

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION

Functional Life Skills

Length of Course:	Full Year
Elective/Required:	Elective
Schools:	Middle Schools
Eligibility:	Special Education Students: Grade 6, 7, 8
Credit Value:	N/A
Date Approved:	August 27, 2018

TABLE OF CONTENTS

Introduction	3
Statement of Purpose	4
Course Objectives	5
Social and Emotional Awareness and Interactions	6
Health and Self-Care	10
Nutrition and Healthy Living	15
Leisure Skills	21
Employment	28
Money Management	32
Practical Daily Living Skills	35
Community Living Skills	40

Introduction

The Functional Life Skills curriculum is a curriculum designed to introduce, systematically teach and apply daily living skills and pre-vocational skills essential for personal independence. The curriculum is meant to span over the course of 3 years. It is organized into units to provide students with opportunities to consider essential questions and explore program-based objectives that are aligned with relevant standards. Curriculum content and activities will be differentiated and extended from one year to the next. Year one will focus on the introduction of relevant terminology, concepts, routines and the acquisition and practice of skills. Years two and three will extend what was learned in year one and provide a greater focus on the application of concepts and the generalization and transference of skills. The approach to learning in this curriculum is multi-sensory and will draw on the individual strengths and needs of the students to gain a deeper understanding of the course materials; while teaching them necessary skills to think critically, socialize appropriately, and become responsible citizens in the community. Using the combination of classroom teaching as well as practice through real life experiences and community-based instruction, students will develop and learn transferable skills needed for everyday life. All activities in this curriculum are developed to allow the students to make connections to other disciplines, their own life, and the world in general.

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A copy of this curriculum guide is available for review on the District website and in the Office of Curriculum and Instruction.

Statement of Purpose

This course of study has been designed to teach and implement daily living skills essential for personal independence of the students. The curriculum is thematically organized into units to provide students with opportunities to consider essential questions and explore program-based objectives that are aligned with district goals to ensure that each student is maximizing their potential for functional, social and emotional success. The approach to learning in this curriculum is multi-sensory and will draw on the individual strengths and needs of the students to gain a deeper understanding of the course materials; while teaching them necessary skills to think critically, socialize appropriately, and become responsible citizens in the community. The program follows a functional curriculum aligned with New Jersey Student Learning Assessment (NJSLA) Standards. Instruction is provided through classroom teaching, community-based experiences, and pre-vocational training. Through real-life experience, students will develop transferable skills for acquiring and maintaining employment. All activities in this curriculum are developed to allow the students to make connections to other disciplines, their own life, and the world in general.

Course Objectives

Based on this curriculum, students will develop social and emotional awareness of themselves as well as others; develop personal goals, engage in appropriate interactions with people across a variety of settings; understand, practice and maintain personal health and self-care skills, understand and apply basic nutrition information to support a healthy lifestyle; navigate a grocery store and kitchen and prepare simple healthy meals; identify and participate in leisure activities; engage in pre-employment activities including understanding personal strengths/weaknesses and the skills/behaviors needed to be successful in a variety of jobs; understand the value of money, banking and management of personal finances; maintain basic daily living needs including knowing necessary personal information, basic housekeeping tasks, appropriate dress and caring for clothing, handling emergency situations, etc.; recognize, identify, navigate and function within the community and relevant community resources.

Functional Life Skills

Unit Title: Social and Emotional Awareness and Interactions

Targeted Standards: (local, district, state or national)

CCCS

- Speaking and Listening (SL) 6.1, 7.1, 8.1: Comprehension and Collaboration- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Language (L) 6.1, 7.1, 8.1: Conventions of Standard English- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- History/Social Studies (RH) 6-8:

RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- Science & Technical Subjects (RST) 6-8:

RST.6-8.2- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.5- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Unit Objectives/Conceptual Understandings: Students will be able to make choices for themselves. Students will be able to create and assess personal goals. Students will be able to recognize of feelings of self and others. Students will be able to interact socially with acquaintances, co-workers, and adults.

Essential Questions:

How do the decisions that you make affect you and those around you?

What are realistic academic and personal goals?

How can you recognize your own feelings and those of others?

What are values?

How should we interact with others?

What are the benefits of social interactions/conversations?

What is acceptable behavior?

Unit Assessment:

(What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)

Evidence of achievement will include tests/quizzes using multiple-choice, fill in the blank, picture prompts, etc. (based on student need), self-assessment, individual portfolio assessment, grading of practical application, Essential For Living Assessment (EFL) if/when applicable

Functional Life Skills

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p>	<p>1.Choice making</p> <p>2.Goal setting</p> <p>3.Recognition of feelings of self and others</p> <p>4.Values</p> <p>5.Conversational turns</p> <p>6. Understanding personal responsibility</p> <p>7. Social Interactions</p>	<p>1. Determine right from wrong Healthy vs unhealthy Appropriate vs Inappropriate Understand that choices have consequences</p> <p>2.Create and assess realistic personal goals</p> <p>3.Identify personality/character traits Labeling feelings/emotions Respond appropriately to given social situations How to handle different situations using coping skills How your behavior affects others</p> <p>4. Define values</p> <p>5. Identify proper listening and responding skills in a variety of settings</p> <p>6. Identify areas of personal responsibility</p> <p>7. Discuss and define friend, acquaintance, co-worker, boss, etc. Identify appropriate behaviors and ways to interact with others in a variety of settings e.g. introducing yourself, introducing others, making polite statements, responding to questions/comments from others, requesting assistance,</p>	<p>1.Class discussion, sorting activities, role play appropriate behavior, video modeling</p> <p>2.Choose academic and personal goals with timelines</p> <p>3. Create own coping skills card (happy, sad, angry, excited), Use the coping skills card when practicing peer and/or teacher interactions*</p> <p>4. Class discussion of values. Have students talk about several values they may have for themselves. Provide situations where students will make decisions based on personal values.</p> <p>5. Interview peers and/or adults Practice greetings, conversation starters, answering questions, and staying on topic*</p> <p>6. List areas of personal responsibility, take responsibility for personal items/assignments within classroom. Give a classroom job or an area of the classroom students can take responsibility for*</p>	<p>Anticipatory set questions/activities</p> <p>Oral questioning</p> <p>Class discussion</p> <p>Self-assessment</p> <p>Teacher made tests/quizzes</p> <p>Teacher made scoring rubrics</p> <p>Observation/scoring of practical application</p> <p>EFL (if applicable)</p>

Functional Life Skills

<p>B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>E. Recognize variations from standard English in their own and others' writing.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>			<p style="text-align: center;"><u>Rethink</u></p> <p>See activities in the Transition section of Rethink related to the area labeled "Social" including but not limited to:</p> <ol style="list-style-type: none"> 1. Initiating Greetings 2. Accepting Feedback-Correction 3. Delivering a Message 4. Maintaining personal space <p>See activities in the Abilities section of Rethink related to the area labeled "Social/Emotional"</p>	
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Functional Life Skills

<p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p>				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Rethink</p> <p>Social Thinking</p> <p>Skillstreaming</p> <p>Essential For Living Assessment (EFL)</p> <ul style="list-style-type: none"> ● Requesting: 1-10, 12-16, 21-27, 30-40, 43-45, 49-90 ● Listener Response, Names, Descriptions: 14, 15 ● Asking Questions: all, 15 ● Tolerating: BHI: 6-12, BDA: 1-10 <p>LCE: Life Centered Education</p> <p>*Rethink- printable materials available</p> <p>Other: Teacher selected supplementary materials</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>A variety of adjustments may be deemed necessary based on individual student needs and as determined by each student’s Individualized Education Plan. Concepts and materials may need to be modified and/or eliminated. Pacing of instruction may need to be adjusted to accommodate a variety of learners. A variety of scaffolds and the use of leveled reading materials and tiered activities may be utilized.</p>	

Unit Title: Health and Self-Care

Targeted Standards: (local, district, state or national)

CCCS

- Speaking and Listening (SL) 6.1, 7.1, 8.1: Comprehension and Collaboration- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Language (L) 6.1, 7.1, 8.1: Conventions of Standard English- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- History/Social Studies (RH) 6-8:

RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- Science & Technical Subjects (RST) 6-8:

RST.6-8.2- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.5- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

- Writing (WHST)

WHST.6-8.1- Write arguments focused on discipline-specific content.

WHST.6-8.2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.6- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.10- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Objectives/Conceptual Understandings: Students will be able to maintain personal hygiene. Students will be able to identify differences between genders. Students will be able to participate in basic first aid.

Essential Questions:

What is good hygiene and how is it maintained?

Why is it important to maintain good hygiene?

Which physical attributes are unique to males and females?

When and how do you administer first aid?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)

Evidence of achievement will include tests/quizzes using multiple-choice, fill in the blank, picture prompts, etc. (based on student need), self-assessment, project based assessment, individual portfolio assessment, grading of practical application, Essential For Living Assessment (EFL) if/when applicable

Functional Life Skills

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an</p>	<p>1. Hygiene and appearance-what is appropriate, when, and why</p> <p>2. Gender differences</p> <p>3. Basic first aid</p>	<p>1. Maintain personal hygiene and acceptable appearance</p> <p>2. Identify male characteristics and female characteristics</p> <p>3. Identifying an injury and how to take care of that injury</p>	<p>1. Practice grooming (brushing teeth, putting on deodorant, combing hair, clipping nails), dressing (sorting which clothes are appropriate for different weather), role play, task analysis, use a t-chart to list examples of both proper and improper hygiene, guest speakers, create collage of grooming products, create and keep a personal hygiene kit for use in school*</p> <p>2. Choose appropriate bathroom and/or locker room, use correct pronouns, sort different logos used for each gender*</p> <p>3. Wash a cut, apply a Band-Aid, know when to go to the nurse or call 911, role play and video modeling</p> <p>Practice on CBI trips</p> <p><u>Rethink</u> See activities in the Transition section of Rethink related to the area labeled "Home" and "Community" including but not limited to:</p> <ol style="list-style-type: none"> 1. Wash hands 2. Discriminating Between Men's and Women's Restrooms 3. Brushing Hair 4. Coughing and Sneezing Hygiene 5. Cutting Nails 	<p>Anticipatory set questions/activities</p> <p>Oral questioning</p> <p>Class discussion</p> <p>Self-assessment</p> <p>Teacher made tests/quizzes</p> <p>Teacher made scoring rubrics</p> <p>Observation/scoring of practical application</p> <p>EFL (if applicable)</p>

Functional Life Skills

<p>accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. E. Provide a concluding statement or section that follows from the argument presented.</p>			<p>6. Following a Shower Routine 7. Using Deodorant 8. Washing Face</p>	
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Functional Life Skills

<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
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Functional Life Skills

<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Rethink</p> <p>Social Thinking</p> <p>Skillstreaming</p> <p>Essential For Living Assessment (EFL)</p> <ul style="list-style-type: none"> ● Listener Response, Names, Descriptions: 14 ● Asking Questions: 14 ● Daily Living Skills-HS: 1-4, MM:1-9, Toil: 6-11, BPH: 1-21, D: 1-39, AHS: 1-15 ● Functional Academic Skills-RTL: 1, 9, Rdg: 1, 9, STL: 8 ● Tolerating-DM: 1-9, PERM: 1-10, BPH: 1-5 <p>LCE: Life Centered Education</p> <p>Other: Teacher selected supplementary materials</p>	<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>A variety of adjustments may be deemed necessary based on individual student needs and as determined by each student's Individualized Education Plan. Concepts and materials may need to be modified and/or eliminated. Pacing of instruction may need to be adjusted to accommodate a variety of learners. A variety of scaffolds and the use of leveled reading materials and tiered activities may be utilized.</p>
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Functional Life Skills

Unit Title: Nutrition and Healthy Living

Targeted Standards: (local, district, state or national)

CCCS

- Language (L) 8.3: Knowledge of Language- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Speaking and Listening (SL) 8.2: Comprehension and Collaboration- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives behind its presentation.

- History/Social Studies (RH) 6-8:

RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- Science & Technical Subjects (RST) 6-8:

RST.6-8.2- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.5- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

- Writing (WHST)

WHST.6-8.1- Write arguments focused on discipline-specific content.

WHST.6-8.2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.6- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.10- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Reading Literature (RL):

RL.6.2- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.4- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

- Reading Informational Text (RI):

RI.6.2- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.7- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Unit Objectives/Conceptual Understandings: Students will be able to identify healthy and unhealthy foods and prepare healthy meals. Students will be able to safely use kitchen equipment. Students will be able to go grocery shopping and store foods appropriately.

Functional Life Skills

Essential Questions:

What is good nutrition?

What's considered to be basic kitchen tools/equipment and how do we use them safely?

What are good manners to use when eating?

What steps are needed to grocery shop and/or meal plan?

How can I prepare a basic meal and/or snack?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)

Evidence of achievement will include tests/quizzes using multiple-choice, fill in the blank, picture prompts, etc. (based on student need), self-assessment, project based assessment, individual portfolio assessment, grading of practical application, Essential For Living Assessment (EFL) if/when applicable

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>B. Maintain consistency in style and tone.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an</p>	<p>1. Healthy vs unhealthy foods</p> <p>2. Meal preparation</p> <p>3. Kitchen safety</p> <p>4. Manners and dining etiquette</p> <p>5. Grocery shopping & Food Storage</p>	<p>1. Identify healthy and unhealthy foods</p> <p>2. Planning and preparing healthy meals/snacks</p> <p>3. Identify and use basic kitchen tools and equipment</p> <p>4. Using utensils appropriately, using correct manners while eating</p> <p>5. Identify foods in shopping ads and aisles, coupons, expiration dates, set budget, purchasing groceries, store foods appropriately</p>	<p>1. Choose healthy foods when given choices and/or by reading and understanding food labels, guest speakers</p> <p>2. Food shopping, creating a grocery list, create healthy meal plans for each meal time of the day, class discussion, complete a food diary/journal, create poster of healthy foods for each meal, plan and participate a lunch/get together, make meals by following a recipe*</p> <p>3. Sanitation practice, sort sharp vs. dull, practice using a knife, class discussion of equipment use</p> <p>4. Practice cutting food, saying excuse me, wiping hands and face as needed, role play of proper and improper table etiquette during CBI trips*</p>	<p>Anticipatory set questions/activities</p> <p>Oral questioning</p> <p>Class discussion</p> <p>Self-assessment</p> <p>Teacher made tests/quizzes</p> <p>Teacher made scoring rubrics</p> <p>Observation/scoring of practical application</p> <p>Unit projects</p> <p>EFL (if applicable)</p>

Functional Life Skills

<p>accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. E. Provide a concluding statement or section that follows from the argument presented.</p>			<p>5. Sort shopping ads, cut coupons, sort foods into aisles, purchasing within a budget, comparison shopping, role play purchases, sort food by perishable and nonperishable, sort food by storage (pantry, refrigerator, freezer)</p> <p>Practice on CBI trips</p> <p style="text-align: center;"><u>Rethink</u></p> <p>See activities in the Transition section of Rethink related to the area labeled "Community" and "Home" including but not limited to:</p> <ol style="list-style-type: none"> 1. Preparing a Shopping List 2. Measuring Ingredients 3. Preparing a Meal 4. Using a Microwave 5. Following a Recipe 	
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Functional Life Skills

<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of</p>				
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Functional Life Skills

<p>the text distinct from personal opinions or judgments.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>				
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Functional Life Skills

<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Rethink</p> <p>Social Thinking</p> <p>Skillstreaming</p> <p>Essential For Living Assessment (EFL)</p> <ul style="list-style-type: none"> ● Listener Response: 14 ● Listener Response, Names, Description: event ● Daily Living Skills- PF: 1-25, SIT: 12-15, AHS:1, 16, 18, 19, EDF:1-28 ● Functional Academic Skills- RTL: 3, 14, Rdg: 3, 4, 12, 14, SLT: 2, 7, Mth:8-10, 15, 16, WT:7 <p>LCE: Life Centered Education</p> <p>*Rethink- printable materials available</p> <p>Other: Teacher selected supplementary materials</p>	<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>A variety of adjustments may be deemed necessary based on individual student needs and as determined by each student's Individualized Education Plan. Concepts and materials may need to be modified and/or eliminated. Pacing of instruction may need to be adjusted to accommodate a variety of learners. A variety of scaffolds and the use of leveled reading materials and tiered activities may be utilized.</p>
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Unit Title: Leisure Skills

Targeted Standards: (local, district, state or national)

CCCS

- Statistics and Probability (SP) B.4- Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

- The Number System (NS) C.7- Understand ordering and absolute value of rational numbers, C.8- Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

- Speaking and Listening (SL) 6.1, 7.1, 8.1: Comprehension and Collaboration- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Language (L) 6.1, 7.1, 8.1: Conventions of Standard English- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- History/Social Studies (RH):

RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- Science & Technical Subjects (RST):

RST.6-8.2- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.5- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

- Writing (WHST)

WHST.6-8.1- Write arguments focused on discipline-specific content.

WHST.6-8.2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.6- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.10- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Reading Literature (RL):

RL.6.2- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.4- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

- Reading Informational Text (RI):

Functional Life Skills

RI.6.2- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.7- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Unit Objectives/Conceptual Understandings: Students will be able to identify and participate in leisure time activities. Students will be able to manage their time based on wants and needs.

Essential Questions:

What is leisure time?

What are possible leisure time activities?

How does one plan for leisure time?

What is the proper way to interact with peers during leisure time activities?

How can you manage your time during leisure activities?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)

Evidence of achievement will include tests/quizzes using multiple-choice, fill in the blank, picture prompts, etc. (based on student need), self-assessment, project based assessment, individual portfolio assessment, grading of practical application on CBI trips, Essential For Living Assessment (EFL) if/when applicable

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	1. Leisure time 2. Social Interactions 3. Time management	1. Identify leisure time, plan for and participate in leisure activities 2. Interact appropriately with peers during leisure activities 3. Prioritize activities based on wants and needs	1. Find and list possible leisure activities, List likes and dislikes, make posters containing items, pictures, and terms with which they identify as likes, interview each other to find likes and dislikes* 2. Role playing appropriate interactions for certain activities, video modeling, practice skills during CBI trips 3. Use a personal daily time schedule*	Anticipatory set questions/activities Oral questioning Class discussion Self-assessment Teacher made tests/quizzes Teacher made scoring rubrics

Functional Life Skills

<p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>E. Recognize variations from standard English in their own and others' writing</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an</p>			<p><u>Rethink</u></p> <p>See activities in the Transition section of Rethink related to the area labeled "Leisure"</p>	<p>Observation/scoring of practical application in the building and/or on CBI trips</p> <p>EFL (if applicable)</p>
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Functional Life Skills

accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly.

E. Provide a concluding statement or section that follows from the argument presented.

Functional Life Skills

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

F. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of

Functional Life Skills

<p>the text distinct from personal opinions or judgments.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>				
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Functional Life Skills

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

Rethink

Social Thinking

Skillstreaming

Essential For Living Assessment (EFL)

- Requesting: 1-10, 12-16, 21-27, 30-40, 43-45, 49-90
- Listener Response, Names, Descriptions: event, 15
- Asking Questions: events, 15
- Daily Living Skills-LAH: 1-13, LAC: 1-12
- Functional Academic Skills -SLT: 1-17

LCE: Life Centered Education

Other: Teacher selected supplementary materials

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

A variety of adjustments may be deemed necessary based on individual student needs and as determined by each student's Individualized Education Plan. Concepts and materials may need to be modified and/or eliminated. Pacing of instruction may need to be adjusted to accommodate a variety of learners. A variety of scaffolds and the use of leveled reading materials and tiered activities may be utilized.

Functional Life Skills

Unit Title: Employment

Targeted Standards: (local, district, state or national)

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

CCSS

- Speaking and Listening (SL) 6.1, 7.1, 8.1: Comprehension and Collaboration- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Language (L) 6.1, 7.1, 8.1: Conventions of Standard English- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- History/Social Studies (RH):

RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Unit Objectives/Conceptual Understandings: Students will be able to identify personal strengths and weaknesses. Students will be able to recognize the purpose of having a job and the skills that are needed for various jobs.

Essential Questions:

What are the benefits of having a job?

How do personal interests and skills affect your job selection and success?

How can you discover career opportunities and skills needed for different careers?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)

Evidence of achievement will include tests/quizzes using multiple-choice, fill in the blank, picture prompts, etc. (based on student need), self-assessment, project based assessment, individual portfolio assessment, grading of practical application, Essential For Living Assessment (EFL) if/when applicable

Functional Life Skills

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making</p>	<p>1. Personal strengths/weaknesses</p> <p>2. Appropriate behaviors at school and work</p> <p>3. Purpose of having a job</p> <p>4. Career Awareness and Job skills</p>	<p>1. Identify personal strengths/weaknesses and likes/dislikes</p> <p>2. Identify what behaviors are appropriate at school and work, following directions, asking for help, talking to a supervisor or co-worker</p> <p>3. Understand why people work</p> <p>4. Classify jobs into employment categories, exploring realistic jobs, filling out an application, identify skills needed for different jobs</p>	<p>1. List strengths and weaknesses, list likes and dislikes, create a poster of likes and strengths</p> <p>2. Role play appropriate behaviors at school and work (talking to a supervisor or co-worker, asking for help), sort appropriate vs inappropriate behaviors during school*</p> <p>3. Class discussion, list reasons why people work</p> <p>4. Sort employment categories, research realistic jobs using websites/newspapers, practice filling out an application, list skills needed for certain jobs</p> <p style="text-align: center;"><u>Rethink</u></p> <p>See activities in the Transition section of Rethink related to the area labeled "Employment"</p>	<p>Anticipatory set questions/activities</p> <p>Oral questioning</p> <p>Class discussion</p> <p>Self-assessment</p> <p>Teacher made tests/quizzes</p> <p>Teacher made scoring rubrics</p> <p>Observation/scoring of practical application</p> <p>Unit projects</p> <p>EFL (if applicable)</p>

Functional Life Skills

comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, and possessive).

B. Use intensive pronouns (e.g., myself, ourselves).

C. Recognize and correct inappropriate shifts in pronoun number and person.

D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E. Recognize variations from standard English in their own and others' writing

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases

Functional Life Skills

<p>as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Rethink</p> <p>Social Thinking</p> <p>Skillstreaming</p> <p>Essential For Living Assessment (EFL)</p> <ul style="list-style-type: none"> ● DLS-V:5-47, DAS: 1-6 <p>LCE: Life Centered Education</p> <p>*Rethink- printable materials available</p> <p>Other: Teacher selected supplementary materials</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>A variety of adjustments may be deemed necessary based on individual student needs and as determined by each student's Individualized Education Plan. Concepts and materials may need to be modified and/or eliminated. Pacing of instruction may need to be adjusted to accommodate a variety of learners. A variety of scaffolds and the use of leveled reading materials and tiered activities may be utilized.</p>	

Functional Life Skills

Unit Title: Money Management

Targeted Standards: (local, district, state or national)

CCCS

- Math

Ratios & Proportional Relationships (RPA)

RP.A.2- Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.

RP.A.3.B- Solve unit rate problems including those involving unit pricing and constant speed.

The Number System (NS)

NS.B.3- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

NS.C.5- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

NS.C.7.B- Write, interpret, and explain statements of order for rational numbers in real-world contexts.

NS.C.7.D- Distinguish comparisons of absolute value from statements about order.

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.3 Explain what a budget is and why it is important.

9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.

9.1.8.E.4 Prioritize personal wants and needs when making purchases.

Unit Objectives/Conceptual Understandings: Students will be able to identify the value of coins and bills. Students will be able to recognize the purpose of a bank. Students will be able to use a given budget.

Essential Questions:

What are the values of coins and bills?

Why do banks exist and what activities are conducted in a bank?

What is a budget and how do you use one when shopping?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)

Evidence of achievement will include tests/quizzes using multiple-choice, fill in the blank, picture prompts, etc. (based on student need), project based assessment, individual portfolio assessment, grading of practical application on CBI trips, Essential For Living Assessment (EFL) if/when applicable

Functional Life Skills

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>RPA- Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>NS- Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>1.Value of money</p> <p>2. Banking</p> <p>3. Budget</p>	<p>1. Identify the value of coins and bills</p> <p>2. Recognize the purpose of a bank, know the purpose of depositing and withdrawing money</p> <p>3. Use a given budget for shopping</p>	<p>1. Sort coins and bills, Practice counting money and making change, practice paying for something*</p> <p>2. Class discussion about the purpose of a bank, visit a bank, write out checks, role play deposit and withdraw situations both with a teller and using an ATM*</p> <p>3. Label categories within a budget (food, gifts, leisure activities), stay within budget during CBI trips</p> <p style="text-align: center;"><u>Rethink</u></p> <p>See activities in the Transition section of Rethink related to the area labeled "Community" including but not limited to:</p> <ol style="list-style-type: none"> 1. Balancing a Checkbook 2. Purchasing Items in the Community 3. Using an ATM 	<p>Anticipatory set questions/activities</p> <p>Oral questioning</p> <p>Class discussion</p> <p>Self-assessment</p> <p>Teacher made tests/quizzes</p> <p>Teacher made scoring rubrics</p> <p>Observation/scoring of practical application on CBI trips</p> <p>EFL (if applicable)</p>

Functional Life Skills

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

Rethink

Social Thinking

Skillstreaming

Essential For Living Assessment (EFL)

- Functional Academic Skills- Mth: 1-7, 10-14

LCE: Life Centered Education

*Rethink- printable materials available

Other: Teacher selected supplementary materials

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

A variety of adjustments may be deemed necessary based on individual student needs and as determined by each student's Individualized Education Plan. Concepts and materials may need to be modified and/or eliminated. Pacing of instruction may need to be adjusted to accommodate a variety of learners. A variety of scaffolds and the use of leveled reading materials and tiered activities may be utilized.

Functional Life Skills

Unit Title: Practical Daily Living Skills

Targeted Standards: (local, district, state or national)CCCS

- Speaking and Listening (SL) 6.1, 7.1, 8.1: Comprehension and Collaboration- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Language (L) 6.1, 7.1, 8.1: Conventions of Standard English- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- History/Social Studies (RH):
 - RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.
 - RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 - RH.6-8.3- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
 - RH.6-8.4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - RH.6-8.7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- Science & Technical Subjects (RST):

- RST.6-8.2- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- RST.6-8.5- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

- Writing (WHST)

- WHST.6-8.1- Write arguments focused on discipline-specific content.
- WHST.6-8.2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.6-8.6- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST.6-8.10- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.

Unit Objectives/Conceptual Understandings: Students will be able to demonstrate an understanding of maintaining housing including various housekeeping chores. Students will be able to identify personal and parental information. Students will be able to respond appropriately in emergency situations.

Essential Questions:

- Why is it important to know you and your parents' personal information?
- When and how should you share your personal information with others?
- How and when do you wash your laundry?
- What materials do you use and how do you clean your living space?
- What are the capabilities of a cell phone and how do you use them?
- What is an emergency situation and how do you handle it?

Functional Life Skills

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Evidence of achievement will include tests/quizzes using multiple-choice, fill in the blank, picture prompts, etc. (based on student need), self-assessment, individual portfolio assessment, grading of practical application, Essential For Living Assessment (EFL) if/when applicable				
	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>L.6.1. Demonstrate command of the conventions of standard</p>	<p>1. Dressing appropriately for the weather</p> <p>2. Laundry</p> <p>3. Housekeeping</p> <p>4. Phone usage</p> <p>5. Personal Information</p> <p>6. Parents Information</p> <p>7. Recognizing and respond to emergency situations</p>	<p>1. Dress themselves based on the weather</p> <p>2. Read a garment label and know how to launder a garment</p> <p>3. Demonstrate proper use of cleaning materials and tools, demonstrate understanding of basic housekeeping chores</p> <p>4. Make a phone call, send a text message, role play</p> <p>5. Define personal info; identify/access full name, DOB, age, address, phone number, clothing size, shoe size, passwords, food allergies, student ID number, email address Know when and how to share/use personal information for a variety of purposes</p> <p>6. Identify parents' information- names, addresses, phone numbers, work locations.</p> <p>7. Identify and examine emergency situations in various settings</p>	<p>1. Practice zippers, buttons, and putting on shoes. Identify clothing that is appropriate for the weather*</p> <p>2. Practice using a washing and dryer machine, folding clothes/towels, sorting loads of laundry*</p> <p>3. Sort cleaning materials and tools based on type of cleaning, proper storage and safety when using cleaning materials, practice chores (washing dishes, loading dishwasher, cleaning table, sweeping floor)*</p> <p>4. Role play making different types of phone calls (talking to a friend or family member, making an appointment, answering various calls), video modeling, practice calling and texting</p> <p>5. & 6. Class discussion</p> <p>5. Students create personal information cards for themselves and parents' info Discrete trial as needed Verbally express information as requested</p>	<p>Anticipatory set questions/activities</p> <p>Oral questioning</p> <p>Class discussion</p> <p>Self-assessment</p> <p>Teacher made tests/quizzes</p> <p>Teacher made scoring rubrics</p> <p>Observation/scoring of practical application</p> <p>EFL (if applicable)</p>

Functional Life Skills

<p>English grammar and usage when writing or speaking.</p> <p>A. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Recognize variations from standard English in their own and others' writing</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or</p>		<p>List and define vocabulary terms that emerge</p>	<p>6. Watch videos, role play who to call in different situations (parent, doctor, 911), sort emergency examples</p> <p style="text-align: center;"><u>Rethink</u></p> <p>See activities in the Transition section of Rethink related to the area labeled "Community", "Home" "Employment" and "Social" including but not limited to:</p> <ol style="list-style-type: none"> 1. Dressing According to Weather 2. Using Public Transportation 3. Using the Restroom 4. Writing Personal Information 5. Vacuuming 6. Cleaning a Specified Area 7. Using a Cell Phone 8. Calling 911 9. Doing Laundry 	
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Functional Life Skills

<p>maps) with other information in print and digital texts.</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p style="padding-left: 20px;">A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p style="padding-left: 20px;">E. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p style="padding-left: 20px;">A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p style="padding-left: 20px;">F. Provide a concluding statement or section that follows</p>				
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Functional Life Skills

<p>from the information or explanation presented.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Rethink</p> <p>Social Thinking</p> <p>Skillstreaming</p> <p>Essential For Living Assessment (EFL)</p> <ul style="list-style-type: none"> ● Listener Response: 9, 12 ● Listener Response, Names, Description: 14 ● Asking Questions: event, 14 ● Daily Living Skills- D: 1-39, L: 1-14, C: 1-16, TC: 1- 7, RDA: 1-9 ● Functional Academic Skills- WT: 2-4 <p>LCE: Life Centered Education</p> <p>*Rethink- printable materials available</p> <p>Do Now Info Sheet</p> <p>Emergency Situations Worksheet- LCE</p> <p>Other: Teacher selected supplementary materials</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>A variety of adjustments may be deemed necessary based on individual student needs and as determined by each student's Individualized Education Plan. Concepts and materials may need to be modified and/or eliminated. Pacing of instruction may need to be adjusted to accommodate a variety of learners. A variety of scaffolds and the use of leveled reading materials and tiered activities may be utilized.</p>	

Functional Life Skills

Unit Title: Community Living Skills

Targeted Standards: (local, district, state or national)CCCS

- Speaking and Listening (SL) 6.1, 7.1, 8.1: Comprehension and Collaboration- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Language (L) 6.1, 7.1, 8.1: Conventions of Standard English- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- History/Social Studies (RH):
 - RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.
 - RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 - RH.6-8.3- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
 - RH.6-8.4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - RH.6-8.7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- Science & Technical Subjects (RST):
 - RST.6-8.2- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
 - RST.6-8.5- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

- Writing (WHST)
 - WHST.6-8.1- Write arguments focused on discipline-specific content.
 - WHST.6-8.2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - WHST.6-8.6- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - WHST.6-8.10- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Reading Literature (RL):
 - RL.6.2- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - RL.6.4- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

- Reading Informational Text (RI):
 - RI.6.2- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - RI.6.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - RI.6.7- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Functional Life Skills

- Math
 Ratios & Proportional Relationships (RPA)
RP.A.2- Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
RP.A.3.B- Solve unit rate problems including those involving unit pricing and constant speed.

The Number System (NS)

NS.B.3- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

NS.C.5- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

NS.C.7.B- Write, interpret, and explain statements of order for rational numbers in real-world contexts.

NS.C.7.D- Distinguish comparisons of absolute value from statements about order.

Unit Objectives/Conceptual Understandings: Students will be able to recognize, identify, and function within community resources. Students will be able to identify appropriate transportation options.

Essential Questions:

What are the resources available in the community?

How can you access and use resources in the community?

What is appropriate behavior to use in public?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)

Evidence of achievement will include tests/quizzes using multiple-choice, fill in the blank, picture prompts, etc. (based on student need), self-assessment, individual portfolio assessment, grading of practical application on CBI trips, Essential For Living Assessment (EFL) if/when applicable

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or	1.Community Resources 2.Functioning in the community 3. Transportation	1. Identify community resources (library, bank, grocery store, restaurant, police, doctor, fire department, leisure places, etc.) 2. Demonstrate appropriate behavior across public settings (making purchases, ordering from a menu, eating at a restaurant, asking for help, crossing the street, using an elevator/escalator, etc.)	1. List community resources (include name of resource, address, phone number, and website), sort community resources by their purpose 2. Class discussion of appropriate behavior in each location, role playing, video modeling, practice on CBI trips 3. Sort ways of transportation based on distance, cost, and	Anticipatory set questions/activities Oral questioning Class discussion Self-assessment Teacher made tests/quizzes

Functional Life Skills

<p>issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Recognize variations from standard English in their own and others' writing</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an</p>		<p>3. Identify various modes of transportation based on cost, identify appropriate type of transportation for different trips, identify street signs, using Maps application</p>	<p>availability, use Maps application to find given locations, choose appropriate transportation when given a location</p> <p style="text-align: center;"><u>Rethink</u></p> <p>See activities in the Transition section of Rethink related to the area labeled "Community" including but not limited to:</p> <ol style="list-style-type: none"> 1. Asking for Assistance in Locating an Item in a Store 2. Eating at a Fast Food Restaurant 3. Purchasing Items in the Community 4. Discriminating Between Men's and Women's Restrooms 5. Road Signs 	<p>Teacher made scoring rubrics</p> <p>Observation/scoring of practical application on CBI trips</p> <p>EFL (if applicable)</p>
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Functional Life Skills

<p>accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. E. Provide a concluding statement or section that follows from the argument presented.</p>				
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Functional Life Skills

<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of</p>				
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Functional Life Skills

<p>the text distinct from personal opinions or judgments.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>				
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Functional Life Skills

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

Rethink

Social Thinking

Skillstreaming

Essential For Living Assessment (EFL)

- Requesting: 1-10, 12-16, 21-27, 30-40, 43-45, 49-90
- Listener Response:1-11
- Listener Response, Names, Descriptions: event
- Asking Questions: event
- Daily Living Skills-Toil:11, LAC: 1-12
- Functional Academic Skills- RTL: 1, 2, 6, 11, Rdg: 1, 2, 6, 11, Mth: 10-12, 14, WT: 7

LCE: Life Centered Education

Other: Teacher selected supplementary materials

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

A variety of adjustments may be deemed necessary based on individual student needs and as determined by each student's Individualized Education Plan. Concepts and materials may need to be modified and/or eliminated. Pacing of instruction may need to be adjusted to accommodate a variety of learners. A variety of scaffolds and the use of leveled reading materials and tiered activities may be utilized.