

## COURSE OF STUDY GUIDE

### LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

**TITLE OF COURSE:** Life Skills I &II

**GRADE:** 9-10

**DEPARTMENT:** Special Education

**DATE REVISED:** August 2016

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- I. COURSE DESCRIPTION:** Practice vocational and life skills in a classroom setting that can be applied and transitioned into adult life.
- II. COURSE MISSION:** Vocational skill developmental, life skill development and transitioning into adult life.
- III. DEPARTMENT MISSION:** Provide hands-on, skill development and practical experience to attain transition goals.

**IV. STANDARDS:**

**CAREER READY PRACTICES**

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

**21st CENTURY LIFE AND CAREERS STRAND A: INCOME AND CAREERS**

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.

**21st CENTURY LIFE AND CAREERS STRAND C: CAREER PREPARATION NUMBER**

**STANDARD STATEMENT By the end of Grade 12, students will be able to:**

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

**V. OBJECTIVES: COURSE UNITS:**

**A. Unit One- Prepare for Independent Living**

**1. Personal Growth**

- a. Identify personal interests, strengths and weaknesses
- b. Identify personal skill set
- c. Identify jobs and careers of interest

## **2. *Responsible Citizenship***

- a. Showing responsibility and accountability at school, home and in the work place
- b. Following and taking directions at school, home and in the work place

## **B. Unit Two-Interpersonal Skills**

### **1. *Communication Skills***

- a. Messages that you send- Body Language, Using the right tone and avoid mixed messages.
- b. Active listening, taking messages and receiving orders
- c. Other communication- Phone etiquette both domestic and commercial via the telephone and text messaging.

## **C. Unit Three- Personal Care**

### **1. *General Hygiene***

- a. Identify appropriate self-care skills
- b. Proper grooming for school and in the workplace
- c. Proper dress at school and in the work place
- d. Knowledge and use of a washer and dryer

## **D. Unit Four-Exploring a Commercial/Domestic Kitchen**

### **1. *Commercial Kitchen***

- a. Identify equipment and standard utensils used in a Commercial Kitchen
- b. Operation of standard utensils and equipment utilized in a Commercial Kitchen.
- c. Identify proper food storage
- d. Identify process of sanitization of utensils and dishes
- e. Demonstrating sanitization process using a three bay sink
- f. Observe operation of a Commercial Kitchen

### **2. *Domestic Kitchen***

- a. Identify equipment and standard utensils used in a Domestic Kitchen
- b. Demonstrate knowledge of operating standard utensils and equipment utilized in a Domestic Kitchen.
- c. Identify proper food storage
- d. Identify process of sanitization of utensils and dishes
- e. Demonstrating sanitizing of utensils and dishes
- f. Following and completing a simple recipe
- g. Guest speaker to demonstrate canning, pickling and food preservation

## **E. Unit Five- Budgeting**

### **1. *Money***

- a. Identifying basic coins and bills
- b. Knowledge of the value of basic coins and bills
- c. Demonstrating knowledge on the use of Debit cards
- d. Utilization of a calculator to determine sums and savings
- e. Making a grocery purchase

## **2. *Shopping***

- a. Identify the food groups for healthy eating; grains, vegetables, fruits, protein and dairy
- b. Development of a personal grocery budget
- c. Making a grocery list
- d. Utilizing a supermarket circular to budget
- e. Using coupons

## **F. Unit Six-Employment**

### **1. *Seasonal Employment***

- a. Identify resources to locate available employment
- b. Identify available summer employment within the local area

### **2. *Application***

- a. Identify information required on an application
- b. What additional information may be needed; i.e. forms of identification
- c. Practice completing an application
- d. Obtain working papers if needed

### **3. *Interview***

- a. Identify what questions may be asked
- b. Discuss what skills may be required to perform the job
- c. Discuss appropriate dress and grooming

## **G. Unit Seven-Caper Salad Express (Periods 5/6 Only)**

### **1. *Customer Service***

- a. Take orders from staff
- b. Practice communication skills and written skills
- c. Deliver salads to staff and receive payment; practicing communication and money skills

### **2. *Organization of materials***

- a. Determine the number of salads needed
- b. Determine the amount of ingredients required to produce the salads
- c. Determine budget and prepare for shopping

### **3. *Preparation of salad***

- a. Follow directions and procedures for making the salad
- b. Follow procedures for presentation
- c. Prepare salad for delivery

### **4. *Budget***

- a. Determine sum of payments received
- b. Determine sum of bill payments
- c. Review and maintain customer accounts