

Pine Hill Public Schools Curriculum

Content Area: Life Skills		Elective	
Course Title/ Grade Level:		Basic Life Skills /Grades 9-12	
Unit 1:	Hygiene, Personal appearance, Self Esteem,	Month:	MP 1
Unit 2:	Social Skills-Relationships and Communication	Month:	MP 2
Unit 3:	Mental Wellness	Month:	MP 3
Unit 4:	Diet, nutrition, body image	Month:	MP 4
Date Created or Revised:		04/02/2012	
BOE Approval Date:		8/28/12	

Pine Hill Public Schools
Basic Life Skills

Unit Title: Hygiene , personal appearance, self esteem		Unit #: 1
Course or Grade Level: M.D. 9-12		Length of Time: MP 1
Date Created: 3/26/12		BOE Approval Date:
Pacing	MP 1	
Essential Questions	<ul style="list-style-type: none"> • Why is hygiene important? • How does maintaining a healthy personal appearance affect self esteem? 	
Content	<ul style="list-style-type: none"> • Teeth, hair, nails, clothing, body, hygiene products, self esteem. 	
Skills	<ul style="list-style-type: none"> • Brushing teeth for 30 seconds, twice a day. • Flossing teeth for one minute, once a day. • Rinsing mouth with mouth wash. • Shampooing and combing hair. • Washing and cutting nails(hands and toes). • Showering/bathing areas of the body using soap, shampoo, wash cloth • Shaving before shower • Drying body with towel • Identify clean clothing appropriate to wear in different settings • Prepare clothing 24 hours ahead of time • Iron clothing • Stain removal, handwashing clothing, hang dry • Identify appropriate seasonal wear • Write doctors information • Communicate reason for doctors appointments • Practice filling out doctors forms • Practice dialing pharmacy phone numbers • Use bathroom facilities • Identifying hygiene products from a store circular and in different stores in the community • Discuss, identify, and write how a healthy personal appearance helps self esteem. • Positive and negative self esteem • Personal journal writing in regard to self esteem and appearance 	
Assessments	<ul style="list-style-type: none"> • Task analysis • Student demonstration • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • All students will receive individualized instruction based on IEP goals and objectives. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English, Math, Social Studies, Science, Workplace Readiness, Life Skills 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Hands on materials(toothbrush, toothpaste,comb, soap, washcloth, etc.) • Videos • Community centers with clinics, doctors offices, pharmacy 	
2009 NJCCCS		

Standard: 2.1 WellnessAll students will acquire health promotion concepts and skills to support a healthy, active lifestyle

Strand(s):

A. Personal Growth and Development

Content Statement(s):

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

CPI # / CPI(s):

2.1.12.A.1

Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

2.1.12.A.2

Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Basic Life Skills**

Unit Title: Social Skills, Communication and Relationships		Unit #: 2
Course or Grade Level: M.D. 9-12		Length of Time: MP 2
Date Created: 3/26/12		BOE Approval Date:
Pacing	MP 2	
Essential Questions	<ul style="list-style-type: none"> • What are the age appropriate social skills necessary for daily living? • What are the appropriate ways to coorelate appropriate communication and relationships? 	
Content	<ul style="list-style-type: none"> • Social interactions in different settings(workplace, with peers, with adults, with coworkers) • Manners • Personal Space • Communication • Different types of relationships 	
Skills	<ul style="list-style-type: none"> • Making eye contact • Using appropriate tone of voice • Maintaining personal space • Demonstrating appropriate topics of conversation among peers and adults • Demonstrate how to ask for help • Use the phone for different purposes (order food, call a friend, make an appointment, etc.) • Answer the phone correctly • Demonstrate proper greeting • Verbalize individual needs • Use age appropriate communication techniques • Demonstrate knowledge of what to do in emergency situations • Demonstrate table manners • Appropriate touching • Identifying different types of relationships • Resolving conflict 	
Assessments	<ul style="list-style-type: none"> • Task analysis • Student demonstration • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • All students will receive individualized instruction based on IEP goals and objectives. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English, Math, Social Studies, Science, Workplace Readiness, Life Skills 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Life skills text, social skills for students with disabilities text, videos, reinforcement worksheets and writing activities 	

2009 NJCCCS

Standard: 2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand(s): A. Interpersonal Communication

Content Statement(s):				CPI # / CPI(s):			
Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.				2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.			
Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.				2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts. 2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.			
<u>21st Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools
Basic Life Skills**

Unit Title: Mental Wellness		Unit #: 3
Course or Grade Level: M.D. 9-12		Length of Time: MP 3
Date Created: 4/2/12		BOE Approval Date:
Pacing	MP 3	
Essential Questions	<ul style="list-style-type: none"> • What are healthy ways to deal with stress, anger, grief, and different emotions? 	
Content	<ul style="list-style-type: none"> • Stress management • Anger management • Grief • Coping skills • emotions 	
Skills	<ul style="list-style-type: none"> • Identify different emotions • Develop management techniques for stress, anger, grief • Find community resources to help assist with emotional health(counselors, therapists,etc.) • Identify when to ask for help 	
Assessments	<ul style="list-style-type: none"> • Task analysis • Teacher observation • Student work samples • Portfolio assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Include information regarding cross-curricular learning experiences • Include technology integrations 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Research different outreach community centers that assist in dealing with emotional issues. 	

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Standard:.

**2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
Strand**

Strand(s): E. Emotional Health

Content Statement(s):

Develop a personal stress management plan to improve/maintain wellness.

CPI # / CPI(s):

2.1.1

2.E.4

[21st Century Themes](#)

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
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21st Century Skills

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

Pine Hill Public Schools
Basic Life Skills

Unit Title: Nutrition and Body Image		Unit #: 4
Course or Grade Level: M.D. 9-12		Length of Time: MP 4
Pacing	MP 4	
Essential Questions	<ul style="list-style-type: none"> • What is proper nutrition? • What are the ways to maintain proper nutrition for age, sex, and activity level? • How does body image affect a person's overall well-being? 	
Content	<ul style="list-style-type: none"> • Body weight • Food pyramid • Caloric intake • Fats, carbohydrates, protein • Body Mass Index • Activity level • Fitness • Positive and negative body image effect on a person's well-being • Eating disorders • Health problems associated with poor nutrition • Health benefits to proper nutrition 	
Skills	<ul style="list-style-type: none"> • Identify current weight, height, activity level • Identify appropriate weight based on BMI chart • Define body image • List ways to develop a positive body image • List signs of a negative body image • Identify eating disorders • Research an eating disorder and complete a two page research paper • Keep a food journal • Obtain nutritional information from food labels • Define wellness 	
Assessments	<ul style="list-style-type: none"> • Task analysis • Student demonstration • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • All students will receive individualized instruction based on IEP goals and objectives. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English, Math, Social Studies, Science, Workplace Readiness, Life Skills 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Hands on materials (toothbrush, toothpaste, comb, soap, washcloth, etc.) • Videos • Community centers with clinics, doctors' offices, pharmacy 	

Standard: 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

Strand(s):

B. Personal Growth and Development

Content Statement(s):

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

CPI # / CPI(s):

2.1.12.A.1
Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

2.1.12.A.2
Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
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21st Century Skills

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