict and the consequences of their choices.
- Discuss options and set academic goals and personal goals including both short term and long-term goals.
- Describe the following terms: expressive and receptive communication skills, goal setting, problem solving, personal growth, organizational skills development, and learning styles.

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- Evaluate the importance of non-verbal cues to communicate.
- Participate in the planning, budgeting, and orchestrating of various Community Based Instruction outings.
- Use words responsibly to be an effective communicator.
- Acknowledge and identify resources available to assist with attaining goals.
- Compare and contrast methods of possible outcomes to conflict resolution.
- Discuss the process of decision-making and apply it to real-life situations.

**Resources:**

*What materials, technology, supplies, etc. will support the instructional process?*

- Beakley, Yoder & West. Community Based Instruction: A Guidebook for Teachers. CEC, 2003.
- Classroom calendar
- Community resources
- Daily planner
- Daniels & Schaper. Going Out and About: A Community Based Educational Program. Mayor-Johnson, 2000.
- Dern, Lynne Keller. Everyday Life Skills. Torrance Frank Schaffer Publications, 1996.
- Donnelly, Mary Queen. Skills for Consumer Success. Ohio: South-Western, 2005.
- Educational excursions
- Guest speakers
- Individual Education Plan (IEP)
- Internet
- Laptops
- Magazines
- Manipulatives
- Mannix, Darlene. Social Skills Activities for Secondary Students with Special Needs. San Francisco: Jossey-Bass, 2009.
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**Unit: Self Determination & Interpersonal Skills**

- Smart board
- Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals. Pro-Ed, 2005.
- Student handbook
- Television
- Videos
- Wehman, Paul. Life Beyond the Classroom: Transition Strategies for Young People with Disabilities. 5<sup>th</sup> Ed. Brookes, 2013.
- Whiteboards/markers
- <http://www.state.nj.us/education/code/current/title6a/chap14.pdf>