

CV Guarantee
SPED SH/SDC

<p>Big Idea: Preparing students to engage in and comprehend communication with as much independence as possible as they transition from High School to life after school.</p>			
<p>Standard: CCSS.ELA-LITERACY.SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions and activities.</p>		<p>Timeline: End Of Year</p>	
<p>Key Vocabulary: good morning, good evening, bathroom, breakfast, lunch, dinner, recycle, plastic, metal, paper, shred, money</p>		<p>Vocabulary Activities: using tactile manipulatives to form words, tracing vocabulary on stenciled worksheets,</p>	
<p>Knowledge</p>	<p>Reasoning</p>	<p>Performance Skills</p>	<p>Product Examples</p>
<p>Reading simple 3-4 letter words within text. Identifying cite words.</p>	<p>Increases student ability to recognize signs in public places as well as increase their ability to following written instruction.</p>	<p>Following step by step instructions with minimal prompting.</p>	<p>See work samples.</p>
<p>Resources: N2Y, NearPod, Go Talk Now, TouchMath</p>			

Big Idea: Engaging students in career exploration, career preparation, job search, and employment.

Standard: EC SECTION 56390

Complete a prescribed alternative course of study. Meet IEP goals and objectives. Satisfactorily attend and participate in instruction.

Timeline: End of Year

Key Vocabulary: work, job, money, boss, dollar-up, cost, co-worker

Vocabulary Activities: using tactile manipulatives and social stories to understand the dynamics of a work relationship.

Knowledge

Reasoning

Performance Skills

Product Examples

Identifying a place of work and how to get there, who the individual works for, how to do the job by following instructions.

The student's ability to master the fundamental vocational skills will allow them to successfully transition into life after High School.

Assessment of performance will be based on IEP goals for each individual student and measured periodically to ensure growth.

Informal observation of student in vocation program during class time.

Resources:

N2Y, NearPod, Go Talk Now, TouchMath

Big Idea: Equip students with functional independent life skills that can be generalized into their everyday lives during and after high school.

Standard: CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Timeline: End of Year

Key Vocabulary: community signs, chores, independent living, life skills, responsibility

Vocabulary Activities:

Knowledge

Explaining the steps of a daily life skill and identifying the materials needed for the task to be completed.

Reasoning

The student's ability to master the functional life skills gives them access to independence and appropriate self-care.

Performance Skills

Demonstrate ability to follow instructions in order to complete a life skill task.

Product Examples

See work samples and observation of students during class time.

Resources:

N2Y, NearPod, Go Talk Now, TouchMath

Big Idea: Instruct students in Modified Mathematics; covering number identification, counting, single digit addition and subtraction using touch math, and learning to appropriately and accurately use a calculator.

<p>Standard: CCSS.MATH.CONTENT.HSN.Q.A.2</p> <p>Define appropriate quantities for the purpose of descriptive modeling.</p>	<p>Timeline: End of Year</p>
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<p>Key Vocabulary: add, subtract, touch math, number line, more, less</p>	<p>Vocabulary Activities:</p>
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Knowledge	Reasoning	Performance Skills	Product Examples
<p>Identifying numbers and number placement on the number line.</p>	<p>The student's ability to master adding and subtracting values allows the student access to more modified arithmetic courses.</p>	<p>Demonstrate ability to identify, count, add, and subtract values.</p>	<p>See work samples and observation of students during class time.</p>

<p>Resources: N2Y, NearPod, Go Talk Now, TouchMath</p>
