Life Skills – Grade 4

Course Description

Life Skills – Grade 4 is a course that is centered around the development of the student’s own self, as well as and understanding and appreciation for the larger community. Effective social behaviors will be examined, such as listening, speaking, developing consensus and accepting feedback. Then, the student will examine the large community, and apply skills learned from their focus on self-betterment, to understand interdependence and celebrate diversity.
## Life Skills – Grade 4

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Social Skills: Developing the Self</td>
<td>18 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Life Skills: Considering Others</td>
<td>18 weeks</td>
</tr>
</tbody>
</table>
## Educational Technology Standards

8.1.5.A.4, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.2, 8.1.5.E.1, 8.1.5.F.1

| Technology Operations and Concepts |  
|------------------------------------|---|
| • Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. |   |

| Creativity and Innovation |  
|---------------------------|---|
| • Collaborative to produce a digital story about a significant local event or issue based on first-person interviews. |   |

| Communication and Collaboration |  
|---------------------------------|---|
| • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. |   |

| Digital Citizenship |  
|---------------------|---|
| • Analyze the resource citations in online materials for proper use. |   |

| Research and Information Literacy |  
|----------------------------------|---|
| • Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks |   |

| Critical Thinking, Problem Solving, Decision Making |  
|------------------------------------------------------|---|
| • Apply digital tools to collect, organize, and analyze data that support a scientific finding. |   |
# Career Ready Practices

*Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP4. Communicate clearly and effectively and with reason.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</td>
</tr>
</tbody>
</table>
## Career Ready Practices

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they
apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**Career Ready Practices**

CRP10. **Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. **Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. **Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
**Differentiated Instruction**

Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>

| Recall                             |                                    |                                         |                                    |
## Enrichment

**Strategies Used to Accommodate Based on Students Individual Needs:**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
## Interdisciplinary Connections

### English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

### Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession

### Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

### Math
- Go on a geometry scavenger hunt
- Focus on required measurements, equivalents and fractions in a kitchen
- Highlight the differences between unit price and retail price of products

### Science
- Research and discuss latest developments in kitchen technology
- Investigate applicable-careers in STEM fields
**Course:** Life Skills – Grade 4  
**Unit:** 2 – Social Skills: Considering Others

**Unit Overview:**
In this unit, students will begin to transition their thinking and perspective from outside themselves and their peer groups to the neighboring community and society. In doing so, they will utilize skills and practices highlighted in Unit 1.

**New Jersey Student Learning Standards (NJSLS):** CRP1, CRP5, CRP8, CRP9, CRP10, CRP12

<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Suggested Skills</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| Students will demonstrate the use of problem solving skills, the decision making process, and consider the community at-large | What things should we consider before making a decision?  
How important is it to include others in making decisions?  
Is it ever acceptable to make decisions unilaterally? | ▪ Valuing diversity  
▪ Communicating on environment  
▪ Verbalizing culture  
▪ Respecting culture with action  
▪ Acting realistically  
▪ Understanding structure and scope  
▪ Using information  
▪ Understanding the system  
▪ Asking to understand  
▪ Using multiple techniques  
▪ Using feedback  
▪ Learning form the past  
▪ Learning from mistakes and success  
▪ Seeking solutions | Identify potential problems and brainstorm possible choices that could be made.  
Teacher made situation cards defining problems to be solved by small groups |
<p>| Students will plan and follow | In what ways do our decisions | ▪ Adaptability in position | Identify short term and long-term |</p>
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Suggested Skills</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| steps to make decisions, set personal goals, and consider the interdependence and ramifications of those decisions | affect others?  
What are the drawbacks to including others in decision-making?  
What are the positive aspects of including others in decision-making? | ▪ Adaptability to change  
▪ Time management in work  
▪ Focusing on a project  
▪ Understanding the system  
▪ Valuing diversity  
▪ Communicating on environment  
▪ Verbalizing culture  
▪ Respecting culture with action  
▪ Acting realistically  
▪ Goal-oriented  
▪ Realistic goal-setting  
▪ Understanding process  
▪ Balancing goals  
▪ Mastery education  
▪ Creating life-plans | goals to accomplish.  
Use decision cards to solve dilemmas, problems, challenges, and scenarios of uncertainty |
| NJSLS: CRP1, CRP5, CRP10 | Students will demonstrate a basic understanding of accepting self and others with differences in ethnicity, race, culture, religion, lifestyle, attitudes and opinions. | What does respect mean to you?  
In what ways is it important to respect oneself? Describe.  
In what ways does diversity make us stronger? Explain. | ▪ Inspiring others through selflessness  
▪ Leadership  
▪ Engaging actively and respectfully  
▪ Respecting other ideas  
▪ Listening well  
▪ Balancing all views  
▪ Understanding culture  
▪ Understanding the larger community | Students will create a patchwork “quilt”, in which they will create one “patch” or paper depicting their family’s ethnic heritage.  
Students will write a poem about the diversity of their city or nation.  
Students will interview a family member and present their findings to the class. |
<p>| NJSLS: CRP1, CRP12 | | | |</p>
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Suggested Skills</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| Students will demonstrate aspects of character (fairness, caring, respect, citizenship, trustworthiness, and responsibility) at home, school and the community. **NJSLS:** CRP1, CRP5, CRP12 | Which of the “six pillars of character” is most important to you? Why?  
In what ways can we all be leaders? Describe.  
What does it mean to be a good citizen? | Responsibility  
Inspiring others through selflessness  
Leadership  
Understanding the system  
Valuing diversity  
Verbalizing culture  
Respecting culture with action  
Acting realistically  
Understanding structure and scope  
Engaging actively and respectfully  
Respecting other ideas  
Listening well  
Sharing and supporting  
Open to compromise  
Balancing all views  
Understanding culture  
Understanding the larger community | Students will write and perform a short play centered on one of the six aspects of character (fairness, caring, respect, citizenship, trustworthiness, and responsibility).  
Students will track demonstrations of positive character at home and in school. Each week, they will write journal reflecting upon their charting and experiences. |
| Students will be able to articulate and express the benefits of having a lawful society. **NJSLS:** CRP1, CRP9 | Are laws important? Rules? Why or why not?  
What would happen if there were no rules in class? In | Ethical  
Responsibility  
Inspiring others through selflessness  
Leadership  
Understanding the system  
Managing respectfully through | Students will create a “Teen Constitution”. Teacher will highlight similarities and differences from that and the U.S Constitution. |
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Suggested Skills</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| Students will identify and articulate ways in which their class, school, family and city is interconnected to a large community. | school? In society? Should citizens have a role in making laws/rules? | listening  
• Managing with integrity | Students will select an individual from city, county, state or federal government that they respect; Present findings to class. Students will debate the need for rules in the classroom, school and in our lives outside school. |
| **NJSLS: CRP5** | What are communities you belong to? List and describe.  
Are we all global citizens? Explain.  
How do our action affect others? | • Valuing diversity  
• Communicating on environment  
• Verbalizing culture  
• Respecting culture with action  
• Acting realistically  
• Understanding structure and scope | Students will create a “World map” in which, using different color, draw lines to demonstrate interdependent relationships throughout the world. Students will profile one individual from home, their school and city that they will report out on their contributions to the community at-large. |
<table>
<thead>
<tr>
<th><strong>Unit Vocabulary</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>Character</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Fairness</td>
</tr>
<tr>
<td>Community</td>
<td>Caring</td>
</tr>
<tr>
<td>Brainstorm</td>
<td>Respect</td>
</tr>
<tr>
<td>Scenario</td>
<td>Citizenship</td>
</tr>
<tr>
<td>Ramification</td>
<td>Trustworthiness</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Culture</td>
<td>Articulate</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>Society</td>
</tr>
<tr>
<td>Attitude</td>
<td>Interdependence</td>
</tr>
</tbody>
</table>

**Suggested Unit Project**

Encourage students to plan, develop and execute a local and sustainable community service project.
<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
</table>
| **Students as Decision Makers**  
[https://soundout.org/students-as-decision-makers/](https://soundout.org/students-as-decision-makers/) |
| **SMART Goal Setting with Your Students**  
[https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias](https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias) |
| **Diversity in the Classroom**  
[http://ctl.yale.edu/teaching/ideas-teaching/diversity-classroom](http://ctl.yale.edu/teaching/ideas-teaching/diversity-classroom) |
| **Government for Kids**  
| **Using Positive Interdependence**  