

# **Life Skills History (SCMD) SYLLABUS**

## **Course Overview:**

Life Skills History (SCMD) is a three year-long course that is designed specifically for a small number of students within the Black Horse Pike Regional School District. The course of study was developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Core Curriculum Content Standards for Students with Severe Disabilities coupled with a strong emphasis on the life skills component. The ultimate goal for each student in the Life Skills History class is the successful application of independent living skills and work skills in his or her community. This course is designed to promote civic and democratic principles so that students may become informed and active citizens as they learn about our country, its leaders and the government. Topics include: geography, citizenship, national days and general American History. This class is a unique educational setting based on the "learn by doing" theory; therefore most experiences are hands on that foster independence.

## **Course Expectations and Skills**

- Students are required to participate in both small and large group discussions and activities, as directed.
- Students are expected to be active learners.
- Learn by doing, not just watching.
- Learn by both listening and talking. Students will learn as much from classmates' questions, answers, ideas, and mistakes as from their own.
- Expect that there will be concepts that are not grasped immediately. Learn to be persistent in thinking and problem solving.
- Seek help from your teacher, classmates, or aides

## **Materials:**

All students will regularly use maps and reading tools to enhance critical thinking and understanding (i.e., iPads, computers, magazines).

## **Resources**

Text Book: None

Supplemental Materials: Attainment Company Inc. products, Evan Moore Corp. products, Scholastic News and other supplementary materials based on student's needs.

## **Grading Scale**

- 40% Classwork
- 40% Participation
- 20% Assessments and Projects

## **Course Content Outline broken up by marking period**

*\*\*\*NOTE: Students who are enrolled in this course are students with significant cognitive disabilities and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below AND/OR will be more advanced than others and may start at a different point within the units below. There is a balance between challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.*

The units for this course are:

- Geography
- American History
- Citizenship
- National Days

# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup>  
CENTURY GLOBAL SKILLS

**Course Name: Life Skills History: (SCMD)**

**Course Number: 152000**

## PART I: UNIT RATIONALE

### **WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

<b>Course/Unit Title:</b> [ Geography ]	<b>Unit Summary:</b> [ In this unit, students will become geographers who can navigate directions as they will be introduced to important geography concepts. Students will build the foundations for geography literacy and be able to gain spatial thinking, map-reading skills and familiarize themselves with their state and country. By the end of this unit, students will demonstrate geographic skills by using geographic tools to locate and describe places in their neighborhood and the United States. ]
<b>Grade Level(s):</b> [ 9-12 ]	
<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>• Where is ___ when looking at a map?</li> <li>• What are some interesting facts about the states in my country?</li> <li>• What are the capitals of the states in my country?</li> <li>• How do I read this map?</li> <li>• Which symbol stands for ___?</li> <li>• What is east/west/north/south of the ___?</li> </ul>	<b>Enduring Understanding(s):</b> [ Students will be able to: <ul style="list-style-type: none"> <li>• interpret symbols that represent geographic data.</li> <li>• use the symbols to identify locations and directions.</li> <li>• define what cardinal directions are.</li> <li>• locate places using cardinal directions on maps.</li> <li>• identify the capitals of the United States.</li> <li>• locate and identify the states in the United States.</li> <li>• identify places around their neighborhood by using a map. ] </li></ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCS or Core Curriculum Content Standards for Students with Severe Disabilities that are applicable.

<b><u>Learning Target</u></b>  1. [ <b>Utilize a compass rose, map symbols and legends to identify locations, directions and be able to orient a map.</b>  <i>[Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that</i>	<b><u>NJCCCS or CCCSSSD</u></b>  1. [ SOC.6.1.4, SOC.6.1.4.B, SOC.6.1.4.B.CS1, SOC.K-12.6.7, SOC.K-12.6.7.1 ]
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*reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*

*[Strand] - Geography, People, and the Environment*

*[Content Statement] - Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.*

*[Standard] - All students will acquire geographical understanding by studying the World in spatial terms.*

*[Cumulative Progress Indicator] - Follow and/or give directions to specific locations. ]*

**2. [ Identify the geographic location of each state in the United States**

*[Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*

*[Strand] - Geography, People, and the Environment [Cumulative Progress Indicator] - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.*

*[Standard] - All students will acquire geographical understanding by studying the World in spatial terms.*

*[Cumulative Progress Indicator] - Use maps to find specific locations or landmarks. ]*

**3. [ Identify the capital of each state in the United States**

*[Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*

*[Strand] - Geography, People, and the Environment [Cumulative Progress Indicator] - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the*

2. [SOC.6.1.4,  
SOC.6.1.4.B,  
SOC.6.1.4.B.CS1,  
SOC.K-12.6.7, SOC.K-  
12.6.7.2 ]

3. [SOC.6.1.4,  
SOC.6.1.4.B,  
SOC.6.1.4.B.2,  
SOC.K-12.6.7, SOC.K-  
12.6.7.2, NJ.6.6.A.4. ]

*United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.*

*[Standard] - All students will acquire geographical understanding by studying the World in spatial terms.*

*[Cumulative Progress Indicator] - Use maps to find specific locations or landmarks.*

*[Standard] Identify the major cities of New Jersey, the United States, and the world.*

### **Inter-Disciplinary Connections:**

[ Encompasses reading comprehension, politics, technology, family, community and life skills and real-world problem solving.]

### **Students will engage with the following text:**

[ \*Not a text based program: We use **Attainment Company Inc.** products, **Evan Moore Corp.** products and other **supplementary materials** based on the student's needs.]

### **Students will write:**

[ **Informal:**

- short answer response
- open-ended response
- daily warm ups
- summaries
- reflections]

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills?**

**Students will uncover and build skills through various classroom activities.**

- Real-life application
- Note-taking strategies
- Map activities
- Demonstrate knowledge through classroom games
- Brainstorming
- Graphic organizers
- Problem solving activities

- Use of technology (iPad, laptops and SMART Board)

**Other learning experiences could include**

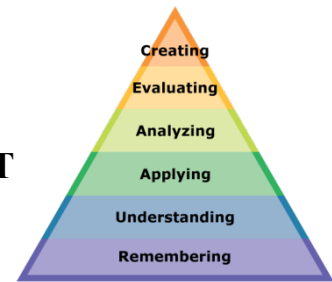
- Warm-ups
- Alternative lesson openers
- Flash card activities
- Close reading/annotation of text
- Define words in text using context
- Use dictionaries to define words in texts
- Think/pair/share activities
- Small group discussion
- Whole class discussion
- Critical thinking activities
- Plan and organize writing activities
- Small group cooperative learning with jigsaw/pair/group analysis of text
- Independent journal writing
- Independent practice
- Partner reading
- Word wall
- Differentiated instruction

**\*\*\* This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Core Curriculum Content Standards for Students with Severe Disabilities coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:**

- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

**\* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.**

**PART IV: EVIDENCE OF LEARNING**  
**IDENTIFY THE METHODS BY WHICH STUDENTS WILL**  
**DEMONSTRATE THEIR UNDERSTANDING OF CONTENT**  
**AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY**  
**BLOOM'S LEVELS.**



**Formative Assessments:**

[The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing, exit tickets, individual conferences and performance tasks.]

**Accommodations/Modifications:**

- Use multimedia equipment (iPads, laptops, etc...) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/writing assignments. ]

**Summative Assessments:**

[“Hands-on” tests and written tests ]

**Accommodations/Modifications:**

- [ • Use Pass/Fail Option.
- Provide checklists for answering questions/writing assignments.
- Allow students to use text.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces ]

**Performance Assessments:**

[ Projects and display of student work ]

**Accommodations/Modifications:**

- [ • Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected. ]



## Black Horse Pike Regional School District Curriculum

### PART I: UNIT RATIONALE

#### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> [ American History ]</p>	<p><b>Unit Summary:</b> [ This unit focuses on American history where students will learn the stories of American heroes and events that can become personal to them, as they begin to identify themselves as a citizen of this country. Students will understand how culture, social and societal values developed differently as they will be provided with a sense of the past. Furthermore, students will be able to appreciate the heroism, sacrifice, struggles, mistakes, and traditions of their own history. They will have a framework upon which to build an appreciation of the remarkable contributions of other cultures. By the end of this unit, students will learn that history helps us understand people and societies and that studying history is essential for good citizenship. ]</p>
<p><b>Grade Level(s):</b> [ 9-12 ]</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What are some objects and buildings that stand for the United States?</li> <li>• What can we learn from the past?</li> <li>• What is the role and importance of our country's military?</li> <li>• Where would we be without inventors, philosophers, economists, politicians, explorers, and other "ideas" people?</li> <li>• Why is this person important?</li> <li>• How did this event change the United States?</li> </ul>	<p><b>Enduring Understanding(s):</b> [ Students will be able to:</p> <ul style="list-style-type: none"> <li>• understand U.S. symbols and what they represent</li> <li>• explain why we have a Military, who is in charge of it and the different branches of the Military.</li> <li>• familiarize themselves with people who shaped the modern world.</li> <li>• explain how historical events changed our country. ]</li> </ul>

### PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

#### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCS or Core Curriculum Content Standards for Students with Severe Disabilities that are applicable.

<p><b><u>Learning Target</u></b></p> <p>1. [ <b>Identify objects and symbols that represent the United States and know what they honor and mean.</b></p> <p><i>[Standard] - Identify national symbols and events such as the president, the flag, the White House, and Election Day.</i></p> <p><i>[Content Statement] - Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</i></p>	<p><b><u>NJCCCS or CCCSSSD</u></b></p> <p>1. [ SOC.K-12.6.1.3, SOC.6.1.4.D.CS9, SOC.6.1.4.D.17 ]</p>
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<p><i>[Cumulative Progress Indicator] - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. ]</i></p> <p><b>2. [ Explain how the American Armed Forces protect the United States.</b></p> <p><i>[Standard] - In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</i></p> <p><i>[Cumulative Progress Indicator] - Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. ]</i></p> <p><b>3. [ Explore and learn about historical figures who have played a crucial role in shaping the world what it is today.</b></p> <p><i>[Standard] - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</i></p> <p><i>[Cumulative Progress Indicator] - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</i></p> <p><i>[Cumulative Progress Indicator] - Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. ]</i></p> <p><b>4. [ Identify and understand historical events that helped shape the United States.</b></p> <p><i>[Standard] - Key historical events, documents, and individuals led to the development of our nation.</i></p> <p><i>[Cumulative Progress Indicator] - Explain how key events led to the creation of the United States and the state of New Jersey. ]</i></p>	<p>2. [SOC.6.1.4.A.CS11, SOC.6.1.4.A.16 ]</p> <p>3. [SOC.6.1.4.A.10, SOC.6.1.4.C.16, SOC.6.1.4.D.12 ]</p> <p>4. [SOC.6.1.4.D.CS2, SOC.6.1.4.D.4 ]</p>
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### **Inter-Disciplinary Connections:**

[ Encompasses reading comprehension, politics, technology, family, community and life skills and real-world problem solving. ]

**Students will engage with the following text:**

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**Students will write:**

[ **Informal:**

- short answer response
- open-ended response
- daily warm ups
- summaries
- reflections]

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DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills?**

**Students will uncover and build skills through various classroom activities.**

- Real-life application
- Note-taking strategies
- Demonstrate knowledge through classroom games
- Brainstorming
- Graphic organizers
- Problem solving activities
- Use of technology (iPad, laptops and SMART Board)

**Other learning experiences could include**

- Warm-ups
- Alternative lesson openers
- Close reading/annotation of text
- Define words in text using context
- Use dictionaries to define words in texts
- Think/pair/share activities
- Small group discussion
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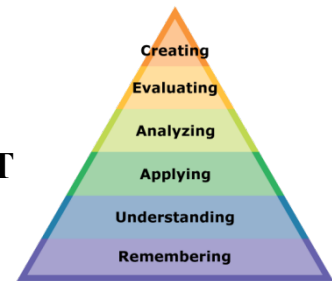
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## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

[The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing, exit tickets, individual conferences and performance tasks.]

### **Accommodations/Modifications:**

- Use multimedia equipment (iPads, laptops, etc...) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
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### **Summative Assessments:**

[“Hands-on” tests and written tests ]

### **Accommodations/Modifications:**

- [ • Use Pass/Fail Option.
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### **Performance Assessments:**

[ Projects and display of student work ]

### **Accommodations/Modifications:**

- [ • Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected. ]

## Black Horse Pike Regional School District Curriculum

### PART I: UNIT RATIONALE

#### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> [ Citizenship ]</p>	<p><b>Unit Summary:</b> [ This unit is designed to teach students that they each have a responsibility and a duty to their community and country as citizens. They will learn to be successful, productive and contributing members of society. Furthermore, learn that in order to be a fully-participating citizen and make good, informed decisions, they need to have a solid understanding of what's going on in the world around them. By the end of this unit, students will increase their knowledge on how to be positive contributing members of society, practice the characteristics of good citizenship and contribute to the good of the community and country. ]</p>
<p><b>Grade Level(s):</b> [ 9-12 ]</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do you make your decision for who you vote for?</li> <li>• Why is it important to vote?</li> <li>• How do good citizens participate in their government and community?</li> <li>• Why do we have three branches of government?</li> <li>• What does each branch of government do?</li> <li>• Why should I read current events or watch the news?</li> <li>• What is a community?</li> <li>• Who are the people in my community?</li> <li>• How can I help my community?</li> <li>• What is a volunteer?</li> <li>• How do I find out about volunteering opportunities?</li> </ul>	<p><b>Enduring Understanding(s):</b> [ Students will be able to:</p> <ul style="list-style-type: none"> <li>• present a clear understanding between the three branches of Federal Government.</li> <li>• recognize the importance and responsibility of taking part in the voting process.</li> <li>• become informed citizens and be more globally aware of events happening in their community, country and the world.</li> <li>• find out how they can volunteer in their community.</li> <li>• identify the different types of communities.</li> <li>• identify the different types of workers in their community.</li> <li>• identify the different types of communities. ]</li> </ul>

### PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

#### **DESCRIBE THE LEARNING TARGETS.**

After each target, identify the NJCCS or Core Curriculum Content Standards for Students with Severe Disabilities that are applicable.

<u>Learning Target</u>	<u>NJCCCS or CCCSSSD</u>
<p>1. [ <b>Compare the different government branches and explain why people form governments.</b></p> <p><i>[Standard] - All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities and roles of a citizen in the nation and the world.</i></p>	<p>1. [ SOC.K-12.6.2, SOC.K-12.6.2.D.2, SOC.K-12.6.1, SOC.6.1.12 ]</p>

*[Standard] - All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.*

*[Essential Question] - How can citizens and groups participate effectively in the democratic process?*

*[Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. ]*

**2. [ Explain the voting process and why people vote.**

*[Standard] - All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities and roles of a citizen in the nation and the world.*

*[Standard] - All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.*

*[Enduring Understanding] - It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.*

*[Essential Question] - How can citizens and groups participate effectively in the democratic process?*

*[Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. ]*

**3. [ Explore and learn more about the news by understanding the importance of people, events, and issues in the news.**

*[Standard] - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. ]*

2. [SOC.K-12.6.2, SOC.K-12.6.2.D.2, SOC.K-12.6.2.D.a, SOC.K-12.6.1, SOC.6.1.12 ]

3. [SOC.6.3.12 ]

<p>4. <b>Identify characteristics of communities, the reasons people live in communities, and different kinds of communities.</b>  <i>[Standard] Family and Community Life.</i>  <i>[Cumulative Progress Indicator] - Identify the roles of family and community members and how they influence students' daily lives.</i>  <i>[Cumulative Progress Indicator] - Demonstrate an understanding of cultural diversity and multi-cultural influences in our society through participation in activities that highlight a variety of cultural groups that exist in the community, state, and nation.</i></p> <p>5. <b>Explain why is it import to volunteer in your community.</b>  <i>[Cumulative Progress Indicator] - Make individual contributions to the community such as volunteering.</i></p>	<p>4. [SOC.K-12.6.4, SOC.K-12.6.5.3, SOC.K-12.6.5.4 ]</p> <p>5. [SOC.K-12.6.1.2 ]</p>
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### **Inter-Disciplinary Connections:**

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### **Students will engage with the following text:**

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### **Students will write:**

- [ **Informal:**
- short answer response
  - open-ended response
  - daily warm ups
  - summaries
  - reflections]

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS DESCRIBE THE LEARNING EXPERIENCE.**

### **How will students uncover content and build skills?**

**Students will uncover and build skills through various classroom activities.**

- Real-life application
- Note-taking strategies



- Demonstrate knowledge through classroom games
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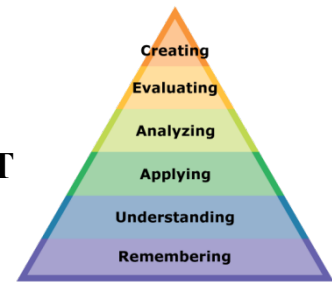
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**Formative Assessments:**

[The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing, exit tickets, individual conferences and performance tasks.]

**Accommodations/Modifications:**

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**Summative Assessments:**

[“Hands-on” tests and written tests ]

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- [ • Use Pass/Fail Option.
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**Performance Assessments:**

[ Projects and display of student work ]

**Accommodations/Modifications:**

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## Black Horse Pike Regional School District Curriculum

### PART I: UNIT RATIONALE

#### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> [ National Days ]</p>	<p><b>Unit Summary:</b> [Throughout the school year, students will be exposed to this unit, as our country celebrates an upcoming holiday or special day/month. Students will have the wonderful opportunities to learn about the culture, traditions and values that are cherished in our country. Due to this unit, by the end of the school year, students will learn that our country has holidays that are nationally or culturally important - typically centering on religious festivals, historical traditions and important events in our history.]</p>
<p><b>Grade Level(s):</b> [ 9-12 ]</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why do we celebrate it?</li> <li>• How is it important to our country?</li> <li>• How do people celebrate this holiday?</li> <li>• What can I take away from this commemorative day/month?</li> <li>• How has this event or person influenced what my life is today?</li> </ul>	<p><b>Enduring Understanding(s):</b> [Students will be able to:</p> <ul style="list-style-type: none"> <li>• expand their knowledge, interest and respect for groups that are featured.</li> <li>• recognize various talents and accomplishments when focusing on people.</li> <li>• become aware that different cultures and religions celebrate holidays differently.</li> <li>• explore and learn more about a variety of issues.</li> <li>• understand the importance of remembrance of important people and events in the history of the United States and how they shaped what our country is today.]</li> </ul>

### PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

#### **DESCRIBE THE LEARNING TARGETS.**

After each target, identify the NJCCS or Core Curriculum Content Standards for Students with Severe Disabilities that are applicable.

<u>Learning Target</u>	<u>NJCCCS or CCCSSSD</u>
<p>1. <b>Recognize the Federal Holidays and the common public holidays that are celebrated in our country.</b></p> <p><i>[Standard] –Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</i></p> <p><i>[Content Statement] - Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. ]</i></p>	<p>1. [SOC.6.1.4.D.17, SOC.6.1.4.D.CS9 ]</p>
<p>2. <b>Explore African American’s contributions to our country and the world.</b></p> <p><i>[Standard] –Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</i></p> <p><i>[Content Statement] - Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. ]</i></p>	<p>2. [SOC.6.1.4.D.17, SOC.6.1.4.D.CS9 ]</p>

**3. [ Explore women’s contributions to our country and the world.**

*[Standard] –Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.*

*[Content Statement] - Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. ]*

**4. [ Understand observances that are recognized in my neighborhood.**

*[Standard] –Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.*

*[Content Statement] - Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. ]*

3. [SOC.6.1.4.D.17,  
SOC.6.1.4.D.CS9 ]

4. [SOC.6.1.4.D.17,  
SOC.6.1.4.D.CS9 ]

**Inter-Disciplinary Connections:**

[ Encompasses reading comprehension, politics, technology, family, community and life skills and real-world problem solving.]

**Students will engage with the following text:**

[\*Not a text based program: We use **Attainment Company Inc.** products, **Evan Moore Corp.** products and other **supplementary materials** based on the student’s needs.]

**Students will write:****[ Informal:**

- short answer response
- open-ended response
- daily warm ups
- summaries
- reflections]

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS****DESCRIBE THE LEARNING EXPERIENCE.****How will students uncover content and build skills?**

**Students will uncover and build skills through various classroom activities.**

- Real-life application
- Note-taking strategies
- Demonstrate knowledge through classroom games
- Brainstorming

- Graphic organizers
- Problem solving activities
- Use of technology (iPad, laptops and SMART Board)

**Other learning experiences could include**

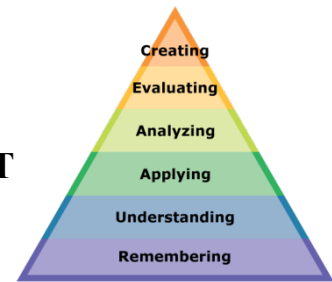
- Warm-ups
- Alternative lesson openers
- Close reading/annotation of text
- Define words in text using context
- Use dictionaries to define words in texts
- Think/pair/share activities
- Small group discussion
- Whole class discussion
- Critical thinking activities
- Plan and organize writing activities
- Small group cooperative learning with jigsaw/pair/group analysis of text
- Independent journal writing
- Independent practice
- Partner reading
- Word wall
- Differentiated instruction

**\*\*\* This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Core Curriculum Content Standards for Students with Severe Disabilities coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:**

- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

**\* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.**

**PART IV: EVIDENCE OF LEARNING**  
**IDENTIFY THE METHODS BY WHICH STUDENTS WILL**  
**DEMONSTRATE THEIR UNDERSTANDING OF CONTENT**  
**AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY**  
**BLOOM'S LEVELS.**



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